Mission Statement

The mission of the department of Educational Foundations and Research is to deeply understand and find solutions for the challenges that face educators, leaders, and policymakers in our state and around the world. We do this through

- rigorous interdisciplinary research that leverages cutting-edge theory and research methods in the humanities and social sciences;
- collaboration with the best minds in education and other disciplines;
- engaged, hands-on teaching that develops highly skilled, knowledgeable, and reflective professionals;
- committed service to our community, to North Dakota, to our region, and to the larger profession; and
- articulate, informed advocacy for evidence-based decision making, cultural understanding, and social justice.

The PhD in Educational Foundations and Research broadly prepares teachers, administrators, policymakers, evaluators, and other professionals for pre-K-12 and higher education advocacy and research. Students take coursework in two major emphases, Educational Foundations and Educational Research. Educational Foundations are humanities and social sciences perspectives on education as an object of inquiry (psychology, history, philosophy, sociology, multiculturalism, gender and sexuality studies, anthropology, and comparative and international education). Educational Research incorporates quantitative, qualitative, and mixed methods research from a range of differing paradigms. Students concentrate in one of these emphases but take courses in both.
Student Learning Goals

Educational Foundations Emphasis

Overall Foundations Goal
The students will demonstrate content knowledge, skills, and dispositions that prepare them for functioning as engaged education professionals in a diverse and complex world.

Objective 1:
Students will demonstrate a depth and breadth of knowledge of various foundations disciplines, their methods, and their conventions of communication.

Potential Assessment Methods:
- Summative artifacts from coursework and elsewhere (presentations, publications, scholarly fora, collaborations, etc.)
- Formative artifacts from coursework and elsewhere (reflections, presentations, etc.)
- Comprehensive Exams
- Scholarly projects, independent studies and theses
- Defenses
- Dissertations (internal & external review)

Objective 2:
Students will display skills associated with the foundations of education:
- Interpret, critique and synthesize major historical, social, cultural, psychological, political, comparative, and philosophical ideas and perspectives influencing modern schooling and education more broadly;
- Articulate and defend ideas in writing and discourse;
- Reflect on individual beliefs, values, attitudes, and perspectives about educational practices, policies, and systems;
- Use technology and basic research skills to discover, interpret, and present information;
- Apply pedagogical and curricular skills to their professional practice.

Potential Assessment Methods:
- Summative artifacts from coursework and elsewhere (presentations, publications, scholarly fora, collaborations, etc.)
- Formative artifacts from coursework and elsewhere (reflections, presentations, etc.)
- Comprehensive Exams
- Scholarly projects, independent studies and theses
- Defenses
- Dissertations (internal & external review)
Objective 3:
Students will demonstrate action-oriented dispositions of professionalism; intellectual curiosity; and respect for human, cultural, political, and philosophical diversity.

Potential Assessment Methods:
- Annual student progress reports
- Summative artifacts from coursework and elsewhere (presentations, publications, scholarly fora, collaborations, etc.)
- Formative artifacts from coursework and elsewhere (reflections, presentations, etc.)
- Comprehensive Exams
- Scholarly projects, independent studies and theses
- Defenses
- Dissertations (internal & external review)

Educational Research Emphasis

Overall Research Goal
The student will demonstrate the ability to understand and conduct research relevant to educational issues.

Objective 1:
The student will demonstrate a depth and breadth of understanding of research as a discipline.

Potential Assessment Methods:
- Summative artifacts from coursework and elsewhere (presentations, publications, scholarly fora, collaborations, etc.)
- Formative artifacts from coursework and elsewhere (reflections, presentations, etc.)
- Comprehensive Exams
- Scholarly projects, independent studies and theses
- Defenses
- Dissertations (internal & external review)
**Objective 2:**
The student will understand and articulate paradigmatic differences among various qualitative, quantitative, and mixed methodological frameworks.

