# GAAC Degree Program Proposal

Requesting College(s)/School(s)/Center(s): **School of Education**

Requesting Department(s): **Educational Studies**

| | |
|---|---|
| **Academic Level:** | ☐ **Post-Baccalaureate (includes all graduate and professional programs)** |
| **Associated Degree:** | ☒ **Master of Arts (M.A.)**<br>☐ Master of Science (M.S.)<br>☐ Doctor of Philosophy (Ph.D.)<br>☐ Other – *please specify*: |
| **Program Title/Area of Study:** | ***Master's degree in Education Principles and Practices*** |
| **Program Start Term** | ☒ **Fall**<br>☐ Spring<br>☐ Summer<br>☐ Other |

| SLU Approval Authority | Signature | Date |
|---|---|---|
| Department Chair | Jennifer Buehler | 10/25/19 |
| College/School/Center Curriculum Committee Chair | Jennifer Buehler PP Jody Wood | 10/25/19 |
| College/School/Center Dean | Gary W. Ritt | 10/25/19 |
| Chair, GAAC | | |
| Council of Academic Deans and Directors | | |
| Provost | | |
| Chair, Academic Affairs Committee of the University Board of Trustees | | |
| Chair, University Board of Trustees | | |

☐ HLC Approval Date *(if applicable)*

## 4.0 STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN

***Note: You are strongly encouraged to work with the University Assessment Coordinator (977-4189 or thatcherk@slu.edu) as you develop this portion of the proposal. The University Assessment Coordinator can help you establish appropriate student learning outcomes, methods for measuring student progress and using the data to inform program improvement, and assist with all facets of academic assessment.***

### 4.1 Student Learning Outcomes Assessment Plan

Complete the table below to provide an overview of your plan to assess student progress toward achievement of desired program-level learning outcomes. Note that results of evaluations of student performance against each learning outcome identified below will be reviewed as part of all college/school/center-level and University-level program reviews.

| **Program-Level Student Learning Outcomes**<br><br>*What are the most important (no more than five) specific learning outcomes you intend for all program completers to be able to achieve and demonstrate upon completion of the program?* | **Evaluation Method**<br><br>*How will students document/demonstrate their performance toward achievement of the learning outcomes? How will you measure student performance toward achievement of the learning outcomes?*<br><br>*Describe any use of direct measures: capstone experiences/courses, standardized exams, comprehensive exams, dissertations, licensure exams, locally developed exams, portfolio reviews, course-embedded assessments, etc.*<br><br>*Describe any use of indirect measures: student, alumni or employer surveys (including satisfaction surveys); exit interviews/focus groups with grads; retention/transfer studies; graduation rates; job placement/grad school admission rates; etc.* | **Use of Assessment Data**<br><br>*How and when will student performance data be analyzed and then used to "close the assessment loop" and inform **program improvement**? How will you document that?* |
|---|---|---|
| ***EXAMPLE:***<br><br>*1. Demonstrate a thorough understanding of ethical problems being addressed in an individual case or class of cases.* | ***EXAMPLE:***<br><br>***Direct Measures:***<br><br>*1. The following courses in the program specifically require formal case analyses designed to elicit direct evidence of student development toward this outcome: BUS 500, BUS 522, BUS 600*<br><br>*2. Embedded in the mid-term and final exams in certain required courses (BUS 550, MGMT 503, BUS 650) will be questions designed specifically to provide data enabling faculty and program administrators to evaluate student progress toward this outcome.*<br><br>***Indirect Measures***<br><br>*1. End-of-course student surveys will solicit self-evaluations of their development in the context of this outcome.*<br><br>*2. Alumni surveys (administered one and five post-graduation) will solicit from graduates self-evaluations of their continued development in the context of this outcome, and will particularly focus on how the program has impacted professional competency.* | ***EXAMPLE:***<br><br>*Assessment results will be analyzed annually against a standard rubric by the program director and a small team of faculty; recommendations for curriculum, pedagogy and/or assessment revisions will be made to the department faculty on an annual cycle that allows for appropriate implementation.*<br><br>*Reviews of the impact of any such program changes will also be conducted annually, and the records of those reviews will be maintained by our department assessment coordinator.* |

