

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

ACADEMIC PROGRAMS COMMITTEE

REPORT TO

THE ACADEMIC SENATE

AP-083-167

CEIS

EDUCATION, M.A. – CURRICULUM & INSTRUCTION SUBPLAN/OPTION

Academic Programs Committee

Date: 05/21/2017

Executive Committee
Received and Forwarded

Date: 05/24/2017

Academic Senate

Date: 05/31/2017
First Reading

BACKGROUND:

Curriculum and Instruction is the largest option in the Master of Arts in Education Degree Program, drawing mainly candidates serving in P-12 schools (and early childhood, adult, alternative education, or community college instructional settings) as educators in general and specialized classrooms. This option appeals to a wide range of grade level/content area educators because it allows for candidates to deepen their expertise and broaden their perspectives while also rendering their learning relevant to the context of their particular educational settings. The courses serve to reinforce the Cal Poly “learn by doing” philosophy. Thus they are designed to integrate theory and practice with the expectation that in-class academic work will require application of knowledge in real-world settings. Core courses are augmented with a variety of elective courses that allow for enriched study relevant to the diverse needs, backgrounds, and aspirations of candidates and the professional roles in which they serve. There is a consistent emphasis on key themes that include leadership attributes, the development of cognitive and emotional intelligence, and the reforms needed to promote educational excellence and the pursuit of social justice in a diverse, technological, global society. Areas of study include curriculum design and assessment to expand educational access and achievement, reflective pedagogical practice to inform inquiry-based teaching and learning, analysis of the diverse opportunities and challenges of the socio-cultural dimensions of education; and a research-based examination of educational poliCEIS, practices, and problems. Included under the Curriculum and Instruction Option are three sub-plans or emphases—the General Emphasis, the Advanced Literacy Studies Emphasis, and the Design-Based Learning Emphasis.

RESOURCES CONSULTED:

Deans
Associate Deans
Department Chairs
All Faculty

DISCUSSION:

Before reaching the Academic Programs Committee, this program was reviewed by the College Curriculum Committee in the College of Education and Integrative Studies as well as the Dean of CEIS and the Office of Academic Programs. All concerns raised at those levels were addressed. The Academic Programs Committee then conducted campus-wide consultation, as well as its own review of the program. No concerns were raised.

RECOMMENDATION:

The Academic Programs Committee recommends approval of the Curriculum & Instruction Option (Revised) as part of the semester conversion process.

Program Proposal

MA in Education Curriculum & Instruction Option

Overview of the Curriculum & Instruction Option:

Curriculum and Instruction is the largest option in the Master of Arts in Education Degree Program, drawing mainly candidates serving in P-12 schools (and early childhood, adult, alternative education, or community college instructional settings) as educators in general and specialized classrooms. This option appeals to a wide range of grade level/content area educators because it allows for candidates to deepen their expertise and broaden their perspectives while also rendering their learning relevant to the context of their particular educational settings. The courses serve to reinforce the Cal Poly “learn by doing” philosophy. Thus they are designed to integrate theory and practice with the expectation that in-class academic work will require application of knowledge in real-world settings. Core courses are augmented with a variety of elective courses that allow for enriched study relevant to the diverse needs, backgrounds, and aspirations of candidates and the professional roles in which they serve. There is a consistent emphasis on key themes that include leadership attributes, the development of cognitive and emotional intelligence, and the reforms needed to promote educational excellence and the pursuit of social justice in a diverse, technological, global society. Areas of study include curriculum design and assessment to expand educational access and achievement, reflective pedagogical practice to inform inquiry-based teaching and learning, analysis of the diverse opportunities and challenges of the socio-cultural dimensions of education; and a research-based examination of educational poliCEIS, practices, and problems.

Included under the Curriculum and Instruction Option are three sub-plans or emphases—the General Emphasis, the Advanced Literacy Studies Emphasis and the Design-Based Learning Emphasis. The Advanced Literacy Studies Emphasis draws candidates serving in k-12 schools. This emphasis gives credentialed candidates (with five years of teaching experience) the opportunity to obtain a Master’s Degree along with the Advanced Literacy Studies Emphasis (awarded by the Commission on Teacher Credentialing). The emphasis includes a purposeful, developmentally designed sequence of course work and field experience that builds upon the foundational knowledge, skills and competenCEIS developed in the pre-service basic credential programs. It effectively expands the capacity of credentialed candidates to acquire and implement advanced pedagogies for teaching all students to read. Teaching “all students” refers to, but is not limited to, struggling students, English learners, gifted and talented students, and students with special needs. The Advanced Literacy Studies Emphasis also prepares candidates to provide instructional leadership in the design and delivery of literacy curricula to help schools meet the challenges of developing literacy among California’s diverse population. Successful candidates will be able to maximize academic literacy development for all students. All “students” refers to, but is not limited to, struggling students, English learners, gifted and talented students, and students with special needs. The Advanced Literacy Studies Emphasis appeals to a wide range of grade level/content area educators because it allows for candidates to deepen their expertise and broaden their perspectives as reading specialists while also rendering

their learning relevant to the context of their particular educational settings. The courses serve to reinforce the Cal Poly “learn by doing” philosophy. Thus they are designed to integrate theory and practice with the expectation that in-class academic work will require application of knowledge in real-world settings. Consistent with the Curriculum and Instruction option, there is a consistent emphasis on key themes: leadership attributes, curriculum design and assessment to promote academic literacy for all students, reflective pedagogical practice, educational research and analytical problem-solving, awareness of current educational poliCEIS and issues; and meeting the socio-cultural, psychological, and academic needs of diverse students in a diverse global community.

The Design-Based Learning (DBL) Emphasis enables students to acquire intellectual and social skills that can be used in all fields of study, as well as in everyday life. These skills include: Thinking critically and asking thoughtful questions; independently locating relevant information; creatively adapting information to a specific need; testing the validity of an idea; learning from mistakes and coming up with fresh solutions; and working cooperatively with others and democratic decision-making.

Program Name (Major/minor/option/emphasis as applicable):
MASTER OF ARTS IN EDUCATION:
Curriculum and Instruction Option: 30 Units

Course Number	Course Title	Units
Major Core: (3 Units)		
ERA 6930	Evaluating, Understanding, and Using Research Methodology	3
Total Major Core Units:		3
Culminating Experience: (6 units)		
ERA 6950/ERA 6960	Master's Degree Project or Master's Degree Thesis	1-6 (6 units required)
Total Culminating Experience Units:		6
Option Core Courses: (3 Units)		
ERA 5900	Introduction to Graduate Studies	3
Total Option Core Units:		3
General Emphasis Core: (12 Units)		
ECI 5500	Expertise in Curriculum & Instruction	3
ECI 5510	Diversity and Cultural Perspectives	3
ECI 5520	Application of Knowledge to Instructional Models	3
ECI 5530	Leadership in Multicultural Communities of Learners	3
Total General Emphasis Units:		12
General Emphasis Electives: (6 Units Minimum)		
ECI 5240	Critical Literacy in Children's and Adolescent Literature	3
ECI 5200	Literacy Assessment and Application to Instruction	3
ECI 5210	Expertise in Cultural and Socio-Psycholinguistics of Language and Literacy Acquisition	3
ECI 5220	Planning for Literacy Clinics in Diverse Settings	3
ECI 5230	School-Wide Literacy Programs: Leadership and Development	3
ECI 5290	Seminar in Literacy Studies	3
ECI 5561	Learning and Instruction	3
ECI 5562	Project-Based Learning: Theory and Design	3
ERA 5320	Educational Evaluation and Assessment	3
ERA 5500	Seminar in Educational Issues	3
ERA 5990	Special Topics for Graduate Students	1-3 (3 units required)
ERA 6500	Seminar in Current Issues in Education	3
ERA 6920	Independent Study	3
EMM 5140/L	Culture-Inclusive Digital Storytelling/Laboratory	2/1
Total General Emphasis Elective Units:		6
Advanced Literacy Studies Emphasis Core: (15 Units)		
ECI 5200	Literacy Assessment and Application to Instruction	3