Potential Assessment Methods:

- Summative artifacts from coursework and elsewhere (presentations, publications, scholarly fora, collaborations, etc.)
- Formative artifacts from coursework and elsewhere (reflections, presentations, etc.)
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- Defenses
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**Objective 3:**
The student will be able to plan research projects including appropriate use of quantitative, qualitative, and/or mixed methodologies.

Potential Assessment Methods:

- Summative artifacts from coursework and elsewhere (presentations, publications, scholarly fora, collaborations, etc.)
- Formative artifacts from coursework and elsewhere (reflections, presentations, etc.)
- Comprehensive Exams
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- Defenses
- Dissertations (internal & external review)

**Objective 4:**
The student will be able to implement research projects—including data collection and analysis—using both quantitative, qualitative, and/or mixed methodologies.

Potential Assessment Methods:

- Summative artifacts from coursework and elsewhere (presentations, publications, scholarly fora, collaborations, etc.)
- Formative artifacts from coursework and elsewhere (reflections, presentations, etc.)
- Comprehensive Exams
- Scholarly projects, independent studies and theses
- Defenses
- Dissertations (internal & external review)
### Objective 5:
The student will be able to write and present research reports based on quantitative, qualitative and/or mixed methodologies.

Potential Assessment Methods:

- Summative artifacts from coursework and elsewhere (presentations, publications, scholarly fora, collaborations, etc.)
- Formative artifacts from coursework and elsewhere (reflections, presentations, etc.)
- Comprehensive Exams
- Scholarly projects, independent studies and theses
- Defenses
- Dissertations (internal & external review)

### Assessment Process and Timing

Both of the emphases—foundations and research—will be assessed annually by all full time faculty who teach courses within the individual emphases. Some faculty will thus be members of both assessment teams as they teach in both emphases.

Foundations objectives 1 & 2 above should be assessed annually. The major instrument of assessing these objectives will be the aggregate data obtained from comprehensive examination rubrics (see attached). Every third year, a separate assessment should be done from other potential assessment methods listed above. Every tenth year, an external review of completed program dissertations should be done.

Foundations objective 3 should be assessed biannually using samples of coursework products, comprehensive examination rubric data, and data obtained through the annual student progress reports (see attached).

Research objectives 1, 2 & 3 should be assessed annually. The major instrument of assessing these objectives will be the aggregate data obtained from comprehensive examination rubrics (see attached). Every third year, a separate assessment should be done from other potential assessment methods listed above.

