

**Alignment of Graduate Student Outcomes, Program Goals,
Student Learning Outcomes and Planned Assessments
For the EdS in Education
Curriculum and Instruction Concentration**

FGCU Graduate Student Outcomes	EdS Program Goals	Specific Student Learning Outcomes	Planned Assessments By Student Learning Outcome (In addition, Add Comprehensive Examination to Each Student Learning Outcome) ¹
<p>Demonstrate excellence in critical thinking, problem solving, analysis, and strategic planning.</p>	<p>Engage in applied research to facilitate best practices, institutional effectiveness and reform.</p>	<p>Assessment: Educational leaders use varied and multiple methods in a cyclical process to reach sustainable learning and organizational outcomes. Educational leaders assess and analyze progress in order to make data-based decisions to improve learning in order to support and to sustain continuous growth of students, staff, and the organization at all levels.</p>	<p>Assessment: Required:</p> <ul style="list-style-type: none"> • Portfolio of Supervisory Functions that Improved Instruction (EDA 7193 Instructional Leadership) • Data Analysis Using Software in Specialist Culminating Project (EDG 7975 Specialist Culminating Project) <p>Students will do one or both of the following:</p> <ul style="list-style-type: none"> • Research-Based Problem Solving (EDF 7416 Quantitative Analysis) • Policy Position Papers Based on Assessment Data (EDF 7493 Current Issues in Educational Assessment and Decision Making)
		<p>Critical Thinking: Educational Leaders think critically about complex issues, use problem solving techniques, and make informed decisions about all issues that help to sustain and improve the organization and the community. In addition, they challenge students, staff, and colleagues to think critically through clarification and justification of their ideas.</p>	<p>Critical Thinking: Required:</p> <ul style="list-style-type: none"> • Annotated Bibliography on Global Issues of Sustainability (EDG 7725 Sustainability in Global Issues) • School Consulting Plan for Critical Issue (EDA 7061 Organizational Leadership) <p>Students may elect the following from research/measurement:</p> <ul style="list-style-type: none"> • Policy Position Papers Based on Assessment Data (EDF 7493 Current Issues in Educational Assessment and Decision Making) <p>C&I Students may elect the following in the concentration:</p> <ul style="list-style-type: none"> • EDG 7367 Transformative Learning Through Narrative:

¹ In addition to the assessments listed by course, all students will take a Comprehensive Examination covering all coursework taken prior to beginning their Specialist Culminating Proposal or their Dissertation Prospectus. Examination questions will be developed to assess Student Learning Outcomes.

