TOPIC: University of Maryland, College Park: Doctor of Philosophy in Teaching and Learning, Policy and Leadership (Ph.D.)

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: March 11, 2014

SUMMARY: The Teaching, Learning, Policy and Leadership (TLPL) department in the College of Education proposes to restructure its doctoral-level offerings by merging two existing degree programs – namely Curriculum and Instruction and Education Policy and Leadership, eliminating the 16 formal Areas of Concentration within these two programs, and creating a more flexible structure that allows students to specialize across a variety of scholarly areas that are better matched to the expertise of the faculty and to modern issues in education. The merged, single degree program will be renamed to match the department. This streamlined program will allow for more collaborative curriculum planning and scheduling, while making better use of instructional resources and reducing the number of doctoral courses offered by eliminating overlap and duplication.

The revised program will consist of an Integrative core of 6 credits that students will take in the fall and spring of their first year. Students will then complete a minimum of 12 credits of Intermediate and Advanced Methods, and 30 credits in a specialization, including elective courses that foster interdisciplinary work. Coursework will be offered in six related specialties arising from the core expertise of the faculty. These include Education Policy and Leadership; Language, Literacy and Social Inquiry; Mathematics and Science Education; Minority and Urban Education; Teacher Education and Professional Development; and Technology, Learning and Leadership.

This doctoral program is a research-based curriculum that is distinctive in the state of Maryland. Morgan State University offers an Ed.D. in Urban Educational Leadership through its department of Advanced Studies, Leadership, and Policy, and there are some common elements with one specialty area within our redesigned Ph.D. program. However, MSU's program is designed "to prepare doctoral candidates to assume leadership positions in urban school systems and other educational agencies". The University of Maryland Eastern Shore offers an Ed.D. in Education Leadership, but it also is designed to provide advanced training to practicing educators, primarily on the Eastern Shore. In contrast, the UMD Ph.D. program is a research-oriented curriculum designed to prepare scholars who will inform policy more broadly at the national level. The area of scholarly research in Minority and Urban Education has been part of the existing Ph.D. programs since 2001. Graduates with this expertise have continued on as faculty members, researchers, or program coordinators in major research institutes, colleges, and universities across the region and the country. Among recent graduates, two are on the faculty at

Morgan State University; one is at Lesley University in Cambridge, MA; one is a senior researcher at the Frederick D. Patterson Research Institute with the United Negro College Fund; two are at the College Board in Princeton, NJ.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: There is no fiscal impact.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer the Doctor of Philosophy in Teaching and Learning, Policy and Leadership.

COMMITTEE RECOMMENDATION: Approval   DATE: March 11, 2014

BOARD ACTION: DATE:

SUBMITTED BY: Joann Boughman   301-445-1992   jboughman@usmd.edu

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

X	New Instructional Program
	Substantial Expansion/Major Modification
	Cooperative Degree Program
X	Within Existing Resources, or
	Requiring New Resources

University of Maryland College Park
Institution Submitting Proposal

Teaching and Learning, Policy and Leadership
Title of Proposed Program

Ph.D.	**Fall 2014**
Award to be Offered	Projected Implementation Date

082700	**13.0401**
Proposed HEGIS Code	Proposed CIP Code

Teaching and Learning, Policy and Leadership	**Francine Hultgren**
Department in which program will be located	Department Contact

301-405-4501	**fh@umd.edu**
Contact Phone Number	Contact E-Mail Address

	February 11, 2014
Signature of President or Designee	Date

Mission and Overview

In July 2011, the College of Education (CoE) at the University of Maryland was reorganized from seven academic departments, some of which were very small, to three moderate-sized departments organized around faculty with common or complementary interests. A summary of the reorganization is provided in Appendix A. This action was a result of two years of deliberation among the CoE faculty and has created more streamlined administrative structures, better support, and more collaborative curriculum planning and scheduling. It has promoted interactions between faculty members with overlapping areas of interest and expertise who were previously located in separate departments. The work of restructuring the academic programs is currently underway as the new departments continue to become fully integrated.