ECI 5210	Expertise in Cultural and Socio-Psycholinguistics of Language and Literacy Acquisition	3
ECI 5220	Planning for Literacy Clinics in Diverse Settings	3
ECI 5230	School-Wide Literacy Programs: Leadership & Development	3
ECI 5240	Critical Literacy in Children's and Adolescent Literature	3
Total Advanced Literacy Studies Emphasis Core Units:		15
Advanced Literacy Studies Emphasis Electives: (3 Units Minimum)		
ECI 5500	Expertise in Curriculum & Instruction	3
ECI 5510	Diversity and Cultural Perspectives	3
ECI 5520	Application of Knowledge to Instructional Models	3
ECI 5530	Leadership in Multicultural Communities of Learners	3
ECI 5290	Seminar in Literacy Studies	3
ECI 5561	Learning and Instruction	3
ECI 5562	Project-Based Learning: Theory and Design	3
ERA 5320	Educational Evaluation and Assessment	3
ERA 5500	Seminar in Educational Issues	3
ERA 5990	Special Topics for Graduate Students	1-3
ERA 6500	Seminar in Current Issues in Education	3
ERA 6920	Independent Study	3
EMM 5140/L	Culture-Inclusive Digital Storytelling/Laboratory	2/1
Design-Based Learning Emphasis Core: (15 Units)		
ECI 5100	Introduction to Design-Based Learning	3
ECI 5110	Design-Based Learning as a Process	3
ECI 5120	Long-Range Planning Strategies	3
ECI 5130	The Classroom and the Environment	3
ECI 5140	Developing a Cumulative Curriculum Presentation	3
Total Design-Based Learning Emphasis Core Units:		15

Design-Based Learning Emphasis Electives: (3 Units Minimum)		
ECI 5240	Critical Literacy in Children's and Adolescent Literature	3
ECI 5200	Literacy Assessment and Application to Instruction	3
ECI 5210	Expertise in Cultural and Socio-Psycholinguistics of Language and Literacy Acquisition	3
ECI 5220	Planning for Literacy Clinics in Diverse Settings	3
ECI 5230	School-Wide Literacy Programs: Leadership and Development	3
ECI 5290	Seminar in Literacy Studies	3

ECI 5561	Learning and Instruction	3
ECI 5562	Project-Based Learning: Theory and Design	3
ERA 5320	Educational Evaluation and Assessment	3
ERA 5500	Seminar in Education Issues	3
ERA 5990	Special Topics for Graduate Students	1-3
ERA 6500	Seminar in Current Issues in Education	3
ERA 6920	Independent Study	3
EMM 5140/L	Culture-Inclusive Digital Storytelling/Laboratory	2/1
Total Design-Based Learning Emphasis Electives		3
Total Number of Units: (Major Core + Option Core + Emphasis)		30

2-YEAR ROADMAP

The Two-Year Roadmap is for graduate students who want to go through the program full time. The elective courses identified on the roadmap serve only as examples. Students can choose from the list of elective courses offered in a particular semester based on the list of electives identified on the curriculum sheet for the program.

2 Year Road Map
Department: Education
MASTERS IN EDUCATION: CURRICULUM & INSTRUCTION OPTION, GENERAL EMPHASIS

Year 1	Fall	Units	Spring	Units	Comment
	ECI 5500	3	ECI 5510	3	
ERA 5900	3	ECI 5520	3		
ECI 5200 (optional elective)	3	ECI 5240 (optional elective)	3		
		ECI 5210 (optional elective)	3		
Total Units	9	Total Units	9		
Total Units for Year			15		
Year 2	Fall	Units	Spring	Units	Comment
	ECI 5530	3	ERA 6950/6960 (core)	6	
ERA 6930	3	ECI 5230 (optional elective)	3		
ECI 5220 (optional elective)	3				
Total Units	9	Total Units	9		
Total Units for Year			18		
Total Units on Plan				30	
Program Core Units				3	
Option Core Units				15	
Option Elective Units				6	
Thesis/Project Units				6	

2 Year Road Map
Department: Education
MASTERS IN EDUCATION: CURRICULUM & INSTRUCTION OPTION,
ADVANCED LITERACY STUDIES OPTION

Year 1	Fall	Units	Spring	Units	Comment
	ECI 5200	3	ECI 5210	3	
	ERA 5900	3	ECI 5240	3	
	ECI 5500	3	ECI 5510	3	
	Total Units	6 or 9		6 or 9	
Total Units for Year				15	
Year 2	Fall	Units	Spring	Units	Comment
	ECI 5220	3	ERA 6930	3	
	ECI 5230	3	ERA 6950/6960 (core)	6	
	Total Units	6			
	Total Units for Year				
Total Units on Plan				30	
Program Core Units				3	
Required Emphasis Units				15	
Emphasis Elective Units				6	
Thesis/Project Units				6	

Students must take 3 units of electives in their programs. Therefore, the student may elect which semester s/he will take those 3 units. Elective courses listed are projected course offerings.

2 Year Road Map
Department: Education
MASTERS IN EDUCATION: CURRICULUM & INSTRUCTION OPTION,
DESIGN-BASED LEARNING OPTION

Year 1	Fall	Units	Spring	Units	Comment
	ECI 5100	3	ECI 5120	3	
	ERA 5110	3	ECI 5130	3	
			ERA 5900	3	
	Total Units	6		9	
	Total Units for Year				
Year 2	Fall	Units	Spring	Units	Comment
	ECI 5140	3	ERA 6930	3	
	ECI 5500 (optional elective)	3	ERA 6950/6960 (core)	6	
	Total Units	6	Total Units	9	
	Total Units for Year				

Total Units on Plan	30	
Program Core Units	3	
Option Core Units	18	
Option Elective Units	3	
Thesis/Project Units	6	

TWO-YEAR COURSE SCHEDULE

Since this is a graduate program and the majority of students, if not all, are working professionals, all courses are offered in the evenings and nights.

Curriculum & Instruction Option Two-Year Course Schedule

Please refer to BroncoDirect for the current academic semester course schedule

	Academic Year 2018-19			Academic Year 2019-2020		
	Fall	Spring	Summer	Fall	Spring	Summer
Course						
ECI 5500	X					
ECI 5510		X				
ECI 5520		X				
ECI 5530				X		
ERA 5900	X	X		X	X	
ERA 6930	X	X		X	X	
Electives						
ECI 5200	X					
ECI 5210		X				
ECI 5220				X		
ECI 5230					X	
ECI 5240		X				
ERA 5320					X	

**Curriculum & Instruction Option,
Advanced Literacy Studies Emphasis
Two-Year Course Schedule**

Please refer to BroncoDirect for the current academic semester course schedule

	Academic Year 2018-19			Academic Year 2019-2020		
	Fall	Spring	Summer	Fall	Spring	Summer
Course						
ECI 5200	X					
ECI 5210		X				
ECI 5220				X		
ECI 5230					X	
ECI 5240		X			X	
ERA 5900	X					
ERA 6930				X		
Electives						
ECI 5500	X					
ECI 5510		X				
ECI 5520		X				
ECI 5530				X		
ECI 5540		X				
ERA 5320					X	

**Curriculum & Instruction Option,
Design-Based Learning Emphasis
Two-Year Course Schedule**

Please refer to BroncoDirect for the current academic semester course schedule

	Academic Year 2018-19			Academic Year 2019-2020		
	Fall	Spring	Summer	Fall	Spring	Summer
Course						
ECI 5100	X					
ECI 5110	X					
ECI 5120		X				
ECI 5130		X				
ECI 5140				X		
Electives						
ECI 5500	X					
ECI 5510		X				
ECI 5520		X				
ECI 5530				X		
ECI 5540		X				
ERA 5320					X	

ASSESSMENT PLAN

MISSION AND VISION STATEMENTS FOR THE EDUCATION DEPARTMENT

Mission Statement

The mission of the Education Department of the College of Education and Integrative Studies is to prepare highly qualified educators, school leaders, teacher scholars, and practitioners to serve the needs of diverse learners in a changing global society. We are committed to integrating collaboration, active learning, application and critical thinking in the practices of teaching, learning, research, and scholarship. We value innovation and social justice through the practices of equity, access, advocacy, and inclusion in the educational process.

Vision Statement

The Education Department will prepare outstanding, caring and professional educators, administrators, and practitioners who apply leadership and expertise to enable and inspire diverse learners to reach their full potential.

MISSION STATEMENT FOR THE CURRICULUM & INSTRUCTION OPTION

Mission Statement

The mission of the Curriculum & Instruction option in the Education Department of the College of Education and Integrative Studies is to prepare professional educators to be leaders in their schools, who use their knowledge and expertise to apply a critical curriculum for the benefit of our diverse, global, and technological society for a more socially just, thoughtful, and peaceful world.

