

College of Education

Department of Literacy and Elementary Education

Master of Science in Education—Curriculum and Instruction

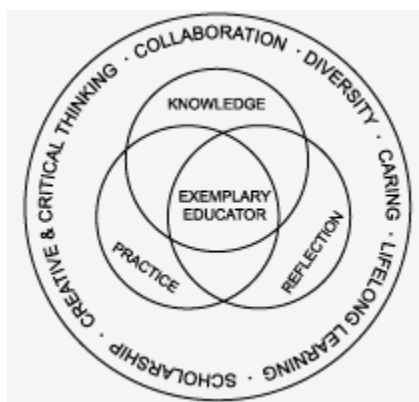
M.S.Ed.—Curriculum & Instruction

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Anne E. Gregory, Chair and Professor

Northern Illinois University strives to prepare exemplary educators who enact an ethic of care in their practice; who form collaborative relationships to promote effective teaching; who think in creative ways to solve problems and address challenges as they arise; who effectively teach diverse others; who are life-long learners continually striving to grow, evolve, and refine their knowledge and pedagogy; and who engage in scholarly activities to remain current, contribute to the knowledge base in their fields, and provide research-based instruction to their students. These values form the conceptual framework that grounds and guides the practices of the unit.

Figure 1: *Northern Illinois University Conceptual Framework*



Grounded in the unit’s conceptual framework, the Master of Science (M.S.Ed.) in Curriculum and Instruction prepares knowledgeable, reflective practitioners to work in both school and community educational settings. Candidates pursuing the M.S.Ed.—Curriculum & Instruction degree are educators whose professional contexts of practice include school and community educational settings across grade/age levels (i.e., preschool through higher education). Courses facilitate practitioners’ abilities to clarify professional purpose and improve the pedagogical environments in which they function. The degree focus lies in the professional development of effective educators who possess the knowledge, skills, and dispositions to be regarded as leaders among their peers. Candidates may pursue coursework in the areas of curriculum leadership, environmental education, and secondary education. They may choose to focus course work in one of these areas or combine coursework across areas to meet their professional needs.

2. Student Learning Outcomes (SLOs)

Reflecting the Conceptual Framework indicators at the advanced level, the M.S.Ed.— Curriculum and Instruction is based on the following student learning outcomes:

	Student Learning Outcomes
1	Candidates will analyze the impacts of social, political, historical, and ideological contexts on curriculum and instruction.
2	Candidates will critically analyze positions on issues in curriculum and instruction.
3	Candidates will compare/contrast various models of curriculum and instruction.
4	Candidates will incorporate research-based practices in the design of curriculum for diverse learners.

3. Program-by-Baccalaureate Student Learning Outcomes Matrix

This is not applicable since this is a graduate program.

Program Student Learning Outcome	Baccalaureate Student Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/skills creatively
Overall								

4. Curriculum Map

Course	Program Student Learning Outcomes			
	1. Context	2. Critical analysis of positions	3. Various Models	4. Research-based practice
TLCI 500	B	B	B	B
TLCI 510	D	D	D	D
TLCI 598	P	P	P	P
<i>Note.</i> Course supports the outcome at the B=beginning, D=developing, or P=proficient level.				

UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

5. Assessment Methods

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
School Community Project (TLCI 500)	This assessment is administered in TLCI 500. For this assessment, candidates research a community and design a curriculum initiative to address its learning needs. The completed report includes an analysis of how community characteristics shaped the initiative and a reflection on the candidate’s professional role as a curriculum designer.	An overall minimum assessment score of “meets” in all rubric categories (i.e., a 14 or higher)	80% of candidates will perform at the “meets” level or higher on all rubric categories.	Candidates complete this assessment in TLCI 500	Instructor of TLCI 500	1, 4
Field-Based Project (TLCI 510)	This assessment is completed in TLCI 510. Candidates are required to conduct an action research project in an educational setting focused on research questions grounded in the scholarly literature of their field.	An overall minimum assessment score of “satisfactory” in all rubric categories (i.e., a 10 or higher)	80% of candidates will meet or exceed the minimum score of 10 points on the Field-Based Project Rubric	Candidacy complete this assessment in TLCI 510	Instructor of TLCI 510	2,3,4

UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Master's Project Results (TLCI 598)	Completed in TLCI 598, candidates are asked to complete either an Action Research Project, Program Evaluation, Curriculum Needs Assessment, New Curriculum Program Proposal, or Professional Development Program Proposal.	An overall minimum assessment score of "satisfactory" in all rubric categories (i.e., a score of 12-24 or higher; score dependent upon the project type and rubric used)	80% of candidates will meet or exceed the minimum score of 12-24 points (project/rubric dependent)	Completed at the end of the degree program; TLCI 598	Course instructor	1,2, 3, 4
<p><i>Note.</i> ^a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. ^b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>						

Assessment Methods-by-Outcomes Matrix

Assessment Method	Program Student Learning Outcome			
	1. Context	2. Critical analysis of positions	3. Various Models	4. Research-based practice
School Community Project (TLCI 500)	F,D			F, D
Field-Based Project (TLCI 510)		F, D	F,D	F, D
Master's Project Results (TLCI 598)	S, D	S,D	S, D	S, D