FGCU Graduate Student Outcomes	EdS Program Goals	Specific Student Learning Outcomes	Planned Assessments By Student Learning Outcome (In addition, Add Comprehensive Examination to Each Student Learning Outcome) ¹
		<p>Planning: Educational leaders plan sustainable programs based on qualitative and quantitative data to improve student achievement and organizational outcomes. Educational leaders work collaboratively with stakeholders to monitor student, staff, and organizational success.</p>	<p>Case Study on Transformative Learning</p> <p>Planning: Required:</p> <ul style="list-style-type: none"> • Educational Sustainability Action Plan (EDG 7907 Foundations for Sustainability in Educational Practice) <p>C&I Students may elect the following in the concentration:</p> <ul style="list-style-type: none"> • Curriculum/Course Evaluation and Improvement Study (EDG 7280 Curriculum Design and Evaluation) • Plan of Revised Pedagogical Strategies Based on Research on Student Achievement (EDG 7347 Multiple Pedagogies)
<p>Demonstrate effective use of a variety of communication skills and modalities.</p>	<p>Demonstrate sensitivity and understanding of the role of diversity as a catalyst for change in education, curriculum, and leadership to improve institutions with educational goals.</p>	<p>Communication: Educational leaders demonstrate positive interpersonal relationships as they effectively counsel, supervise, and lead diverse groups of students, staff, parents, and advocates verbally and nonverbally. Educational leaders communicate relevant and accurate information, respecting privacy and confidentiality at all times to promote the sustainability and improvement of the organization.</p> <p>Diversity: Educational leaders promote the sustainable success of all students, staff, colleagues, and the community through strategies of acceptance and promotion of all students and their families. Educational leaders collaborate with, and respond to, the diverse needs of the community, mobilize community resources, and exemplify inclusion in all aspects of educational, community, and personal actions.</p>	<p>Communication Required:</p> <ul style="list-style-type: none"> • Observation of Communication Skills (EDG 7940 Internship in Curriculum and Instruction) <p>Students may select the following in research/measurement:</p> <ul style="list-style-type: none"> • Argument Presentation (EDF 7493 Current Issues in Educational Assessment and Decision Making) <p>C&I Students may elect the following in the concentration:</p> <ul style="list-style-type: none"> • Research Presentation (EDG 7636 Curricular Perspectives on Exceptionalities) • Oral/Written Summaries (EDG 7347 Multiple Pedagogies) <p>Diversity Required:</p> <ul style="list-style-type: none"> • Education Educational Plan for Diverse Populations (EDG 7708 Diversity and Global Studies in Education) • Observation of Skills Working with Diverse Populations (EDG 7940 Internship in C&I) <p>C&I Students may elect the following in the concentration:</p> <ul style="list-style-type: none"> • Curriculum Design for Diverse Group of Students (EDG 7347 Multiple Pedagogies) • Research assignment (EDG 7636 Curricular Perspectives on Exceptionalities) • Case study of ESE Services (EDG 7636 Curricular Perspectives on Exceptionalities)

FGCU Graduate Student Outcomes	EdS Program Goals	Specific Student Learning Outcomes	Planned Assessments By Student Learning Outcome (In addition, Add Comprehensive Examination to Each Student Learning Outcome) ¹
		Learning Environment: Educational leaders create, organize, and maintain a safe and effective learning environment, use differentiated methods to meet diverse needs, and provide opportunities for participation, experience, growth, productivity, and connectivity. Educational leaders support the organization's programs and personnel and implement sustainable policies and procedures fairly and consistently.	Learning Environment Required: <ul style="list-style-type: none"> • Curriculum Theory Project That Provides Opportunities for Participation, Experience, Growth, Productivity, and Connectivity (EDG 7253 Curriculum Theory) • Portfolio of Supervisory Functions that Improved the Learning Environment (EDA 7193 Instructional Leadership)
Exhibit professional and technical expertise consistent with discipline and/or content area accrediting or licensing bodies.	Facilitate improvement in institutions with educational goals by applying their knowledge, dispositions, and skills in leadership and curriculum.	High Quality Instruction: Educational leaders model and evaluate the delivery of effective and innovative instruction, aligned with theory, and ensuring that knowledge is accessible to all. Educational leaders build on prior knowledge, emphasize connections, and value high expectations for all.	High Quality Instruction Required: <ul style="list-style-type: none"> • Portfolio of Supervisory Functions that Improved Instruction (EDA 7193 Instructional Leadership) C&I Students may elect the following in the concentration: <ul style="list-style-type: none"> • Plan of Innovative Educational Program Aligned with Learning Theory (EDF 7367 Advanced Learning Theory) • Case Study of Challenges Faced by ESE Children (EDG 7636 Curricular Perspectives on Exceptionalities)
		Subject Matter Expertise: Educational leaders are masters in their areas of specialization. Educational leaders use current research to achieve excellence and sustainability for personal and organizational professional learning.	Subject Matter Expertise Required: <ul style="list-style-type: none"> • All Courses: Various Tests and Exams C&I Students may elect the following in the concentration: <ul style="list-style-type: none"> • Plan of Innovative Educational Program Aligned with Learning Theory (EDF 7367 Advanced Learning Theory) • Qualitative Study on Literacy (EDG 7368 The Historical Perspective and Impact of Critical Literacies) (Comprehensive Examinations noted above in footnote)
Be prepared for leadership roles in professional and occupational areas and in communities in which they live and work.	Assume positions of leadership in education or education-related careers.	Ethics and Professional Behavior: Educational leaders exemplify integrity, honesty, responsibility and equitable treatment, as they maintain confidentiality and protect all members of the organization from harm. Educational leaders work collaboratively with all stakeholders and serve as role models. Educational leaders embrace their role of upholding standards,	Ethics and Professional Behavior Required: <ul style="list-style-type: none"> • Problem-based Learning Activity, Simulation Storyboards, and Case studies (EDA 7061 Organizational Leadership) • Collaboration project with community, students, parents, and colleagues (EDG 7908 Pedagogical and Curricular Considerations on Sustainability in Education)

