

Graduate Learning Goals/Objectives and Program Learning Outcomes:
MA Education, Curriculum and Instruction June 2018

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A. Institutional Graduate Learning Goals

For each Institutional Graduate Learning Goal, students are expected to achieve a level of competency associated with an advanced degree, as appropriate to the discipline.

Institutional Graduate Learning Goals for Masters Programs

- 1 *Disciplinary knowledge*: Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.
2. *Communication*: Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.
3. *Critical thinking/analysis*: Demonstrate the ability to be creative, analytical, and critical thinkers.
4. *Information literacy*: Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.
5. *Professionalism*: Demonstrate an understanding of professional integrity.
6. *Intercultural/Global Perspectives*: Demonstrate relevant knowledge and application of intercultural and/or global perspectives.

B. Program Learning Outcomes

Graduate programs shall develop Program Learning Outcomes (PLOs) that represent their unique perspectives and which demonstrate achievement of Graduate Learning Goals. Each graduate program shall define its own set of learning outcomes, specific to the level of study and to the discipline, which are clearly more advanced in content than those defined for related undergraduate work. For some programs, these might already be defined, at least in part, by external accrediting agencies. Such defined outcomes shall also form the basis for assessment plans within graduate programs and offer foci for future academic program review teams.

The faculty in the MA in Education, Curriculum and Instruction program created the following five program learning outcomes for our program which are: Expertise, Leadership/Change Agent, Intellectual Curiosity, Research: Qualitative and Quantitative, and Academic Writing. The learning outcomes are determined by knowledge, skills, and dispositions demonstrated by the student throughout the program.

		GPAG Program Learning Outcomes (PLO)
PLO #1: Expertise	Knowledge	Examine the political, socio-cultural and economic framework of curriculum and instruction in k-12 schooling (EDTE 227)
		Understand the differences and relationship between parent and family involvement in schools and school involvement in community life (EDBM 245)
		Understand politics and the role it plays in contemporary K-12 education (EDGR 211)
	Skills	Use information and communication technologies for personal and social experiential learning and as a tool. (EDTE 280)

		Develop curriculum and programs that address the academic/educational, socio-cultural, economic and political realities of schools and communities (EDTE 227)
		Understand a broad knowledge base, and enhanced critical thinking skills related to a wide range of controversial educational issues that affect educational services in the United States. (EDTE 251)
	Dispositions	Develop a critical perspective on the relationship between bicultural parents and public schools (EDBM 245)
		Recognize, understand and apply values, principles of equity and social justice in public and private contexts (EDTE 227)
PLO #2: Leadership/ Change Agent	Knowledge	Understand the key theoretical frameworks and best practices within the fields of curriculum and the social emotional well-being of students (EDGR 210)
		Exploring learning and technology issues related to potential and impact in local, national, and global context (EDTE 280).
		Assess curriculum trends (past, present, future) (EDTE 227)
	Skills	Use standards and curriculum frameworks to design curriculum (EDTE 227)
		Develop an action plan for implementing or strengthening parent-family-community-school involvement in the student’s work environment (EDBM 245)
		Demonstrate the ability to apply curriculum mapping skills that will assist with meeting the academic and developmental standards to needs of diverse student population (EDTE 227)
	Dispositions	See K-12 education as a 21 st century civil rights issue (EDGR 211)
		Work collaboratively to develop a plan for advocacy related to curriculum or the social emotional well-being of students (EDGR 210).
PLO #3: Intellectual Curiosity	Knowledge	Introduces students to current theories surrounding the pedagogies and politics of new literacies within a wide variety of contexts, but all related to educational settings. (EDGR 220)
		Explore the ways in which schools, are influenced by the economic, social and political environment (EDTE 251)
		Address the complex implications of diversity issues, learning theories, assessment practices, organizational structures, and systemic change efforts (EDTE 251).
	Skills	Demonstrate an understanding of how the dynamics of race, class, and culture affect parent-family-community-school interactions (EDBM 245)
		Discover potential and impact of technologies in education context and analyze its analyzing reliability, viability and sustainability (EDTE 280).