In 2012, one of the three new departments (Counseling, Higher Education, and Special Education) reorganized their graduate programs. A second department, Teaching, Learning, Policy and Leadership (TLPL), now proposes to restructure its doctoral-level offerings by **merging two existing degree programs** – namely *Curriculum and Instruction* and *Education Policy and Leadership*, eliminating the 16 formal Areas of Concentration within these two programs, and creating a more flexible structure that allows students to specialize across a variety of scholarly areas that are better matched to the expertise of the faculty and to modern issues in education.   The merged, single degree program will be renamed to match the department: *Teaching and Learning, Policy and Leadership*. This streamlined program will allow for more collaborative curriculum planning and scheduling, while making better use of instructional resources and reducing the number of doctoral courses offered by eliminating overlap and duplication.

The TLPL department was created from a merging of the departments of Curriculum and Instruction (with 25 faculty), Education Policy Studies (7 faculty), and with two faculty from one specialization (Organizational Leadership and Policy Studies) within another degree program. The faculty have loosely organized into three broad divisions according to their interests and expertise: Science, Mathematics and Technology Education (Division I), Language, Literacy, and Social Inquiry (Division II), and Education Policy and Leadership (Division III).   The reorganized degree program will have six specialty areas, organized around these divisions, and with a curriculum that will prepare doctoral students to assume a variety of roles, including scholars, researchers, policy analysts, teacher educators, instructional specialists, curriculum developers, education leaders, and advocates. The revision will also provide students with new opportunities for interdisciplinary study that emphasize scholarship in critical areas of education research, including teacher preparation, STEM education, literacy and language acquisition, education policy and leadership.   The department currently has approximately 133 enrolled doctoral students across the existing programs. It is anticipated that 20-30 new doctoral students will continue to be recruited on an annual basis.

Characteristics of the Proposed Program

The revised program will consist of an Integrative core of 6 credits that students will take in the fall and spring of their first year. Students will then complete a minimum of 12 credits of Intermediate and Advanced Methods, and 30 credits in a specialization, including elective courses that foster

interdisciplinary work. Coursework will be offered in six related specialties arising from the core expertise of the faculty. These include Education Policy and Leadership; Language, Literacy and Social Inquiry; Mathematics and Science Education; Minority and Urban Education; Teacher Education and Professional Development; and Technology, Learning and Leadership.

No specific intermediate and advanced methods course is required, although students will be required to take at least one qualitative methods course and at least one quantitative methods course in preparation for dissertation research. Students will be expected to take 6 to 12 credits in one of the above specialty areas, but with a sufficient range of variety to permit students to tailor their program to individual interests. The majority of courses to be offered draw mostly from our existing inventory, with some potential modifications in content. Elective courses come from a wide range of disciplines, including offerings by other departments within the College of Education and courses with related content from other colleges. A table outlining the elements of the new curriculum is shown in Appendix B, and the expected graduate outcomes are described in Appendix C.

The revised program will also offer an opportunity to streamline the number of courses offered, eliminating duplicate and obsolete courses. Prior to the department reorganization, the combined curriculum encompassed approximately 240 courses at the 600 level or higher, including thesis and dissertation credits. Although a small number of new courses may be developed as a result of combining the curricula, it is anticipated that the number of graduate-level course offerings will be reduced by about one-third.

Doctoral students are required to take a minimum of 60 credits beyond the master's degree. Students will also be required to develop a professional portfolio throughout their program of study and complete a comprehensive review of the portfolio before advancing to candidacy. Students typically submit their portfolio for a comprehensive review after they have completed their coursework.

Comparison with other programs

This doctoral program is a research-based curriculum that is distinctive in the state of Maryland. Morgan State University offers an Ed.D. in Urban Educational Leadership through its department of Advanced Studies, Leadership, and Policy, and there are some common elements with one specialty area within our redesigned Ph.D. program. However, MSU's program is designed "to prepare doctoral candidates to assume leadership positions in urban school systems and other educational agencies". The University of Maryland Eastern Shore offers an Ed.D. in Education Leadership, but it also is designed to provide advanced training to practicing educators, primarily on the Eastern Shore. In contrast, the UMD Ph.D. program is a research-oriented curriculum designed to prepare scholars who will inform policy more broadly at the national level. The area of scholarly research in Minority and Urban Education has been part of the existing Ph.D. programs since 2001. Graduates with this expertise have continued on as faculty members, researchers, or program coordinators in major research institutes, colleges, and universities across the region and the country. Among recent graduates, two are on the faculty at Morgan State University; one is at Lesley University in Cambridge, MA; one is a senior researcher at the Frederick D. Patterson Research Institute with the United Negro College Fund; two are at the College Board in Princeton, NJ.