FGCU Graduate Student Outcomes	EdS Program Goals	Specific Student Learning Outcomes	Planned Assessments By Student Learning Outcome (In addition, Add Comprehensive Examination to Each Student Learning Outcome) ¹
		being accountable, promoting sustainability, and supporting legal and ethical behaviors within the organization.	<p>Students may select the following in research/measurement:</p> <ul style="list-style-type: none"> • Argument Regarding Legal or Ethical Issues (EDF 7493 Current Issues in Educational Assessment and Decision Making) <p>C&I Students may elect the following in the concentration:</p> <ul style="list-style-type: none"> • Program Design to Promote Sustainability (EDG 7347 Multiple Pedagogies)
		<i>Human Development:</i> Educational leaders develop learning objectives, recruit and retain personnel, and make organizational decisions based on knowledge of research and relevant theories of human developmental characteristics and learning styles, philosophies, and the multiple influences that impact learning.	<p>Human Development Required:</p> <ul style="list-style-type: none"> • Portfolio of Supervisory Functions Related to Personnel Issues (EDA 7193 Instructional Leadership) <p>C&I Students may elect the following in the concentration:</p> <ul style="list-style-type: none"> • Pedagogies Program Design to Respond to Multiple Learning Needs and Styles (EDG 7347 Multiple Pedagogies) • Coaching Plans for Multiple Pedagogical Strategies (EDG 7347 Multiple Pedagogies)
		<i>Vision:</i> Educational leaders are committed to high standards and expectations of learning. Their personal vision guides the sustainable growth and future health of the organization. Educational leaders possess the knowledge, skills, and dispositions to develop, articulate, and implement a shared vision that is supported by the larger organization and the school community.	<p>Vision Required:</p> <ul style="list-style-type: none"> • Vision Statement Regarding Improvement of Instruction (EDA 7193 Instructional Leadership) • Problem-Based Activity, Storyboards, and Case Study that Promote Vision (EDA 7061 Organizational Leadership) <p>C&I Students may elect the following in the concentration:</p> <ul style="list-style-type: none"> • Personal Vision Statement (EDG 7347 Multiple Pedagogies)
Demonstrate the capacity for continuing learning, growth, and scholarly activity in their respective disciplines and fields of study.	Apply their knowledge of sustainability to help improve education, curriculum and leadership in their chosen professions.	<i>Continuous Improvement:</i> Educational leaders are instrumental in managing and influencing their professional environments by conferring and collaborating with colleagues and supervisors about the most current content knowledge and pedagogy. Educational leaders practice self-reflection and monitoring of their professional knowledge and dispositions while contributing to sustainable activities of professional associations.	<p>Continuous Improvement Required:</p> <ul style="list-style-type: none"> • Problem-Based Learning Activity on School Renewal (EDA 7193 Instructional Leadership) • Action Plan on Sustainability of Pedagogy and Curriculum (EDG 7908 Pedagogical and Curricular Considerations on Sustainability in Education) <p>C&I Students may elect the following in the concentration:</p>

