# UAAC & GAAC Proposal for a New Certificate Program

Requesting College(s)/School(s)/Center(s): **School of Education**

Requesting Department(s): **Educational Studies**

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| **Academic Award:** | ☒ Certificate |
| **Academic Level:** | ☐ Undergraduate<br>☒ Graduate<br>*(includes all Post-Baccalaureate, Post-Master's, Post-Doctoral and Professional certificate programs)* |
| **Title:** | *Certificate in Advanced Literacy Methods* |
| **Program Start Term** | ☒ Fall<br>☐ Spring<br>☐ Summer<br>☐ Other |

| SLU Approval Authority | Signature | Date |
|---|---|---|
| Department Chair | *Jennifer Buehler* | 10/25/19 |
| College/School/Center Curriculum Committee Chair | *Jennifer Buehler* PP Jody Wood | 10/25/19 |
| College/School/Center Dean | *Gary W. Ross* | 10/25/19 |
| Chair, UAAC/GAAC | | |
| Council of Academic Deans and Directors | | |
| Provost | | |
| Chair, Academic Affairs Committee of the University Board of Trustees | *Not Needed* | n/a |
| Chair, University Board of Trustees | *Not Needed* | n/a |

☐ HLC Approval Date:

☐ U.S. Department of Education Title IV Eligibility Approval Date:

## 4.0  STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN

*Note:  You are strongly encouraged to work with the University Assessment Coordinator (977-4189 or thatcherk@slu.edu) as you develop this portion of the proposal.  The University Assessment Coordinator can help you establish appropriate student learning outcomes, methods for measuring student progress and using the data to inform program improvement, and assist with all facets of academic assessment.*

**4.1  Student Learning Outcomes Assessment Plan**

Complete the table below to provide an overview of your plan to assess student progress toward achievement of desired program-level learning outcomes.  Note that results of evaluations of student performance against each learning outcome identified below will be reviewed as part of all college/school/center-level and University-level program reviews.

*NOTE: The student learning outcomes listed below are identical to those we have created for our proposed Master's degree in Education Principles and Practices. This is an intentional decision since coursework taken for each of our proposed certificate programs constitutes half of the master's degree coursework. Thus we have designed our certificate programs to achieve the same learning outcomes as the Master's degree.*

| Program-Level Student Learning Outcomes | Evaluation Method | Use of Assessment Data |
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| *What are the most important (no more than five) specific learning outcomes you intend for all program completers to be able to <u>achieve and demonstrate</u> upon completion of the program?* | *How will students document/demonstrate their performance toward achievement of the learning outcomes?  How will you measure student performance toward achievement of the learning outcomes?*<br><br>*Describe any use of <u>direct</u> measures: capstone experiences/courses, standardized exams, comprehensive exams, dissertations, licensure exams, locally developed exams, portfolio reviews, course-embedded assessments, etc.*<br><br>*Describe any use of <u>indirect</u> measures: student, alumni or employer surveys (including satisfaction surveys); exit interviews/focus groups with grads; retention/transfer studies; graduation rates; job placement/grad school admission rates; etc.* | *How and when will student performance data be analyzed and then used to "close the assessment loop" and inform <u>**program improvement**</u>?  How will you document that?* |
| *EXAMPLE:*<br><br>1. Demonstrate a thorough understanding of ethical problems being addressed in an individual case or class of cases. | *EXAMPLE:*<br><br>***Direct Measures:***<br><br>1.  *The following courses in the program specifically require formal case analyses designed to elicit direct evidence of student development toward this outcome:  BUS 500, BUS 522, BUS 600*<br><br>2.  *Embedded in the mid-term and final exams in certain required courses (BUS 550, MGMT 503, BUS 650) will be questions designed specifically to provide data enabling faculty and program administrators to evaluate student progress toward this outcome.*<br><br>***Indirect Measures***<br><br>1.   *End-of-course student surveys will solicit self-evaluations of their* | *EXAMPLE:*<br><br>*Assessment results will be analyzed annually against a standard rubric by the program director and a small team of faculty; recommendations for curriculum, pedagogy and/or assessment revisions will be made to the department faculty on an annual cycle that allows for appropriate implementation.*<br><br>*Reviews of the impact of any such program changes will also be conducted annually, and the records of those reviews will be maintained by our department assessment coordinator.* |

