

# Graduate Learning Goals/Objectives Policy (iMet)

## Graduate and Professional Studies in Education

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### Graduate Learning Goals/Objectives Policy

Graduate Learning Goals/Objectives and Program Learning Outcomes Upon graduation from the master's program, iMet graduate students are expected to demonstrate expertise in and a deep understanding of advanced educational technology theories, methods, perspectives, and challenges, including intercultural knowledge and competency. They are expected to apply these knowledge and skills to develop a complex argument, analyze or solve challenging educational problems, lead advanced qualitative and/or quantitative research, and produce high quality data or recommendations for research in educational or relevant corporate setting. They are also expected to communicate the above information effectively through written and oral communication skills. These learning goals and outcomes are aligned well with the missions of the university and the college.

Graduate Learning Objectives	Program Learning Outcomes
<b>1. Disciplinary knowledge:</b> Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.	iMet graduate students are expected to: 1. Demonstrate advanced educational technology knowledge including theories, methods, perspectives, and other content ( <u>PLO 1: Advanced educational technology knowledge</u> ); 2. Demonstrate a deep understanding of educational technology contributions ( <u>PLO 2: Educational technology contributions and applications</u> ); 3. Demonstrate a deep understanding of challenges in educational technology ( <u>PLO 3: Challenges in educational technology</u> ).
<b>2. Communication:</b> Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.	iMet graduate students are expected to: 4. Communicate effectively in writing about any topics from a sociological perspective ( <u>PLO 4: Written communication</u> )

	5. Demonstrate effective oral communication skill ( <u>PLO 5: Oral communication</u> )
3. <b>Critical thinking/analysis:</b> Demonstrate the ability to be creative, analytical, and critical thinkers.	iMet graduate students are expected to: 6. Demonstrate a habit of systematically exploring issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion” ( <u>PLO 6: Critical thinking</u> )
4. <b>Information literacy:</b> Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.	iMet graduate students are expected to: 7. Develop the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand ( <u>PLO 7: Information literacy</u> )
5. <b>Professionalism:</b> Demonstrate an understanding of professional integrity.	iMet graduate students are expected to: 8: Apply knowledge and skills to systematically explore issues or works in many fields through the collection and analysis of evidence that results in informed conclusions, judgments, or recommendations ( <u>PLO 8: Integrated learning through inquiry and analysis</u> )
6. <b>Intercultural/Global Perspectives:</b> Demonstrate relevant knowledge and application of intercultural and/or global perspectives.	iMet graduate students are expected to: 9. Demonstrate "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts” ( <u>PLO 9: Intercultural Knowledge and Competency</u> )

## Curriculum Map

PLO 1: Advanced educational technology knowledge

PLO 2: Educational technology contributions and applications

PLO 3: Challenges in educational technology

PLO 4: Written communication

PLO 5: Oral communication

PLO 6: Critical thinking

PLO 7: Information literacy

PLO 8: Integrated learning through inquiry and analysis

PLO 9: Intercultural Knowledge and Competency

Each program shall create a curriculum map:

1. List all courses, both required and elective, as well as other required graduate education activities.
2. Indicate where in the curriculum each PLO is addressed through development of a curriculum map. The curriculum map may be presented in many formats, including tabular form as the template below. Another format may be substituted
3. *Please indicate if the course is a core (C), an elective (E), or culminating experience (Thesis, Project, or Comprehensive Examination) course.*

Course Work	PLO 1 (K)	PLO 2 (A)	PLO 3 (C)	PLO 4 (W)	PLO 5 (O)	PLO 6 (CT)	PLO 7 (IL)	PLO 8 (IA)	PLO 9 (IC)
EDTE 280 (R)	X	X	X		X				
EDTE 281 (R)	X	X	X		X				
EDTE 251i (R)	X		X			X			X
EDTE 250i (R)	X		X	X		X	X	X	
EDTE 282 (R)	X		X		X				
EDTE 286 (R)	X				X	X		X	X
EDTE283 (R)	X	X	X		X	X		X	
EDTE284 (R)	X	X		X			X		
EDTE285 (R)	X	X			X				
EDTE507 (CE)	X	X	X	X		X	X	X	