FGCU Graduate Student Outcomes	EdS Program Goals	Specific Student Learning Outcomes	Planned Assessments By Student Learning Outcome (In addition, Add Comprehensive Examination to Each Student Learning Outcome) ¹
		<p><i>Technology:</i> Educational leaders model and promote the integration of technological and electronic tools in teaching, learning, management, research, and communication. Educational leaders continually use technology as a tool for sustainable improvement of the organization.</p>	<ul style="list-style-type: none"> • EDG 7347 Multiple Pedagogies: Reflective Analysis of the Impact of Various Instructional Strategies on Learning <p>Technology</p> <p>Required:</p> <ul style="list-style-type: none"> • Webpage with references and bibliography (EDF 7908 Pedagogical and Curricular Considerations on Sustainability in Education) • Data Analysis Using Software in Specialist Culminating Project (EDG 7975 Specialist Culminating Project) <p>Students may select the following in research/measurement:</p> <ul style="list-style-type: none"> • Analysis of Interview Data (EDF 7475 Qualitative Research Design and Analysis) • Presentations Using PowerPoint (EDF 7493 Current Issues in Educational Assessment and Decision Making)

**Alignment of Graduate Student Outcomes, Program Goals,
Student Learning Outcomes and Planned Assessments
For the EdS in Education
Educational Leadership Concentration**

FGCU Graduate Student Outcomes	EdS Program Goals	Specific Student Learning Outcomes	Planned Assessments By Student Learning Outcome (In addition, Add Comprehensive Examination to Each Student Learning Outcome) ¹
Demonstrate excellence in critical thinking, problem solving, analysis, and strategic planning.	Engage in applied research to facilitate best practices, institutional effectiveness and reform.	<p><i>Assessment:</i> Educational leaders use varied and multiple methods in a cyclical process to reach sustainable learning and organizational outcomes. Educational leaders assess and analyze progress in order to make data-based decisions to improve learning in order to support and to sustain continuous growth of students, staff, and the organization at all levels.</p>	<p>Assessment: Required:</p> <ul style="list-style-type: none"> • Portfolio of Supervisory Functions that Improved Instruction (EDA 7193 Instructional Leadership) • Data Analysis Using Software in Specialist Culminating Project (EDG 7975 Specialist Culminating Project) <p>Students will do one or both of the following:</p> <ul style="list-style-type: none"> • Research-Based Problem Solving (EDF 7416 Quantitative Analysis) • Policy Position Papers Based on Assessment Data (EDF 7493 Current Issues in Educational Assessment and Decision Making)
		<p><i>Critical Thinking:</i> Educational Leaders think critically about complex issues, use problem solving techniques, and make informed decisions about all issues that help to sustain and improve the organization and the community. In addition, they challenge students, staff, and colleagues to think critically through clarification and justification of their ideas.</p>	<p>Critical Thinking: Required:</p> <ul style="list-style-type: none"> • Annotated Bibliography on Global Issues of Sustainability (EDG 7725 Sustainability in Global Issues) • School Consulting Plan for Critical Issue (EDA 7061 Organizational Leadership) <p>Students may elect the following from research/measurement:</p> <ul style="list-style-type: none"> • Policy Position Papers Based on Assessment Data (EDF 7493 Current Issues in Educational Assessment and Decision Making) <p>Ed Lead Students may elect the following in the concentration:</p> <ul style="list-style-type: none"> • Analysis of Literature on Complex Current Issues (DA

¹ In addition to the assessments listed by course, all students will take a Comprehensive Examination covering all coursework taken prior to beginning their Specialist Culminating Proposal or their Dissertation Prospectus. Examination questions will be developed to assess Student Learning Outcomes.

