

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Master of Education
 Curriculum and Instruction, Cross Cultural Education
 Language and Literacy, Online Innovation and Design
 School of Education
 March 14, 2014

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
<p>MISSION STATEMENT: OUR MISSION Our mission is to prepare professional educators and counselors who are culturally responsive, effective practitioners, as described in the state Standards for Alaska's Teachers and the candidate proficiencies identified in the UAF School of Education Conceptual Framework. The UAF School of Education recognizes that schooling and counseling in Alaska has unique characteristics. We prepare educators and counselors to work in urban and rural Alaska and to work with K-12 students and adults from many backgrounds.</p> <p>GOAL STATEMENT: OUR GOALS 1. Increase the number of qualified educators, in Alaska's schools and communities. 2. Enhance the professional skills of Alaska's K-12 educators. 3. Develop and support ongoing systemic educational</p>	<p>Content Knowledge Applicants to be Master of Education candidates have entry-level knowledge of education course content as described in professional, state, and institutional standards</p> <p>Professional Knowledge and Skills Candidates in the Master of Education program demonstrate, through inquiry, critical analysis, and synthesis in-depth understanding of knowledge in their fields as delineated in professional, state, and institutional standards.</p> <p>Dispositions Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards</p>	<p>Transition One Entry Level Assessment for All Candidates</p> <p>--Transcripts that present an undergraduate GPA of 3.0 or higher</p> <p>--GRE scores if undergraduate GPA is below 3.0</p> <p>--Statement of Goals (4-5 pages)</p> <p>--Resume</p> <p>--Three Letters of Reference</p>	<p>Candidates for all concentrations submit application materials. Complete applications are reviewed by one faculty member and presented to the entire faculty for approval.</p> <p>Application materials are scored on a rubric using the following scale: 0 = not acceptable 1 = acceptable 2 = target</p>
	<p>Content Knowledge Master of Education candidates have in-depth knowledge of counseling</p>	<p>Exit Level Assessment for Curriculum and Instruction Transition Two</p> <p>--ED 601 Literature Review --ED 603 Mini Research Project</p>	<p>Course instructors, using a scoring rubric, evaluate course assignments. 0 = not acceptable 1 = acceptable</p>

Submitted by: Co-Chairs for the School of Education Graduate Programs: Philip Patterson, Susan Renes

<p>collaborations with Alaska's schools and communities.</p> <p>4. Conduct collaborative research on cross-cultural and multicultural education to provide on-going support of:</p> <ul style="list-style-type: none"> • The quality of Alaska's K-12 schools • The curriculum of the UAF School of Education • The preparation of educators who incorporate into the learning environment the varied cultures and languages of Alaska <p>Contribution to Institutional Mission UAF Mission Statement The University of Alaska Fairbanks, the nation's northernmost Land, Sea and Space Grant university and international research center, advances and disseminates knowledge through teaching, research and public service with an emphasis on Alaska, the circumpolar North and their diverse peoples. UAF--America's arctic university--promotes academic excellence, student success and lifelong learning.</p>	<p>course content as described in professional, state, and institutional standards</p> <p>Professional Knowledge and Skills Candidates in the Master of Education program demonstrate. Through inquiry, critical analysis, and synthesis in-depth understanding of knowledge in their fields as delineated in professional, state, and institutional standards.</p> <p>Professional Knowledge and Skills</p>	<p>--Cross Cultural Foundation Class --ED 612 Teaching Philosophy Statement --ED 630 Curriculum Plan--ED 659 Website Development ED 659 Website Development Assignment --ED 686 Intelligence or Achievement Instrument --Curriculum and Instruction Elective (1)</p> <p>Transition Three --Research Project or Thesis Proposal --Literature Review for Research Project or Thesis --Advancement to Candidacy</p> <p>Transition Four --Project or Thesis --Project or Thesis Defense</p>	<p>2 = target</p> <p>The student's committee evaluates the literature review, the project/thesis written research proposal and the oral defense of the research proposal.</p> <p>Upon successful defense of the proposal, the student submits the advancement to candidacy</p> <p>The student's committee evaluates the project/thesis and oral defense of the project/thesis.</p>
	<p>Content Knowledge</p> <p>Professional Knowledge and Skills</p>	<p>Exit Level Assessment for Language and Literacy Transition Two</p> <p>--ED 601 Literature Review --ED 603 Mini Research Project --Cross Cultural Foundation Class --ED 620 Critical Book Review --LING 602 Case Study --LING 610 Final Paper --Language and Literacy Electives (2)</p> <p>Transition Three --Research Project or Thesis Proposal --Literature Review for Research Project or Thesis --Advancement to Candidacy</p>	<p>Course instructors, using a scoring rubric, evaluate course assignments. 0 = not acceptable 1 = acceptable 2 = target</p> <p>The student's committee evaluates the literature review, the project/thesis written research proposal and the oral defense of the research proposal.</p> <p>Upon successful defense of the proposal, the student submits the advancement to candidacy</p>

	<p>Professional Knowledge and Skills</p>	<p>Transition Three --Research Project or Thesis Proposal (for students graduating with a project or thesis)</p> <p>--Literature Review for Research Project or Thesis (for students graduating with a project or thesis)</p> <p>--Advancement to Candidacy</p>	<p>The student's committee evaluates the literature review, the project/thesis written research proposal and the oral defense of the research proposal.</p> <p>Upon successful defense of the proposal, the student submits the advancement to candidacy. If the student will graduate with a comprehensive exam, the advancement is submitted one semester prior to graduation based on coursework.</p>
	<p>Professional Knowledge and Skills</p>	<p>Transition Four --Project or Thesis</p> <p>--Project or Thesis Defense</p> <p>OR</p> <p>--Comprehensive Exam</p>	<p>The student's committee evaluates the project/thesis and oral defense of the project/thesis.</p> <p>The student's committee selects questions for the comprehensive exam. The student's committee scores the exam using a rubric.</p>
	<p>Dispositions Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards.</p>	<p>Transition 3 and 4 Exit Level Assessment for All Concentrations</p> <p>-- Professional Characteristics Feedback Form</p>	<p>A Professional Characteristics Feedback form is completed by the student's committee chair in consultation with the full committee. PCFF is completed in Transition 3 after the proposal defense and again in Transition 4 after the project/thesis defense.</p> <p>Students graduating with a comprehensive exam are evaluated after the exam in Transition 4.</p>
	<p>Student Learning Candidates in the Master of Education program critique and are able to reflect on their work within the context of student learning in K-12 or post-secondary classrooms.</p>	<p>Transition 3 and 4 Exit Level Assessment for All Concentrations</p> <p>--Impact on Student Learning Form</p>	<p>The candidate submits the Impact on Student Learning Form at the proposal defense; and at the project/thesis defense. The Impact form asks candidate to evaluate how their research project or thesis will impact students in the K-12 or post-secondary classroom.</p>