

Curriculum & Instruction
Doctoral Student Learning Outcomes (SLOs)

Vision: Develop professional educators who accurately perceive, critically analyze, aptly judge, skillfully perform, and ethically act in their professional environments.

Critical Skills: Perceive, analyze, judge, perform, and advocate.

Context DPGs¹ accurately interpret the contexts in which they work from multiple perspectives.

Contexts may include perspectives such as historical; philosophical; socio-cultural; political; linguistic; legal; ethical; cultural; student, family, and community; and students' socioemotional responsiveness.

Curriculum DPGs synthesize, apply, and defend curricular perspectives drawing upon sound theoretical perspectives and/or effective practices.

Theoretical perspectives and effective practices may be informed by recent models of curricula and research on best practices as well as theories that attempt to explain various aspects of students, learning, and society. Depending on context, advanced study in education may draw upon curriculum theories, learning theories, motivation theories, linguistic theories, socio-cultural theories, critical theories; and social justice, ethical, and care theories.

Practice DPGs reasonably apply contextual and curricular frameworks to robust professional practices characterized by independent, informed, and compassionate judgments.

Create and enact effective professional practices involve a variety of competencies depending on professional context and circumstance. All advanced professional educators should demonstrate expertise in their chosen field such as the ability synthesize, apply, and enact wise professional judgments. These judgements are not only informed by contextual and curricular foundations, but also by individual acts of self-reflection, conceptualization, collaboration, differentiation, and/or adaptation.

Inquiry DPGs thoughtfully conceptualize, rigorously conduct, and accurately interpret education research.

Advanced inquiry in education typically involves the ability to address interesting and important questions; develop reasonable arguments for research decisions; identify, synthesize, and connect previous research to new topics; construct defensible theoretical frameworks; select and use appropriate research methods; accurately interpret data within the context of a given study and/or field; and use of research to improve practice and/or further research.

Dispositions DPGs (1) know their students, colleagues and/or clients; (2) value, practice, and promote life-long learning; (3) respect and respond to cross-cultural and cross-linguistic learners; (4) commit to professional, ethical, and legal conduct; (5) critically think and reflect upon their perspectives, practices, and outcomes.

Professional educators are disposed to carefully consider the implications of their behaviors, positions, and products on the students, teachers, and communities they serve.

¹ Doctoral Program Graduates (DPGs)