| | | |
|---|---|---|
| 1. *Students will be able to critically **analyze** scholarly work in the field of education.* | **Direct Measures:**<br>• Literature review assignments in the core (EDR 5000 General Research Methods for Educators, EPE 5250 Contemporary Issues in Education Policy)<br><br>**Indirect Measures:**<br>• Alumni surveys | *The data for each learning outcome will be gathered via course assignment rubrics, capstone project rubrics, feedback forms, and surveys.*<br>• *Course assignment rubrics will be developed by individual course instructors and vetted during monthly Educational Studies faculty meetings.*<br>• *Capstone rubrics, feedback forms, and alumni surveys will be developed by the faculty leaders in each certificate area and vetted during monthly Educational Studies faculty meetings*<br>*Data will be housed on the SOE assessment dashboard and analyzed annually by the program director and faculty members at SOE Moving Forward Day in October. Program changes recommended by the faculty will be reported to the dean, implemented by the program director, and reevaluated annually.* |
| 2. *Students will be able to **apply** research-based best practices to problems grounded in educational literature.* | **Direct Measures:**<br>• Problem of practice assignments in the core (EDF 5300 Advanced Educational Psychology, EDI 5920 Collaborative Leadership and Communication)<br>• Capstone project/oral exam<br><br>**Indirect Measures:**<br>• Alumni surveys | *The data for each learning outcome will be gathered via course assignment rubrics, capstone project rubrics, feedback forms, and surveys.*<br>• *Course assignment rubrics will be developed by individual course instructors and vetted during monthly Educational Studies faculty meetings.*<br>• *Capstone rubrics, feedback forms, and alumni surveys will be developed by the faculty leaders in each certificate area and vetted during monthly Educational Studies faculty meetings*<br>*Data will be housed on the SOE assessment dashboard and analyzed annually by the program director and faculty members at SOE Moving Forward Day in October. Program changes recommended by the faculty will be reported to the dean, implemented by the program director, and reevaluated annually.* |
| 3. *Students will be able to **communicate** research-based best practices to diverse educational stakeholders.* | **Direct Measures:**<br>• Advocacy strategy assignment in the core (EDI 5920 Collaborative Leadership and Communication)<br>• Capstone project/oral exam<br><br>**Indirect Measures:**<br>• Alumni surveys<br>• Employment tracking | *The data for each learning outcome will be gathered via course assignment rubrics, capstone project rubrics, feedback forms, and surveys.*<br>• *Course assignment rubrics will be developed by individual course instructors and vetted during monthly Educational Studies faculty meetings.*<br>• *Capstone rubrics, feedback forms, and alumni surveys will be developed by the faculty leaders in each certificate area and vetted during monthly Educational Studies faculty meetings*<br>*Data will be housed on the SOE assessment dashboard and analyzed* |

| | | |
|---|---|---|
| | | *annually by the program director and faculty members at SOE Moving Forward Day in October. Program changes recommended by the faculty will be reported to the dean, implemented by the program director, and reevaluated annually.* |
| 4. *Students will demonstrate the ability to **collaborate** with a variety of educational stakeholders.* | **Direct Measures:**<br>• Action plan assignment in the core (EDI 5920 Collaborative Leadership and Communication)<br>• Capstone project/oral exam<br><br>**Indirect Measures:**<br>• Alumni surveys<br>• Employment tracking | *The data for each learning outcome will be gathered via course assignment rubrics, capstone project rubrics, feedback forms, and surveys.*<br>• *Course assignment rubrics will be developed by individual course instructors and vetted during monthly Educational Studies faculty meetings.*<br>• *Capstone rubrics, feedback forms, and alumni surveys will be developed by the faculty leaders in each certificate area and vetted during monthly Educational Studies faculty meetings*<br>*Data will be housed on the SOE assessment dashboard and analyzed annually by the program director and faculty members at SOE Moving Forward Day in October. Program changes recommended by the faculty will be reported to the dean, implemented by the program director, and reevaluated annually.* |
| 5. *Students will demonstrate understanding of the **structures** that influence the provision of educational services (including policies, laws, and governmental systems).* | **Direct Measures:**<br>• Community-based research assignments in the core (EDF 6650 History of Education, EPE 5250 Contemporary Issues in Education Policy)<br><br>**Indirect Measures:**<br>• Alumni surveys | *The data for each learning outcome will be gathered via course assignment rubrics, capstone project rubrics, feedback forms, and surveys.*<br>• *Course assignment rubrics will be developed by individual course instructors and vetted during monthly Educational Studies faculty meetings.*<br>• *Capstone rubrics, feedback forms, and alumni surveys will be developed by the faculty leaders in each certificate area and vetted during monthly Educational Studies faculty meetings*<br>*Data will be housed on the SOE assessment dashboard and analyzed annually by the program director and faculty members at SOE Moving Forward Day in October. Program changes recommended by the faculty will be reported to the dean, implemented by the program director, and reevaluated annually.* |