Biannually, an assessment of research objectives 4 & 5 should be done using samples of coursework products and reviewing a sample of completed dissertations. Every tenth year, an external review of completed program dissertations should be done to assess all five research objectives.
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<tbody>
<tr>
<td>Foundations 1</td>
<td>Comps; External dissertation review</td>
<td>Comps; External dissertation review</td>
<td>Comps; External dissertation review</td>
<td>Comps; Progress reports</td>
<td>Comps; Internal dissertation review</td>
<td>Comps; Internal dissertation review</td>
<td>Comps; Internal dissertation review</td>
<td>Comps; Internal dissertation review</td>
<td>Comps; Internal dissertation review</td>
<td>Comps; Internal dissertation review</td>
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<tr>
<td>Foundations 2</td>
<td>Comps; External dissertation review</td>
<td>Comps; External dissertation review</td>
<td>Comps; Progress reports</td>
<td>Comps; Progress reports</td>
<td>Comps; Internal dissertation review</td>
<td>Comps; Internal dissertation review</td>
<td>Comps; Internal dissertation review</td>
<td>Comps; Internal dissertation review</td>
<td>Comps; Internal dissertation review</td>
<td>Comps; Internal dissertation review</td>
</tr>
<tr>
<td>Foundations 3</td>
<td>Comps; External dissertation review</td>
<td>Comps; External dissertation review</td>
<td>Comps; Progress reports</td>
<td>Comps; Progress reports</td>
<td>Comps; Internal dissertation review</td>
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<tr>
<td>Research 1</td>
<td>Comps; External dissertation review</td>
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<td>Comps; Progress reports</td>
<td>Comps; Progress reports</td>
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<td>Comps; Internal dissertation review</td>
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<td>Comps; Internal dissertation review</td>
</tr>
<tr>
<td>Research 2</td>
<td>Comps; External dissertation review</td>
<td>Comps; External dissertation review</td>
<td>Comps; Progress reports</td>
<td>Comps; Progress reports</td>
<td>Comps; Internal dissertation review</td>
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<td>Comps; Internal dissertation review</td>
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<td>Comps; Internal dissertation review</td>
</tr>
<tr>
<td>Research 3</td>
<td>Comps; External dissertation review</td>
<td>Comps; External dissertation review</td>
<td>Comps; Progress reports</td>
<td>Comps; Progress reports</td>
<td>Comps; Internal dissertation review</td>
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<td>Comps; Internal dissertation review</td>
<td>Comps; Internal dissertation review</td>
</tr>
<tr>
<td>Research 4</td>
<td>Comps; External dissertation review</td>
<td>Comps; External dissertation review</td>
<td>Comps; Progress reports</td>
<td>Comps; Progress reports</td>
<td>Comps; Internal dissertation review</td>
<td>Comps; Internal dissertation review</td>
<td>Comps; Internal dissertation review</td>
<td>Comps; Internal dissertation review</td>
<td>Comps; Internal dissertation review</td>
<td>Comps; Internal dissertation review</td>
</tr>
<tr>
<td>Research 5</td>
<td>Comps; External dissertation review</td>
<td>Comps; External dissertation review</td>
<td>Comps; Progress reports</td>
<td>Comps; Progress reports</td>
<td>Comps; Internal dissertation review</td>
<td>Comps; Internal dissertation review</td>
<td>Comps; Internal dissertation review</td>
<td>Comps; Internal dissertation review</td>
<td>Comps; Internal dissertation review</td>
<td>Comps; Internal dissertation review</td>
</tr>
</tbody>
</table>
### OBJECTIVE 1: Student demonstrates the ability to integrate and synthesize ideas.

<table>
<thead>
<tr>
<th><strong>Level 4</strong></th>
<th><strong>Level 3</strong></th>
<th><strong>Level 2</strong></th>
<th><strong>Level 1</strong></th>
<th><strong>Level 0</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Expectations:</td>
<td>Meets Expectations:</td>
<td>Marginaly Meets Expectations:</td>
<td>Does Not Meet Expectations:</td>
<td>Does Not Meet Expectations:</td>
</tr>
<tr>
<td>Integrates and synthesizes multiple sources, ideas, theories, models, and/or coursework in the development of an answer. Demonstrates effective integration and synthesis of ideas in a logical and comprehensive manner. Argument is elaborative and logical.</td>
<td>Integrates and synthesizes adequate sources, ideas, theories, models, and/or coursework in the development of an answer. Demonstrates effective integration and synthesis of ideas in a logical and comprehensive manner. Argument is convincing and effective.</td>
<td>Integrates and synthesizes few sources, ideas, theories, models, and/or coursework in the development of an answer.</td>
<td>Demonstrates little integration and synthesis of sources, ideas, theories, models, and/or coursework. References are limited and not integrated. Argument is missing.</td>
<td>Does not address the question.</td>
</tr>
</tbody>
</table>

**Comments:**

**Level 4:** Student integrates and synthesizes multiple sources, ideas, theories, models, and/or coursework in the development of an answer. Demonstrates effective integration and synthesis of ideas in a logical and comprehensive manner. Argument is elaborative and logical.

**Level 3:** Student integrates and synthesizes adequate sources, ideas, theories, models, and/or coursework in the development of an answer. Demonstrates effective integration and synthesis of ideas in a logical and comprehensive manner. Argument is convincing and effective.

