

## MS Program Curriculum Map: Core Courses and Methods Courses

Course	Assignment	How Assessed	NCATE	NBPTS*	CF	SOE	Div. Prof.	Dis.
H520	Social Issue Project- a paper on a social issue or current event pertinent to education not covered by course readings and addresses the arguments on different sides of the issue.	Rubric	1c	4a	HQ CP DS CT	3	2	2 4 5 7
	In-class discussions and group analysis exercises	Participation and attendance	1c	4c	HQ DS	1, 3	5	
	Book Talk- brief summary of the book and a discussion of what new social issues information the presenter gained about teaching as a result of reading the book.	Rubric	1c	4c	HQ DS CT	3	2	2 4 5 6
	Life History-project is study to address how ethnicity/race, gender, and/or social class affect who a candidate is— one's cultural background.	Rubric	4a	1d	HQ DS CT	3	2	1 5 7
	Reflective Journal-a semester-long project, where candidates record reflections and self-analysis from course readings, in-class experiences, and other course projects.	Rubric	1c 4d	4c	HQ CP CT	1, 2	2, 5	3 5 6
	Service Learning Project-service learning through interaction with organizations that plan activities and resources for students and families of diverse backgrounds. This project includes 5 hours of service during evenings or weekends.	Rubric	3c 4d	1b, 1d 5e	DS CT	1, 3	1	1 3 6 8
	Disposition Paper—reflective paper to explain his/her own professional growth using SOE Graduate program Standards	Rubric	1g	1a, 1b, 1d 2c 4b	HQ DS CT	1, 2, 3	1, 2, 3, 4, 5	4 6

## MS Program Curriculum Map: Core Courses and Methods Courses

	and SOE Dispositions.							
P510	Online discussion forums to use critical thinking by discussing how learning occurs and which factors influence/motivate learning	Rubric	1a 1c	1b	HQ DS	1	1 2 3 4 5	1 2 3 5 6 8
	Review of Research to explain an inquiry about specific processes/theories involved in promoting student learning	Rubric	1a 1b	4	CT	3	1 2 4 5	2 3 5 6
	Create a concept map to explain how learning occurs in a specific content-area	Rubric	1a 1b	1	HQ	1	4	5 8
	Disposition Paper—reflective paper to explain his/her own professional growth using SOE Graduate program Standards and SOE Dispositions.	Rubric	1g	1d	CP	2	1 2 4 5	3 8
	Critique of a review of literature by discussing the instructional implications of the project.	Rubric	3b 3c	4	CT	3	1 2 4 5	2 3 5 6
P507	Classroom Test Construction—candidates create a test for us in any chosen subject or grade level.	Rubric	1a 1d	4	HQ CP CT	1	4	4 7
	Disposition Paper—reflective paper to explain his/her own professional growth using SOE Graduate program Standards and SOE Dispositions.	Rubric	1c	4	HQ CP CT	2 3	5	2 5 6 8
	Projects for Group Presentation that defines and illustrates the assigned topic.	Rubric	5a	4	HQ DS	1	2	2 5
	Field Experience: Teacher Research to include data analysis in one's classroom. Includes a pre and posttest, analysis, and making data-	Rubric	1a 1d	4	HQ CP	2	4	2 5 6 8

