## Graduate Branch Program Matrix-whole

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<tr>
<th>Lumina Foundation SLO</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Dispositions</th>
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| **INTELLECTUAL SKILLS** | 1. A. Knowledge of social science research, its tools, and application.  
B. Understands research designs useful for high and low incidence populations  
2. A. Critical thinking skills such as the ability to identify, explain and compare & analyze theoretical frameworks, concepts.  
B. Knowledge of theories related to learning and development, and/or sociological processes.  
3. Knows the conventions of a variety of academic genres (e.g., action research, the traditional journal article, the review of literature.)  
4. Acknowledge the uses of technology for a variety of purposes.  | 1. A. Read, analyze, interpret, and, synthesize social science research;  
b. communicate research findings effectively to inform the development of appropriate curriculum, instructional practices, and/or research/project foci  
2a. Distinguish between and utilize the principles of a variety of research methods including auto/ethnography, action research, case study and narrative, statistics, qualitative and quantitative designs (e.g., experimental, correlational, descriptive, single subject)  
2b. Studies and questions existing professional practices and looks for appropriate solutions  
3a. Understand the conventions and structures of a variety of academic text types (e.g. position papers, peer-reviewed journals, reports, executive summaries, annotated bibliographies, etc.)  
3b. Understand and utilize APA format and principles regulating research development and writing standards  
3c. Can apply standard English writing conventions and strategies as tools for academic writing and research  
3d. Can compose academic contributions  | 1. A. Students see themselves as scholars and researchers  
b. effective communicators about academic concepts and research  
2. A. Intellectually curious.  
B. Change agents or advocates  
3. Students are writer-scholars in their academic domain, discipline, or within their discourse community  
4. Students are technologically literate |
**BROAD INTEGRATED KNOWLEDGE**

- Theoretical perspective encompassing scientific basis allowing for integrative across multiple disciplines of studies
- Global perspective from various fields
- Culturally responsive knowledge
- Knowledge of community

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<th>1. Global perspective from various fields with the frame of a cultural lens.</th>
<th>1a. Student recognizes and understands culturally and linguistically diverse populations specific language and cultural needs to inform the development of appropriate curriculum, instructional practices, and/or research/project foci.</th>
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<td>2. Theoretical perspectives across multiple disciplines of studies and/or multiple contextual influences on development.</td>
<td>2a. Organizing knowledge</td>
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<tr>
<td>3. Knowledge of community, contexts.</td>
<td>2b. Provides a theoretical framework for the coherence of all components in educational and/or community settings.</td>
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<td>4. Understands how past and current political, social and economic factors (among others) affect program and/or curriculum and/or policy development, research, and practice.</td>
<td>3a. Students recognizes appropriate contexts for student learning and/or research/project development</td>
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<td>5. Knowledge of research methods</td>
<td>3b. Student develops appropriate resources to assist local community (e.g., with improving learning outcomes, improving lives of children and families, for example).</td>
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<tr>
<td>6. Knowledge of a wide range of approaches to evaluate and assess from a systems level, ranging from the individual to the community, as well as programs.</td>
<td>4. Student examines and reflects on political, social, and economic climate and makes decisions</td>
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Accordingly

5a. Understands quantitative and qualitative research methods and data analysis

5c. Develops critical and creative thinking skills using evidence

5d. Analyzes programs as a whole to develop systems change strategies

6. A. Students learn about assessment and evaluation
   b. Develops understanding of advocacy strategies.

**Specialized Knowledge**

- Program specific theories
- Tools, technology and methods (discipline specific)
- Program specific research theories and key concepts

**Applied Learning**

1. Understand how theories and research contribute to policy and practice
2. Understands different delivery approaches, interventions and modifications.
3. REVISIT

1. Implements specialized knowledge to effectively make data-based decisions regarding community practices and interventions for a wide range of stakeholders
2. Expertise in oral, written, communication to account for application in discipline

**Civic Learning**

1. Understands children and families in a global context with its issues of social justice
2. A. Know how change works. B. Understands the nature of institutional change.
3. Knowledge base and disposition to focus their scholarly attention on questions of emancipatory interest
4. Utilize and understand research methodology to

1. Advocates a social justice perspective across community and political contexts.
2. A. Advocate for and/or lead children and families to reach optimal potential b. Promote institutional transformation toward equity and social justice on multiple levels.
3. Develops a logical argument as to changes that can be made in policy or practice.

1. Advocates; Engaged in advocacy and community leadership
2. A. Systems change agents
3. Professional, responsible, strategic thinkers
4. Advocates for equity and social justices for all
| assess and evaluate programs that address issues of equity and social justice. | 4. Use of research and scholarly arguments to advocate and promote social justice |