Johns Hopkins announced a new research-based Ph.D. program in Education in 2013. The program seeks to enroll eight students in the fall of 2014. The program goal is to "prepare interdisciplinary scholars to address policy and practice challenges associated with improving PreK-12 learning

outcomes." Although Johns Hopkins' new program will prepare research scholars and leaders for positions similar to those associated with our program, we do not anticipate a conflict. Our existing programs have substantially larger enrollments, and well-established reputations for expertise in these areas of research and scholarship. We are optimistic our combined program will only enhance this reputation. Since the reorganization of the department, applications to the doctoral program increased, from 106 in 2012 to 142 in 2013.

Catalog Description

The doctoral degree program in Teaching and Learning, Policy and Leadership prepares students for careers as scholars, researchers, policy analysts, education leaders, teacher educators, instructional specialists, curriculum developers, and advocates. Students develop their program of study around one of six areas of faculty expertise: education policy and leadership; language, literacy, and social inquiry; mathematics and science education; minority and urban education; teacher education and professional development; and technology, learning, and leadership. Faculty and students in the program represent a diverse academic community dedicated to developing new knowledge and informing education policy and practice at the local, state, national and international levels.

Educational Objectives: Upon completion of the program, students will be able to:
- Produce high-quality research, grounded in empirical, interpretive, and critical traditions of inquiry, and cultivate the scholarly habits that are essential in the formulation, design, implementation, and evaluation of effective education policies and practices;
- Engage in systematic analysis of alternative ways to achieve equitable educational opportunities and fair, open, democratic decision-making processes;
- Demonstrate a deep understanding and appreciation of diversity in schooling and society, and engage in practices that work for a more just and equitable society;
- Demonstrate knowledge of teaching and learning processes and environments, and an understanding of the context in which education occurs, in order to integrate theory, research and practice.
- Understand education policy and leadership as a catalyst for organizational and social change.

The **Education Policy and Leadership** specialization is designed to prepare students in careers as education policy makers, policy analysts, curriculum specialists, advocates for children and youth, and leadership positions in a variety of education-related organizations. The specialization situates the study of education in the broader social context and brings an array of discipline-based perspectives and research methodologies to the examination of education issues, policies and practices. The curriculum capitalizes on diverse theoretical and methodological perspectives, drawn from the social sciences and humanities, integrates formal coursework with a variety of more individualized internship and enrichment experiences, and provides opportunities for students to carry out research that contributes to the development of more equitable and effective educational institutions. Students are encouraged to include in their program of study relevant courses in other specializations and in other programs outside the department. Graduates have the theoretical breadth and depth required to investigate compelling educational problems, to create and critique policy and practice alternatives, and to generate knowledge that informs action.

The **Language, Literacy and Social Inquiry** specialization brings together faculty and doctoral students with interests in educational linguistics, literacy education, and social studies education. The faculty affiliated with this specialization has expertise in Educational Linguistics, English/Language Arts

Education, Reading Education, and Social Studies Education, and employ a range of theoretical frameworks and methodological approaches in their research. The specialization is designed to prepare students as researchers, curriculum specialists, teacher educators, and educational leaders who work effectively with children, families, and communities engaged in diverse language, literacy and social practices. Students first take an integrated set of seminars designed to provide an overview of the field and engage in research apprenticeship experiences with faculty, then develop a tailored program of study fitting their specific research interests through a selection of elective courses offered within our department, or from other departments and programs within the University.

