

**Department of Education Studies
College of Education**

**Undergraduate Assessment Plan
January 12, 2017**

Major: Pre-Education

Learning Goals and Objectives

1. Demonstrate understanding about the history, social change, and education in America from colonial to modern times, particularly with respect to compelling issues in our society
2. Apply various cultural and sociological lenses to surface and critique assumptions about schools and teachers
3. Understand the roles and responsibilities of teachers working in public schools
4. Analyze contemporary issues and concerns regarding the profession of teaching from local, state, and national perspectives
5. Demonstrate understanding about the social and economic influences on teaching and learning
6. Research, write, and communicate core issues concerning the use of technology in educational settings

Key: I = introduces outcome; D = develops outcome; A = assess mastery of outcome

Course	Title/Description	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6
EDST 111	Education Issues and Problems (4)	I		I		I	
EDST 220	Beginning Applications in Educational Technology (4)						ID
EDST 225	School and Representation in Film (4)		ID	D	I	D	
EDST 231	Teaching in the 21 st Century (4)	D	D	D	ID	D	

Assessment Methods

Undergraduate instructors in the Department of Education Studies engage in a constant cycle of assessment to learn how students are understanding the knowledge/skills reflected in the learning objectives for the Pre-Education major. The Pre-Education courses include key assignments directly alligned with the learning objectives for the major to indicate success of program implementation.

Pre-Education instructors meet with the EDST Undergraduate Degree Program Director twice per term (Weeks 3 and 8) to discuss student progress, pedagogy, assessment design, and assessment outcomes. During the Week 3 meeting of Winter and Spring terms, Pre-Education instructors provide a sample from the prior term of student work from three students and summarize their analysis of student progress in the context of the program learning objectives (refer below for schedule of learning objective study). The EDST Undergraduate Degree Program Director provides a summary of this meeting to the Department Head and the EDST faculty once per year to update the department on the progress of program implementation.

Learning Objective	EDST 111	EDST 220	EDST 225	EDST 231
LO1. Demonstrate understanding about the history, social change, and education in America from colonial to modern times, particularly with respect to compelling issues in our society	2 Exams			2 Exams
LO2. Apply various cultural and sociological lenses to surface and critique assumptions about schools and teachers			Critical responses; Film critic project; Film screening presentation	2 Exams
LO3. Understand the roles and responsibilities of teachers working in public schools	End of term project		Meme about teaching	Reading responses
LO4. Analyze contemporary issues and concerns regarding the profession of teaching from local, state, and national perspectives			Critical responses; Film critic project; Film screening presentation	Reading responses; 2 exams
LO5. Demonstrate understanding about the social and economic influences on teaching and learning	End of term project		Critical responses; Film critic project; Film screening presentation	Reading responses; 2 exams
LO6. Research, write, and communicate core issues concerning the use of technology in educational settings		Ed-tech portofio		

Assessment Processes

The following is the timeline for assessment:

Learning Objective	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21
LO1	x		Revisit		x
LO2		x		Revisit	
LO3	x		Revisit		x
LO4		x		Revisit	
LO5	x		Revisit		x
LO6		x		Revisit	

Status, Outcomes and Results

Pre-Education instructors meet with the EDST Undergraduate Degree Program Director twice per term (Weeks 3 and 8) to discuss student progress, pedagogy, assessment design, and assessment outcomes. During the Week 3 meeting of Winter and Spring terms, Pre-Education instructors provide a sample from the prior term of student work from three students and summarize their analysis of student

progress in the context of the program learning objectives (refer below for schedule of learning objective study). The EDST Undergraduate Degree Program Director provides a summary of this meeting to the Department Head and the EDST faculty once per year (spring term) to update the department on the progress of program implementation.

Decisions, Plans and Recommendations

The EDST Undergraduate Degree Program Director provides a summary of this meeting to the Department Head and the EDST faculty once per year (spring term) to update the department on the progress of program implementation. In addition, recommendations are provided for program development. The EDST faculty discusses and chooses action regarding plans to improve, update, revise the Pre-Education major. The EDST Undergraduate Degree Program Director is then responsible to implement the improvements, updates, and/or revisions for the following academic year.

Department of Education Studies
College of Education

Undergraduate Assessment Plan
January 12, 2017

Major: Educational Foundations

Learning Goals and Objectives

1. Analyze the benefits and limitations of educational practices that have resulted from the various disciplinary perspectives on learning
2. Evaluate how various social, cultural, and historical factors influence children's cognitive, social, and emotional development
3. Make connections between theoretical ideas to demonstrate understanding of the historicity of curriculum theory concerns
4. Understand the various dimensions of literacy
5. Research, write, and communicate core issues concerning the use of technology in educational settings
6. Analyze the ways race, gender, sexuality, class, immigration, indigeneity, and individualism are simultaneously reproduced and challenged by U.S. schools
7. Identify policies and pedagogy educators can use to practice, promote, and disrupt
8. Apply course lens to understanding what is happening in the field experience

