

California State University, Stanislaus  
**Education: Curriculum and Instruction (MA)**  
 Curriculum Map

An Alignment of Program Core Courses, Graduate Learning Goals, Program Student Learning Objectives, Assessment Methods, Instructional Emphasis, and Primary Assessment Methods

		Multilingual				Reading							Education			
<b>Emphasis of Goal/Objective</b> Indicates the relative emphasis the student learning objective receives in the courses: H=High, M=Med, L=Low <b>Primary Assessment Method</b> Indicates the primary program-level assessment method (direct and indirect) used (e.g., rubric, embedded essay question).		EDML 5000: Multilingual Education in the Content Area	EDML 5001: Multilingual Education Evaluation	EDML 5200: Advanced Theories in Teaching the Culturally Diverse Student	EDML 5400: Theory of Multilingual Education	EDRG 4100 Reading/Language Arts Strategies K-12	EDRG 4150 Reading: Literature Based Instruction for Children	EDRG 4240 Reading Instruction in the Primary School	EDRG 4250 Reading Instruction in the Intermediate Grades	EDRG 5250: Reading and Language Arts: Assessment and Evaluation	EDRG 5350: Reading and Language Arts: Research and Trends	EDRG 5910: Practicum in Reading and Language Arts	EDRG 5920: Advanced Practicum in Reading and Language Arts	EDUC 5400: Teachers as Change Agents: Researchers and Writers	EDUC 5770: Seminar in Elementary and Secondary Education	EDUC 5860: Multicultural and Global Education: Curriculum and Instruction
Six Graduate Learning Goals	Program Learning Objectives															
1. Advanced knowledge, skills, values	Values and beliefs: collaboration, cultural diversity, learning-focused, sense of purpose	H projects	H essays	H projects	H projects	H projects	H projects	H presentations	H presentations	H project	H res pres w/rubrics	H project	H project	H project	H project	H projects
	Knowledge and skills: student development, instructional enrichment, variation, academic environment, technology															
2. Creative, analytical, critical thinking	Assessment and reflection: awareness, lifelong learning	M projects	M projects	M projects	H projects	H presentations	H presentations	H presentations	H presentations	H case study	H wrtg assess w/rubric	H case study	H case study	H presentations	H presentation	M projects
3. Individual and collaborative research in contributing scholarship	Performance and achievement: learning environment, integration across disciplines, accommodation, responsive pedagogy	M presentations	M presentations	M presentations	M ppt pres, w/rubrics	H projects	L projects	H projects	M projects	M presentation	H res pres w/rubrics	M presentations	M presentations	H projects	H presentation	M presentations
4. Global perspectives	Understands the knowledge of the social, plitical, philosophical, and cultural ontexnts in which education occurs, including ethical standards, professional practice, laws and regulations.	M projects	M projects	H projects	M projects w/rubrics	M presentations	H projects	M projects	M presentations	M projects	M course content pres	M projects	M projects	M projects	L presentation	H projects
5. New and various methods and technologies	Integrates information and educational technology effectively into professional practice.	H threaded discussion	H threaded discussion	H threaded discussion	M online posts ppt pres	H projects	L projects	M video reflection	M projects	M projects	L research ppt	M projects	M projects	H projects	M project	H threaded discussion
6. Oral and written communication, information from myriad sources	Advocacy and leadership: professionalism, communication, activism	M presentations w/ rubrics	M projects	M presentations w/ rubrics	M online essay/posts	H presentations	M projects	H assessment report	H presentations	H case study	H res pres w/rubrics	H case study	H case study	H projects	H presentation	M presentations

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		Core				Capstone	
<b>Emphasis of Goal/Objective</b> Indicates the relative emphasis the student learning objective receives in the courses: H=High, M=Med, L=Low <b>Primary</b> <b>Assessment Method</b> Indicates the primary program-level assessment method (direct and indirect) used (e.g., rubric, embedded essay question).		EDGS 5500: Foundations in Education	EDGS 5510: Intro to Educational Research	EDGS 5600: Intro to Qualitative Research	EDGS 5610: Intro to Quantitative Research	EDUC 5960: Project	EDUC 5990: Thesis
Six Graduate Learning Goals	Program Learning Objectives						
1. Advanced knowledge, skills, values	Values and beliefs: collaboration, cultural diversity, learning-focused, sense of purpose	M essays/discussion	H lit review	H proposal	H proposal	H project/oral defense	H thesis/oral defense
	Knowledge and skills: student development, instructional enrichment, variation, academic environment, technology						
2. Creative, analytical, critical thinking	Assessment and reflection: awareness, lifelong learning	M essays	H lit review	H proposal	H proposal/labs	H project/oral defense	H thesis/oral defense
3. Individual and collaborative research in contributing scholarship	Performance and achievement: learning environment, integration across disciplines, accommodation, responsive pedagogy	L	H lit review	H proposal	H proposal	H project	H thesis
4. Global perspectives	Understands the knowledge of the social, political, philosophical, and cultural contexts in which education occurs, including ethical standards, professional practice, laws and regulations.	M essays	L	L	L	M project	M thesis
5. New and various methods and technologies	Integrates information and educational technology effectively into professional practice.	M essays	L	M activities	M lab activities	M project	M thesis
6. Oral and written communication, information from myriad sources	Advocacy and leadership: professionalism, communication, activism	H final projects	H lit review	H proposal	H proposal	H project/oral defense	H thesis/oral defense