The **Mathematics and Science Education** specialization prepares researchers and transformative practitioners in K-16 mathematics and science education. Students in this program gain a deep understanding of classic and current research in mathematics and science education, theories of individual and social cognition, and research methods commonly used by mathematics and science education researchers, all with an emphasis on the connections among theory, research, and practice. They also develop their own abilities as mathematical and scientific thinkers. All students take a set of common courses addressing teaching, learning, policy, and teacher preparation in mathematics and science, as well as more specialized courses addressing mathematics or science education separately. Students have opportunities to take science, technology, engineering, and mathematics (STEM) policy and leadership courses. The specialization takes advantage of the University of Maryland's location in a high-needs urban school district near Washington, DC. Faculty in this program have connections to local schools that enable students to get involved with research and teacher professional development focused on the needs of urban schools.

The **Minority and Urban Education** specialization is designed specifically to provide doctoral students with a broad base of knowledge about the education of disadvantaged populations, particularly students and their communities, in urban areas. This includes issues such as the social and political context of urban schools, the practices and policies that govern urban teaching, and the education of ethnic, racial, cultural and language minorities in all settings. To that end, the specialization is designed to provide an explicit focus on the scope of issues confronting minority students in urban and other contexts. The field of Minority and Urban Education necessarily incorporates perspectives from a variety of fields such as sociology, urban planning, history, political science, education policy and leadership, as well as science, math and literacy. As such, students are encouraged to develop a program of study that includes courses in related areas. Students are prepared to work as university professors, researchers, education leaders, curriculum specialists, researchers and teacher educators in schools and in urban school districts with large disadvantaged minority populations.

The **Teacher Education and Professional Development** specialization is designed to prepare students to become scholars in teacher learning and development. Courses examine research on varying approaches to teacher preparation; explore connections among teacher development, student learning, curriculum, and school improvement; and analyze the broader socio-political context in which teacher education and professional development programs are embedded. Scholarship on teacher learning for under-served populations in urban schools is a strong focus of courses and faculty research. Graduates go on to be researchers, teacher educators, and change agents who forge innovative directions in the education of teachers in universities, state departments of education, and school districts. To complement program requirements, students work with their advisors to select a cluster of courses to their specific interests. These courses might be from other specializations within the department: minority and urban education; technology, learning and leadership; language, literacy and social inquiry;

education policy and leadership; or mathematics and science education. Or they might be from other areas of study such as international education, sociology, urban studies, or women's studies.

The **Technology, Learning and Leadership** specialization is designed to prepare students to become scholars and leaders in the study and design of learning technologies. This specialization is truly cross-disciplinary, drawing together students with diverse interests in teaching and learning, policy and leadership, but who share a focus on exploring the impact of technology on education. Graduates will be prepared to develop innovations in research, teaching, assessment, and leadership through the use, design, and understanding of learning technologies. They will be qualified to conduct research, teach and be leaders in diverse settings, including universities, formal and informal learning environments, and policy organizations. Students design a program with their advisor that incorporates a core cluster of technology-focused courses, in addition to discipline-based courses drawn from other specializations within the department. Students can choose to concentrate on learning to design technology environments, learning to critically evaluate their impact on education, or some combination. Faculty members who are affiliated with this specialization have research interests and expertise in virtual worlds for learning, design methodologies, learning sciences, and online learning. Faculty members situate their work in a variety of fields including science education, young people's identity development, and education policy and evaluation.

If approved, the first incoming class to this new program would be Fall 2014. Students currently enrolled in the existing two programs will be allowed complete their coursework in the program in which they are currently enrolled. Since the new curriculum has only two new courses, with a high degree of flexibility beyond the integrative department core, the transition from the old programs to the new curriculum will proceed naturally as students move through their coursework.

Faculty and Organization

The Department of Teaching and Learning, Policy and Leadership (TLPL) has 33 tenured/tenure track faculty members who have defined areas of research and disciplinary expertise in the areas of curriculum and instruction, education policy and leadership, teacher education and professional development in the various subject areas for teacher certification, as well as minority and urban education. Faculty members are scholars who hold and have held leadership positions in major professional organizations and are committed to cross cutting areas of disciplinary boundaries, such as culture, social justice, learning, technology, pedagogy, and policy.