MISSION STATEMENT FOR THE ADVANCED LITERACY STUDIES EMPHASIS WITH READING CERTIFICATE ADDED AUTHORIZATION

Mission Statement

The mission of the Advanced Literacy Studies Emphasis in the Education Department of the College of Education and Integrative Studies is to prepare educators to establish a culture of literacy in schools, including the clear and strategic use of reading, writing, listening, and speaking across a variety of texts to meet the diverse needs of students. Through their expertise, educators draw from literacy research to teach literacy to all students through assessment, instruction, and appropriate intervention.

Curriculum & Instruction option prepares students with the following knowledge, skills, and dispositions:

Program Objectives and Corresponding Student Learning Outcomes

PO 1. LEADERSHIP in Curriculum & Instruction.

Corresponding Student Learning Outcomes (SLOs):

- SLO 1:** Demonstrate expertise on the local, state, national, and global educational poliCEIS by interpreting the research literature, understanding the stakeholders of curriculum, the role of the teacher, administrative leadership, and school renewal.
- SLO 2:** Develop and design school policy and curricula that support and meet the needs of culturally and other diverse learners by drawing from critical pedagogy, critical theory, critical race theory, critical literacy, curriculum theory, and semiotics.
- SLO 3:** Develop a thesis for addressing societal problems that impact today's schools.

PO 2. EXPERTISE in Curriculum & Instruction.

Corresponding Student Learning Outcomes (SLOs):

- SLO 4:** Articulate the field of curriculum through its changing conceptions, past and existing paradigms for curriculum renewal, and sources of curriculum renewal from society, the learner, and educational theories.
- SLO 5:** Apply knowledge of curriculum theory to curricular practice through development and design of the curriculum in one content area, meeting the needs of culturally and other diverse learners.

PO 3. APPLICATION OF KNOWLEDGE in Curriculum & Instruction

Corresponding Student Learning Outcomes (SLOs)

- SLO 6:** Design and develop a critical curriculum in the student's field of study informed by critical theory, race, pedagogy or literacy.
- SLO 7:** Analyze data informed by qualitative research methods on individuals' navigation through the system from a critical theory, pedagogy, race, and/or literacy lens.

PO 4. DIVERSITY, EQUITY, GLOBAL CONSCIOUSNESS, AND TECHNOLOGY in Curriculum & Instruction

Corresponding Student Learning Outcomes (SLOs):

- SLO 8:** Demonstrate expertise in the field of multilingualism, race, ethnicity and diversity through its changing conceptions, past and existing paradigms for curriculum renewal.
- SLO 9:** Design and develop curriculum, modifying or individualizing the curriculum to meet multilingual, racial, ethnic, and/or diverse students' needs.
- SLO 10:** Synthesize the theories of multilingual, racial ethnicity, and diversity through interpretation of the research literature, and apply those theories to practice in consideration to the stakeholders of curriculum, the role of the teacher, administrative leadership, and school renewal.
- SLO 11:** Synthesize the literature in multilingualism, race, ethnicity, and/or diverse needs that inform curriculum to support students with diverse and cultural backgrounds.

The Advanced Literacy Studies Emphasis prepares students with the following knowledge, skills, and dispositions:

Program Objectives and Corresponding Student Learning Outcomes

PO 1. LEADERSHIP in the Advanced Literacy Studies Emphasis with Reading Certificate Added Authorization.

Corresponding Student Learning Outcomes (SLOs):

- SLO 1:** apply appropriate assessment, instruction, and differentiation in the field.
- SLO 2:** interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development.
- SLO 3:** plan, implement, and monitor formal literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated, and based on ongoing formal and informal assessments of individual students' progress that assures that the full range of learners develop proficiency as quickly and effectively as possible.

PO 2. EXPERTISE in the Advanced Literacy Studies Emphasis with Reading Certificate Added Authorization.

Corresponding Student Learning Outcomes (SLOs):

- SLO 4:** Review current research on elements of an effective culture of literacy at the classroom, school, district, and community levels.
- SLO 5:** Demonstrate knowledge of clear and strategic uses of reading, writing, listening and speaking throughout the day, across a variety of contexts using a range of genres to meet the diverse needs of students.

PO 3. APPLICATION OF KNOWLEDGE in the Advanced Literacy Studies Emphasis with Reading Certificate Added Authorization.

Corresponding Student Learning Outcomes (SLOs)

SLO 6: Utilize assessment data to modify instruction and deliver successful intervention strategies based on individual differences, knowledge of home and community literacy practices, and the English language skills of students.

SLO 7: Use assessment results to guide instruction and to determine the timing of appropriate placement in and exit from intervention programs with the goal of accelerated, successful reentry into grade level standards-based programs

PO 4. DIVERSITY, EQUITY, GLOBAL CONSCIOUSNESS, AND TECHNOLOGY in the Advanced Literacy Studies Emphasis with Reading Certificate Added Authorization.

Corresponding Student Learning Outcomes (SLOs):

SLO 8: Modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs

SLO 9: Identify effective ways to plan and teach lessons to students who are different from the candidate, including ethnic, cultural, gender, linguistic, and socio-economic differences

Curriculum Matrix for the Master’s of Art Program with the Curriculum & Instruction Option

Courses / Learning Outcomes	PO # 1 Leadership in Curriculum & Instruction			PO # 2 Expertise in Curriculum & Instruction		PO # 3 Application of Knowledge in Curriculum & Instruction		PO #4 Diversity, Equity, Global Consciousness, and Technology in Curriculum & Instruction			
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10	SLO 11
Curriculum & Instruction Option											
Core Courses											
ECI 5500	I			D/A	D/A	I		I	I		
ECI 5510		I				I	I	D/A	D/A	D/A	D/A
ECI 5520	I	I	I	I	I	D/A	D/A	I	I	I	I
ECI 5530	D/A	D/A	D/A	I	I	I			I		
Master of Arts											
Core Courses											
ERA 6930	I	I	P				I				I
ERA 6950/60	D/A	D/A	D/A		D/A	D/A	D/A	D/A	D/A	D/A	D/A

I - Introduction
P - Practice
D - Demonstrated
A - Assessment data collected

**Curriculum Matrix for the Master’s of Art Program with the Curriculum & Instruction Option,
Advanced Literacy Studies Emphasis**

Courses / Learning Outcomes	PO # 1 Leadership in the Reading Certificate Added Authorization			PO # 2 Expertise in the Reading Certificate Added Authorization		PO # 3 Application of Knowledge in the Reading Certificate Added Authorization		PO # 4 Diversity, Equity, Global Consciousness, and Technology in the Reading Certificate Added Authorization	
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9
Reading Certificate Added Authorization Option									
Core Courses									
ECI 5200	I	I	I	I	I	D/A	D/A		I
ECI 5210	I	I	I	D/A	D/A			P	P
ECI 5220	P	P	P			I	I	D/A	D/A
ECI 5230	D/A	D/A	D/A	P	P	P	P		
ECI 5240				P	P				P
Master of Arts Core Courses									
ERA 6930	I	I	P				I		
ERA 6950/60	D/A	D/A	D/A		D/A	D/A	D/A	D/A	D/A

I - Introduction
P - Practice
D - Demonstrated
A - Assessment data collected

**Curriculum Matrix for the Master’s of Art Program with the Curriculum & Instruction Option,
Design-Based Learning Emphasis**

Courses / Learning Outcomes	PO # 1 Leadership	PO # 2 Expertise		PO # 3 Application of Knowledge		PO # 4 Diversity & Equity
	SLO 1.1 Design Thinking issues & research	SLO 2.1 Implement evaluation techniques	SLO 2.2 Design & document classroom instruction	SLO 3.1 Plan differentiated instruction	SLO 3.2 Create integrated curriculum	SLO 4.1 Apply contextual learning
ECI 5100	I	I	I			
ECI 5110	I, A, D	A	A	A	A	A
ECI 5120	M, D	M		M	M, D	M, D
ECI 5130	M, D		M	M	M	M
ECI 5140	M, D	D	M			

