

College of Education
Language Literacy and Sociocultural Studies, M.A.
American Indian Education Concentration

Broad Learning Goals

- A. Prepare educators who understand educational research, theory, and practice and can apply their knowledge in professional settings.

Student Learning Outcomes

- A1. Students will be able to demonstrate understanding and write for practioner and research colleagues.

College of Education
Language Literacy and Sociocultural Studies, M.A.
Bilingual Education Endorsement

Broad Learning Goals

- B. Prepare teachers who understand theoretical and practical aspects of effective curriculum, instruction, and assessment of bilingual students.
- C. Prepare teachers who reflect on their practice and who, through professional leadership, advocate for bilingual education in school and community.

Student Learning Outcomes

- A2. Students will be able to understand history of bilingual education in the United States and understand local, state, and national issues that influence the education of the bilingual student.
- A3. Students will be able to demonstrate understanding of importance of providing content instruction in at least two languages and to use effective instruction strategies for bilingual students, including assessment.
- A4. Students will have an appreciation of the contributions that Spanish and indigenous languages make to the culture of the Southwest and the world.
- B1. Students will be able to develop the ability to synthesize research on bilingualism and ability to apply it in their classrooms and use it to participate in broader policy discussions related to bilingual education.

College of Education
Language Literacy and Sociocultural Studies, M.A.
Educational Thought & Sociocultural Studies

Broad Learning Goals

- D. Students will engage in the study of broad educational concepts and theoretical debates in the social foundations of education and be able to understand social justice as it relates to education specifically.

Student Learning Outcomes

- A5. Students will be able to demonstrate a philosophical, theoretical, and historical knowledge of the relationship between social justice and education.
- A6. Students will demonstrate practical applications of a social justice approach to education.

College of Education
Language Literacy and Sociocultural Studies, M.A.
Literacy/Language Arts Concentration

Broad Learning Goals

- E. Prepare educators who understand educational research, theory, and practice and can apply their knowledge in professional settings.

Student Learning Outcomes

- A7. Students will synthesize foundational, theoretical, and applied knowledge of program content in writing.
- A8. Students will demonstrate understanding of the acquisition, teaching, and learning of literacy.

College of Education
Language Literacy and Sociocultural Studies, M.A.
Social Studies

Broad Learning Goals

- F. Prepare educators who understand educational research, theory, and practice and can apply their knowledge in professional settings to serve their students and the community.

Student Learning Outcomes

- A9. Students will synthesize foundational, theoretical, and applied knowledge of program content in writing.
- A10. Students will develop a plan for broadening and enhancing knowledge gained from classroom experience of social studies.

College of Education
Language Literacy and Sociocultural Studies, M.A.
TESOL Endorsement

Broad Learning Goals

- G. Prepare teachers who understand theoretical and practical aspects of effective curriculum, instruction, and assessment of English Language Learners (ELL).
- H. Prepare teachers who reflect on their practice and who, through professional leadership, advocate for ELLs in school and community.

Student Learning Outcomes

- A11. Students will understand first and second language development.
- A12. Students will demonstrate the ability to use effective instructional strategies for ELLs, including assessment.
- A13. Students will be able to modify lesson plans to meet the language and literacy needs of ELLs.
- B1. Students will develop the ability to synthesize research and apply it to their classrooms and use it to participate in broader policy discussions related to ELLs.