FGCU Graduate Student Outcomes	EdS Program Goals	Specific Student Learning Outcomes	Planned Assessments By Student Learning Outcome (In addition, Add Comprehensive Examination to Each Student Learning Outcome) ¹
		<p><i>Planning:</i> Educational leaders plan sustainable programs based on qualitative and quantitative data to improve student achievement and organizational outcomes. Educational leaders work collaboratively with stakeholders to monitor student, staff, and organizational success.</p>	<p>7424 Current Issues in Education and Leadership)</p> <ul style="list-style-type: none"> • Policy Briefs on Factors Impacting Educational Systems (7281 Educational Policy Analysis) <p>Planning: Required:</p> <ul style="list-style-type: none"> • Educational Sustainability Action Plan (EDG 7907 Foundations for Sustainability in Educational Practice) <p>Ed Lead Students may elect the following in the concentration:</p> <ul style="list-style-type: none"> • Plan of Capital Outlay Recommendations and/or Student Attendance Predictions (EDA 7259 Economics of Education) • Program Evaluation Proposal (EDA 7425 Applied Program Evaluation in Educational Leadership)
<p>Demonstrate effective use of a variety of communication skills and modalities.</p>	<p>Demonstrate sensitivity and understanding of the role of diversity as a catalyst for change in education, curriculum, and leadership to improve institutions with educational goals.</p>	<p><i>Communication:</i> Educational leaders demonstrate positive interpersonal relationships as they effectively counsel, supervise, and lead diverse groups of students, staff, parents, and advocates verbally and nonverbally. Educational leaders communicate relevant and accurate information, respecting privacy and confidentiality at all times to promote the sustainability and improvement of the organization.</p>	<p>Communication Required:</p> <ul style="list-style-type: none"> • Observation of Communication Skills (EDA 7940 Internship in Leadership) <p>Students may select the following in research/measurement:</p> <ul style="list-style-type: none"> • Argument Presentation (EDF 7493 Current Issues in Educational Assessment and Decision Making)
		<p><i>Diversity:</i> Educational leaders promote the sustainable success of all students, staff, colleagues, and the community through strategies of acceptance and promotion of all students and their families. Educational leaders collaborate with, and respond to, the diverse needs of the community, mobilize community resources, and exemplify inclusion in all aspects of educational, community, and personal actions.</p>	<p>Diversity Required:</p> <ul style="list-style-type: none"> • Education Educational Plan for Diverse Populations (EDG 7708 Diversity and Global Studies in Education) • Observation of Skills Working with Diverse Populations ((EDA 7940 Internship in Leadership)
		<p><i>Learning Environment:</i> Educational leaders create, organize, and maintain a safe and effective learning environment, use differentiated methods to meet diverse needs, and provide opportunities for participation, experience, growth, productivity, and connectivity. Educational leaders support the organization's programs and personnel and implement sustainable policies and procedures fairly and consistently.</p>	<p>Learning Environment Required:</p> <ul style="list-style-type: none"> • Curriculum Theory Project That Provides Opportunities for Participation, Experience, Growth, Productivity, and Connectivity (EDG 7253 Curriculum Theory) • Portfolio of Supervisory Functions that Improved the Learning Environment (EDA 7193 Instructional Leadership)

