Curriculum and Instruction Graduate Education Student Learning Outcomes (SLOs)

Develop professional educators who accurately perceive, critically analyze, prudently judge, skillfully perform, and ethically act in their professional environments.

Crosscutting Themes: Technology and Diversity

Critical Skills: PERCEIVE, ANALYZE, JUDGE, PERFORM, ADVOCATE

1. CONTEXT. Professional educators accurately interpret the contexts in which they work from multiple [systemic?] perspectives. Examples:
   - Historical/Philosophical Context
   - Social/Political/Cultural Context
   - Legal/Ethical Context
   - Contemporary/Current Context
   - Student/Family/Community Context

2. CURRICULUM. Professional educators synthesize and apply ideas about content, pedagogy, and learners to inform professional practice. Examples:
   - Curriculum Theory
   - Curriculum Design
   - Developmental Theory
   - Models of Curriculum
   - Learning Theory
   - Critical Theory
   - Social Justice Theory
   - Motivation Theory

3. PRACTICE. Professional educators design engaging learning experiences, defend effective strategies, create dynamic learning environments, and collaborate with others. Examples:
   - Curriculum Mapping
   - Instructional Design
   - Assessment Strategies
   - Practical Wisdom
   - Reflective Practice
   - Technology Integration
   - Research-based Teaching Strategies and Skills

4. INQUIRY. Professional educators seek, analyze, and use research and data to make informed judgments about curriculum, instruction, and assessment. Examples:
   - Identify and Apply Criteria to Research Projects
   - Conduct Research Literature Review
   - Construct Theoretical Framework
   - Analyze, Interpret, and Critique Education Research Data
   - Conceptualize, Direct, and Defend Original Research

5. DISPOSITIONS. Professional educators (1) value learning and professional development; (2) commit to professional, ethical, and legal conduct; (3) value positive, caring, and respectful relationships; (4) embrace diversity, equity, and fairness, and (5) commit to wise and reflective practice.
CURRICULUM & INSTRUCTION
Graduate Education Student Learning Outcomes

Our graduate programs develop educators and advocates who accurately PERCEIVE, critically ANALYZE, prudently JUDGE, skillfully PERFORM, and ethically ACT in their professional environments.

CONTEXT
Professional educators accurately interpret the contexts in which they work from multiple perspectives.
* Historical/Philosophical  * Social/Political  * Legal/Ethical  * Contemporary/Current

CURRICULUM
Professional educators carefully synthesize and apply ideas about content, pedagogy, and learners to inform professional practice.
* Curriculum Theory  * Developmental Theory  * Models of Curriculum  

PRACTICE
Professional educators design engaging learning experiences, employ innovative strategies, and create dynamic learning environments.
* Curriculum Mapping  * Instructional Design  * Assessment Strategies  
* Practical Wisdom  * Reflective Practice  * Technology Integration  
* Research-based Teaching Strategies and Skills

INQUIRY
Professional educators seek, analyze, and use research and data to make wise judgments about curriculum, instruction, and assessment.
* Nature of Education Research  * Research Literature Review  
* Designing Education Research  * Understanding, Evaluating, and Using Qualitative Methods  
* Understanding, Evaluating, and Using Quantitative Methods  * Understanding, Evaluating, and Using Mixed Methods

DISPOSITIONS
Professional educators 1) value learning and professional development; 2) commit to professional, ethical, and legal conduct; 3) value positive, caring, and respectful relationships; 4) embrace diversity, equity and fairness; and 5) commit to wise and reflective practice.

Crosscutting Themes: TECHNOLOGY and DIVERSITY