Library and Physical Resources

Because this is a merger and modification of existing programs and specializations, no new library or physical resources are required for this proposed change. When resources are not part of our holdings within the sixteen University System of Maryland and Affiliated Institutions [USMAI] libraries, the Interlibrary Loan Office can obtain monographs, journal articles, dissertations, government documents and technical reports at no charge to the student or faculty. This service will support the instruction and research needs of the students.

Membership in the Committee on Institutional Cooperation (CIC) libraries will provide the students access to the monographic holdings of University of Chicago, University of Illinois, Indiana University, University of Iowa, University of Michigan, Michigan State University, University of Minnesota, University of Nebraska-Lincoln, Northwestern University, Ohio State University, Pennsylvania State

University, Purdue University, Rutgers University, and University of Wisconsin-Madison. The UM Libraries provides our students access to 4 million volumes in our collection -- but with the membership in CIC libraries, the students and faculty now have access to a total of 90 million volumes within the 14 CIC university libraries.

Membership in The Chesapeake Information and Research Library Alliance (CIRLA) will provide students access to the monographic holdings of these local academic/research libraries: Howard University, Georgetown University, George Washington University, Johns Hopkins University, National Agricultural Library, Smithsonian Institution and the University of Delaware.

All other resource needs are covered by current faculty and staff assigned to the relevant proposed specialty areas of the program. We nonetheless include estimates of resources and expenditures based on current budgets and experience with the existing doctoral programs.

Resources and Expenditures

Resources Categories	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1. Reallocated Funds[1]	0	0	0	0	0
2. Tuition/ Fee Revenue[2] (c+g below)	$1,533,650	$1,721,204	$1,772,840	$1,826,025	$1,880,806
a. #F.T Students	90	100	100	100	100
b. Annual Tuition/ Fee Rate	$15,198	$15,654	$16,124	$16,607	$17,105
c. Annual Full Time Revenue (a x b)	$1,367,820	$1,565,394	$1,612,356	$1,660,726	$1,710,548
d. # Part Time Students	24	24	24	24	24
e. Credit Hour Rate	573	590	608	626	645
f. Annual Credit Hours	12	11	11	11	11
g. Total Part Time Revenue (d x e x f)	$165,830	$155,810	$160,484	$165,299	$170,258
3. Grants, Contracts, & Other External Sources[3]					
4. Other Sources					
TOTAL (Add 1-4)	**$1,533,650**	**$1,721,204**	**$1,772,840**	**$1,826,025**	**$1,880,806**

Expenditure Categories	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1. Faculty Expenses (b + c below)	$1,232,476	$1,257,125	$1,282,268	$1,307,913	$1,334,071
a. #FTE	31	31	31	31	31
b. Total Salary	$978,155	$997,719	$1,017,673	$1,038,026	$1,058,787
c. Total Benefits	$254,320	$259,407	$264,595	$269,887	$275,285
2. Administrative Staff Expenses (b + c below)	$113,999	$116,278	$118,604	$120,976	$123,396
a. #FTE	2	2	2	2	2
b. Total Salary	$90,475	$92,285	$94,130	$96,013	$97,933
c. Total Benefits	$23,524	$23,994	$24,474	$24,963	$25,463
3. Total Support Staff expenses					
a. # FTE	0	0	0	0	0
b. Total Salary					
c. Total Benefits					
4. Equipment					
5. Library					
6. New or Renovated Space					
7. Other Expenses					
Total (Add 1- 7)	**$1,346,475**	**$1,373,403**	**$1,400,872**	**$1,428,889**	**$1,457,467**

Appendix A: Reorganization of departments within the College of Education

As of July 2011, the College of Education at the University of Maryland, College Park, has been reorganized from seven distinct academic units into three units. The reorganization into three moderate-sized departments with an integrated leadership and planning structure should support more collaborative curriculum planning and scheduling. It is expected that such collaboration will lead to a reduction in unnecessary overlap/redundancy in course offerings and more efficient course scheduling, which will better serve student needs and interests. It will also advance new synergy among the faculty, staff, and students; enable more focused cross-disciplinary work; and, promote interactions between faculty with overlapping areas of interest and expertise who had previously been located in separate departments. No academic programs were restructured as part of the departmental reorganization. With the exception of one program (Organizational Leadership and Policy Studies – OLPS), all of the existing programs have moved wholesale to the new departments. Curriculum revisions will likely occur over a number of years as faculty members develop new interactions within their new departments.