I – Introduction; A – Applied; M - Mastery; D – Assessment Data Collected

Assessment Activities

Methods of Assessment for the Master of Arts Program with the Curriculum & Instruction Option		
Program Objectives	Student Learning Outcome	Assessment Method
<p>PO # 1 Leadership in Curriculum & Instruction</p>	<p>SLO # 1 Demonstrate expertise on the local, state, national, and global educational poliCEIS by interpreting the research literature, understanding the stakeholders of curriculum, the role of the teacher, administrative leadership, and school renewal.</p>	<p>SLO # 1</p> <ul style="list-style-type: none"> • One research project designing a teacher workshop, professional learning community, unit of study, or an approved work that attempts to address social, political and/or curricular issues affecting students in schools or • ERA 6950/6960 MA Thesis/Project
	<p>SLO # 2 Develop and design school policy and curricula that support and meet the needs of culturally and other diverse learners by drawing from critical pedagogy, critical theory, critical race theory, critical literacy, curriculum theory, and semiotics.</p>	<p>SLO # 2</p> <ul style="list-style-type: none"> • One paper that draws from the research literature to support the implementation of district/school/classroom poliCEIS that affect social, political, and/or curricular issues affecting students in schools. • ERA 6950/6960 MA Thesis/Project
	<p>SLO # 3 Develop a thesis for addressing societal problems that impact today’s schools.</p>	<p>SLO # 3</p> <ul style="list-style-type: none"> • One paper that draws from the research literature to support the implementation of district/school/classroom poliCEIS that affect social, political, and/or curricular issues affecting students in schools. • ERA 6950/6960 MA Thesis/Project

<p>PO # 2 EXPERTISE in Curriculum & Instruction.</p>	<p>SLO # 4 Articulate the field of curriculum through its changing conceptions, past and existing paradigms for curriculum renewal, and sources of curriculum renewal from society, the learner, and educational theories.</p>	<p>SLO # 4</p> <ul style="list-style-type: none"> • One paper that draws from the assigned readings and additional research literature to examine in greater depth issues related to the state of education, curriculum, and future directions.
	<p>SLO # 5 Apply knowledge of curriculum theory to curricular practice through development and design of the curriculum in one content area, meeting the needs of culturally and other diverse learners.</p>	<p>SLO # 5</p> <ul style="list-style-type: none"> • One paper that draws from the assigned readings and additional research literature to examine in greater depth issues related to the state of education, curriculum, and future directions.
<p>PO # 3 APPLICATION OF KNOWLEDGE in Curriculum & Instruction</p>	<p>SLO # 6 Design and develop a critical curriculum in the student’s field of study informed by critical theory, race, pedagogy or literacy.</p>	<p>SLO # 6</p> <ul style="list-style-type: none"> • One paper that draws from critical theory, pedagogy, race, and/or literacy in extension to the assigned readings to argue for a more just, equitable, and democratic curriculum.
	<p>SLO # 7 Analyze data informed by qualitative research methods on individuals’ navigation through the system from a critical theory, pedagogy, race, and/or literacy lens.</p>	<p>SLO # 7</p> <ul style="list-style-type: none"> • One project, which gathers and analyzes empirical data of individuals’ navigation through the system within the context of current mandates and poliCEIS in the field and analyzed through critical theory, pedagogy, race, or literacy lenses.

<p>PO # 4 DIVERSITY, EQUITY, GLOBAL CONSCIOUSNESS, AND TECHNOLOGY in Curriculum & Instruction</p>	<p>SLO # 8 Demonstrate expertise in the field of multilingualism, race, ethnicity and diversity through its changing conceptions, past and existing paradigms for curriculum renewal.</p>	<p>SLO # 8</p> <ul style="list-style-type: none"> • One paper that draws from the research literature to examine in greater depth issues related to education, diversity, and cultural perspectives in the field. • ERA 6950/6960 MA Thesis/Project
	<p>SLO # 9 Design and develop curriculum, modifying or individualizing the curriculum to meet multilingual, racial, ethnic, and/or diverse students’ needs.</p>	<p>SLO # 9 ERA 6950/6960 MA Thesis/Project</p>
	<p>SLO # 10 Synthesize the theories of multilingual, racial ethnicity, and diversity through interpretation of the research literature, and apply those theories to practice in consideration to the stakeholders of curriculum, the role of the teacher, administrative leadership, and school renewal.</p>	<p>SLO # 10</p> <ul style="list-style-type: none"> • One paper that draws from the research literature to examine in greater depth issues related to education, diversity, and cultural perspectives in the field. • ERA 6950/6960 MA Thesis/Project
	<p>SLO # 11 Synthesize the literature in multilingualism, race, ethnicity, and/or diverse needs that inform curriculum to support students with diverse and cultural backgrounds.</p>	<ul style="list-style-type: none"> • One paper that draws from the research literature to examine in greater depth issues related to education, diversity, and cultural perspectives in the field. • ERA 6950/6960 MA Thesis/Project

Assessment Activities

Methods of Assessment for the Master of Arts Program with the Curriculum & Instruction Option

Advanced Literacy Studies Emphasis

Program Objectives	Student Learning Outcome	Assessment Method
<p>PO # 1 Leadership in the Advanced Literacy Studies Emphasis with the Reading Certificate Added Authorization</p>	<p>SLO # 1 Modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs</p>	<p>SLO # 1</p> <ul style="list-style-type: none"> • Development and presentation of a school-wide literacy program, school-wide literacy assessment, implementation of formal literacy instruction, selection of appropriate instructional materials. • or • ERA 6950/6960 MA Thesis/Project
	<p>SLO # 2 Utilize instructional sequences and routines that develop and accelerate students’ language and literacy learning, including RtI2</p>	<p>SLO # 2</p> <ul style="list-style-type: none"> • Development and presentation of a school-wide literacy program, school-wide literacy assessment, implementation of formal literacy instruction, selection of appropriate instructional materials; or • ERA 6950/6960 MA Thesis/Project
	<p>SLO # 3 Evaluate research for appropriateness to the target population, integrate research and practice and apply appropriate assessment, instruction, and differentiation in the clinical setting</p>	<p>SLO # 3</p> <ul style="list-style-type: none"> • Development and presentation of a school-wide literacy program, school-wide literacy assessment, implementation of formal literacy instruction, selection of appropriate instructional materials; or • ECI 6950/6960 MA Thesis/Project

<p>PO # 2 EXPERTISE in the Advanced Literacy Studies Emphasis with the Reading Certificate Added Authorization</p>	<p>SLO # 4 Assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, written language development</p>	<p>SLO # 4 Two case study assignments (pre-school, elementary, and/or secondary learner), developing an intervention plan to address students’ academic and culture of literacy in reference to online/offline/commercial programs to meet student needs by honoring and capitalizing students’ socio-cultural background.</p>
	<p>SLO # 5 Modify the curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs.</p>	<p>SLO # 5 Two case study assignments (pre-school, elementary, and/or secondary learner), developing an intervention plan to address students’ academic and culture of literacy in reference to online/offline/commercial programs to meet student needs by honoring and capitalizing students’ socio-cultural background.</p>
<p>PO # 3 APPLICATION OF KNOWLEDGE in the Advanced Literacy Studies Emphasis with the Reading Certificate Added Authorization</p>	<p>SLO # 6 Demonstrate an understanding of Response to Intervention and Response to Intervention 2 models as a means to maximize students’ literacy development.</p>	<p>SLO # 6</p> <ul style="list-style-type: none"> • One case study assignment, assessing students’ reading and literacy progress and making recommendations for RTI, if needed.
	<p>SLO # 7 Utilize assessment data to modify instruction and deliver successful intervention strategies based on individual differences, knowledge of home and community literacy practices, and the English language skills of students.</p>	<p>SLO # 7</p> <ul style="list-style-type: none"> • One case study assignment, assessing students’ reading and literacy progress and making recommendations for RTI, if needed.