### Assessment Plan

PLO 1: Advanced educational technology knowledge (K)

PLO 2: Educational technology contributions and applications (A)

PLO 3: Challenges in educational technology (C)

PLO 4: Written communication (W)

PLO 5: Oral communication (O)

PLO 6: Critical thinking (CT)

PLO 7: Information literacy (IL)

PLO 8: Integrated learning through inquiry and analysis (IA)

PLO 9: Intercultural Knowledge and Competency (IC)

Each graduate program shall develop a plan for assessing student achievement of its Program Learning Outcomes:

1. *Indicate the date assessment of the PLO started and identify each PLO separately in the Assessment Plan.*
2. Identify graduate program-specific direct and indirect lines of evidence for each of the PLOs. (See the policy for summaries of the kinds of direct and indirect evaluative data programs might draw on to assess progress towards and achievement of PLOs).
3. *Please indicate the lead personnel associated with evaluating each PLO.*
4. *Articulate evaluation parameters for measuring introductory and advanced levels of graduate student development for each PLO and the timeline for measurement, e.g., at time of admission or prior to culminating experience coursework.*

5. Evaluate each of the PLOs based on direct lines of evidence, collectively supporting the evaluation of introductory and advanced levels of development over the course of each student's program trajectory. Emphasis should be placed on early assessment of indicators that predict success in the graduate experience.

Lines of Evidence for Assessing Graduate Program Learning Outcomes						
Date	PLO	Direct Lines of Evidence (Example: Assignments in core courses; early writing assessment)	Indirect Lines of Evidence (Mid-course assessments; Alumni Survey)	Lead/Resources (Example: Faculty Advisors; Course Instructor; Department Chair)	Evaluation Parameters & Timeline: Examples of timeline: Admission (A); Exit (E); On-going (O); Follow up with Alumni (F); Qualification for Culminating Experience (Q)	Evaluation of each PLO based on direct lines of evidence
	1 (K)	EDTE 250 Research Proposal EDTE 250 IRB		Faculty Advisors; Course Instructor; Department Chair; program website, course SacCT sites	Culminating Experience	
	2 (A)	EDTE 283 PD Project EDTE 284 Conference Proposal		Faculty Advisors; Course Instructor; Department Chair; program website, course SacCT sites	Culminating Experience	
	3 (C)	EDTE 281 Mobile Learning Project		Faculty Advisors; Course Instructor; Department Chair; program website, course SacCT sites	Culminating Experience	
	4 (W)	EDTE 250 Research Proposal EDTE 251 Papers		Faculty Advisors; Course Instructor; Department Chair; program website, course SacCT sites	Culminating Experience	
	5 (O)	EDTE 280 Online Pedagogy Project Presentation EDTE 283 PD Presentation		Faculty Advisors; Course Instructor; Department Chair; program website, course SacCT sites	Culminating Experience	
	6 (CT)	EDTE 250 Research Proposal EDTE 251 Papers		Faculty Advisors; Course Instructor; Department Chair; program website, course SacCT sites	Culminating Experience	
	7 (IL)	EDTE 280 Discussion Assignments EDTE 281 Reflection Assignments		Faculty Advisors; Course Instructor; Department Chair; program website,	Culminating Experience	

				course SacCT sites		
	8 (IA)			Faculty Advisors; Course Instructor; Department Chair; program website, course SacCT sites	Culminating Experience	
	9 (IC)	EDTE 251 Papers		Faculty Advisors; Course Instructor; Department Chair; program website, course SacCT sites	Culminating Experience	

## Action Plan

Based on the assessment data collected, each graduate program shall provide detailed information about action steps to be taken to maintain program quality and/or address identified deficiencies.

1. Assessment Data Summary
2. Evaluation
3. Actions for Program Improvements and/or Continuation

[illegible]