## MS Program Curriculum Map: Core Courses and Methods Courses

	based decisions.							
	Readings and article presentation	Rubric	5a	4	HQ DS	1	2	2 5
	Reflective journal--candidates reflect on the weekly assigned readings for the course to include a grasp of the information from the readings and an application of the materials to their teaching and/or learning experience	Rubric	1b 1c 1d	4	HQ DS CT	2 3	5	4 7
J500 (course expiring spring 2013)	In-class discussion, online discussion forums, school visit Use critical thinking during class meetings and forums by discussing how various curriculum and instruction philosophies and principles impact schooling practices	Rubric	1c	1c 2a, 2c, 4a, 4b, 4c, 5a	HQ DS	1	5	2
	Readings, discussions, reflection frames, TAR paper reflection That demonstrate teaching inquiry skills through action research by planning, implementing, and reflecting on practice.	Rubric	3c	1 4a 4c	HQ CT	1		8 6
	Teacher-Research Project (also called "SDP III paper" and "TAR paper") Write a teacher-research paper to explain an inquiry about specific educational challenge involved in promoting student learning.	Rubric	1b 1c 3b 4a	1a, 2c, 4a, 4c	HQ CT	3	2	2 5 7
	CITI Training, Institutional Review Board (IRB) Approval	CITI online test	1g	1a 1b, 1e	CP DS	2		1

## MS Program Curriculum Map: Core Courses and Methods Courses

	Recognize the ethical obligations that educational researchers have when using human subjects in research.							
J500 (new) Fall 12 and beyond	Reflective journal—candidates reflect on the weekly assigned readings for the course to include a grasp of the information from the readings and an application of the materials to their teaching and/or learning experience.	Rubric	1c	4	HQ	23	5	2 5 8
	Disposition Paper—reflective paper to explain his/her own professional growth using SOE Graduate program Standards and SOE Dispositions.	Rubric	1c	4	HQ CT	2 3	5	2 5 8
	Personal Educational Philosophy based upon what they believe educational should be like in this century.	Rubric	1b	1	HQ CP	2 3	5	2 5 8
	Group Project-- Presentation that defines and illustrates the assigned topic.	Rubric	1b	5a	HQ CT	2 3	5	2 5 8
	Hidden curriculum—paper describing the hidden curriculum present in one’s school, classroom, or district addressing how it is evident, how it affects the students, and how it affects the candidate.	Rubric	1c	4	COCT	2 3	5	2 5 8
	Unpacked standard that includes a 2-3 day lesson plan and an assessment tool to be used to measure students’ understanding of the standard.	Rubric	1a 1b 1c	1	HQ CP CT	1 2 3	1 4	258
E590/S590	In-class discussion, online	Rubric	1c	1c,	HQ	1		2

## MS Program Curriculum Map: Core Courses and Methods Courses

X590	discussion forums: to demonstrate using critical thinking during class meetings and forums by discussing how research impacts schooling practices and how research can be evaluated for quality.		4c	2a, 2c, 4a, 4c, 5a	DS			4 5
	Readings, discussions, reflection frames, TAR paper reflection: to demonstrate teaching inquiry skills through action research by planning, implementing, and reflecting on practice.	Rubric	1c, 1d 3b, 3c	4a 4c	HQ CT	1	5	8 6
	Teacher-Research Project (also called "SDP III paper" and "TAR paper"): Write a teacher-research paper to explain an inquiry about specific educational challenge involved in promoting student learning.	Rubric	1b, 3b, 4a	1a, 2c, 4a, 4c	HQ CT	3	4	2 5 7
	CITI Training: To recognize the ethical obligations that educational researchers have when using human subjects in research.	CITI online test, also Institutional Review Board (IRB) approval in some cases	1g	1a 1b 1e	CP DS	2		1
Methods (framework)	All Advanced Methods Courses Must Have:							
	Unpack a standard that includes a 2-3 day lesson plan and an assessment tool to be used to measure students' understanding of the common core standard.	Rubric	1a 1b 1c	1 2 3c 4b	HQ CP CT	1 2 3	4	7

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	Reflective journal based upon reading in research based journals	Rubric	1a 1b 1c	1a 2 4b	HQ CT	1 3	5	5
	Demonstration lesson using core content and differentiation	Rubric	1a 1b 1c	1a 2 3a 4b	HQ DS CT	1 3	3 4	3
	Project that addresses a specific content issue for which students in the candidate's class are not achieving	Rubric	1a 1b 1c	4b 5c	HQ DS CT	1 3	3 4	5 7

\*Multiple elements of a Proposition are reflected in a numeral without letters.