		<ul style="list-style-type: none"> • ERA 6950/6960 MA Thesis/Project
<p>PO # 4 DIVERSITY, EQUITY, GLOBAL CONSCIOUSNESS, AND TECHNOLOGY in the Advanced Literacy Studies Emphasis with the Reading Certificate Added Authorization</p>	<p>SLO # 8 Demonstrate knowledge of clear and strategic uses of reading, writing, listening and speaking throughout the day, across a variety of contexts using a range of genres to meet the diverse needs of students.</p>	<p>SLO # 8</p> <ul style="list-style-type: none"> • Development of a literacy intervention program portfolio, which includes weekly reflections, prepared outlines, formal and informal assessments, analysis of assessments, strategies for instruction, incorporation of informational literacy skills; or • ERA 6950/6960 MA Thesis/Project
	<p>SLO # 9 Demonstrate knowledge of how to honor and capitalize on students’ diverse knowledge, skills, abilities and backgrounds to engage students, their families and the community in the acquisition of English literacy skills.</p>	<p>SLO # 9</p> <ul style="list-style-type: none"> • Development of a literacy intervention program portfolio, which includes weekly reflections, prepared outlines, formal and informal assessments, analysis of assessments, strategies for instruction, incorporation of informational literacy skills; or • ERA 6950/6960 MA Thesis/Project

Methods of Assessment for the Master of Arts Program with the Curriculum & Instruction Option		
Design-Based Learning Emphasis		
Program Objectives	Student Learning Outcomes	Assessment Methods Curriculum & Instruction, Design-Based Learning Emphasis
PO # 1 Leadership	SLO 1.1 Identify the higher-level thinking skills that lead to critical and creative thinking and key these skills to the State Standards and textbook requirements for various subjects and grade levels.	Research report (ECI 5100, 5110, 5130)
PO # 2 Expertise	SLO 2.1 Show classroom implementation and produce specific embedded evaluation techniques for grading students.	Comps (ECI 5110, 5120)
	SLO 2.2 Design and complete a written and visual presentation of a certificate project that supports their classroom’s three-dimensional curriculum designed in previous courses.	Written and visual certificate project. (ECI 5140)
PO # 3 Application of Knowledge	SLO 3.1 Plan Design-Based Learning Design Challenges that address diverse learners.	(ECI 5110, 5120)
	SLO 3.2 Create a Curriculum that displays the integration of higher-level thinking skills required in the State Standards.	Year-long curriculum plan (ECI 5130, 5140)
PO # 4 Diversity & Equity	SLO 4.1 Write contextual and differentiated and diverse learning experiences that align with required State Standards.	(ECI 5100, 5110, 5130)

Five-Year Program Assessment Schedule (2018-2023) for the Master of Arts Program with the Curriculum & Instruction Option

	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
Program Objectives/Student Learning Outcomes					
PO 1: Leadership in Curriculum & Instruction					
SLO 1: Demonstrate expertise on the local, state, national, and global educational poliCEIS by interpreting the research literature, understanding the stakeholders of curriculum, the role of the teacher, administrative leadership, and school renewal.		S '20		S '22	
SLO 2: Develop and design school policy and curricula that support and meet the needs of culturally and other diverse learners by drawing from critical pedagogy, critical theory, critical race theory, critical literacy, curriculum theory, and semiotics.		S '20		S '22	
SLO 3: Develop a thesis for addressing societal problems th impact today's schools.		S '20		S '22	

**PO 2: EXPERTISE in
Curriculum & Instruction.**

SLO 4: Articulate the field of curriculum through its changing conceptions, past and existing paradigms for curriculum renewal, and sources of curriculum renewal from society, the learner, and educational theories.

S '19

S '21

SLO 5: Apply knowledge of curriculum theory to curricular practice through development and design of the curriculum in one content area, meeting the needs of culturally and other diverse learners.

S '19

S '21

**PO 3: APPLICATION OF
KNOWLEDGE in Curriculum &
Instruction**

SLO 6: Design and develop a critical curriculum in the student's field of study informed by critical theory, race, pedagogy or literacy.

S '20

SLO 7: Analyze data informed by qualitative research methods on individuals' navigation through the system from a critical theory, pedagogy, race, and/or literacy lens.

S '20

**PO 4: DIVERSITY, EQUITY,
GLOBAL CONSCIOUSNESS,
AND TECHNOLOGY in
Curriculum & Instruction**

SLO 8: Demonstrate expertise in the field of multilingualism, race, ethnicity and diversity through its changing conceptions, past and existing paradigms for curriculum renewal. F'19

SLO 9: Design and develop curriculum, modifying or individualizing the curriculum to meet multilingual, racial, ethnic and/or diverse students' needs. F'19

SLO 10: Synthesize the theories of multilingual, racial ethnicity, and diversity through interpretation of the research literature, and apply those theories to practice in consideration to the stakeholders of curriculum, the role of the teacher, administrative leadership, and school renewal. F'19

SLO # 11 Synthesize the literature in multilingualism, race, ethnicity, and/or diverse needs that inform curriculum to support students with diverse and cultural backgrounds. F'19

Five-Year Program Assessment Schedule (2018-2023) for the Master of Arts Program with the Curriculum & Instruction Option, Advanced Literacy Studies Emphasis

	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
Program Objectives/Student Learning Outcomes					
PO 1: Leadership in ALS					
SLO 1: apply appropriate assessment, instruction, and differentiation in the field.		S '20			
SLO 2: interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development.		S '20			
SLO 3: plan, implement, and monitor formal literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated, and based on ongoing formal and informal assessments of individual students' progress that assures that the full range of learners develop proficiency as quickly and effectively as possible.		S '20			
PO 2: EXPERTISE in ALS					
SLO 4: Review current research on elements of an effective culture of literacy at the classroom, school, district, and community levels.			F'19		
SLO 5: Demonstrate knowledge of clear and strategic uses of reading, writing, listening and speaking throughout the day, across a variety of contexts using a range of genres to meet the diverse needs of students.			F'19		
PO 3: APPLICATION OF KNOWLEDGE in ALS					
SLO 6: Utilize assessment data to modify instruction and			S'19		

deliver successful intervention strategies based on individual differences, knowledge of home and community literacy practices, and the English language skills of students.

SLO 7: Use assessment results to guide instruction and to determine the timing of appropriate placement in and exit from intervention programs with the goal of accelerated, successful reentry into grade level standards-based programs

S'19

PO 4: DIVERSITY, EQUITY, GLOBAL CONSCIOUSNESS, AND TECHNOLOGY in ALS

SLO 8: Modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs

S'20

SLO 9: Identify effective way to plan and teach lessons to students who are different from the candidate, including ethnic, cultural, gender, linguistic, and socio-economic differences

S'20

2 Year Road Map
Department: Education
MASTERS IN EDUCATION: CURRICULUM & INSTRUCTION OPTION, GENERAL EMPHASIS

Year 1	Fall	Units	Spring	Units	Comment
	ECI 5500	3	ECI 5510	3	
	ERA 5900	3	ECI 5520	3	
	ECI 5200 (optional elective)	3	ECI 5240 (optional elective)	3	
			ECI 5210 (optional elective)	3	
	Total Units	9	Total Units	9	
Total Units for Year				15	
Year 2	Fall	Units	Spring	Units	Comment
	ECI 5530	3	ERA 6950/6960 (core)	6	
	ERA 6930	3	ECI 5230 (optional elective)	3	
	ECI 5220 (optional elective)	3			
	Total Units	9	Total Units	9	
Total Units for Year				18	
Total Units on Plan				30	
Program Core Units				3	
Option Core Units				15	
Option Elective Units				6	
Thesis/Project Units				6	

2 Year Road Map
Department: Education
MASTERS IN EDUCATION: CURRICULUM & INSTRUCTION OPTION,
ADVANCED LITERACY STUDIES OPTION

Year 1	Fall	Units	Spring	Units	Comment
	ECI 5200	3	ECI 5210	3	
	ERA 5900	3	ECI 5240	3	
	ECI 5500	3	ECI 5510	3	
	Total Units	6 or 9		6 or 9	
Total Units for Year				15	
Year 2	Fall	Units	Spring	Units	Comment
	ECI 5220	3	ERA 6930	3	
	ECI 5230	3	ERA 6950/6960 (core)	6	
	Total Units	6			
	Total Units for Year				
Total Units on Plan				30	
Program Core Units				3	
Required Emphasis Units				15	
Emphasis Elective Units				6	
Thesis/Project Units				6	

Students must take 3 units of electives in their programs. Therefore, the student may elect which semester s/he will take those 3 units. Elective courses listed are projected course offerings.

2 Year Road Map
Department: Education
MASTERS IN EDUCATION: CURRICULUM & INSTRUCTION OPTION,
DESIGN-BASED LEARNING OPTION

Year 1	Fall	Units	Spring	Units	Comment
	ECI 5100	3	ECI 5120	3	
	ERA 5110	3	ECI 5130	3	
			ERA 5900	3	
	Total Units	6		9	
	Total Units for Year			15	
Year 2	Fall	Units	Spring	Units	Comment
	ECI 5140	3	ERA 6930	3	
	ECI 5500 (optional elective)	3	ERA 6950/6960 (core)	6	
	Total Units	6	Total Units	9	
	Total Units for Year			15	

Total Units on Plan	30	
Program Core Units	3	
Option Core Units	18	
Option Elective Units	3	
Thesis/Project Units	6	

TWO-YEAR COURSE SCHEDULE

Since this is a graduate program and the majority of students, if not all, are working professionals, all courses are offered in the evenings and nights.