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| | *development in the context of this outcome.*<br><br>2. *Alumni surveys (administered one and five post-graduation) will solicit from graduates self-evaluations of their continued development in the context of this outcome, and will particularly focus on how the program has impacted professional competency.* | |
| 1. ***Analyze professional literature:*** *Students will be able to identify the research base and theorists that inform a chosen approach to literacy learning.* | **Direct Measures:**<br>• Literature review assignment in *EDI 5390: Teaching Reading: Contemporary Issues and Practices*<br><br>**Indirect Measures:**<br>• Alumni surveys | *The data for each learning outcome will be gathered via course assignment rubrics, capstone project rubrics, feedback forms, and surveys.*<br><br>  • *Course assignment rubrics will be developed by individual course instructors and vetted during monthly Educational Studies faculty meetings.*<br><br>  • *Capstone rubrics, feedback forms, and alumni surveys will be developed by the faculty leaders in each certificate area and vetted during monthly Educational Studies faculty meetings*<br><br>*Data will be housed on the SOE assessment dashboard and analyzed annually by the program director and faculty members at SOE Moving Forward Day in October. Program changes recommended by the faculty will be reported to the dean, implemented by the program director, and reevaluated annually.* |
| 2. ***Apply knowledge and practice to solve problems in local educational contexts:*** *Students will be able to design culturally relevant ways of engaging students in generative literacy learning experiences that are informed by community literacy practices.* | **Direct Measures:**<br>• Problem of practice assignment in *EDI 5390: Teaching Reading: Contemporary Issues and Practices*<br>• Problem of practice assignment in *EDR 5800: Action Research for Teachers*<br>• Professional Practitioner Plan/Professional Forum<br><br>**Indirect Measures:**<br>• Alumni surveys | *The data for each learning outcome will be gathered via course assignment rubrics, capstone project rubrics, feedback forms, and surveys.*<br><br>  • *Course assignment rubrics will be developed by individual course instructors and vetted during monthly Educational Studies faculty meetings.*<br><br>  • *Capstone rubrics, feedback forms, and alumni surveys will be developed by the faculty leaders in each certificate area and vetted during monthly Educational Studies faculty meetings*<br><br>*Data will be housed on the SOE assessment dashboard and analyzed annually by the program director and faculty members at SOE Moving Forward Day in October. Program changes recommended by the faculty will be reported to the dean, implemented by the program director, and reevaluated annually.* |
| 3. ***Communicate with stakeholders to effect educational change:*** *Students will be able to develop action plans for engaging with educational stakeholders in local or national* | **Direct Measures:**<br>• Advocacy strategy assignment in *EDR 5800: Action Research for Teachers*<br>• Professional Practitioner Plan/Professional Forum | *The data for each learning outcome will be gathered via course assignment rubrics, capstone project rubrics, feedback forms, and surveys.*<br><br>  • *Course assignment rubrics will be developed by individual course instructors and vetted during monthly Educational Studies faculty meetings.* |

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| *contexts to communicate information about research-based, culturally relevant literacy practices.* | **Indirect Measures:**<br><br>• Alumni surveys<br><br>• Employment tracking | • *Capstone rubrics, feedback forms, and alumni surveys will be developed by the faculty leaders in each certificate area and vetted during monthly Educational Studies faculty meetings*<br><br>*Data will be housed on the SOE assessment dashboard and analyzed annually by the program director and faculty members at SOE Moving Forward Day in October. Program changes recommended by the faculty will be reported to the dean, implemented by the program director, and reevaluated annually.* |

**4.2    Curriculum Mapping**

Courses should contribute to student achievement of the program learning outcomes detailed above.  Sequencing should be intentional and complementary, allowing for the development of curricular content at multiple levels and the application and demonstration of student understanding and skills at multiple levels.  Accordingly, complete the two curriculum maps below, indicating the course(s) in which each learning outcome is intentionally addressed and at particular levels of intellectual complexity and rigor, using the level indicators* provided below.  ***Depending on the nature of the proposed program, the levels may seem more or less appropriate.  Without veering from the spirit of the exercise, you may adapt the levels as deemed appropriate.***

| Level I | Level II | Level III |
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| ▪ *Knowledge & Comprehension:* Recall data or information; understand the meaning, translation, interpolations, and interpretation of instructions and problems; state a problem in one's own words. | ▪ *Application:* Use a concept in new situations; unprompted use of an abstraction. Application of knowledge in novel situations.<br>▪ *Analysis:* Separates material or concepts into component parts so organizational structure may be understood. Distinguishes facts from inferences. | ▪ *Synthesis:* Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.<br>▪ *Evaluation:* Make judgments about the value of ideas or materials. |

**Note:** *When you first complete the curriculum maps, you may see that certain outcomes are not addressed in any developmentally-appropriate sequence, or that a particular outcome might not be addressed substantially enough; you might even see that you have included a course(s) in your curriculum that doesn't substantially contribute to the development of* any *outcome. You should use the map to alter your program design, course syllabi and course sequencing to best facilitate and support student achievement of the outcomes. The result of that exercise should be a final curriculum map presented below when you submit your proposal to UAAC.*

**Courses Offered by Home Department of Proposed Major or Minor: for certificate in ADVANCED LITERACY METHODS**

| Major or Minor Student Learning Outcomes | ED1 5390 (TEACHING READING) | EDR 5800 (ACTION RESEARCH) | * EDI 5590 (LIT ASSESS) | *EDI 5030 (WRITERS) | *EDI 5040 (CHILD LIT) | *EDI 5900 (TALK) | **EDI 6460 (CURRIC) | **EDI 6230 (INST) | **EDI 6550 (ASSESS) | DEPT 510 | DEPT 511 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| *Example: Outcome #1* | *1* | *1* | *1, 2* | *2* | *2* | *2* | | *3* | *3* | *2* | *2, 3* |
| **_Analyze professional literature_**_: Students will be able to identify the research base and theorists that inform a chosen approach to literacy learning._ | 2 | | | | | | | | | | |
| **_Apply knowledge and practice to solve problems in local educational contexts_**_: Students will be able to design culturally relevant_ | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | |

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| *ways of engaging students in generative literacy learning experiences that are informed by community literacy practices.* | | | | | | | | | | | |
| ***Communicate with stakeholders to effect educational change****: Students will be able to develop action plans for engaging with educational stakeholders in local or national contexts to communicate information about research-based, culturally relevant literacy practices.* | 3 | | | | | | | | | | |

*Elective options in literacy methods (choose two)*
** Elective options in curriculum (choose one)*

### Program Courses Offered by Other Departments: N/A

| Major or Minor Student Learning Outcomes | DEPT 400 | DEPT 410 | DEPT 420 | DEPT 430 | DEPT 440 | DEPT 450 | DEPT 460 |
|---|---|---|---|---|---|---|---|
| *Example: Outcome #1* | *1* | *2* | *1* | | *2, 3* | | |
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* Adapted from Bloom's Taxonomy (1965)