

**M.A.E. in Curriculum and
Instruction (ISC)
Academic Assessment Plan
2012-13**

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 M.A.E. in Curriculum and Instruction (ISC)

College of Education

A. Mission

The Master of Arts in Education (M.A.E.) is designed to provide exposure to research and increase the practical knowledge of those interested in the educational field. The School of Teaching & Learning has M.A.E. degree programs in various specialization areas including; Literacy and the Arts, Bilingual/ESOL Education, Reading Education, Math Education, Educational Technology, and Teacher Leadership for School Improvement. The M.A.E. is reserved for students who are not associated with our fifth-year proteach masters program so the program focus varies according to student interest. However, the program always includes a focus on research and completion of a masters thesis scaffolded and supported by a faculty member/advisor.

The M.A.E. program is aligned with both the college and university missions. 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” (<http://education.ufl.edu/mission-history/>). Specifically, our M.A.E. program is aligned with the parts of the college mission that refer to the preparation of exemplary scholars who can generate, use, and disseminate knowledge about teaching and learning to address critical educational issues.

The University of Florida is a 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 is typically outlined with a focus on teaching, research, and service: “Teaching is a fundamental purpose of this university at both the undergraduate and graduate levels; Research and scholarship are integral to the educational process and to the expansion of our understanding of the natural world, the intellect and the senses; Service reflects the university's obligation to share the benefits of its research and knowledge for the public good” (<http://www.registrar.ufl.edu/catalog1011/administration/mission.html>). Specifically, our M.A.E. program is aligned with the parts of the university mission that focus on teaching and research because we prepare teachers as teacher scholars who address problems of practice in their local contexts by generating, using, and disseminating knowledge about teaching and learning.

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	The student will explain and evaluate research-based knowledge of curriculum, teaching, and learning.	The faculty members of the student's MAE committee will evaluate whether the student's defense of the thesis or project in lieu of thesis is satisfactory.	Campus
Skills	The student will apply knowledge to investigate a problem or question related to curriculum, teaching, and learning.	The faculty members of the student's MAE committee will evaluate whether the student's defense of the thesis or project in lieu of thesis is satisfactory.	Campus
Professional Behavior	The student will present a written and an oral examination of a topic of investigation within the field of study.	The faculty members of the student's MAE committee will evaluate whether the student's defense of the thesis or project in lieu of thesis is satisfactory.	Campus

C. Research

Our M.A.E degree is classified as a research degree. Early in their programs, many of our students take a course in conducting research as a practitioner: EDE 6325 Teacher Inquiry/Action Research. In this course, students learn the basics of conducting action research to focus on their own practice as educators. It is a program goal to prepare education scholars, and students are expected to conduct research through a thesis project as demonstration of their growth in this area. In addition, many students take EDG 6971 Research for Masters Thesis, which provides support and scaffolding from a faculty advisor during thesis preparation. As far as research support, the following departmental resources are available to graduate students conducting and disseminating research:

- Faculty mentor and **collaborate with graduate students** on research projects and scholarly publications.
- Graduate 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.

D. Assessment Timeline

Program: M.A.E. in Curriculum and Instruction (ISC)

College: Education

Assessment	Assessment 1
SLOs	
Knowledge	
The student will explain and evaluate their research-based knowledge of curriculum, teaching, and learning.	Masters Thesis occurs during the final semester in the program.
Skills	
The student will apply knowledge to investigate a problem or question related to curriculum, teaching, and learning.	Masters Thesis occurs during the final semester in the program.
Professional Behavior	
The student will present a written and an oral examination of a topic of investigation within the field of study.	Masters Thesis occurs during the final semester in the program.

E. Assessment Cycle

Program: M.A.E. 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
Knowledge							
The student will explain and evaluate their research-based knowledge of curriculum, teaching, and learning.		x	x	x	x	x	x
Skills							
The student will apply knowledge to investigate a problem or question related to curriculum, teaching, and learning.		x	x	x	x	x	x
Professional Behavior							
The student will present a written and an oral examination of a topic of investigation within the field of study.		x	x	x	x	x	x

F. Measurement Tools

The Master's Thesis is evaluated by the advisor and thesis committee in the final semester of the program through an oral defense of thesis. The quality of the thesis is evaluated holistically, based on demonstration of knowledge of professional literature, research methodology, knowledge of the specialization area, and application of learning to address a problem of practice in education. The committee may use a rubric similar to the one provided below to evaluate the masters thesis. Specifically, the rubric measures accomplishment of all 3 SLOs (knowledge, skills, and professional behavior) across all 5 assessed rubric criteria and 4 assessment areas. Specifically, knowledge of curriculum teaching and learning (knowledge SLO) is likely to be visible in the literature review and discussion of findings in the masters thesis. The methodology section and problem statement of the thesis is likely to contain evidence of the SLO related to skills. The entire oral exam of the thesis will provide evidence of the professional behavior SLO.

G. Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

Name	Department Affiliation	Email Address	Phone Number
Alyson Adams	School of Teaching and Learning	adamsa@coe.ufl.edu	273-4107
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Tom Dana	Dean's Area	tdana@coe.ufl.edu	273-4134

Appendix 1: Master's Thesis Rating Sheet



MASTERS THESIS RATING SHEET SCHOOL OF TEACHING AND LEARNING

Student Name _____ Reviewer Name _____

Directions:

1. Assess competence on the thesis using the evaluation criteria listed below.
2. Assess demonstration of the student's depth and breadth of knowledge in his/her area of specialization, in research methods, in current issues, and in historical perspective.
3. Once you have completed steps (1) and (2), please provide an overall judgment of Pass or Fail. Include comments and/or recommendations, and sign the form. Please return your completed form to _____ in the STL Graduate Studies Office in Norman 2403 by _____.

DESCRIPTION OF EVALUATION CRITERIA

- **Knowledge and Understanding of Professional Literature:** Is familiar with key concepts and major research; cites relevant research and uses references appropriately; provides accurate and complete information.
- **Clarity of Expression:** Discussion is relevant to question; writing is clear and concise; ideas flow logically; avoids inappropriate jargon and clichés; uses educational language effectively.
- **Critical Mindedness:** Supports statements and claims with evidence; evaluates sources cited; displays evidence of critical reflection.
- **Creativity:** Integrates the work of others to develop innovative ideas or proposed solutions; considers multiple perspectives; provides insightful or new perspectives. This criterion should provide evidence of the student's ability to demonstrate the Scholarship of Integration (Boyer, 1990).
- **Application:** Uses disciplinary knowledge to address important individual, institutional, and/or societal problems; strives to solve problems of importance to policymakers, community members, corporate leaders, and other stakeholders. This criterion should provide evidence of the student's ability to demonstrate the Scholarship of Application (Boyer, 1990).

Evaluation Criteria	Poor	Adequate	Excellent	N/A
Knowledge & Understanding of Professional Literature				
Clarity of Expression				
Critical Mindedness				
Creativity				
Application				

ASSESSMENT OF 4 AREAS REQUIRED BY STL:	PASS	FAIL
Area of Specialization: (list)		
Research Methods		
Current Issues		
Historical Perspective		

OVERALL ASSESSMENT:

PASS indicates:

- Demonstrated competence in each component assessed by this reviewer
- Satisfactory demonstration of depth and breadth of knowledge in the student's area of specialization, research methods, current issues, and historical perspectives

PASS

FAIL

Reviewer's Signature_____

Date_____

COMMENTS/RECOMMENDATIONS:

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				