

**School of Education**  
**Master of Arts in Education: Teaching and Learning**  
**CLAD Curriculum Map 2014**  
**Direct Measures**  
**Note: No candidates currently in program**

**Program and Candidate Learning Outcomes**  
**(Legend: D=Developed; M=Mastered; P=Practiced; Color Yellow=signature assignment)**

<b>Institution Learning Outcomes</b>	<b>Learning Informed by faith</b>				<b>Growing in a faith community</b>			<b>Serving in the Context of faith</b>			<b>CTC Standards</b>
<b>SOE Learning Outcomes</b>	<b>Equip</b> 1. Engages in ongoing scholarly, professional, personal and spiritual growth. 2. Gains knowledge and skills in critical thinking, analysis, and synthesis. 3. Works collaboratively and communicates effectively as servant leaders.				<b>Transform</b> 1. Embraces the positive power of diversity through development as advocates for equity and access. 2. Applies faith-based influences and beliefs within educational organizations			<b>Empower</b> 1. Engages in reflective educational practices that emulate Christian discipleship within an educational community focused on service and responsibility. 2. Serves as research-based transformational leaders within educational organizations.			
<b>Required Courses Program Learning Outcomes</b>	1a. Candidate demonstrates skills/attitudes for advocating the academic success of all pupils; knowledge and ability to apply legal/ethical obligations to special populations	1b. Candidate uses a variety of systematic, well-planned teaching strategies to develop academic language, make content comprehensible to ELL learners, access grade level curriculum in core academic subject matter	1c. Candidate demonstrates the ability to apply instructional strategies for special populations using adopted standards aligned instructional materials and resources	1d. Candidate understands and describes appropriate ways to employ cross-cultural conflict resolution and effective communication techniques in classroom as well as family interactions	2a. Candidate identifies own sources of cultural identity and understands how it affects their students' learning and achievement	2b. Candidate analyzes pedagogical implications of various factors affecting second language acquisition	2c. Candidate demonstrates ability to provide accommodations and implement modifications for students based on the assessed needs of individual student	3a. Demonstrates skills and aptitudes for advocating the learning and academic success of all pupils	3b. Demonstrates the ability to effectively teach students from diverse backgrounds and communicate with parents and families	3c. Demonstrates ability to apply policies that support services for special populations	<b>CTC Standards</b>

GED 601 Language Acquisition & Diverse Populations (3)	I	I	I	I,D		I,D		I,D	I,D	I	19:6; 19-k;
GED 641 School Communities in a Pluralistic Society (3)	D			I,D,M	I,D,M			D	D,M	I,D,M	19:5 5, 7, 10, 11, 14; 19:6; 19-k;
GED 642 Teaching Strategies for English Learners (3)	D	D	D	D		D	I, D,M	D			19:6; 19- k;19:5, 5,7 10, 11, 14
GED 668 Bilingual Education and Specially Designed Academic Instruction (3)	M	M	M	M	D,M	M	M	M	M		19:6; 19-k; 19:5 5, 7, 10, 11, 14;