FGCU Graduate Student Outcomes	EdS Program Goals	Specific Student Learning Outcomes	Planned Assessments By Student Learning Outcome (In addition, Add Comprehensive Examination to Each Student Learning Outcome) ¹
Exhibit professional and technical expertise consistent with discipline and/or content area accrediting or licensing bodies.	Facilitate improvement in institutions with educational goals by applying their knowledge, dispositions, and skills in leadership and curriculum.	High Quality Instruction: Educational leaders model and evaluate the delivery of effective and innovative instruction, aligned with theory, and ensuring that knowledge is accessible to all. Educational leaders build on prior knowledge, emphasize connections, and value high expectations for all.	High Quality Instruction Required: <ul style="list-style-type: none"> Portfolio of Supervisory Functions that Improved Instruction (EDA 7193 Instructional Leadership)
		Subject Matter Expertise: Educational leaders are masters in their areas of specialization. Educational leaders use current research to achieve excellence and sustainability for personal and organizational professional learning.	Subject Matter Expertise Required: <ul style="list-style-type: none"> All Courses: Various Tests and Exams (Comprehensive Examinations noted above in footnote)
Be prepared for leadership roles in professional and occupational areas and in communities in which they live and work.	Assume positions of leadership in education or education-related careers.	Ethics and Professional Behavior: Educational leaders exemplify integrity, honesty, responsibility and equitable treatment, as they maintain confidentiality and protect all members of the organization from harm. Educational leaders work collaboratively with all stakeholders and serve as role models. Educational leaders embrace their role of upholding standards, being accountable, promoting sustainability, and supporting legal and ethical behaviors within the organization.	Ethics and Professional Behavior Required: <ul style="list-style-type: none"> Problem-based Learning Activity, Simulation Storyboards, and Case studies (EDA 7061 Organizational Leadership) Collaboration project with community, students, parents, and colleagues (EDG 7908 Pedagogical and Curricular Considerations on Sustainability in Education) Students may select the following in research/measurement: <ul style="list-style-type: none"> Argument Regarding Legal or Ethical Issues (EDF 7493 Current Issues in Educational Assessment and Decision Making) Ed Lead Students may elect the following in the concentration: <ul style="list-style-type: none"> EDA 7232 Seminar in School Law: Legal Briefs and Critiques on Federal and State Law
		Human Development: Educational leaders develop learning objectives, recruit and retain personnel, and make organizational decisions based on knowledge of research and relevant theories of human developmental characteristics and learning styles, philosophies, and the multiple influences that impact learning.	Human Development Required: <ul style="list-style-type: none"> Portfolio of Supervisory Functions Related to Personnel Issues (EDA 7193 Instructional Leadership)
		Vision: Educational leaders are committed to high standards and expectations of learning. Their personal vision guides the sustainable growth and future health of the organization. Educational leaders possess the knowledge, skills, and dispositions to develop, articulate, and implement a shared vision that is	Vision Required: <ul style="list-style-type: none"> Vision Statement Regarding Improvement of Instruction (EDA 7193 Instructional Leadership) Problem-Based Activity, Storyboards, and Case Study that Promote Vision (EDA 7061 Organizational Leadership)

FGCU Graduate Student Outcomes	EdS Program Goals	Specific Student Learning Outcomes	Planned Assessments By Student Learning Outcome (In addition, Add Comprehensive Examination to Each Student Learning Outcome) ¹
		supported by the larger organization and the school community.	
Demonstrate the capacity for continuing learning, growth, and scholarly activity in their respective disciplines and fields of study.	Apply their knowledge of sustainability to help improve education, curriculum and leadership in their chosen professions.	<p>Continuous Improvement: Educational leaders are instrumental in managing and influencing their professional environments by conferring and collaborating with colleagues and supervisors about the most current content knowledge and pedagogy. Educational leaders practice self-reflection and monitoring of their professional knowledge and dispositions while contributing to sustainable activities of professional associations.</p>	<p>Continuous Improvement Required:</p> <ul style="list-style-type: none"> • Problem-Based Learning Activity on School Renewal (EDA 7193 Instructional Leadership) • Action Plan on Sustainability of Pedagogy and Curriculum (EDG 7908 Pedagogical and Curricular Considerations on Sustainability in Education)
		<p>Technology: Educational leaders model and promote the integration of technological and electronic tools in teaching, learning, management, research, and communication. Educational leaders continually use technology as a tool for sustainable improvement of the organization.</p>	<p>Technology Required:</p> <ul style="list-style-type: none"> • Webpage with references and bibliography (EDF 7908 Pedagogical and Curricular Considerations on Sustainability in Education) • Data Analysis Using Software in Specialist Culminating Project (EDG 7975 Specialist Culminating Project) <p>Students may select the following in research/measurement:</p> <ul style="list-style-type: none"> • Analysis of Interview Data (EDF 7475 Qualitative Research Design and Analysis) • Presentations Using PowerPoint (EDF 7493 Current Issues in Educational Assessment and Decision Making) <p>Ed Lead Students may elect the following in the concentration:</p> <ul style="list-style-type: none"> • Plan of capital outlay recommendations and/or student attendance predictions (EDA 7259 Economics of Education)