## 4.2 Curriculum Mapping

Courses should contribute to student achievement of the program learning outcomes detailed above. Sequencing should be intentional and complementary, allowing for the development of curricular content at multiple levels and the application and demonstration of student understanding and skills at multiple levels. Accordingly, complete the two curriculum maps below, indicating the course(s) in which each learning outcome is intentionally addressed and at particular levels of intellectual complexity and rigor, using the level indicators* provided below. ***Depending on the nature of the proposed program, the levels may seem more or less appropriate. Without veering from the spirit of the exercise, you may adapt the***

***levels as deemed appropriate.***

| Level I | Level II | Level III |
|---|---|---|
| ▪ *Knowledge & Comprehension:* Recall data or information; understand the meaning, translation, interpolations, and interpretation of instructions and problems; state a problem in one's own words. | ▪ *Application:* Use a concept in new situations; unprompted use of an abstraction. Application of knowledge in novel situations.<br>▪ *Analysis:* Separates material or concepts into component parts so organizational structure may be understood. Distinguishes facts from inferences. | ▪ *Synthesis:* Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.<br>▪ *Evaluation:* Make judgments about the value of ideas or materials. |

***Note:*** *When you first complete the curriculum maps, you may see that certain outcomes are not addressed in any developmentally-appropriate sequence, or that a particular outcome might not be addressed substantially enough; you might even see that you have included a course(s) in your curriculum that doesn't substantially contribute to the development of* any *outcome. You should use the map to alter your program design, course syllabi and course sequencing to best facilitate and support student achievement of the outcomes. The result of that exercise should be a final curriculum map presented below when you submit your proposal to UAAC.*

**Courses Offered by Home Department of Proposed Major or Minor: for Master's Degree IN EDUCATION PRINCIPLES AND PRACTICES**

| Major or Minor Student Learning Outcomes | EDF 6650 (History of Ed) | EDR 5000 (Gen Res Methods) | EDF 5300 (Ed Psych) | EPE 5250 (Ed Policy) | EDI 5920 (Collab & Comm) | DEPT 506 | DEPT 507 | DEPT 508 | DEPT 509 | DEPT 510 | DEPT 511 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ***Example: Outcome #1*** | ***1*** | ***1*** | ***1, 2*** | ***2*** | ***2*** | ***2*** | | ***3*** | ***3*** | ***2*** | ***2, 3*** |
| *Students will be able to critically **analyze** scholarly work in the field of education.* | | *2* | | *2, 3* | | | | | | | |
| *Students will be able to **apply** research-based best practices to problems grounded in educational literature.* | | | *2* | | *3* | | | | | | |
| *Students will be able to **communicate** research-based best practices to* | | | | | *2* | | | | | | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| *diverse educational stakeholders.* | | | | | | | | | | | |
| *Students will demonstrate the ability to **collaborate** with a variety of educational stakeholders.* | | | | | *2, 3* | | | | | | |
| *Students will demonstrate understanding of the **structures** that influence the provision of educational services (including policies, laws, and governmental systems).* | *1, 2* | | | *2,3* | | | | | | | |

