

# Program Outcomes Alignment Matrix

Curriculum and Instruction, School of Education, La Sierra University

|   | Learning Outcome 1   | Learning Outcome 2   | Learning Outcome 3   |
|---|--|--|--|
| <b>Master of Arts in Teaching, (MAT), based on the CA TPEs</b>    |  |  |  |
| Learning Outcomes   | Plan instruction aimed at student characteristics for academic learning.                     | Demonstrate ability to make assessment adaptations in field experience.                  | Demonstrate ability to design a lesson based on state-adopted academic content standards.  |
| Performance Assessment  | Video demonstrating the learning outcome.  | Assessment adaptation selected student response to assessment and all scoring artifacts. | Candidate-developed: <ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Lesson taught</li> <li>• Adaptation of ELL/ELD</li> <li>• Reflective paper</li> </ul> |
| <b>Master of Arts, (MA), Curriculum and Instruction</b>           |  |  |  |
| <b>Foundations</b>  | <b>Mental</b>  | <b>Physical</b>  | <b>Spiritual</b>   |
| Learning Outcomes   | Analyze the substantive theoretical issues in the field of study.                            | Demonstrate competence in scholarly research and writing.                                | Articulate important dimensions of spiritual principles of a worldview.  |
| Performance Assessment  | Comprehensive examination.   | Master's project/thesis/research.  | EDCI 512 Faith and Learning paper.   |
| <b>Educational Specialist (Ed.S.), Curriculum and Instruction</b> |  |  |  |
| Learning Outcomes   | Conceptualize, integrate, and articulate the philosophical positions studied in the program. | Demonstrate advanced competence in scholarly research and writing.                       | Articulate important dimensions of moral principles.   |
| Performance Assessment  | Comprehensive examination.   | Publishable paper for a scholarly journal in EDFO 606                                    | EDAD 688 Moral Leadership paper  |
| <b>Doctor of Education (Ed.D.), Curriculum and Instruction</b>    |  |  |  |
| Learning Outcomes   | Analyze the important dimensions of the theoretical and practical aspects of the discipline. | Propose, conduct, defend and communicate a research study.                               | Defend a research study.   |
| Performance Assessment  | Qualifying examination.  | Doctoral dissertation.   | Doctoral dissertation defense.   |

**Assessment Processes**

|   | <b>Learning Outcome 1</b>  | <b>Learning Outcome 2</b>  | <b>Learning Outcome 3</b>  |
|---|--|--|--|
| <b>Master of Arts in Teaching, (MAT), based on the CA TPEs)</b> |  |  |  |
| Learning Outcomes   | Plan instruction aimed at student characteristics for academic learning.   | Demonstrate ability to make assessment adaptations in field experience.                              | Demonstrate ability to design a lesson based on state-adopted academic content standards.  |
| Performance Assessment  | Video demonstrating the learning outcome.  | Assessment adaptation selected student response to assessment and all scoring artifacts.             | Candidate-developed: <ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Lesson taught</li> <li>• Adaptation of ELL/ELD</li> <li>• Reflective paper</li> </ul> |
|   | Video must be turned in to the C&I faculty for evaluation two weeks prior to the end of the quarter in which the candidate completes student teaching. | Performance assessment must be turned in to the professor two weeks prior to the end of the quarter. | All candidate developed artifacts must be turned in to the professor two weeks prior to the end of the quarter.  |