	Dispositions	Develop the capacity for empathetic imagination the ability to put oneself in another learner's shoes to think strategically about building transformative learning journeys. (EDTE 280)
		Incorporates information on technological literacies, family, community, and workplace literacies, cultural literacies, and multiliteracies. (EDGR 220)
PLO #4: Research: Qualitative and Quantitative	Knowledge	Identify various methodologies used in education research (EDTE 250)
		Understanding various learning models, evaluation techniques, and implementation strategies (EDTE 280).
	Skills	Analyze and interpret data from qualitative and quantitative research (EDTE 250)
		Identify underlying assumptions in curriculum and instruction decisions through the use of knowledge of research (literature review, methodology, results, and discussion) (EDTE 227)
	Dispositions	Values the importance of using valid and reliable data collection tools.
		Values the importance of making valid conclusions and inferences from data.
PLO #5: Academic Writing	Knowledge	Become competent with the APA format for academic writing (EDTE 290).
	Skills	Write and submit a research/project proposal that for the C & I program, or a research prospectus (EDTE 250)
		Write in both academic and other genres about the significance of curriculum and the social emotional well-being of students (EDGR 210)
	Dispositions	Produces academic writing for a variety of audiences including peers, professors, and the larger scholarly and professional community.
		Participates in collaboration, peer review, and feedback to improve academic writing.

C. Curriculum Map

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.

Coursework	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
EDTE 251 (core course)	X		X		X
EBDM 245 (elective)	X	X	X		X
EDTE 280 (elective)	X	X	X	X	X
EDTE 250 (core course)				X	X
EDTE 290 (core course)					X
EDTE 227 (core course)	X	X	X	X	X
EDGR 210 (elective)		X			X
EDGR 211 (elective)	X	X			X
EDGR 220 (elective)			X		X
EDTE 505 Culminating Experience					X

D. Assessment Plan

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

1. Identify graduate program-specific direct and indirect lines of evidence for each of the PLOs.
The table below summarizes the kinds of direct and indirect evaluative data programs might draw on to assess PLOs related the Institutional Graduate Learning Goals:

		Evidence for Assessing Graduate Program Learning Outcomes	
		Lines of Evidence	
<i>Institutional Graduate Goal</i>	<i><u>PLO</u></i>	<i>Direct</i>	<i>Indirect</i>
Disciplinary Knowledge	PLO 1 PLO 2 PLO 3	1. Assignments in core courses 2. Completion of culminating experience (thesis or project)	1. Midterm course assessments 2. Group presentations/assignments 3. Class discussions of
Communication	PLO 1 PLO 2 PLO 3 PLO 5	1. Assignments related to coursework 2. Course group work 3. Creation of Blog 4. IRB proposal 5. Culminating experience (thesis or project)	1. Midterm course assessments 2. Group & Individual discussions/presentations 3. Class discussions of scholarly material

Critical Thinking/ Analysis	PLO 1 PLO 2 PLO 3	1. Assignments in content courses 2. Proposal and IRB submission 3. Demonstration of applied understanding of expertise 4. Thesis proposal 5. Culminating experience (thesis or project)	1. Reflection assignments to demonstrate personal understanding of material 2. Midterm course assessments 3. Class discussions of scholarly material
Information Literacy	PLO 1 PLO 4 PLO 5	1. Assignments in content courses 2. Creation of Blog 3. Proposal and IRB submission 4. Culminating experience (thesis or project)	1. Midterm Course assessments 2. Use of information literacy in research

Professionalism	PLO 1 PLO 2 PLO 3	1. Assignments in content courses 2. Collaborates with peers & faculty. 3. Through coursework and class interaction demonstrates an understanding of integrity.	1. Class discussion leader 2. Provides peers with constructive feedback 3. Shows respect in agreeing/disagreeing with alternate points of view in class presentations
Intercultural/ Global Perspective	PLO 1 PLO 2 PLO 3	1. Assignments in content courses 2. Areas of research focus 3. Course content with social justice focus 4. Thesis and IRB proposal 5. Culminating experience (thesis or project)	1. Mid-course assessments 2. In-class discussions 3. Attendance at multicultural conference

3. Articulate evaluation parameters for measuring introductory and advanced levels of graduate student development for each PLO.

The Master of Arts in Education in the Curriculum and Instruction program offered students the opportunity to address GPAG five PLO's expertise, Leadership/Change Agent, Intellectual Curiosity, Qualitative and Quantitative Research, and Academic Writing in several ways.

Graduate students in the program:

- 1) Take courses that offer multiple perspectives using a social justice perspective on the disproportion academic achievement of historically underrepresented groups in US schools;
- 2) Take courses analyzing the current educational needs of historically underrepresented groups;
- 3) Take course focused on the role of bicultural parents and community organizations;
- 4) Take courses examining the role of technology in education;
- 5) Take courses examining the influence of social emotional factors in k-12 schools;
- 6) Take courses that support research and writing skills necessary for graduate level work. .

