Degree Program Assessment Plan

Degree Program - COE - C&I - Curriculum & Instruction (PHD)

Disciplinary Accrediting Body: Council for the Accreditation of Educator Preparation (CAEP)
CIP Code: 13.0301.00 04
Next Program Review: 19-20
Degree Program Coordinator: Fanni Coward
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Program Purpose Statement: • Graduates of the PhD in Curriculum and Instruction can publish and disseminate their research at local, state, national, and international organizations.
• Graduates of the PhD in Curriculum and Instruction can articulate contemporary educational theories and pedagogies in addition to their content area knowledge, to integrate theory into practice.
• Graduates of the PhD in Curriculum and Instruction can conduct scholarship in collaboration with entities outside the academy for mutual benefit in a context of partnership and reciprocity.
Assessment Coordinator: Larry Hovey

Student Learning Outcome: Knowledge & Skills (P1)

Students will be able to describe and explain theories of curriculum and instruction.
Outcome Status: Active
Outcome Type: Student Learning

Assessment Methods

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>Quizzes throughout the semester that assess student performance (Active)</td>
</tr>
<tr>
<td>Exam</td>
<td>Majors exams (e.g., midterm/final). (Active)</td>
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<tr>
<td>Criterion</td>
<td>Rubric</td>
</tr>
<tr>
<td>Course Level Assessment</td>
<td>Apply and Evaluate: A summative assessment that is conducted at the end of the semester where students demonstrate learning of theories in curriculum and instruction. (Active)</td>
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<tr>
<td>Criterion</td>
<td>A student who attains a value of 3 or higher in the Apply and Evaluate assignment, is judged as meeting the learning expectations for this outcome. At least 90% of students will attain a value of 2 or higher in the Apply and Evaluate course assignment.</td>
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</tbody>
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Student Learning Outcome: Intervention Research (P2)

Students will be able to apply theories of curriculum and instruction toward academic projects that are focused on the fields of curricular studies.
Outcome Status: Active
Outcome Type: Student Learning

Assessment Methods

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Course Level Assessment - Theory to Practice Paper: Where student learning is assessed with a P2 Rubric. This rubric is used to determine the degree of application of theory of curriculum and instruction in written academic projects. (Active)

Criterion: A student attaining a value of 3 or greater on the assessment rubric is considered as having met the learning expectations. A student who obtains a value of 4 or higher is considered as having exceeded the learning expectations. A student who is assessed with a value of 2 or lower on the rubric is considered to be developing learning but not yet not attaining the expected learning competency.

Course Level Assessment - Apply and Evaluate Assignment (Active)

Criterion: A student who attains a value of 3 or higher in the Apply and Evaluate assignment, is judged as meeting the learning expectations for this outcome. At least 90% of students will attain a value of 2 or higher in the Apply and Evaluate course assignment.

Student Learning Outcome: Completion of Research (P3)

Students will be able to design and evaluate educational innovation that solves a curricular problem in a real world setting.

Outcome Status: Active
Outcome Type: Student Learning

Assessment Methods

Capstone Assignment/Project - End of Phase rubric will be used to assess student learning in each of the following categories: a) professional communication, b) research methodology, c) theoretical grounding, d) connection to trademark outcome, e) advocacy/change agent, f) researcher/practitioner stance. (Active)

Criterion: A student attaining a value of 3 or greater on the assessment rubric is considered as having met the learning expectations. A student who obtains a value of 4 or higher is considered as having exceeded the learning expectations. A student who is assessed with a value of 2 or lower on the rubric is considered to be developing learning but not yet not attaining the expected learning competency.

Professional Development Activities - Conference presentations, Manuscript submissions (Active)

Criterion: Students who present scholarship at local, regional, and national conferences and/or who have scholarship accepted for publication will demonstrate that they have attained the expected learning competencies for phase 3.