

Program Name: MA in Education, Behavioral Science Gender Equity

Year: 2017

Graduate Learning Goals Report

The Graduate Learning Goals policy can be found at: <http://www.csus.edu/acaf/academic%20resources/policies%20and%20procedures/15-16fs-115%20graduate%20learning%20goals.pdf>

Curriculum Map						
Coursework	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
EDUC 165 core course	X	X	X	X	X	X
EDTE 250 core course	X	X	X	X	X	X
EDTE 251 core course	X	X	X	X	X	X
EDTE 266 core course	X	X	X	X	X	
EDTE 290 core course	X	X	X	X		
EDTE 268 Elective	X	X	X	X	X	X
EDUC 160 Elective	X	X	X	X		X
EDTE 280 Elective	X	X		X		
Coms 222 Elective		X	X	X	X	
EDTE 506 Culminating Experience	X	X	X	X	X	X

Institutional Graduate Learning Goal	Program Learning Outcome (PLO)	Assessment Plan			Action Plan
		Lines of Evidence			
		Direct	Indirect	Evaluation Parameters	
<i>Disciplinary Knowledge</i>	PLO 1 Expertise PLO 3 Intellectual Curiosity	1. Assignments in core courses 2. Completion of culminating experience	1. Mid-course assessments 2. Course assignments 3. Program exit interview 4. Employment in research area	In all core courses, assignments ask students to demonstrate topic knowledge and to intellectual curiosity and examine the topic through various lenses. Included is an example of a	To ensure that all courses in the program provide rubrics for the signature assignments, examining expertise, disciplinary knowledge and intellectual curiosity in the writing and reflections.

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				rubric used in EDTE 266 assignment demonstrating subject knowledge and intellectual curiosity skills being applied.	
<i>Communication</i>	PLO 2 Leadership/Change Agent PLO 3 Intellectual Curiosity	<ol style="list-style-type: none"> 1. Communication assignments directly related to coursework 2. Presentations in courses 3. Course group work 4. E-communication via Skype, email, e-groups 5. Presentation at scholarly meetings or in colloquia series 6. Papers/articles/books/grants 7. Thesis proposal Culminating	<ol style="list-style-type: none"> 1. Mid-course assessments 2. Employment 3. Program exit interview 	In EDUC 165, EDTE 251, and EDTE 266 students are required to provide an in-depth lecture on an educational practice or problem and/or diversity issue. Students demonstrate their leadership, public speaking skills and ability to teach the adult learner. Throughout all the courses in the program, students engage in small group dynamics using communication skills and the opportunity to lead others and be a	All courses that incorporate an opportunity develop leadership skills in a presentation format are asked to use a rubric in order to determine the various communication modalities being used and ways students demonstrate being a leader on their topic. Included is a presentation rubric used in EDTE 251.

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		experience.		change agent in the education field.	
<i>Critical Thinking / Analysis</i>	PLO 3 Intellectual Curiosity PLO 4 Research	<ol style="list-style-type: none"> 1. Assignments in content courses 2. Proposal and IRB submission 3. Demonstration of applied understanding of expertise 4. Papers/articles/books/grants 5. Thesis proposal Culminating experience	<ol style="list-style-type: none"> 1. Reflection assignments to demonstrate personal understanding of material 2. Mid-course assessments 3. Program exit interview 	In all core courses in the MA program allow student to use critical thinking skills in various assignments and class activities. In EDTE 250 , Research Methods, students review studies using different types of research modalities. The assignment in this course, asks students to critically examine if the methodology cited was appropriate for the particular study. Students also analyze and critical examine whether the findings and discussion are fully developed or if the author could have navigated the	Faculty will be asked to highlight assignments and class activities in all core courses which foster the use of critical thinking and analytical skills. This data will be collected and reviewed annually to ensure that the program is meeting this Graduate Learning Goal.

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				research another way. This assignment gave students the opportunity to use their intellectual curiosity and research skills.	
<i>Information Literacy</i>	PLO 1 Expertise PLO 3 Leadership/Change Ag. PLO 4 Research PLO 5 Academic Writing	<ol style="list-style-type: none"> 1. Assignments in content courses 2. Early writing assessment 3. Demonstration of e-literacy 4. Proposal and IRB submission 5. Presentation at scholarly meetings or in colloquia series 6. Papers/articles/books/grants Culminating experience	<ol style="list-style-type: none"> 1. Mid-course assessments 2. Use of information literacy in career/profession 3. Program exit interview 	All core courses in the MA program require students to use electronic data bases for class assignments, presentations, and student/course inquires, and literature review. Students apply their expertise on information literacy by researching academic journals in courses EDUC 165, EDTE 251, EDTE 266, EDTE 290. Students leave the program with Academic Writing (PLO 5) as a focus for	Courses in the program use rubrics and assignment criteria to determine the depth of knowledge in information literacy. In EDTE 290 students completed their literature review for their thesis/project. This assignment demonstrates student's use and understanding of Information literacy and highlights their expertise intellectual curiosity, understanding of research and academic writing on their research topic.

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				students success in the program. Students are to know the conventions of a variety of academic genres and understand the role information literacy plans in PLO 5 skill set.	
<i>Professionalism</i>	PLO 1 PLO 2	<ol style="list-style-type: none"> 1. Assignments in content courses 2. Collaborates with other students, faculty. 3. Presentation at scholarly meetings or in workplace settings <p>Through coursework and class interaction demonstrates an understanding of integrity</p>	<ol style="list-style-type: none"> 1. Mid-course assessments 2. Demonstrates reflective decisions in profession 3. Shows honesty and care in working with others 	In EDTE 266, students are required to lead the class in a teaching demonstration supported by research and academic inquiry. This activity allows students to showcase their teaching talents and their skills as a professional in their field. Students present and display their research findings at the College of Education Student	As professionalism is part of the PLO 1 Expertise and PLO 2 Leadership Change Agent in the program learning goals, faculty will ensure that students are given the opportunity to reflective on their professional progress through their academic journey.

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				Research Showcase. In many of the courses, EDTE 250, 251, 266 assignments are created in order to provide students the opportunity to collaborate with other students on areas of research interests.	
<i>Intercultural / Global Perspectives</i>	PLO 1 PLO 2 PLO 3	<ol style="list-style-type: none"> 1. Assignments in content courses 2. Areas of research focus 3. Course content with social justice focus 4. Presentation at scholarly 	<ol style="list-style-type: none"> 1. Mid-course assessments 2. Career focus Volunteerism 	EDTE 251, Multiculturalism in a Pluralistic Society and EDUC 165 Sex role Stereotyping in American Education are courses that designed around intercultural and global perspectives. Intersectionality and the role race, gender, and class play in our society are central to these course objectives and outcomes. Students	Currently students who pass successfully EDTE 251 and EDUC 165 demonstrate that they have met the goals and objectives of these courses. Faculty will continue to keep the curriculum in these courses current and reflective of the diverse student population at CSUS.

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		meetings, campus events 4. Papers/articles/books/grants 5. Thesis and IRB proposal Culminating experience		demonstrate their expertise, leadership, and intellectual curiosity as it applies to global awareness and intercultural understanding.	
<i>Research*</i>					

*Required for Doctoral Programs