The C & I program focuses is on how the structure of school curriculum affects k-12 students, with particular attention to students/families from historically underrepresented groups.

Two courses that encapsulate the focus of the program is *EDTE 227: Seminar in Curriculum and Instruction, K-12*; and *EDBM 245: Advocacy, Chang, and Community*. Both of these courses incorporate social justice and theoretical perspectives learned in *EDTE 251: Education for a Democratic, Pluralistic Society* that rely on the thinking/writings of Paulo Freire, Antonia Darder and James Banks. The first course, *EDTE 227* examines current educational practices (e.g., curriculum, assessments) that inherently favor certain students in k-12 settings. *EDBM 245* delves more specifically into the effects of these policies on bilingual/bicultural students and families, as well as strategies to empower these too often disenfranchised communities.

3. Evaluate each of the PLOs based on direct lines of evidence such as those identified above, 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.

Students are guided toward completion of a thesis or project starting with early identification of possible research topics in their first semester course, *EDTE 251*. Students then learn research methods through the lens of their specific topic *EDTE 250*, which is taught by the program coordinator. By the end of the course, the program coordinator connects students with an advisor that has expertise in the student's area of interest (e.g., social emotional learning). This allows for student and advisor to begin discussions on possible research questions, tentative submission dates (e.g., COE IRB), and most importantly a summer readings regarding the literature review. Students are provided structured writing support in *EDTE 290: Thesis writing*. The program coordinator helps keep students in the program on track with course requirements, advancement to candidacy, submission of the culminating experience proposal, and application to graduate. The program learning outcomes (PLO) are woven into each course in assignments, readings, presentations, and student publications.

Ideal course sequence of curriculum & Instruction program

Course Sequence

EDTE 251; EDBM 245 (8 weeks); EDTE 280 (8 weeks)
EDTE 250; EDTE 227
EDTE 290; EDGR 210 (8 weeks); EDGR 211 (8 weeks)
EDGR 220; EDTE 505

Semester

Fall Year 1
Spring Year 1
Fall Year 2
Fall Year 2

E. Action Plan Based on Assessment Data

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

There will be no action plan for this program as currently constructed. The pathway discussed above was created for cohort #1; nineteen students entered in fall 2015. Some course offerings were new courses (EDGR 210; EDGR 211; EDGR 220), and the success of each course necessitated program modifications, such as moving EDGR 210 to a position much earlier in the program. Second, cohort #2 (fall 2016 admits) was so small (n = 9) that courses had to be moved in a way that combined cohorts #1 and #2 to avoid classes with low numbers, which modified the original plans. Unfortunately, in fall 2016, only nine students enrolled, and in fall 2017 the C & I program did not have enough applicants to admit a new cohort. Currently several COE faculty are devising an updated C & I program that will be delivered exclusively on line. Below is the proposed course sequence to date. Courses in bold are pre-existing courses that will be included in the revised pathway.

SUMMER

The New Pedagogy (3)

Expanding demographic diversity, advances in cognition science, new curriculum standards, and new instructional technologies all call for innovative approaches to pedagogy. In this course, students will learn about instructional strategies to foster academic discourse, differentiate instruction and assessment, implement project-based learning, and create culturally relevant activities.

Reinventing education (3)

Teaching and learning occur within complex organizational and systems contexts. This course focuses on the intersection of organizational theory, policy development, and policy implementation to understand how educational changes occur, the strategic levers that facilitate reform, and the structural impediments to innovation. The role that teachers can play and have played in innovation is also examined.

FALL

EDTE 251: Education for a Democratic, Pluralistic Society (3)

In this course, students examine educational inequities, from theoretical and practical viewpoints. They learn the analytical frameworks of the major disciplines studying educational inequality and apply these to specific aspects of their own realities as teachers.

EDTE 250 Education Research (3)

EDGRXXX: Inquiry and Practice (3)

This is the first part of the action research sequence...

Spring

EDTE 227 Transforming Curriculum (3)

EDGRXXX: Action and analysis (3)

This is the second part of the Action research sequence.

Culminating Experience: Portfolio (3)

The portfolio includes action research paper and any supporting materials such as curriculum AND/OR student work.

Any time: Credit-bearing BTSA courses or other pre-approved electives (6)