**Level 2:** Student integrates and synthesizes few sources, ideas, theories, models, and/or coursework in the development of an answer. Demonstrates little integration and synthesis of ideas, but argument is hard to follow.

**Level 1:** Student does not address the question.

**Level 0:** Does not provide any evidence of synthesis.

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### OBJECTIVE 2: Student demonstrates the ability to think critically.

<table>
<thead>
<tr>
<th><strong>Level 4</strong></th>
<th><strong>Level 3</strong></th>
<th><strong>Level 2</strong></th>
<th><strong>Level 1</strong></th>
<th><strong>Level 0</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Expectations:</td>
<td>Meets Expectations:</td>
<td>Marginaly Meets Expectations:</td>
<td>Does Not Meet Expectations:</td>
<td>Does Not Meet Expectations:</td>
</tr>
<tr>
<td>Uses extensive levels of argument to reach conclusions. Provides critical analyses of sources and provides evidence to support the answer. Evaluates sources and incorporates them in the argument.</td>
<td>Uses appropriate levels of argument to reach conclusions. Provides adequate critical analyses of sources and provides some evidence to support the answer. Evaluates some sources and incorporates them in the argument.</td>
<td>Provides some critical analyses of sources and evidence to support the answer. Little evaluation of sources.</td>
<td>Provides a collection of ideas and sources with little critical review.</td>
<td>Does not provide any evidence of critical thinking.</td>
</tr>
</tbody>
</table>

**Comments:**

**Level 4:** Uses extensive levels of argument to reach conclusions. Provides critical analyses of sources and provides evidence to support the answer. Evaluates sources and incorporates them in the argument.

**Level 3:** Uses appropriate levels of argument to reach conclusions. Provides adequate critical analyses of sources and provides some evidence to support the answer. Evaluates some sources and incorporates them in the argument.

**Level 2:** Provides some critical analyses of sources and evidence to support the answer. Little evaluation of sources.

**Level 1:** Provides a collection of ideas and sources with little critical review.

**Level 0:** Does not provide any evidence of critical thinking.

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### OBJECTIVE 3: Student demonstrates scholarship.

<table>
<thead>
<tr>
<th><strong>Level 4</strong></th>
<th><strong>Level 3</strong></th>
<th><strong>Level 2</strong></th>
<th><strong>Level 1</strong></th>
<th><strong>Level 0</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Expectations:</td>
<td>Meets Expectations:</td>
<td>Marginaly Meets Expectations:</td>
<td>Does Not Meet Expectations:</td>
<td>Does Not Meet Expectations:</td>
</tr>
<tr>
<td>Provides convincing and comprehensive evidence and justification for conclusions and summative statements. Relates conclusions and statements to research and/or relevant literature.</td>
<td>Provides adequate evidence and justification for conclusions and summative statements. Relates most conclusions and statements to research and/or relevant literature.</td>
<td>Provides minimal evidence and justification for conclusions and summative statements. Relates some conclusions and statements to research and/or relevant literature.</td>
<td>Provides little evidence and justification for conclusions and summative statements. Does not relate conclusions and statements to research and/or relevant literature.</td>
<td>Does not provide any evidence of scholarship.</td>
</tr>
</tbody>
</table>

**Comments:**

**Level 4:** Provides convincing and comprehensive evidence and justification for conclusions and summative statements. Relates conclusions and statements to research and/or relevant literature.

**Level 3:** Provides adequate evidence and justification for conclusions and summative statements. Relates most conclusions and statements to research and/or relevant literature.

**Level 2:** Provides minimal evidence and justification for conclusions and summative statements. Relates some conclusions and statements to research and/or relevant literature.

**Level 1:** Provides little evidence and justification for conclusions and summative statements. Does not relate conclusions and statements to research and/or relevant literature.

**Level 0:** Does not provide any evidence of scholarship.

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### OBJECTIVE 4: Student demonstrates effective writing skills.