Key: I = introduces outcome; D = develops outcome; A = assess mastery of outcome

Course	Title/Description	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8
331	Autobiography of Schooling (4)	I	I						
332	Learning, Teaching, and Assessment I (3)	D	D						
338	Field Experience: LTA I (1)								ID
333	Learning, Teaching, and Assessment II (3)	A	A						
339	Field Experience: LTA II (1)								ID
342	Curriculum Theory I (4)			ID					
343	Curriculum Theory II (4)			A					
411	Childhood Studies (4)								
420	Living in a Stratified Society (4)						ID		
422	Technology Education (4)					A			
451	Equal Opportunity: Ecojustice and Education (3)							A	
452	Equal Opportunity: Poverty (3)							A	
453	Equal Opportunity: Racism (3)							A	
454	Equal Opportunity: Patriarchy (3)							A	
455	Equal Opportunity: Homophobia (3)							A	
456	Equal Opportunity: Colonization and Genocide (3)							A	
457	Equal Opportunity: Immigration and Diaspora(3)							A	
458	Field Experience: Equal Opportunity (1)								A
463	Foundations of Reading				ID				
464	Multicultural Literature for Children				A				

Assessment Methods

The Educational Foundations major consists of the following curriculum strands:

- Learning, Teaching, and Assessment (EDST 331, 332/333, 333/338, 411)
- Curriculum Theory (EDST 342, 343)
- Equal Opportunity (EDST 420, EDST 451-458)
- Literacy (EDST 463, 464)
- Technology Education (EDST 422)

Based on academic expertise, EDST faculty serve as curriculum anchors for the strands. These faculty collaborate with the EDST Undergraduate Degree Program Director to implement the courses within the respective strands. The EDST Undergraduate Degree Program Director ensures this implementation articulates across the major to maintain program cohesion. It is through this process undergraduate instructors in the Department of Education Studies engage in a constant cycle of assessment to learn how students are understanding the knowledge/skills reflected in the learning objectives for the Educational Foundations major. Specific courses in the Educational Foundations major include key assignments directly aligned with the learning objectives for the major to indicate success of program implementation.

The EDST Undergraduate Degree Program Director meets with the instructors of courses with key assignments directly aligned with the learning objectives for the major. At the end of the teaching term, the instructor shares a sample of student work from three students and summarizes their analysis of student progress in the context of the program learning objectives (refer below to the schedule of learning objective study). The EDST Undergraduate Degree Program Director provides a summary of these meetings to the Department Head and the EDST faculty once per year to update the department on the progress of program implementation.

Learning Objective	EDST 333	EDST 343	EDST 422	EDST 464
LO1. Analyze the benefits and limitations of educational practices that have resulted from the various disciplinary perspectives on learning	To be determined; Dr. Husman is currently collaborating with Dr. Schmitke to update the LTA course strand			
LO2. Evaluate how various social, cultural, and historical factors influence children’s cognitive, social, and emotional development	To be determined; Dr. Husman is currently collaborating with Dr. Schmitke to update the LTA course strand			
LO3. Make connections between theoretical ideas to demonstrate understanding of the historicity of curriculum theory concerns		Roundtable Conference		
LO4. Understand the various dimensions of literacy				Author Study; Book Review and Book Talk

LO5. Research, write, and communicate core issues concerning the use of technology in educational settings		Roundtable Conference	Ed Tech Portfolio	
LO6. Analyze the ways race, gender, sexuality, class, immigration, indigeneity, and individualism are simultaneously reproduced and challenged by U.S. schools		Roundtable Conference		
LO7. Identify policies and pedagogy educators can use to practice, promote, and disrupt		Roundtable Conference		
LO8. Apply course lens to understanding what is happening in the field experience		Roundtable Conference		

Assessment Processes

The following is the timeline for assessment:

Learning Objective	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21
LO1	x		Revisit		x
LO2	x		Revisit		
LO3	x		Revisit		x
LO4	x		Revisit		x
LO5	x		Revisit		x
LO6		x		Revisit	x
LO7		x		Revisit	
LO8	x		Revisit		x

Status, Outcomes and Results

The EDST Undergraduate Degree Program Director meets with the instructors of courses with key assignments directly aligned with the learning objectives for the major. At the end of the teaching term, the instructor shares a sample of student work from three students and summarizes their analysis of student progress in the context of the program learning objectives (refer below to the schedule of learning objective study). The EDST Undergraduate Degree Program Director provides a summary of these meetings to the Department Head and the EDST faculty once per year to update the department on the progress of program implementation.

Decisions, Plans and Recommendations

The EDST Undergraduate Degree Program Director provides a summary of these meetings to the Department Head and the EDST faculty once per year to update the department on the progress of program implementation. In addition, recommendations are provided for program development. The EDST faculty discusses and chooses action regarding plans to improve, update, revise, the Educational Foundations major. The EDST Undergraduate Degree Program Director is then responsible to implement the improvements, updates, and/or revisions for the following academic year.