UNIVERSITY OF WISCONSIN-GREEN BAY

Academic Program Learning Outcomes and Curriculum Map

Template

Academic Program
Student Learning Outcomes

Use this section to list the specific student learning outcomes of your academic program. Program level student learning outcomes are student-learning focused, centered on higher order, transferable knowledge, and are measurable. These goals clearly differentiate your academic program from similar programs offered at the University and/or by competitors. There should be sufficient in number to add depth and breadth, without becoming cumbersome or intrusive. Usually, 5 to 8 program level student-learning outcomes are manageable and recommended. When completing the list, don't include overall program goals (such as recruit more minority students, post-graduation employment, etc.). The final list should be the one published in the academic catalog and on the website and/or other promotional materials, following the requirements of accurate consumer information.

Professional Program in Education Student Learning Outcomes

As an teacher preparation program approved by the Wisconsin Department of Public Instruction (DPI) under the Wisconsin Administrative Code PI.34, pre-service teachers must demonstrate proficient performance in the knowledge, skills, and disposition of the following Teacher Standards:

- Standard #1: *Pupil Development*
  The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2*: Learning Differences*
  The teacher uses his or her understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: *Learning Environments*
  The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #4: *Content Knowledge*
  The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5*: Application of Content*
  The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- Standard #6: *Assessment*
  The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard #7: *Planning for Instruction*
  The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: *Instructional Strategies*
  The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Standard #9: *Professional Learning and Ethical Practice*
  The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: *Leadership and Collaboration*
  The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues and other school professionals, and community members to ensure learner growth, and to advance the profession.

.

Academic Program Curriculum Map

Professional Program in Education

The Professional Program in Education curriculum map is a table containing the program level student learning outcomes and program courses that introduce, advance and enhance the knowledge, skills, and dispositions students must be proficient in upon completion of the program. The table below shows the 10 teaching standards or learning outcomes and the program courses that address them. The courses listed are included in either the major, minor or both. The program courses are in the first column and the 10 teaching standards or learning outcomes are in the second row from the top.

Courses addressing the program level student learning outcomes are identified with (B)-Beginner, (D)-Developing, and (P)-Proficient symbols. (B)-Beginner stands for curriculum that introduces a new program level student learning outcome, (D)-Developing represents areas where a specific outcome is revisited for improved complexity, while (P)-Proficient is for curriculum that leads to mastery of the learning outcome as defined by the program assessment matrix score or rubric.

Core Program Courses	Program Level Student Learning Outcomes									
	PLO 1 Pupil Development	PLO 2 Learning Differences	PLO 3 Learning Environment	PLO 4 Content knowledge	PLO 5 Application Content	PLO 6 Assessment	PLO 7 Planning for Instruction	PLO 8 Instructional Strategies	PLO 9 Professional Learning	PLO 10 Leadership
EDUC 203: Env Educ in K-12 Schools	B	B	B	P	D	P	D	D		
EDUC 206: Cultural Images in Materials for Children & Adolescents	D	D	D	D	D	D				B
EDUC 208: Concepts, Issues and Field Experience in Education	B	B	B						B	
EDUC 280: Instructional Technologies		B	D	D	D		D	D		
EDUC 281: Conceptual Foundations of Math I	D	D		P	D		D	D		

Core Program Courses	Program Level Student Learning Outcomes									
	PLO 1 Pupil Development	**PLO 2** Learning Differences	**PLO 3** Learning Environment	**PLO 4** Content knowledge	**PLO 5** Application Content	**PLO 6** Assessment	**PLO 7** Planning for Instruction	**PLO 8** Instructional Strategies	**PLO 9** Professional Learning	**PLO 10** Leadership
EDUC 282: Conceptual Foundations of Math II	D	D		P	D		D	D		
EDUC 290: Intro to Educational Inquiry	B	D	B	D	D	D	B	D	D	
EDUC 302: Teaching Social Studies in Elem/Mddl Schl	D	D	D	P	D	D	D	P	P	D
EDUC 307: Teaching Reading in Elem/Midl Schl	P	D	D	P	D	D	D	P	B	B
EDUC 309: Teaching Lang Arts in Elem/Middle Schl	P	D	D	P	D	D	D	P	B	B
EDUC 310: Teaching Communication Arts in Mddle/Sec Schl	D	D	D	P	D	D	D	P	P	D
EDUC 313: Teaching Math in Middle & Sec Schl	D	D	D	P	D	D	D	P	P	D
EDUC 314: Teaching Sci in Middle & Sec Schl	D	D	D	P	D	D	D	P	P	D
EDUC 315: Teaching ESL	D	D	D	P	D	D	D	P	P	D
EDUC 319: Adol Literature in Middle/Sec Schl	D	D	D	P	P	D	D	D		
EDUC 324: Teaching Math in Elem/Middle Schl	D	D	D	P	D	D	D	P	P	D
EDUC 325: Teaching Sci in Elem/Middle Schl				D	P	D	P	P		
EDUC 326: Music, Movement and Core Arts Pedagogy	D	D	D	D	D	D	D	D		

Core Program Courses	Program Level Student Learning Outcomes									
	PLO 1 Pupil Development	**PLO 2** Learning Differences	**PLO 3** Learning Environment	**PLO 4** Content knowledge	**PLO 5** Application Content	**PLO 6** Assessment	**PLO 7** Planning for Instruction	**PLO 8** Instructional Strategies	**PLO 9** Professional Learning	**PLO 10** Leadership
EDUC 333: Observation & Assessment	D	D	D			P	D	D		
EDUC 340: Supporting Learning and Behavior in the Classroom	D	D	D		D	D	D	D		
EDUC 351: Field Project in a School Setting	D	D	D	P	D	D	D	D	D	D
EDUC 352: Social & Family Influence on Learning & Development	D	D	D	D	D		D	D		
EDUC 361: Intro to the Art & Sci of Teaching	D	D	D		D	D	D	D	D	D
EDUC 405: Student Teaching	P	P	P	P	P	P	P	P	P	P
EDUC 414: Seminar in Student Teaching									P	P
EDUC 421: Literacy & Lang Development in Children	B	D	D	D	D	D	D	D		
EDUC 422: Reading in the Content Area	B	D	D	D	D	D	D	D		B
EDUC 441: Infants & Toddlers; History, Philos & Current Programs	B		D	D			D	D		B
EDUC 443: Teaching K	B	P	P			D	D	D		B
EDUC 452: Principles in Middle Level Educ	P	P	P		D	D	D	D	D	B
Legend: Course supports the outcome at the (B)-Beginner, (D)-Developing, or (P)-Proficient level.										