Curriculum & Instruction Option Two-Year Course Schedule

Please refer to BroncoDirect for the current academic semester course schedule

	Academic Year 2018-19			Academic Year 2019-2020		
	Fall	Spring	Summer	Fall	Spring	Summer
Course						
ECI 5500	X					
ECI 5510		X				
ECI 5520		X				
ECI 5530				X		
ERA 5900	X	X		X	X	
ERA 6930	X	X		X	X	
Electives						
ECI 5200	X					
ECI 5210		X				
ECI 5220				X		
ECI 5230					X	
ECI 5240		X				
ERA 5320					X	

**Curriculum & Instruction Option,
Advanced Literacy Studies Emphasis
Two-Year Course Schedule**

Please refer to BroncoDirect for the current academic semester course schedule

	Academic Year 2018-19			Academic Year 2019-2020		
	Fall	Spring	Summer	Fall	Spring	Summer
Course						
ECI 5200	X					
ECI 5210		X				
ECI 5220				X		
ECI 5230					X	
ECI 5240		X			X	
ERA 5900	X					
ERA 6930				X		
Electives						
ECI 5500	X					
ECI 5510		X				
ECI 5520		X				
ECI 5530				X		
ECI 5540		X				
ERA 5320					X	

**Curriculum & Instruction Option,
Design-Based Learning Emphasis
Two-Year Course Schedule**

Please refer to BroncoDirect for the current academic semester course schedule

	Academic Year 2018-19			Academic Year 2019-2020		
	Fall	Spring	Summer	Fall	Spring	Summer
Course						
ECI 5100	X					
ECI 5110	X					
ECI 5120		X				
ECI 5130		X				
ECI 5140				X		
Electives						
ECI 5500	X					
ECI 5510		X				
ECI 5520		X				
ECI 5530				X		
ECI 5540		X				
ERA 5320					X	

ASSESSMENT PLAN

MISSION AND VISION STATEMENTS FOR THE EDUCATION DEPARTMENT

Mission Statement

The mission of the Education Department of the College of Education and Integrative Studies is to prepare highly qualified educators, school leaders, teacher scholars, and practitioners to serve the needs of diverse learners in a changing global society. We are committed to integrating collaboration, active learning, application and critical thinking in the practices of teaching, learning, research, and scholarship. We value innovation and social justice through the practices of equity, access, advocacy, and inclusion in the educational process.

Vision Statement

The Education Department will prepare outstanding, caring and professional educators, administrators, and practitioners who apply leadership and expertise to enable and inspire diverse learners to reach their full potential.

MISSION STATEMENT FOR THE CURRICULUM & INSTRUCTION OPTION

Mission Statement

The mission of the Curriculum & Instruction option in the Education Department of the College of Education and Integrative Studies is to prepare professional educators to be leaders in their schools, who use their knowledge and expertise to apply a critical curriculum for the benefit of our diverse, global, and technological society for a more socially just, thoughtful, and peaceful world.

MISSION STATEMENT FOR THE ADVANCED LITERACY STUDIES EMPHASIS WITH READING CERTIFICATE ADDED AUTHORIZATION

Mission Statement

The mission of the Advanced Literacy Studies Emphasis in the Education Department of the College of Education and Integrative Studies is to prepare educators to establish a culture of literacy in schools, including the clear and strategic use of reading, writing, listening, and speaking across a variety of texts to meet the diverse needs of students. Through their expertise, educators draw from literacy research to teach literacy to all students through assessment, instruction, and appropriate intervention.

Curriculum & Instruction option prepares students with the following knowledge, skills, and dispositions:

Program Objectives and Corresponding Student Learning Outcomes

PO 1. LEADERSHIP in Curriculum & Instruction.

Corresponding Student Learning Outcomes (SLOs):

- SLO 1:** Demonstrate expertise on the local, state, national, and global educational poliCEIS by interpreting the research literature, understanding the stakeholders of curriculum, the role of the teacher, administrative leadership, and school renewal.
- SLO 2:** Develop and design school policy and curricula that support and meet the needs of culturally and other diverse learners by drawing from critical pedagogy, critical theory, critical race theory, critical literacy, curriculum theory, and semiotics.
- SLO 3:** Develop a thesis for addressing societal problems that impact today's schools.

PO 2. EXPERTISE in Curriculum & Instruction.

Corresponding Student Learning Outcomes (SLOs):

- SLO 4:** Articulate the field of curriculum through its changing conceptions, past and existing paradigms for curriculum renewal, and sources of curriculum renewal from society, the learner, and educational theories.
- SLO 5:** Apply knowledge of curriculum theory to curricular practice through development and design of the curriculum in one content area, meeting the needs of culturally and other diverse learners.

PO 3. APPLICATION OF KNOWLEDGE in Curriculum & Instruction

Corresponding Student Learning Outcomes (SLOs)

- SLO 6:** Design and develop a critical curriculum in the student's field of study informed by critical theory, race, pedagogy or literacy.
- SLO 7:** Analyze data informed by qualitative research methods on individuals' navigation through the system from a critical theory, pedagogy, race, and/or literacy lens.

PO 4. DIVERSITY, EQUITY, GLOBAL CONSCIOUSNESS, AND TECHNOLOGY in Curriculum & Instruction

Corresponding Student Learning Outcomes (SLOs):

- SLO 8:** Demonstrate expertise in the field of multilingualism, race, ethnicity and diversity through its changing conceptions, past and existing paradigms for curriculum renewal.
- SLO 9:** Design and develop curriculum, modifying or individualizing the curriculum to meet multilingual, racial, ethnic, and/or diverse students' needs.
- SLO 10:** Synthesize the theories of multilingual, racial ethnicity, and diversity through interpretation of the research literature, and apply those theories to practice in consideration to the stakeholders of curriculum, the role of the teacher, administrative leadership, and school renewal.
- SLO 11:** Synthesize the literature in multilingualism, race, ethnicity, and/or diverse needs that inform curriculum to support students with diverse and cultural backgrounds.

The Advanced Literacy Studies Emphasis prepares students with the following knowledge, skills, and dispositions:

Program Objectives and Corresponding Student Learning Outcomes

PO 1. LEADERSHIP in the Advanced Literacy Studies Emphasis with Reading Certificate Added Authorization.

Corresponding Student Learning Outcomes (SLOs):

- SLO 1:** apply appropriate assessment, instruction, and differentiation in the field.
- SLO 2:** interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development.
- SLO 3:** plan, implement, and monitor formal literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated, and based on ongoing formal and informal assessments of individual students' progress that assures that the full range of learners develop proficiency as quickly and effectively as possible.

PO 2. EXPERTISE in the Advanced Literacy Studies Emphasis with Reading Certificate Added Authorization.

Corresponding Student Learning Outcomes (SLOs):

- SLO 4:** Review current research on elements of an effective culture of literacy at the classroom, school, district, and community levels.
- SLO 5:** Demonstrate knowledge of clear and strategic uses of reading, writing, listening and speaking throughout the day, across a variety of contexts using a range of genres to meet the diverse needs of students.

PO 3. APPLICATION OF KNOWLEDGE in the Advanced Literacy Studies Emphasis with Reading Certificate Added Authorization.

Corresponding Student Learning Outcomes (SLOs)

SLO 6: Utilize assessment data to modify instruction and deliver successful intervention strategies based on individual differences, knowledge of home and community literacy practices, and the English language skills of students.

SLO 7: Use assessment results to guide instruction and to determine the timing of appropriate placement in and exit from intervention programs with the goal of accelerated, successful reentry into grade level standards-based programs

PO 4. DIVERSITY, EQUITY, GLOBAL CONSCIOUSNESS, AND TECHNOLOGY in the Advanced Literacy Studies Emphasis with Reading Certificate Added Authorization.