Carrying out a major reorganization of this type can be very disruptive, and so the process for deciding upon the new structure was lengthy and deliberate. Formal discussions began in February 2009, using town hall meetings, focus groups, blogs, websites and small group discussions to study various possible models. The College Senate played a central role in defining the process and deciding which models to consider. Careful consideration was given to the distribution of faculty lines and academic programs, with the end result that each of the three new units is approximately equivalent in size. An attractive outcome of the chosen restructuring is that each of the three new units has both graduate and undergraduate academic programs. Established campus processes were used to change the tenure homes of all faculty to the new units. A new Plan of Organization reflecting the college's new organization has been developed.

Full documentation on the reorganization and processes followed can be found at
http://www.provost.umd.edu/ProgDocs/10-11/10043_EDUC_EDUC_ReorganizeEducDepts.pdf

The resulting new units are the following:

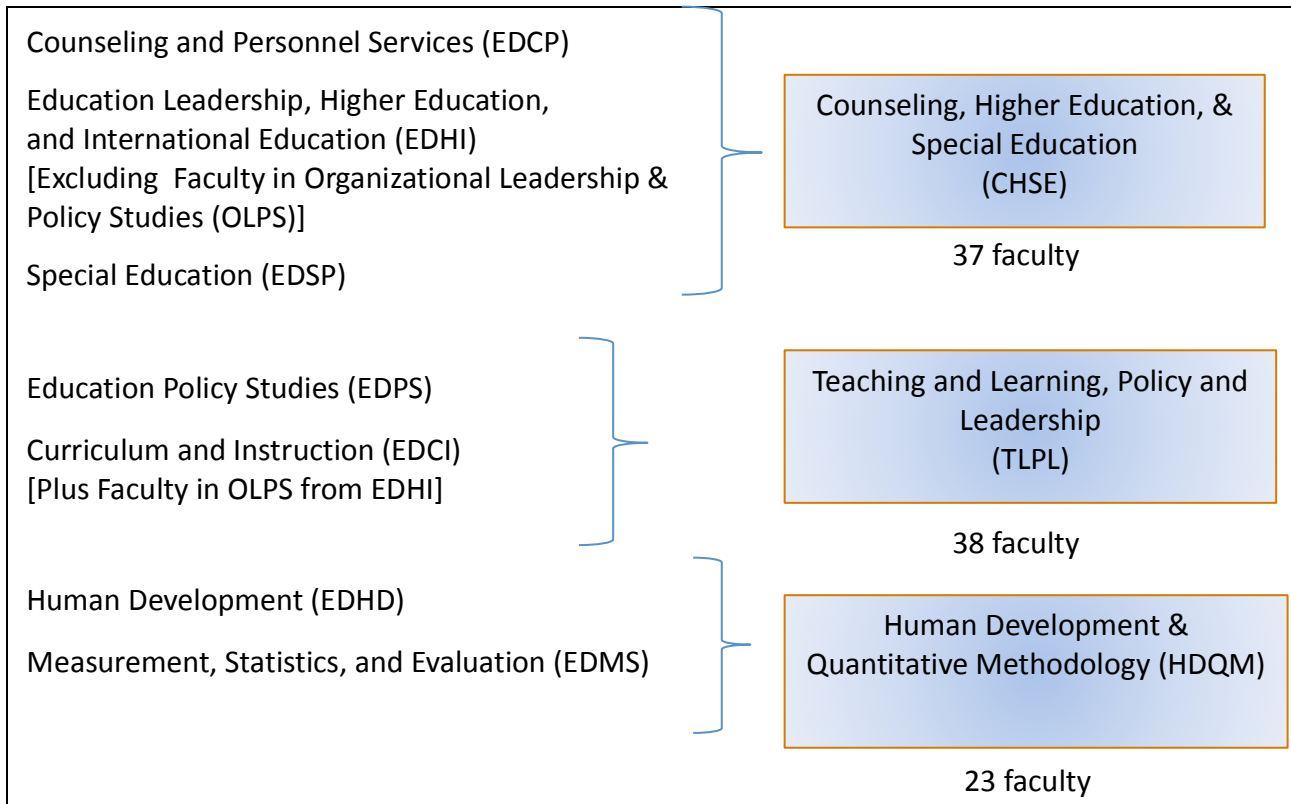### 1) *Counseling, Higher Education and Special Education – CHSE*

