

College of Education

Teacher Education | Curriculum & Instruction Program

Table 3: Student Learning Outcomes

Doctorate in Curriculum & Instruction

Outcome Type	Outcome	Assessment & Evaluation Process
Student Learning	Upon completion of the Doctoral degree in Curriculum and Instruction, the student will be able to design and carry out an original research investigation consistent with the standards of the major emphasis of study.	This will be demonstrated by 85% of the degree candidates receiving at least a rating of "proficient" (score = 3) as measured by a common rubric used by the major professor and supervisory committee members.
Student Learning	Upon completion of the Doctoral degree in Curriculum and Instruction, the student will be able to determine and select appropriate quantitative and/or qualitative methods used to answer a question(s) related to an original research investigation.	This will be demonstrated by 85% of the degree candidates receiving at least a rating of "proficient" (score = 3) as measured by a common rubric used by the major professor and supervisory committee members.
Student Learning	Upon completion of the course of instruction, the student will be able to demonstrate in-depth knowledge of advanced concepts, principles, and theories in elementary education consistent with having completed a doctoral research degree (Ph.D.) in elementary education.	At least 95% of the students applying for candidacy in the Ph.D. program in elementary education will complete both oral and written examinations demonstrating their in-depth knowledge of advanced concepts, principles, and theories in elementary education consistent with having completed research doctoral degree coursework (Ph.D.) in elementary education, as judged by their doctoral committee.
Student Learning	Upon completion of the course of instruction, the student will be able to demonstrate the ability to conduct a research study including, but not limited to implementation of procedures, gathering data and analyzing data, reporting findings, results, and conclusions.	This will result in at least 95% of students who attempt the oral defense of a written dissertation in a public arena doing so successfully. Successful defense of the dissertation demonstrates the student's ability to plan and conduct a research study. Criteria for a successful defense include: (a) that the quality of the research is commensurate with doctoral level research; and, (b) that the study adds new knowledge to the field of Elementary Education. The success of the student in meeting these requirements will be determined by the doctoral committee that includes an "outside" member who submits a separate evaluation of the research to the Office of the Dean of Education
Student Learning	Upon completion of the course of instruction, the student will be able to demonstrate the ability to design and orally defend a written research plan (prospectus) that includes stating a problem, building a rationale for examination of the problem, reviewing related literature, and developing procedures for implementing the study and analysis of data.	This will result in at least 95 % of students who attempt the oral defense of a written prospectus in a public arena doing so successfully. Successful defense of the prospectus demonstrates the student's ability to plan a research study including stating a problem, building a rationale for the problem, reviewing related literature, and developing a plan for implementing the procedures and analyzing data generated in the study. Criteria for a successful defense include: (a) that the quality of the plan is commensurate with doctoral level research; and, (b) that the study will add new knowledge to the field of Elementary Education. The success of the student in meeting these requirements will be determined by the doctoral committee constituted of faculty meeting university and college criteria
Student Learning	Upon completion of the Doctoral degree in Curriculum and Instruction, the student will be able to apply principles of curriculum theory, learning theory, and policy development to a research investigation.	This will be demonstrated by 85% of the degree candidates receiving at least a rating of "proficient" (score = 3) as measured by a common rubric used by the major professor and supervisory committee members.

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Program Outcome	By the end of the year, the program will evaluate the status of the Doctorate in Elementary Education and enact possible revisions.	This will result in revised program requirements in keeping with current practice in elementary education and needs of doctoral students. Changes will be submitted through appropriate channels.
Program Outcome	By the end of the year, the program will report a 20% increase in the number of doctoral degree applicants.	By the end of the year, the program will report a 20% increase in the number of doctoral degree applicants.

Source: FSU Institutional Effectiveness Portal, 2016-17.

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Teacher Education | Curriculum & Instruction Program

Table 3: Student Learning Outcomes

Masters in Curriculum & Instruction

Outcome Type	Outcome	Assessment & Evaluation Process
Student Learning	Upon completion of the Master's degree in Curriculum and Instruction, the student will be able to interpret and apply research literature to a relevant issue in the major area of study.	This will be demonstrated by 85% of the degree candidates receiving at least a rating of "proficient" (score = 3) as measured by a common rubric used by the major professor and, where appropriate, in consultation with supervisory committee members.
Student Learning	Upon completion of the Master's degree in Curriculum and Instruction, the student will be able to integrate the use of web-based tools, project based learning, and/or social media to enhance instruction.	This will be demonstrated by 85% of the degree candidates receiving at least a rating of "proficient" (score = 3) as measured by a common rubric used by the major professor and, where appropriate, in consultation with supervisory committee members.
Student Learning	Upon completion of the Master's degree in Curriculum and Instruction, the student will be able to analyze the needs of learners, select teaching methods, and foster the social interactions necessary to enhance the quality of teaching and learning environments.	This will be demonstrated by 85% of the degree candidates receiving at least a rating of "proficient" (score = 3) as measured by a common rubric used by the major professor and, where appropriate, in consultation with supervisory committee members.
Student Learning	Upon completion of the Master's degree in Curriculum and Instruction, the student will be able to apply contemporary principles of design in the development of curriculum.	This will be demonstrated by 85% of the degree candidates receiving at least a rating of "proficient" (score = 3) as measured by a common rubric used by the major professor and, where appropriate, in consultation with supervisory committee members.
Program Outcome	By the end of the year, the program will report a 10% increase in the number of Master's degree applicants.	The Director of the School of Teacher Education will monitor Master's degree applications in relation to an average number of applications from the previous three years' data.

Source: FSU Institutional Effectiveness Portal, 2016-17.

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Teacher Education | Curriculum & Instruction Program

Table 3: Student Learning Outcomes

Specialist in Curriculum & Instruction

Outcome Type	Outcome	Assessment & Evaluation Process
Student Learning	Upon completion of the Specialist degree in Curriculum and Instruction, the student will be able to interpret and apply research literature to a relevant issue in the major area of study.	This will be demonstrated by 85% of the degree candidates receiving at least a rating of "proficient" (score = 3) as measured by a common rubric used by the major professor and supervisory committee members.
Student Learning	Upon completion of the Specialist degree in Curriculum and Instruction, the student will be able to demonstrate knowledge and competence with quantitative and/or qualitative methods to answer a question(s) related to a research investigation.	This will be demonstrated by 85% of the degree candidates receiving at least a rating of "proficient" (score = 3) as measured by a common rubric used by the major professor and supervisory committee members.
Student Learning	Upon completion of the Specialist degree in Curriculum and Instruction, the student will be able to apply principles of curriculum theory, learning theory, and policy development to a research investigation.	This will be demonstrated by 85% of the degree candidates receiving at least a rating of "proficient" (score = 3) as measured by a common rubric used by the major professor and supervisory committee members.
Program Outcome	By the end of the year, the program will report a 20% increase in the number of Specialist degree applicants.	The Director of the School of Teacher Education will monitor Curriculum and Instruction Specialist degree applications in relation to an average number of applications from the previous three years' data.

Source: FSU Institutional Effectiveness Portal, 2016-17.