

# Summary of Graduate Curriculum Changes

Ouachita Baptist University

July 2021

The faculty approved these curriculum changes on July 6, 2021.

The **short form** notation indicates informational level curriculum revisions submitted on the Graduate Council's curriculum short form, which addresses course title changes, course time offering changes, and non-substantive changes to course content and/or descriptions. These short form revisions will NOT be brought to the faculty for discussion or a vote, unless questions are raised before the faculty meeting.

## Education

### M.Ed. Curriculum and Instruction Course Titles and Descriptions

#### Short Form

#### Proposed Change

Revise course titles and descriptions to fit a more traditional curriculum model.

#### Rationale

While working on the program's catalog entries and marketing materials, the Education Department and Graduate and Professional Studies Office noted that while the program's course titles were aimed at attracting students, these titles came across as somewhat too "catchy." Such titles could lead to confusion when interpreting students' coursework on their transcripts. Likewise, the course descriptions seemed overly inventive. Using more traditional language would more clearly communicate the content of the program's curriculum.

#### Catalog Entry

##### **6XXX. Curriculum and Practice.**

We will reflect on what we teach, when we teach it, why we teach it, and discuss connections among the different content areas with a focus on state and national content standards. We will then use that information to develop model curriculum units. Topics will also include the role of curriculum specialists in curriculum implementation, mapping, gap analysis, pacing, and assessment.

##### **5XXX. Issues in Education.**

We will debate perspectives on the social, cultural, and political influences on our education system. We will reflect on our own cultural lenses and how they impact our relationships with students, colleagues, and families. We will engage in crucial conversations about race, ethnicity, and linguistic diversity and be equipped to apply strategies to help close achievement gaps between groups.

##### **5XXX. Program Evaluation.**

We will scrutinize models of summative and formative evaluation with a focus on social science methods of inquiry for the purpose of evaluating educational programs. Topics include program goals, models of program evaluation, accountability evidence, research methods and

techniques, data-driven decisions, justifying conclusions, and report writing with clarity. Teams will design a program evaluation that attends to diversity and sensitivity for a broad range of stakeholders.

**6XXX. Teaching Diverse Learners.**

We will design effective instruction for differentiating learning for all students with emphases on student diversity (e.g., cultural, socio-economic, linguistic, exceptional, and gifted) and increasing student learning. Emphasis will be placed on theories of assessment, including the Response to Intervention framework, and the development of skills and knowledge needed to analyze and implement teaching strategies for use with all learners.

**5XXX. Teaching as a Calling.**

We will reflect on how faith guides our work as teachers. We will discuss educational applications of ethical teachings of the Bible and ethical thinking related to professional conduct, individual ethics (e.g., personal integrity, courage, resilience, and perseverance), and student-teacher-parent relationships.

**6XXX. Education Law and Leadership.**

We will review state and federal laws and discuss applications in education. We will debate case studies with an emphasis on how to ethically and equitably protect the rights of all stakeholders, including the issues of church and state. We will examine leadership theory and practice. We will be challenged to set high personal standards, model professional learning, and establish a culture of personal and professional growth in ourselves, our students, and beyond.

**5XXX. Classroom Management and Student Engagement.**

We will analyze the relationships among classroom environment, classroom behavior, and learning. We will explore various classroom management models and the relationships among teacher behavior and classroom culture, student motivation, and student learning. We will also investigate effective strategies for including families and communities within the classroom community.

**6XXX. Applied Learning Theories.**

We will extend our knowledge of learning theories, human growth and development, motivation, and the cognitive, emotional, and physical characteristics of children in various age groups. We will also incorporate current brain research on teaching and learning.

**5XXX. Instructional Practice and Technology Tools.**

We will identify, evaluate, and promote effective instructional practice with a specific emphasis on the latest trends in technology tools (e.g., use of the Internet, student devices, and other classroom technology tools) for instruction and student engagement to increase student learning.

**6XXX. Data Informed Teaching.**

We will focus on the implementation of professional learning communities, coaching (instructional, data, and content area), mentoring, lesson study, and online collaboration. We will investigate the statistics used in standardized test score reports, explore new trends in classroom assessment, and enhance our skills in constructing assessments.