This department concentrates on the preparation of counselors, school leaders, teachers, and student development and international leaders who work in a variety of educational environments both in the US and abroad. This department was formed from faculty in Counseling and Personnel Services, Higher and International Education (with the exception of faculty who specialize in Organizational Leadership and Policy Studies), and Special Education. It is expected that this organization will promote new research and teaching opportunities in higher education, disability studies and will strengthen an increasingly international focus consistent with the College's and the University's Strategic Plans.

2) *Teaching and Learning, Policy and Leadership – TLPL*

This department incorporates teacher preparation programs in the former department of Curriculum and Instruction with faculty in Policy Studies and Organizational Leadership, who provide instruction in school administration and in policies and practices that promote effective schools and school systems. The department also offers education minors and General Education classes for any undergraduates who have an interest in educational issues but who may not pursue a career in teaching.

3) *Human Development and Quantitative Methodology – HDQM*

This department combines faculty in Human Development and in Measurement and Statistics, and will provide a new synergy for quantitative research in learning, cognitive and language development, and social and moral development and socialization. The department's doctoral programs prepare students for careers in research and teaching in academic and non-academic settings. Masters' and certificate programs provide high level training in human development theory and research and in measurement, statistics, and evaluation to individuals in a variety of professions. At the undergraduate level, the department has missions to prepare early childhood teachers through its early childhood certification program, and preparing undergraduates to conduct research in developmental science and education psychology.

Counseling and Personnel Services (EDCP)

Education Leadership, Higher Education, and International Education (EDHI)
[Excluding Faculty in Organizational Leadership & Policy Studies (OLPS)]

Special Education (EDSP)

→ Counseling, Higher Education, & Special Education (CHSE)

37 faculty

Education Policy Studies (EDPS)

Curriculum and Instruction (EDCI)
[Plus Faculty in OLPS from EDHI]

→ Teaching and Learning, Policy and Leadership (TLPL)

38 faculty

Human Development (EDHD)

Measurement, Statistics, and Evaluation (EDMS)

→ Human Development & Quantitative Methodology (HDQM)

23 faculty

Appendix B: Outline of the Doctoral Curriculum

Minimum of 60 Credit Hours Beyond the Master's Degree[1]		Credit Hours
Integrative Departmental Core	*All students complete a core two-semester six-credit course the first year in the program:* TLPL[2] XXX: Foundations of Inquiry & Practice I (in development) TLPL XXX: Foundations of Inquiry & Practice II (in development)	6
Intermediate & Advanced Methods	*Students work with their advisors to develop a program that includes a min. of 12 credits of intermediate and advanced methods courses. No specific methods course is required, though students must take at least one qualitative methods course and one quantitative methods course as part of their preparation for dissertation research.*	12
Specialty Area	*Students complete coursework in one of six department specializations:* • Education Policy & Leadership • Language, Literacy & Social Inquiry • Mathematics & Science Education • Minority & Urban Education • Teacher Education & Professional Development • Technology, Learning & Leadership	30
Dissertation Research	*All students complete a minimum of 12 credits of dissertation research per University policy.*	12

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[1] Most students admitted to the doctoral program already have a master's degree. If a student does not have a master's degree, an advisor develops an individualized plan that aligns master's level and doctoral level coursework for the student.

[2] We designate all new courses with the prefix TLPL. Eventually all courses will be given this prefix.

