

Ph.D. in Curriculum and Instruction (ISC) Academic Assessment Plan

College of Education
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Office of the Provost

University of Florida

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan for Ph.D. in Curriculum and Instruction (ISC)

College of Education

A. Mission

The mission of the Curriculum & Instruction PhD degree program is to cultivate expert academic scholars and leaders in educational institutions and organizations who will produce and implement knowledge for the continuous understanding and improvement of schools in Florida, the nation, and beyond. Its scope encompasses a comprehensive notion of scholarship with emphases on discovery, application, integration and teaching.

The mission of the College of Education is to prepare exemplary practitioners and scholars; to generate, use and disseminate knowledge about teaching, learning and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community.

The University of Florida is a uniquely comprehensive learning institution, built on a land, sea, and space grant foundation. We are a diverse community dedicated to making the world a better place, united in our commitment to diverse approaches as a means to engage the world's greatest challenges. Our mission is to promote open inquiry; to inspire scholarship and excellence; to generate, preserve, and disseminate knowledge; to learn, create, lead and serve for the benefit of the people of Florida, the nation, and the world.

The mission of the Curriculum & Instruction PhD degree program's quest to generate and disseminate "scholarship with emphases on discovery, application, integration and teaching," aligns with the college's mission in its aim to cultivate expert practitioners and scholars, to produce a diverse range of scholarship that produces new knowledge and leads to educational improvements for an increasingly diverse society. In addition, the Curriculum & Instruction PhD degree program's quest to "produce and implement knowledge for the continuous understanding and improvement of schools in Florida, the nation, and beyond," aligns with the University of Florida's mission "to generate, preserve, and disseminate knowledge...for the benefit of the people of Florida, the nation, and the world."

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	The student will demonstrate mastery of scholarly breadth of research about teaching and learning and neighboring academic fields.	The faculty members of the doctoral supervisory committees will evaluate the students' written and oral qualifying examinations to determine if satisfactory ratings have been achieved.	Campus
Knowledge	The student will demonstrate expertise of an original and significant question and issue in education.	The faculty members of the doctoral dissertation committees will evaluate the students' dissertation and dissertation defense to determine if it achieves a satisfactory rating.	Campus
Skills	The student will demonstrate clarity of written and oral expression in the qualifying examination and the dissertation.	The faculty members of the student's doctoral committee will evaluate the students' qualifying examinations and dissertations to determine if satisfactory ratings were achieved.	Campus
Professional Behavior	The student will address professional audiences through membership in professional organizations, research presentations, and/or scholarly publications.	Students will be evaluated on the "Expectations Beyond Coursework" Instrument by the doctoral committee faculty members to determine if satisfactory ratings have been achieved.	Campus

C. Research

Because all PhD students in Curriculum & Instruction are expected to pursue academic careers, their research experiences and skills are cultivated throughout their program of study. These include:

- **EDG 6226, “Foundations of Research in Curriculum & Instruction,”** an introductory seminar canvassing the diverse landscape of educational research.
- A minimum of **12 graduate credit hours in Research Methodology and Methods** as part of the College of Education’s requirements.
- At least 6 graduate credit hours in **advanced seminars in Curriculum & Instruction**, as well as a minimum of 18 graduate credit hours **in advanced coursework in their particular area of specialization**.
- The School of Teaching & Learning’s Graduate Studies Committee allocates **funds each semester** for doctoral students to present their research at professional conferences and travel to research sites for data collection.
- Faculty consistently mentor and **collaborate with PhD students** on research projects and scholarly publications.
- In the 2012-2013 academic year, **school-wide colloquia** were initiated to feature faculty and student research initiatives.
- **Doctoral Student Workshops**, held twice each semester, address topics for research development including: preparing competitive journal articles for publication; procuring external research funds; and presenting effective conference papers.
- Students and faculty participate in events hosted by the college-wide graduate student organization, **SAGE**, on issues related to engaged scholarship and preparation for academic careers.
- Doctoral students’ **scholarly and teaching accomplishments are solicited and showcased regularly** as a means of encouraging even greater student initiatives in conference paper presentations, scholarly publications, and teaching awards.
- Because a good deal of **student and faculty research derives from teaching**, students benefit in multiple ways from opportunities to teach undergraduate students and observe K-12 classroom settings.

D. Assessment Timeline

Program: Ph.D. in Curriculum and Instruction (ISC) College: Education

Assessment	Assessment 1	Assessment 2	Assessment 3
SLOs			
Knowledge			
#1	Written and Oral Examinations (typically the last semester of coursework)		
#2	Dissertation Defense (final semester)		
Skills			
#3	Written and Oral Examinations (typically the last semester of coursework)	Dissertation Defense (final semester)	
Professional Behavior			
#4	Expectations Beyond Coursework (May of each year)		

E. Assessment Cycle

Program: Ph.D. in Curriculum and Instruction (ISC) College: Education

Analysis and Interpretation: Completed by September 30

Program Modifications: Completed by September 30

Dissemination: Completed by September 30

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1			x	x	x	x	x
#2			x	x	x	x	x
Skills							
#3			x	x	x	x	x
Professional Behavior							
#4			x	x	x	x	x

F. Measurement Tools

Content Knowledge #1, mastery of scholarly breadth of research about teaching & learning and neighboring academic fields: **Qualifying Examination Rubric** (Appendix 1). This document is currently under revision by the School of Teaching & Learning's Graduate Studies Committee for faculty approval in order to align more closely with the stated purposes of the qualifying examination. These are for students to demonstrate, both orally and in writing, their knowledge (and ability to articulate that knowledge) in: theoretical and historical foundations of Curriculum & Instruction; core learning theories; areas of specialization in Curriculum & Instruction; research methodologies and methods; and principles of pedagogy.