Corresponding Student Learning Outcomes (SLOs):

SLO 8: Modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs

SLO 9: Identify effective ways to plan and teach lessons to students who are different from the candidate, including ethnic, cultural, gender, linguistic, and socio-economic differences

Curriculum Matrix for the Master’s of Art Program with the Curriculum & Instruction Option

Courses / Learning Outcomes	PO # 1 Leadership in Curriculum & Instruction			PO # 2 Expertise in Curriculum & Instruction		PO # 3 Application of Knowledge in Curriculum & Instruction		PO #4 Diversity, Equity, Global Consciousness, and Technology in Curriculum & Instruction			
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10	SLO 11
Curriculum & Instruction Option											
Core Courses											
ECI 5500	I			D/A	D/A	I		I	I		
ECI 5510		I				I	I	D/A	D/A	D/A	D/A
ECI 5520	I	I	I	I	I	D/A	D/A	I	I	I	I
ECI 5530	D/A	D/A	D/A	I	I	I			I		
Master of Arts											
Core Courses											
ERA 6930	I	I	P				I				I
ERA 6950/60	D/A	D/A	D/A		D/A	D/A	D/A	D/A	D/A	D/A	D/A

I - Introduction
P - Practice
D - Demonstrated
A - Assessment data collected

**Curriculum Matrix for the Master’s of Art Program with the Curriculum & Instruction Option,
Advanced Literacy Studies Emphasis**

Courses / Learning Outcomes	PO # 1 Leadership in the Reading Certificate Added Authorization			PO # 2 Expertise in the Reading Certificate Added Authorization		PO # 3 Application of Knowledge in the Reading Certificate Added Authorization		PO # 4 Diversity, Equity, Global Consciousness, and Technology in the Reading Certificate Added Authorization	
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9
Reading Certificate Added Authorization Option									
Core Courses									
ECI 5200	I	I	I	I	I	D/A	D/A		I
ECI 5210	I	I	I	D/A	D/A			P	P
ECI 5220	P	P	P			I	I	D/A	D/A
ECI 5230	D/A	D/A	D/A	P	P	P	P		
ECI 5240				P	P				P
Master of Arts Core Courses									
ERA 6930	I	I	P				I		
ERA 6950/60	D/A	D/A	D/A		D/A	D/A	D/A	D/A	D/A

I - Introduction
P - Practice
D - Demonstrated
A - Assessment data collected

**Curriculum Matrix for the Master’s of Art Program with the Curriculum & Instruction Option,
Design-Based Learning Emphasis**

Courses / Learning Outcomes	PO # 1 Leadership	PO # 2 Expertise		PO # 3 Application of Knowledge		PO # 4 Diversity & Equity
	SLO 1.1 Design Thinking issues & research	SLO 2.1 Implement evaluation techniques	SLO 2.2 Design & document classroom instruction	SLO 3.1 Plan differentiated instruction	SLO 3.2 Create integrated curriculum	SLO 4.1 Apply contextual learning
ECI 5100	I	I	I			
ECI 5110	I, A, D	A	A	A	A	A
ECI 5120	M, D	M		M	M, D	M, D
ECI 5130	M, D		M	M	M	M
ECI 5140	M, D	D	M			

I – Introduction; A – Applied; M - Mastery; D – Assessment Data Collected

Assessment Activities

Methods of Assessment for the Master of Arts Program with the Curriculum & Instruction Option		
Program Objectives	Student Learning Outcome	Assessment Method
<p>PO # 1 Leadership in Curriculum & Instruction</p>	<p>SLO # 1 Demonstrate expertise on the local, state, national, and global educational poliCEIS by interpreting the research literature, understanding the stakeholders of curriculum, the role of the teacher, administrative leadership, and school renewal.</p>	<p>SLO # 1</p> <ul style="list-style-type: none"> • One research project designing a teacher workshop, professional learning community, unit of study, or an approved work that attempts to address social, political and/or curricular issues affecting students in schools or • ERA 6950/6960 MA Thesis/Project
	<p>SLO # 2 Develop and design school policy and curricula that support and meet the needs of culturally and other diverse learners by drawing from critical pedagogy, critical theory, critical race theory, critical literacy, curriculum theory, and semiotics.</p>	<p>SLO # 2</p> <ul style="list-style-type: none"> • One paper that draws from the research literature to support the implementation of district/school/classroom poliCEIS that affect social, political, and/or curricular issues affecting students in schools. • ERA 6950/6960 MA Thesis/Project
	<p>SLO # 3 Develop a thesis for addressing societal problems that impact today’s schools.</p>	<p>SLO # 3</p> <ul style="list-style-type: none"> • One paper that draws from the research literature to support the implementation of district/school/classroom poliCEIS that affect social, political, and/or curricular issues affecting students in schools. • ERA 6950/6960 MA Thesis/Project

<p>PO # 2 EXPERTISE in Curriculum & Instruction.</p>	<p>SLO # 4 Articulate the field of curriculum through its changing conceptions, past and existing paradigms for curriculum renewal, and sources of curriculum renewal from society, the learner, and educational theories.</p>	<p>SLO # 4</p> <ul style="list-style-type: none"> • One paper that draws from the assigned readings and additional research literature to examine in greater depth issues related to the state of education, curriculum, and future directions.
	<p>SLO # 5 Apply knowledge of curriculum theory to curricular practice through development and design of the curriculum in one content area, meeting the needs of culturally and other diverse learners.</p>	<p>SLO # 5</p> <ul style="list-style-type: none"> • One paper that draws from the assigned readings and additional research literature to examine in greater depth issues related to the state of education, curriculum, and future directions.
<p>PO # 3 APPLICATION OF KNOWLEDGE in Curriculum & Instruction</p>	<p>SLO # 6 Design and develop a critical curriculum in the student’s field of study informed by critical theory, race, pedagogy or literacy.</p>	<p>SLO # 6</p> <ul style="list-style-type: none"> • One paper that draws from critical theory, pedagogy, race, and/or literacy in extension to the assigned readings to argue for a more just, equitable, and democratic curriculum.
	<p>SLO # 7 Analyze data informed by qualitative research methods on individuals’ navigation through the system from a critical theory, pedagogy, race, and/or literacy lens.</p>	<p>SLO # 7</p> <ul style="list-style-type: none"> • One project, which gathers and analyzes empirical data of individuals’ navigation through the system within the context of current mandates and poliCEIS in the field and analyzed through critical theory, pedagogy, race, or literacy lenses.

<p>PO # 4 DIVERSITY, EQUITY, GLOBAL CONSCIOUSNESS, AND TECHNOLOGY in Curriculum & Instruction</p>	<p>SLO # 8 Demonstrate expertise in the field of multilingualism, race, ethnicity and diversity through its changing conceptions, past and existing paradigms for curriculum renewal.</p>	<p>SLO # 8</p> <ul style="list-style-type: none"> • One paper that draws from the research literature to examine in greater depth issues related to education, diversity, and cultural perspectives in the field. • ERA 6950/6960 MA Thesis/Project
	<p>SLO # 9 Design and develop curriculum, modifying or individualizing the curriculum to meet multilingual, racial, ethnic, and/or diverse students’ needs.</p>	<p>SLO # 9 ERA 6950/6960 MA Thesis/Project</p>
	<p>SLO # 10 Synthesize the theories of multilingual, racial ethnicity, and diversity through interpretation of the research literature, and apply those theories to practice in consideration to the stakeholders of curriculum, the role of the teacher, administrative leadership, and school renewal.</p>	<p>SLO # 10</p> <ul style="list-style-type: none"> • One paper that draws from the research literature to examine in greater depth issues related to education, diversity, and cultural perspectives in the field. • ERA 6950/6960 MA Thesis/Project
	<p>SLO # 11 Synthesize the literature in multilingualism, race, ethnicity, and/or diverse needs that inform curriculum to support students with diverse and cultural backgrounds.</p>	<ul style="list-style-type: none"> • One paper that draws from the research literature to examine in greater depth issues related to education, diversity, and cultural perspectives in the field. • ERA 6950/6960 MA Thesis/Project

Assessment Activities

Methods of Assessment for the Master of Arts Program with the Curriculum & Instruction Option		
Advanced Literacy Studies Emphasis		
Program Objectives	Student Learning Outcome	Assessment Method
PO # 1 Leadership in the Advanced Literacy Studies Emphasis with the Reading Certificate Added Authorization	SLO # 1 Modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs	SLO # 1 <ul style="list-style-type: none"> • Development and presentation of a school-wide literacy program, school-wide literacy assessment, implementation of formal literacy instruction, selection of appropriate instructional materials. • or • ERA 6950/6960 MA Thesis/Project
	SLO # 2 Utilize instructional sequences and routines that develop and accelerate students' language and literacy learning, including RtI2	SLO # 2 <ul style="list-style-type: none"> • Development and presentation of a school-wide literacy program, school-wide literacy assessment, implementation of formal literacy instruction, selection of appropriate instructional materials; or • ERA 6950/6960 MA Thesis/Project
	SLO # 3 Evaluate research for appropriateness to the target population, integrate research and practice and apply appropriate assessment, instruction, and differentiation in the clinical setting	SLO # 3 <ul style="list-style-type: none"> • Development and presentation of a school-wide literacy program, school-wide literacy assessment, implementation of formal literacy instruction, selection of appropriate instructional materials; or • ECI 6950/6960 MA Thesis/Project