**Master of Arts, (MA), Curriculum and Instruction**

| <b>Foundations</b>     | <b>Mental</b>  | <b>Physical</b>  | <b>Spiritual</b>  |
|------------------------|--|--|---|
| Learning Outcomes      | Analyze the substantive theoretical issues in the field of study.  | Demonstrate competence in scholarly research and writing.  | Articulate important dimensions of spiritual principles of a worldview.   |
| Performance Assessment | Comprehensive examination.   | Master's project/thesis/research.  | EDCI 512 Faith and Learning paper.  |
|                        | <ol style="list-style-type: none"> <li>1. The student must submit 10 questions to their advisor at the beginning of the quarter the test will be taken.</li> <li>2. The faculty advisor will bring the questions to the full C&amp;I faculty for approval.</li> <li>3. If the student is an LSU campus student, the test must be taken in the C&amp;I department.</li> <li>4. If the student is an extended campus student the student has two weeks to complete the examination.</li> </ol> | <ol style="list-style-type: none"> <li>1. The student must submit a proposal for their project to their advisor at the beginning of the quarter the student first registers for the project/thesis/research.</li> <li>2. The faculty advisor will submit the proposal to the full C&amp;I faculty for approval.</li> <li>3. At the completion of the project/thesis/research, the student will present the project to their advisor for evaluation.</li> </ol> | All students in Faith and Learning will complete a paper articulating important dimensions of spiritual principals of a worldview as one requirement for the course EDCI 512. |

**Educational Specialist (Ed.S.), Curriculum and Instruction**

|          |  |                                    |  |
|----------|--|------------------------------------|--|
| Learning | Conceptualize, integrate, and articulate | Demonstrate advanced competence in | Articulate important dimensions of moral |
|----------|--|------------------------------------|--|

|                        |   |  |                                 |
|------------------------|---|--|---------------------------------|
| Outcomes               | the philosophical positions studied in the program. | scholarly research and writing.  | principles.                     |
| Performance Assessment | Comprehensive examination.                          | Publishable paper for a scholarly journal in EDFO 606  | EDAD 688 Moral Leadership paper |
|                        |   | In the course EDFO Sociology of Education, students will write a publishable scholarly journal article for the course. |                                 |

**Doctor of Education (Ed.D.), Curriculum and Instruction**

|                        |  |  |  |
|------------------------|--|--|--|
| Learning Outcomes      | Analyze the important dimensions of the theoretical and practical aspects of the discipline.   | Propose, conduct, defend and communicate a research study.   | Defend a research study.   |
| Performance Assessment | Qualifying examination.  | Doctoral dissertation.   | Doctoral dissertation defense.   |
|                        | <ol style="list-style-type: none"> <li>1. The student must submit 10 questions to their advisor at the beginning of the quarter the test will be taken.</li> <li>2. The faculty advisor will bring the questions to the full C&amp;I faculty for approval.</li> <li>3. If the student is an LSU campus student, the test must be taken in the C&amp;I department.</li> <li>4. If the student is an extended campus student the student has two weeks to complete the examination.</li> </ol> | <ol style="list-style-type: none"> <li>1. The student will follow the prescribed policies and protocols of the School of Education, for the preparation of a proposal and a dissertation.</li> </ol> | <ol style="list-style-type: none"> <li>1. The defense will be scheduled and conducted in collaboration with the dissertation chair and committee.</li> </ol> |

31. Curriculum alignment matrix for each program.

**Curriculum Alignment Matrix**

School of Education, Curriculum and Instruction  
Graduate Programs

The MAT and the MA in Special Education are the only credentials/professional graduate degrees in Curriculum and Instruction. The MA, Ed.S. and Ed.D. degrees are all academic content degrees. The content areas of focus for an Ed.D. are: Curriculum and Instruction, Higher Education, TESOL, and Brain-science and Learning.

