

College of Education

Educational Leadership & Policy Studies | Foundations of Education

Table 3: Student Learning Outcomes

*Doctorate in Foundations of Education*

Outcome Type	Outcome	Assessment & Evaluation Process
Student Learning	Upon completion of the course of instruction, the student will be able to propose a normative argument for alternative policies and/or practices in education based on a coherent critical analysis of that policy/practice.	Successful dissertation defense.
Student Learning	Upon completion of the course of instruction, the student will be able to analyze the relevant social context of (sociology of education) or historical antecedents of (history of education) or fundamental assumptions of (philosophy of education) a selected educational policy or practice.	Successful pass of the preliminary examination.
Student Learning	Upon completion of the course of instruction, the student will be able to summarize the central arguments and critical contributions of three key figures in the student's chosen disciplinary perspective (i.e. history or sociology or philosophy of education).	Successfully passing the preliminary examination.
Student Learning	Upon completion of the course of instruction, the student will be able to explain the scope, fundamental questions, and characteristic methodologies of their chosen disciplinary perspective (i.e. sociology or history or philosophy of education).	Develop a defensible prospectus for the dissertation in SHPFE as determined by the student's committee.
Student Learning	Upon completion of the course of instruction, the SIDES Ph.D. students will be able to demonstrate the core conceptual and methodological knowledge and skills.	The preliminary examination conducted at the end of the coursework will be used to evaluate students' mastery of the concepts and methods that are central to the SIDES field. At least 80% of the students will pass the preliminary examination.
Student Learning	Upon completion of the course of instruction, the SIDES Ph.D. student will be able to apply the central conceptual and methodological skills to different research problems.	At least 80% of the students will pass the diagnostic exam that requires students to apply their knowledge to research problems; At least 80% of the students will pass the preliminary exam that asks students to apply their knowledge to their own research.
Program Outcome	By the end of the year, the program will support the recruitment and enrollment of high quality students to the SIDES PhD program.	SIDES PhD program will admit 5-6 qualified PhD students during the 2016- 2017 academic year. In addition, program faculty will work with the ELP admissions committee, ELP coordinator, and the department chair to ensure that qualified candidates are able to secure funding in order to ensure their enrollment in the SIDES PhD program.
Program Outcome	By the end of the year, the program will increase program enrollment by at least one new doctoral student.	New student admissions.

Source: FSU Institutional Effectiveness Portal, 2016-17.

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Table 3: Student Learning Outcomes

*Masters in Foundations of Education*

Outcome Type	Outcome	Assessment & Evaluation Process
Student Learning	Upon completion of the course of instruction, the student will be able to explain key aspects of the historical context of a contemporary educational policy or practice.	In a written essay or oral presentation judged satisfactory by program faculty, 100% of students will identify and explain the significance of three key historical factors relevant to a contemporary educational policy or practice.
Student Learning	Upon completion of the course of instruction, the student will be able to explain two specific examples of how social and/or cultural context affect educational practices or outcomes.	Successfully pass the MS comprehensive examination in SHPFE.
Student Learning	Upon completion of the course of instruction, the student will be able to analyze and critique one or more key philosophical assumptions of a contemporary educational policy or practice.	In a written essay or oral presentation judged satisfactory by at least two program faculty, 100% of students will successfully demonstrate the ability to identify, explain, and critically analyze one key philosophical assumption of a contemporary educational policy or practice in educational systems (e.g. schools, other educational activity).
Student Learning	Upon completion of the course of instruction, the student will be able to discuss the significance of racial, cultural, ethnic, religious and/or gender differences on the formulation of educational policy as well as teaching and learning.	On the comprehensive examination, masters thesis, or final MS project, all graduates of the SIDES masters program will demonstrate achievement of this outcome in a written essay to be judged satisfactory by at least two program faculty.
Program Outcome	By the end of the year, the program will increase program enrollment by two new students.	Admissions records.
Program Outcome	Program faculty will support manage the recruitment of high quality students to the SIDES Master's program through offering undergraduate certifications in Peace Corp. and in International Development.	Our new recruitment strategy includes two major initiatives to attract high quality students to SIDES Master's program: (1) Peace Corp. Undergraduate Certification, which will be approved by Spring 2017; and (2) International Development Undergraduate Certification, which will be finalized by Spring 2017.

Source: FSU Institutional Effectiveness Portal, 2016-17.