<p>PO # 2 EXPERTISE in the Advanced Literacy Studies Emphasis with the Reading Certificate Added Authorization</p>	<p>SLO # 4 Assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, written language development</p>	<p>SLO # 4 Two case study assignments (pre-school, elementary, and/or secondary learner), developing an intervention plan to address students’ academic and culture of literacy in reference to online/offline/commercial programs to meet student needs by honoring and capitalizing students’ socio-cultural background.</p>
	<p>SLO # 5 Modify the curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs.</p>	<p>SLO # 5 Two case study assignments (pre-school, elementary, and/or secondary learner), developing an intervention plan to address students’ academic and culture of literacy in reference to online/offline/commercial programs to meet student needs by honoring and capitalizing students’ socio-cultural background.</p>
<p>PO # 3 APPLICATION OF KNOWLEDGE in the Advanced Literacy Studies Emphasis with the Reading Certificate Added Authorization</p>	<p>SLO # 6 Demonstrate an understanding of Response to Intervention and Response to Intervention 2 models as a means to maximize students’ literacy development.</p>	<p>SLO # 6</p> <ul style="list-style-type: none"> • One case study assignment, assessing students’ reading and literacy progress and making recommendations for RTI, if needed.
	<p>SLO # 7 Utilize assessment data to modify instruction and deliver successful intervention strategies based on individual differences, knowledge of home and community literacy practices, and the English language skills of students.</p>	<p>SLO # 7</p> <ul style="list-style-type: none"> • One case study assignment, assessing students’ reading and literacy progress and making recommendations for RTI, if needed.

		<ul style="list-style-type: none"> • ERA 6950/6960 MA Thesis/Project
<p>PO # 4 DIVERSITY, EQUITY, GLOBAL CONSCIOUSNESS, AND TECHNOLOGY in the Advanced Literacy Studies Emphasis with the Reading Certificate Added Authorization</p>	<p>SLO # 8 Demonstrate knowledge of clear and strategic uses of reading, writing, listening and speaking throughout the day, across a variety of contexts using a range of genres to meet the diverse needs of students.</p>	<p>SLO # 8</p> <ul style="list-style-type: none"> • Development of a literacy intervention program portfolio, which includes weekly reflections, prepared outlines, formal and informal assessments, analysis of assessments, strategies for instruction, incorporation of informational literacy skills; or • ERA 6950/6960 MA Thesis/Project
	<p>SLO # 9 Demonstrate knowledge of how to honor and capitalize on students’ diverse knowledge, skills, abilities and backgrounds to engage students, their families and the community in the acquisition of English literacy skills.</p>	<p>SLO # 9</p> <ul style="list-style-type: none"> • Development of a literacy intervention program portfolio, which includes weekly reflections, prepared outlines, formal and informal assessments, analysis of assessments, strategies for instruction, incorporation of informational literacy skills; or • ERA 6950/6960 MA Thesis/Project

Methods of Assessment for the Master of Arts Program with the Curriculum & Instruction Option		
Design-Based Learning Emphasis		
Program Objectives	Student Learning Outcomes	Assessment Methods Curriculum & Instruction, Design-Based Learning Emphasis
PO # 1 Leadership	SLO 1.1 Identify the higher-level thinking skills that lead to critical and creative thinking and key these skills to the State Standards and textbook requirements for various subjects and grade levels.	Research report (ECI 5100, 5110, 5130)
PO # 2 Expertise	SLO 2.1 Show classroom implementation and produce specific embedded evaluation techniques for grading students.	Comps (ECI 5110, 5120)
	SLO 2.2 Design and complete a written and visual presentation of a certificate project that supports their classroom’s three-dimensional curriculum designed in previous courses.	Written and visual certificate project. (ECI 5140)
PO # 3 Application of Knowledge	SLO 3.1 Plan Design-Based Learning Design Challenges that address diverse learners.	(ECI 5110, 5120)
	SLO 3.2 Create a Curriculum that displays the integration of higher-level thinking skills required in the State Standards.	Year-long curriculum plan (ECI 5130, 5140)
PO # 4 Diversity & Equity	SLO 4.1 Write contextual and differentiated and diverse learning experiences that align with required State Standards.	(ECI 5100, 5110, 5130)

Five-Year Program Assessment Schedule (2018-2023) for the Master of Arts Program with the Curriculum & Instruction Option

	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
Program Objectives/Student Learning Outcomes					
PO 1: Leadership in Curriculum & Instruction					
SLO 1: Demonstrate expertise on the local, state, national, and global educational poliCEIS by interpreting the research literature, understanding the stakeholders of curriculum, the role of the teacher, administrative leadership, and school renewal.		S '20		S '22	
SLO 2: Develop and design school policy and curricula that support and meet the needs of culturally and other diverse learners by drawing from critical pedagogy, critical theory, critical race theory, critical literacy, curriculum theory, and semiotics.		S '20		S '22	
SLO 3: Develop a thesis for addressing societal problems th impact today's schools.		S '20		S '22	

**PO 2: EXPERTISE in
Curriculum & Instruction.**

SLO 4: Articulate the field of curriculum through its changing conceptions, past and existing paradigms for curriculum renewal, and sources of curriculum renewal from society, the learner, and educational theories.

S '19

S '21

SLO 5: Apply knowledge of curriculum theory to curricular practice through development and design of the curriculum in one content area, meeting the needs of culturally and other diverse learners.

S '19

S '21

**PO 3: APPLICATION OF
KNOWLEDGE in Curriculum &
Instruction**

SLO 6: Design and develop a critical curriculum in the student's field of study informed by critical theory, race, pedagogy or literacy.

S '20

SLO 7: Analyze data informed by qualitative research methods on individuals' navigation through the system from a critical theory, pedagogy, race, and/or literacy lens.

S '20

**PO 4: DIVERSITY, EQUITY,
GLOBAL CONSCIOUSNESS,
AND TECHNOLOGY in
Curriculum & Instruction**

SLO 8: Demonstrate expertise in the field of multilingualism, race, ethnicity and diversity through its changing conceptions, past and existing paradigms for curriculum renewal. F'19

SLO 9: Design and develop curriculum, modifying or individualizing the curriculum to meet multilingual, racial, ethnic and/or diverse students' needs. F'19

SLO 10: Synthesize the theories of multilingual, racial ethnicity, and diversity through interpretation of the research literature, and apply those theories to practice in consideration to the stakeholders of curriculum, the role of the teacher, administrative leadership, and school renewal. F'19

SLO # 11 Synthesize the literature in multilingualism, race, ethnicity, and/or diverse needs that inform curriculum to support students with diverse and cultural backgrounds. F'19

Five-Year Program Assessment Schedule (2018-2023) for the Master of Arts Program with the Curriculum & Instruction Option, Advanced Literacy Studies Emphasis

	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
Program Objectives/Student Learning Outcomes					
PO 1: Leadership in ALS					
SLO 1: apply appropriate assessment, instruction, and differentiation in the field.		S '20			
SLO 2: interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development.		S '20			
SLO 3: plan, implement, and monitor formal literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated, and based on ongoing formal and informal assessments of individual students' progress that assures that the full range of learners develop proficiency as quickly and effectively as possible.		S '20			
PO 2: EXPERTISE in ALS					
SLO 4: Review current research on elements of an effective culture of literacy at the classroom, school, district, and community levels.			F'19		
SLO 5: Demonstrate knowledge of clear and strategic uses of reading, writing, listening and speaking throughout the day, across a variety of contexts using a range of genres to meet the diverse needs of students.			F'19		
PO 3: APPLICATION OF KNOWLEDGE in ALS					
SLO 6: Utilize assessment data to modify instruction and			S'19		

deliver successful intervention strategies based on individual differences, knowledge of home and community literacy practices, and the English language skills of students.

SLO 7: Use assessment results to guide instruction and to determine the timing of appropriate placement in and exit from intervention programs with the goal of accelerated, successful reentry into grade level standards-based programs

S'19

PO 4: DIVERSITY, EQUITY, GLOBAL CONSCIOUSNESS, AND TECHNOLOGY in ALS

SLO 8: Modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs

S'20

SLO 9: Identify effective way to plan and teach lessons to students who are different from the candidate, including ethnic, cultural, gender, linguistic, and socio-economic differences

S'20