|                   | M.A.T.  | M.A.   | M.A.<br>Special Education<br>North American<br>Division emphasis   | Ed.S.  | Ed.D.  |
|-------------------|---|--|--|--|--|
| Admissions        | Bachelor's degree<br>GPA 2.75   | Bachelor's degree<br>Graduate Record<br>Examination (GRE)<br>GRE writing exam<br>GPA of 3.0<br>Departmental<br>Interview   | Bachelor's degree<br>Graduate Record<br>Examination (GRE)<br>GRE writing exam<br>GPA of 3.0<br>Departmental<br>Interview | Bachelor's degree<br>Master's degree<br>Graduate Record<br>Examination (GRE)<br>GRE writing exam<br>GPA of 3.3<br>Departmental<br>Interview    | Bachelor's degree<br>Master's degree<br>Ed.S. or equivalent<br>Graduate Record<br>Examination (GRE)<br>GRE writing exam<br>GPA of 3.5<br>Departmental<br>Interview   |
| Content Knowledge | Prerequisites in<br>psychology and<br>philosophy<br>Coursework:<br>Pedagogy<br>School of<br>Education<br>academic core<br>Fieldwork Praxis<br>Knowledge and<br>pedagogy<br>examinations<br>(CBEST, CSET,<br>RICA, TPAs) | SE academic core<br>Area of knowledge<br>emphasis (Brain,<br>TESOL,<br>technology,<br>curriculum<br>Coursework<br>Group projects<br>Examinations<br>Scholarly papers | Core courses<br><br>18 units in special<br>education for an<br>endorsement.  | SE core courses<br>Curriculum and<br>Instruction<br>coursework.<br>Area of<br>specialization<br>chosen in<br>collaboration with<br>an advisor. | SE academic<br>courses focusing on<br>research.<br>Curriculum and<br>Instruction area of<br>content<br>specialization.<br>Distributed major<br>in Curriculum,<br>Administration and/<br>or Psychology and<br>Counseling. |
| Coursework        | Credentials<br>required courses,<br>SE core, fieldwork  | SE core<br>Area of emphasis<br>courses<br>Curriculum and<br>Instruction core   | SE core<br>Special education<br>courses<br>Curriculum and<br>instruction<br>electives                                    | SE core<br>Distributed<br>coursework<br>Specified<br>curriculum<br>coursework<br>Area of emphasis<br>coursework                                | SE core<br>Advanced research<br>courses<br>Advanced research<br>Specified<br>curriculum<br>coursework  |

|                          |   |   |   |  |   |
|--------------------------|---|---|---|--|---|
| Research/<br>scholarship |   | Project or thesis   | Project or thesis   | Scholarly Paper  | Dissertation  |
| Examinations             | (CBEST, CSET,<br>RICA, TPAs)  | Assessments<br>embedded<br>throughout<br>program<br>MA comprehensive<br>examination<br>Comprehensive<br>examination | Assessments<br>embedded<br>throughout<br>program<br>MA special<br>education<br>comprehensive<br>examination<br>Comprehensive<br>examination | Assessments<br>embedded<br>throughout<br>program<br>Comprehensive<br>examination | Assessments<br>embedded<br>throughout<br>program<br>Comprehensive<br>examination<br>Comprehensive<br>oral<br>examination<br>Dissertation<br>defense |
| Disposition              | Departmental oral<br>interviews<br>External Fieldwork<br>assessment<br>Faculty review<br>TPEs<br>Personal statement<br>Assessments<br>embedded<br>throughout<br>program | Departmental oral<br>interviews<br>Faculty review<br>Personal statement   | Departmental oral<br>interviews<br>External Fieldwork<br>assessment<br>Faculty review<br>Personal statement                                 | Departmental oral<br>interviews<br>Faculty review<br>Personal statement          | Departmental oral<br>interviews<br>Faculty review<br>Personal statement   |
|                          |   |   |   |  |   |

32. Learning outcomes assessed during the current year (should be about 20% of the total). Curriculum and Instruction has an ongoing process of assessment of candidates for a credential. These assessments include, CBEST, RICA, CSET, and beginning in the summer of 2007 the TPAs. In addition there are candidate interviews, fieldwork assessments, and observations. Below are the assessments used this year. On the left are the learning outcomes measured and in the larger boxes are the components assessed through examinations, coursework and fieldwork.