<table>
<thead>
<tr>
<th><strong>Level 4</strong></th>
<th><strong>Level 3</strong></th>
<th><strong>Level 2</strong></th>
<th><strong>Level 1</strong></th>
<th><strong>Level 0</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Expectations:</td>
<td>Meets Expectations:</td>
<td>Marginaly Meets Expectations:</td>
<td>Does Not Meet Expectations:</td>
<td>Does Not Meet Expectations:</td>
</tr>
<tr>
<td>Writes in a convincing and effective manner. Chooses a style and voice appropriate for purpose. Well-documented, well-researched, well-developed. Elaborates effectively and goes beyond expectations. Writes clearly.</td>
<td>Writes in an effective manner. Chooses a style and voice appropriate for purpose. Documented, researched, well-developed. Elaborates effectively and meets expectations. Writes clearly.</td>
<td>Writes in a confusing manner. Lacks clarity. Shows little style or voice appropriate for purpose. Elaborates little and barely meets expectations. Writing is distracting to some extent.</td>
<td>Writes in a manner that detracts from ideas. Problems with style and/or writing ability. Writing is distracting and lacks cogency.</td>
<td>Writes ineffectively, highly distracting, need major work to make readable.</td>
</tr>
</tbody>
</table>

**Comments:**

**Level 4:** Writes in a convincing and effective manner. Chooses a style and voice appropriate for purpose. Well-documented, well-researched, well-developed. Elaborates effectively and goes beyond expectations. Writes clearly.

**Level 3:** Writes in an effective manner. Chooses a style and voice appropriate for purpose. Documented, researched, well-developed. Elaborates effectively and meets expectations. Writes clearly.

**Level 2:** Writes in a confusing manner. Lacks clarity. Shows little style or voice appropriate for purpose. Elaborates little and barely meets expectations. Writing is distracting to some extent.

**Level 1:** Writes in a manner that detracts from ideas. Problems with style and/or writing ability. Writing is distracting and lacks cogency.

**Level 0:** Writes ineffectively, highly distracting, need major work to make readable.
University of North Dakota  
Educational Foundations and Research  
DOCTORAL STUDENT ANNUAL PROGRESS REPORT FORM

**DIRECTIONS:** This form should be completed annually following a meeting between the doctoral student and academic advisor in which all aspects of this form are discussed. The completed form should be delivered to the Department of Educational Foundations and Research Graduate Director by **April 1**. The advisor and student should each retain a copy of the completed and signed form.

1. **STUDENT & PROGRAM INFORMATION**

<table>
<thead>
<tr>
<th>Name:</th>
<th>ID:</th>
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<tbody>
<tr>
<td>Email:</td>
<td>Phone:</td>
</tr>
<tr>
<td>Advisor:</td>
<td>Emphasis area:</td>
</tr>
<tr>
<td>Program Start date:</td>
<td>Date Review period:</td>
</tr>
</tbody>
</table>

2. **PROGRAM REQUIREMENTS & PROFESSIONAL DEVELOPMENT** *(Completed by student)*

<table>
<thead>
<tr>
<th>Program of study:</th>
<th></th>
<th>Outline professional development activities to date (e.g., Presentations, publications, awards, etc.):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee selection:</td>
<td></td>
<td></td>
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<tr>
<td>Course work:</td>
<td></td>
<td></td>
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<tr>
<td>Comprehensive exams:</td>
<td></td>
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<tr>
<td>Proposal:</td>
<td></td>
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<tr>
<td>Preliminary defense:</td>
<td></td>
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<tr>
<td>Anticipated completion:</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Anticipated graduation:</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

3. **STUDENT PROGRESS** *(Completed by student)*

Outline the goals met since last report including courses completed with final letter grade. *(Note: UND Graduate School requires students to maintain a minimum 3.00 GPA):*

Outline the goals not met since last report:
4. STUDENT RATING (Completed by advisor)