**Courses Offered by Home Department of Proposed Major or Minor: for certificate in ADVANCED LITERACY METHODS**

| Major or Minor<br>Student Learning Outcomes | ED1 5390 (TEACHING READING) | EDR 5800 (ACTION RESEARCH) | * EDI 5590 (LIT ASSESS) | *EDI 5030 (WRITERS) | *EDI 5040 (CHILD LIT) | *EDI 5900 (TALK) | **EDI 6460 (CURRIC) | **EDI 6230 (INST) | **EDI 6550 (ASSESS) | DEPT 510 | DEPT 511 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ***Example: Outcome #1*** | ***1*** | ***1*** | ***1, 2*** | ***2*** | ***2*** | ***2*** | | ***3*** | ***3*** | ***2*** | ***2, 3*** |
| ***Analyze professional literature:*** *Students will be able to identify the research base and theorists that inform a chosen approach to literacy learning.* | *2* | | | | | | | | | | |
| ***Apply knowledge and practice to solve problems in local educational contexts:*** *Students will be able to design culturally relevant ways of engaging students* | *2* | *3* | *2* | *2* | *2* | *2* | *2* | *2* | *2* | | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| *in generative literacy learning experiences that are informed by community literacy practices.* | | | | | | | | | | | |
| ***Communicate with stakeholders to effect educational change:*** *Students will be able to develop action plans for engaging with educational stakeholders in local or national contexts to communicate information about research-based, culturally relevant literacy practices.* | | *3* | | | | | | | | | |

**Elective options in literacy methods (choose two)*
*** Elective options in curriculum (choose one)*

**Courses Offered by Home Department of Proposed Major or Minor: for certificate in INCLUSIVE PRACTICE**

| Major or Minor Student Learning Outcomes | EDSP 5100 (CHALL BEHAVIOR) | EDSP 5200 (MENTAL HEALTH) | EDSP 5280 (COACH PRAC) | EDSP 5290 (COLLAB LEARN) | EDSP 5400 (TCH EVRYONE) | EDSP 5350 (DIFF INST) | DEPT 507 | DEPT 508 | DEPT 509 | DEPT 510 | DEPT 511 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ***Example: Outcome #1*** | ***1*** | ***1*** | ***1, 2*** | ***2*** | ***2*** | ***2*** | | ***3*** | ***3*** | ***2*** | ***2, 3*** |
| ***Analyze professional literature:*** *Students will be able to explain how theories and research focusing on positive behavior interventions can be used to raise academic achievement, improve the learning environment, and* | *2* | *2* | | | *2* | *2* | | | | | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| *reduce challenging behaviors.* | | | | | | | | | | | |
| ***Apply knowledge and practice to solve problems in local educational contexts:*** *Students will be able to design system-leveled support and classroom-leveled strategies to promote inclusive practices in a specific educational context.* | *2,3* | *2* | *2* | *2* | *2,3* | *2,3* | | | | | |
| ***Communicate with stakeholders to effect educational change:*** *Students will be able to develop action plans for engaging with educational stakeholders in local or national contexts to implement skills and tools that promote well-being.* | | | | | *2,3* | *2* | | | | | |

**Courses Offered by Home Department of Proposed Major or Minor: for certificate in EDUCATIONAL EQUITY**

| Major or Minor Student Learning Outcomes | ED1 6501 (LANG & IDENTITY) | EDF 6600 (ED IN AM CULT) | ED1 5650 (RACIAL LITERACY) | ED1 6480 (SEM CURRIC) | EDF 6870 (EDUC PROBS) | DEPT 506 | DEPT 507 | DEPT 508 | DEPT 509 | DEPT 510 | DEPT 511 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ***Example: Outcome #1*** | ***1*** | ***1*** | ***1, 2*** | ***2*** | ***2*** | ***2*** | | ***3*** | ***3*** | ***2*** | ***2, 3*** |
| ***Analyze professional literature:*** *Students will be able to explain how theories of identity, power, privilege, and oppression can be used to* | *1,2* | *1,2* | | | | | | | | | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| *identify race-based opportunity gaps in specific educational contexts.* | | | | | | | | | | | |
| ***Apply knowledge and practice to solve problems in local educational contexts:*** *Students will be able to build strategies for engaging in antiracist work in the areas of curriculum, professional development, and/or systems-level school reform.* | | | *2* | *2,3* | *2,3* | | | | | | |
| ***Communicate with stakeholders to effect educational change:*** *Students will be able to develop action plans for sharing information about equity-based interventions with educational stakeholders in local or national contexts.* | | | | | *3* | | | | | | |

**Program Courses Offered by Other Departments: N/A**

| Major or Minor Student Learning Outcomes | DEPT 400 | DEPT 410 | DEPT 420 | DEPT 430 | DEPT 440 | DEPT 450 | DEPT 460 |
|---|---|---|---|---|---|---|---|
| ***Example: Outcome #1*** | ***1*** | ***2*** | ***1*** | | ***2, 3*** | | |
| | | | | | | | |
| | | | | | | | |

* Adapted from Bloom's Taxonomy (1965)