33. Method(s) used in the current year assessment are included in the table below with item #32.

### Candidate Assessment Overview

Curriculum and Instruction

|                               |  |  |  |  |  |
|-------------------------------|--|--|--|--|--|
|                               | Liberal Studies/<br>blended program<br>between CAS and<br>C&I  | Master of Arts in<br>Teaching  | Credential only<br>(elementary or<br>secondary)  | Out of State into<br>California  | Seventh-day<br>Adventist<br>(elementary or<br>secondary)   |
| Basic<br>Knowledge            | California Basic<br>Educational Skills<br>Test (CBEST)   | California Basic<br>Educational Skills<br>Test (CBEST)   | California Basic<br>Educational Skills<br>Test (CBEST)   | California Basic<br>Educational Skills<br>Test (CBEST)   | California Basic<br>Educational Skills<br>Test (CBEST)   |
| Teaching Skills<br>Coursework | Philosophy:<br>Educational and<br>Christian Ed.<br>Psychology:<br>Developmental<br>and educational<br>Pedagogy: methods<br>Praxis: fieldwork | Philosophy:<br>Educational and<br>Christian Ed.<br>Psychology:<br>Developmental<br>and educational<br>Pedagogy: methods<br>Praxis: fieldwork | Philosophy:<br>Educational and<br>Christian Ed.<br>Psychology:<br>Developmental<br>and educational<br>Pedagogy: methods<br>Praxis: fieldwork |  | Philosophy:<br>Educational and<br>Christian Ed.<br>Psychology:<br>Developmental<br>and educational<br>Pedagogy: methods<br>Praxis: fieldwork |
| Content Area<br>Knowledge     | California Subject<br>Examination for<br>Teachers<br>(CSET)<br>(This is a content<br>area examination)                                       | California Subject<br>Examination for<br>Teachers<br>(CSET)<br>(This is a content<br>area examination)                                       | California Subject<br>Examination for<br>Teachers<br>(CSET)<br>(This is a content<br>area examination)                                       | California Subject<br>Examination for<br>Teachers<br>(CSET)<br>(This is a content<br>area examination) | California Subject<br>Examination for<br>Teachers<br>(CSET)<br>(This is a content<br>area examination)                                       |
| Reading<br>Instruction        | Reading Instruction<br>Competence<br>Assessment<br>(RICA)  | Reading Instruction<br>Competence<br>Assessment<br>(RICA)  | Reading Instruction<br>Competence<br>Assessment<br>(RICA)  | Reading<br>Instruction<br>Competence<br>Assessment<br>(RICA)   | Reading Instruction<br>Competence<br>Assessment<br>(RICA)  |

|                                  |   |   |  |   |   |
|----------------------------------|---|---|--|---|---|
| Teacher Performance Expectations | TPA 1<br>TPA 2<br>TPA 3<br>TPA 4 (with a teaching video or DVD of the candidate teaching)<br>(These evaluations take approximately 60 – 80 hours for the student to complete) | TPA 1<br>TPA 2<br>TPA 3<br>TPA 4 (with a teaching video or DVD of the candidate teaching)<br>(These evaluations take approximately 60 – 80 hours for the student to complete) |  | TPA 1<br>TPA 2<br>TPA 3<br>TPA 4 (with a teaching video or DVD of the candidate teaching)<br>(These evaluations take approximately 60 – 80 hours for the student to complete) | TPA 1<br>TPA 2<br>TPA 3<br>TPA 4 (with a teaching video or DVD of the candidate teaching)<br>(These evaluations take approximately 60 – 80 hours for the student to complete) |
| Fieldwork                        | 18 total hours of successful student teaching. 3 during coursework and 15 during student teaching.  | 18 total hours of successful student teaching. 3 during coursework and 15 during student teaching.  |  | 18 total hours of successful student teaching. 3 during coursework and 15 during student teaching.  | 18 total hours of successful student teaching. 3 during coursework and 15 during student teaching.  |
| Dispositions                     | Departmental oral interviews<br>External Fieldwork assessment<br>Faculty review<br>TPEs<br>Personal statement<br>Assessments embedded throughout program                      | Departmental oral interviews<br>External Fieldwork assessment<br>Faculty review<br>TPEs<br>Personal statement<br>Assessments embedded throughout program                      |  | Departmental oral interviews<br>External Fieldwork assessment<br>Faculty review<br>TPEs<br>Personal statement<br>Assessments embedded throughout program                      | Departmental oral interviews<br>External Fieldwork assessment<br>Faculty review<br>TPEs<br>Personal statement<br>Assessments embedded throughout program                      |