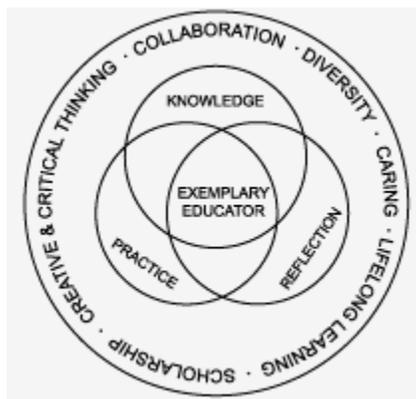


College of Education  
Department of Literacy and Elementary Education  
Doctorate in Education—Curriculum and Instruction  
Ed.D.—Curriculum & Instruction  
October 31, 2016  
Anne E. Gregory, Chair and Professor

Northern Illinois University strives to prepare exemplary educators who enact an ethic of care in their practice; who form collaborative relationships to promote effective teaching; who think in creative ways to solve problems and address challenges as they arise; who effectively teach diverse others; who are life-long learners continually striving to grow, evolve, and refine their knowledge and pedagogy; and who engage in scholarly activities to remain current, contribute to the knowledge base in their fields, and provide research-based instruction to their students. These values form the conceptual framework that grounds and guides the practices of the unit.

Figure 1: *Northern Illinois University Conceptual Framework*



The Doctorate in Education (Ed.D.) in Curriculum and Instruction prepares educators to meet the challenges of a diverse place of practice. The Ed.D.—Curriculum & Instruction program is designed for educators whose professional contexts of practice include educational settings across grade/age levels (i.e., preschool through higher education). Encompassing the four specialization areas of Curriculum Leadership, Secondary Education, Science, Social Studies, and Environmental Education Integration, and Literacy Education, the focus of the degree lies in the preparation of exceptional teachers, administrators, service personnel, and scholars of education. As an integral component of the program, candidates engage in research responsibilities both as producer and consumer preparing them for academic, administrative, clinical, professional or research positions in K-12 and higher education, civil service, private organizations or public institutions.

**2. Student Learning Outcomes (SLOs)**

Reflecting the Conceptual Framework indicators at the advanced level, the Ed.D.— Curriculum and Instruction is based on the following student learning outcomes:

	<b>Student Learning Outcomes</b>
1	Candidates will analyze and evaluate current historical scholarly literature and research in the specialization area.
2	Candidates will engage in critical reflection that identifies and connects trends, issues, and change in society and educational policy impacting curriculum and instruction designs
3	Candidates will demonstrate leadership abilities through the application of concepts and theories of curriculum, instruction, and/or professional development in authentic educational settings.
4	Candidates will conduct original scholarly research.

### 3. Program-by-Baccalaureate Student Learning Outcomes Matrix

This is not applicable since this is an advanced graduate program.

Program Student Learning Outcome	Baccalaureate Student Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/skills creatively
Overall								

#### 4. Curriculum Map

Course	Program Student Learning Outcomes			
	1. Evaluation of Research	2. Trends, issues and change impact	3. Application in authentic settings	4. Original research
TLCI 703	B	B	B	B
TLCI 704	D	D	D	D
TLCI 799	P	P	P	P
ETR 521	B,D	B,D	B	B
ETR 525	B,D	B,D	B	B
EPFE 700 level	D	D		
<i>Note.</i> Course supports the outcome at the B=beginning, D=developing, or P=proficient level.				

**UAP Academic Program Assessment Plan and Status Report Rubric-Checklist**

**5. Assessment Methods**

<b>Assessment Method</b>	<b>Explanation</b>					
	Description	Student-Level Achievement <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible	SLOs
Curriculum Leaders Investigative Report Project	This assessment is administered in TLCI 703. For this assessment, candidates practice qualitative methodology by interviewing 2-3 curriculum leaders in their area of research interest. They investigate these individuals' roles in bringing about curricular change and how that meets the needs of diverse learners in the school/district. Candidates must report on their findings and organize their research to connect the key people/events to the relevant literature, while also underscoring why the person/event is significant. Through presentations, candidates share their findings and knowledge with the rest of the class.	An overall assessment score of "meets expectations" (i.e., a 12 or higher)	90% or higher of all candidates will meet or exceed the overall score of 12	Candidates complete this assignment at the end of their third semester in the Ed.D.—C&I program	Instructor of TLCI 703	2, 3

**UAP Academic Program Assessment Plan and Status Report Rubric-Checklist**

<b>Assessment Method</b>	<b>Explanation</b>					
	Description	Student-Level Achievement <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible	SLOs
Candidacy Exam	The candidacy examination encompasses the area of professional knowledge within the candidate’s area of specialization, the common requirements, and, as appropriate, the cognate.	A minimum score of 10 points, with no category score rated in the “Does not meet expectations” (level 1) category	90% of candidates will meet or exceed the minimum score of 10 points, and no category scores are rated as “Does not meet expectations” (level 1)	Candidacy exams are conducted when candidates have completed all necessary coursework for the degree.	Candidate’s committee	1, 2
Dissertation and Defense; Dean’s Designee Report	Candidates are asked to conduct original and substantial research to support a thesis; through the dissertation process, the candidate communicates his/her original contributions	Dean’s designee responses will be “agree” or “strongly agree” on all common items of the Dean’s Designee Report form.	90% of candidates will successfully defend and deposit dissertations	Completed at the end of the degree program; TLCI 799	Candidate’s committee; Dean’s Designee	, 3, 4
<p><i>Note.</i> <sup>a</sup> Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. <sup>b</sup> Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>						

## UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

### *Assessment Methods-by-Outcomes Matrix*

<b>Assessment Method</b>	<b>Program Student Learning Outcome</b>			
	1. Evaluation of Research	2. Trends, issues and change impact	3. Application in authentic settings	4. Original research
Curriculum Leaders Investigative Report Project		F, D	F, D	
Candidacy Exam	S, D	S, D		
Dissertation and Defense; Dean's Designee Report	S, D		S, D	S, D