<table>
<thead>
<tr>
<th>Rating</th>
<th>Category</th>
<th>Description/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Excellent</td>
<td></td>
<td>Student meets or exceeds expectations.</td>
</tr>
<tr>
<td>□ Good</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>□ Adequate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Marginal</td>
<td>In Need of Improvement</td>
<td>Student does not meet expectations, but is suggested to continue pending specific improvements detailed below.</td>
</tr>
<tr>
<td>□ Very Marginal</td>
<td>Improvement</td>
<td></td>
</tr>
<tr>
<td>□ Failure</td>
<td>Unsatisfactory</td>
<td>Student recommended to withdraw due to reasons below.</td>
</tr>
</tbody>
</table>

Details as requested above:

5. STUDENT GOALS (Completed by student in consultation with advisor)

Outline the goals to be met in upcoming year (programmatic and professional):

6. TUITION WAIVER REQUEST (Completed in consultation with advisor)

Tuition waivers from other sources (how many, how often):

FALL requested (list courses & credits)  
SPRING requested (list courses & credits)

7. SIGNATURES

Student declaration: The above portions of this form were completed prior to my signing. My signature does not necessarily imply agreement with the contents of this form, only that I have read and understand my progress report.

Any additional student comments:

Student’s signature:  
Date (MM/DD/YYYY):

Advisor’s signature:  
Date (MM/DD/YYYY):

EFR Graduate Director’s signature:  
Date (MM/DD/YYYY):

Updated 02/2013
Mission Statement

The mission of the Department of Educational Foundations and Research is to provide teaching and advisement to educators and other professionals in research, evaluation, and foundations of education. We provide degrees in Foundations and Research as well as courses in support of UND’s degree programs across the state. We are professional consultants to the University, local, regional, national, and international communities. We conduct, disseminate, and advise on theoretical and empirical research based on qualitative, quantitative, and mixed-methods approaches. We are committed to an interdisciplinary approach and to increasing social justice through teaching, research, and service.

Student Learning Goals

Educational Foundations Emphasis

Overall Foundation Goal
The students will demonstrate content knowledge, skills, and dispositions that prepare them for functioning as engaged education professionals in a diverse and complex world.
Objective 1:
Students will demonstrate a depth and breadth of knowledge of various foundations disciplines, their methods, and their conventions of communication.

Potential Assessment Methods:
- Summative artifacts from coursework and elsewhere (presentations, publications, scholarly fora, collaborations, etc.)
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Objective 2:
Students will display skills associated with the foundations of education:
- Interpret, critique and synthesize major historical, social, cultural, and philosophical ideas and perspectives influencing modern schooling and education more broadly;
- Articulate and defend ideas in writing and discourse;
- Reflect on individual beliefs, values, attitudes, and perspectives about educational practices, policies, and systems;
- Use technology and basic research skills to discover, interpret, and present information;
- Apply pedagogical and curricular skills to their professional practice.

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- Formative artifacts from coursework and elsewhere (reflections, presentations, etc.)
- Comprehensive Exams
- Scholarly projects, independent studies and theses
- Defenses
- Dissertations (internal & external review)

Objective 3:
Students will demonstrate action-oriented dispositions of professionalism; mindfulness; intellectual curiosity; and respect for human, cultural, political, and philosophical diversity.
Potential Assessment Methods:
- Summative artifacts from coursework and elsewhere (presentations, publications, scholarly fora, collaborations, etc.)
- Formative artifacts from coursework and elsewhere (reflections, presentations, etc.)
- Comprehensive Exams
- Scholarly projects, independent studies and theses
- Defenses
- Dissertations (internal & external review)

### Educational Research Emphasis

**Overall Research Goal**
The student will demonstrate the ability to understand and conduct research relevant to educational problems.