Content Knowledge #2, expertise of an original and significant issue in education: **Faculty Evaluation of Dissertation and Dissertation Defense**. The PhD Final Examination Form is the formal indication of the PhD student's committee's approval of the dissertation and defense.

Skill #1, clarity of written and oral expression in the qualifying examination and the dissertation: **Qualifying Examination Rubric** and **Faculty Evaluation of Dissertation and Dissertation Defense**.

Professional Behavior #1, address professional audiences through membership in professional organizations, research presentations, and/or scholarly publications: **Expectations Beyond Coursework** form.

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Sevan Terzian	School of Teaching and Learning	sterzian@coe.ufl.edu	273-4216
Elayne Colón	Dean's Area	epcolon@coe.ufl.edu	273-4132
Tom Dana	Dean's Area	tdana@coe.ufl.edu	273-4134

Appendix 1: Committee Member Rubric for the Written Component of the PhD Qualifying Examination

Student name: _____

Assessment of the Written Component: Each member of the committee should use this rubric to evaluate the student's response to the written component of the Examination. Indicate your score by including with an 'X' in the appropriate box for *Pass*, *Pass with Conditions* or *Fail* for each Core Area of Knowledge and Clarity of Expression. Once completed, this should be submitted to the Committee Chair **no later than the day before the scheduled oral defense**.

		Pass	Pass with Conditions	Fail
Core Areas of Knowledge	Theoretical and Historical Foundations of C&I	Demonstrates a thorough and valid understanding of the formal body of knowledge and area of inquiry. <input type="checkbox"/>	Demonstrates some form of valid understanding of the formal body of knowledge and area of inquiry. <input type="checkbox"/>	Misinterprets or fails to identify the formal body of knowledge and area of inquiry. <input type="checkbox"/>
	Core Learning Theories	Demonstrates a thorough and valid understanding of the formal body of knowledge and area of inquiry. <input type="checkbox"/>	Demonstrates some form of valid understanding of the formal body of knowledge and area of inquiry. <input type="checkbox"/>	Misinterprets or fails to identify the formal body of knowledge and area of inquiry. <input type="checkbox"/>
	Area(s) of Specialization in C&I	Demonstrates a thorough and valid understanding of the formal body of knowledge and area of inquiry. <input type="checkbox"/>	Demonstrates some form of valid understanding of the formal body of knowledge and area of inquiry. <input type="checkbox"/>	Misinterprets or fails to identify the formal body of knowledge and area of inquiry. <input type="checkbox"/>
	Research Methodologies and Methods	Demonstrates a thorough and valid understanding of the formal body of knowledge and area of inquiry. <input type="checkbox"/>	Demonstrates some form of valid understanding of the formal body of knowledge and area of inquiry. <input type="checkbox"/>	Misinterprets or fails to identify the formal body of knowledge and area of inquiry. <input type="checkbox"/>
	Principles of Pedagogy	Demonstrates a thorough and valid understanding of the formal body of knowledge and area of inquiry. <input type="checkbox"/>	Demonstrates some form of valid understanding of the formal body of knowledge and area of inquiry. <input type="checkbox"/>	Misinterprets or fails to identify the formal body of knowledge and area of inquiry. <input type="checkbox"/>
Clarity of Expression	Communication	Communicated with clarity and specificity. <input type="checkbox"/>	Communicated with some ambiguity, basically clear and specific. <input type="checkbox"/>	Highly ambiguous, not clear or specific. <input type="checkbox"/>
	Structure, Organization & Grammar	Organizational structure establishes a relationship among ideas. Exhibits reasonable and appropriate grammatical conventions, sentence formation, organization and mechanics. <input type="checkbox"/>	Organizational structure is minimally complete in establishing a relationship among ideas. Exhibits minimally appropriate grammatical conventions, sentence formation, organization and mechanics. <input type="checkbox"/>	Organizational structure is incomplete or confusing and does not establish a connection among ideas. Does not exhibit appropriate grammatical conventions, sentence formation, organization and mechanics. <input type="checkbox"/>

Comments and/or Conditions:

Committee Member Name	Signature	Date
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Student name: _____

Overall Assessment of the Qualifying Examination: Following the oral defense, indicate the consensus score of the committee by checking the appropriate box below. The Committee Chair is responsible for submitting this signed document to the STL Graduate Office. This is an internal STL document that will not be distributed to the Graduate College.

Pass	Pass with Conditions	Fail	Comments and/or Conditions:
/ /			
Final date for all conditions to be met.			

Signatures

Committee Member Name	Signature	Date
Committee Member Name	Signature	Date
Committee Member Name	Signature	Date
Committee Member Name	Signature	Date
Committee Member Name	Signature	Date

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:		Year:			
Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				