Appendix C: SUMMARY OF TLPL DOCTORAL OUTCOMES ASSESSMENT

Purpose

All doctoral students in the Department of Teaching and Learning, Policy and Leadership (TLPL) participate in an annual review of the student's progress to degree and professional development. Students are expected to make continuous progress in the completion of their degree program and demonstrate the knowledge, skills and competencies consistent with the professional expectations in their field. The doctoral graduate outcome assessment (DGOA) provides students an opportunity to reflect on progress, clarify expectations, and collaborate with faculty in meeting programmatic and professional goals. Members of the department's Graduate Research and Education Committee (GREC) also use the DGOA to evaluate annually strengths and weaknesses in curricular offerings and departmental programs. The DGOA is meant to be useful to students and faculty, provide annual documentation of students' progress and development, and not be burdensome for either students or faculty to complete.

The department's DGOA has three major learning goals:

1. Students will acquire a deep understanding of the knowledge and theories associated with the doctoral program's field of expertise.

2. Students will acquire a full understanding of research skills and practices associated with the doctoral program's field of expertise.

3. Students will demonstrate the professional competencies required to apply knowledge, conduct research, and provide leadership associated with the doctoral program's field of expertise.

Benchmarks

Benchmarks are critical milestones that students are expected to complete as part of their programs in TLPL. These benchmarks are both programmatic and professional. Programmatic benchmarks are associated with students' progress to degree. These benchmarks help students and faculty gauge whether students are on an appropriate trajectory to complete the doctoral program within the agreed upon time period given a student's enrollment status (e.g., full time or part time). Unless a student has requested formally a leave of absence in accordance with the University's graduate education guidelines, the student is expected to make progress each year toward completing the doctoral degree requirements. There are four major programmatic benchmarks: (1) completion of first-year portfolio review, (2) completion of the comprehensive portfolio review, (3) completion of the dissertation proposal defense, and (4) completion of the dissertation defense.

Professional benchmarks are associated with the acquisition of knowledge, skills, and competencies consistent with the professional expectations in a student's field of expertise. Students demonstrate their professional development through the quality of their coursework and professional activities while students in the program. A major vehicle for documenting students' professional development is the requirement that students compile a professional portfolio. The portfolio provides evidence that students have developed the knowledge, skills, and competencies required of students. Examples of portfolio documents include: (1) three manuscripts completed in the first year as part of the program's core; (2) one manuscript completed each year thereafter in any course; (3) an authored or co-authored manuscript suitable for publication in a journal, (4) an authored or co-authored manuscript suitable for

publication as a chapter in a book, (5) an authored or co-authored manuscript presented at the meeting of a professional association, (6) the syllabus and lessons plans associated with the development or implementation of an undergraduate course in the students' area of expertise; (7) independent evaluations of teaching with a reflective response by a student; (8) an authored or co-authored report presented to an education agency or professional association; (9) evidence of leadership in a major state or national professional association, including graduate student associations; (10) evidence of meaningful participation in the development of a research project or funding proposal, (11) a comprehensive examination or literature review completed in preparation for developing the students' dissertation proposal; and (12) professional awards achieved while a graduate student.

Use of Assessment Data

Programmatic benchmarks. Students meet each year with their advisor to determine whether sufficient progress toward completing each milestone has been made. Students who fail to make sufficient progress during an academic year develop a written plan or contract with their advisor that specifies what must be completed by the end of the next academic year; students who fail to make sufficient progress to degree for two years in a row may be recommended for dismissal from the program. Students and faculty use these data individually to monitor progress, while the faculty use aggregate data to assess program strengths and weaknesses. A report on progress to degree for all doctoral students is distributed each year to faculty to evaluate admission standards, curriculum, and related procedures.

Professional benchmarks. Students meet annually with their advisor to determine whether sufficient progress has been made in developing the competencies consistent with the professional expectations in a program's field of expertise. The professional portfolio provides the basic data by which to assess these competencies. Advisors provide students with feedback about the development of competencies and what students may do to strengthen the portfolio (and thereby the documented competencies). GREC or a committee of faculty reviews a proportion of portfolios each year for students at different stages in the doctoral program; faculty use this review to assess program strengths and weaknesses, including whether the portfolios provide meaningful and sufficient demonstrations of desire competencies.