**Objective 1:**
The student will demonstrate a depth and breadth of understanding of research as a discipline.

Potential Assessment Methods:
- Summative artifacts from coursework and elsewhere (presentations, publications, scholarly fora, collaborations, etc.)
- Formative artifacts from coursework and elsewhere (reflections, presentations, etc.)
- Comprehensive Exams
- Scholarly projects, independent studies and theses
- Defenses
- Dissertations (internal & external review)

**Objective 2:**
The student will understand and articulate paradigmatic differences among various qualitative, quantitative, and mixed methodological frameworks.

Potential Assessment Methods:
- Summative artifacts from coursework and elsewhere (presentations, publications, scholarly fora, collaborations, etc.)
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Objective 3:
The student will be able to plan research projects including appropriate use of quantitative, qualitative, and/or mixed methodologies.

Potential Assessment Methods:
- Summative artifacts from coursework and elsewhere (presentations, publications, scholarly fora, collaborations, etc.)
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Objective 4:
The student will be able to implement research projects—including data collection and analysis—using both quantitative, qualitative, and/or mixed methodologies.

Potential Assessment Methods:
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- Defenses
- Dissertations (internal & external review)

Objective 5:
The student will be able to write and present research reports based on quantitative and/or qualitative methodologies.

Potential Assessment Methods:
- Summative artifacts from coursework and elsewhere (presentations, publications, scholarly fora, collaborations, etc.)
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- Comprehensive Exams
- Scholarly projects, independent studies and theses
- Defenses
- Dissertations (internal & external review)
Learning Goal 3: The student will demonstrate knowledge of educational theory and application of educational practices related to the foundations (personal, historical, philosophical, sociological, anthropological, psychological, and/or multicultural) for learning and teaching.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Educational Experience</th>
<th>Assessment Methods</th>
<th>Timeline</th>
<th>Responsibilities</th>
<th>Use of Results and Process for Documentation and Decision-making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: Apply educational foundations in practice situations</td>
<td>Coursework in foundations Classroom presentations</td>
<td>Evaluation in courses Grading system</td>
<td>Throughout coursework every semester</td>
<td>Foundations faculty</td>
<td>Individual faculty make alterations in class activities and assignments based on students' work done in classes.</td>
</tr>
<tr>
<td>Objective 2: Synthesize research in literature review</td>
<td>Final Defense</td>
<td>Committee approval of dissertation and defense Grading system</td>
<td>After coursework is completed</td>
<td>Doctoral Advisory Committee</td>
<td>Approval of dissertation and defense.</td>
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<td>Objective 3: (Ed.D. students only) Demonstrate knowledge of</td>
<td>Comprehensive examination in educational</td>
<td>Department and Committee approval</td>
<td>Varies for individual students but after scholarly</td>
<td>Two readers from foundation faculty</td>
<td>Readers recommend pass or re-write.</td>
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Department: Educational Foundations and Research

Program: Research Methods Emphasis within T&L Ph.D. (research goal)

Mission Statement:

Updated: 9-21-07

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<tr>
<th>Student Learning Goals &amp; Objectives</th>
<th>Educational Experiences</th>
<th>Assessment Methods</th>
<th>Timeline</th>
<th>Responsibilities</th>
<th>Use of Results and Process for Documentation &amp; Decision-Making</th>
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<td>What are our program's goals and objectives? What will students be able to think, know, do or feel because of a given educational experience?</td>
<td>How will the goals and objectives be met? What program experiences (courses, seminars, research, etc.) help students achieve the desired outcomes?</td>
<td>What assessment methods will we use to collect data about what our students have learned? What are our criteria for success? How will we know the objectives have been met? What level of performance meets each objective? How will we interpret and evaluate the data?</td>
<td>When will we collect data? How often?</td>
<td>Who will be responsible for collecting, interpreting and reporting the results?</td>
<td>How will the results of assessment be used? Who needs to know the results? How can we convince them that the goals and objectives have been met? How can we improve our program and assessment process?</td>
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**GOAL:** The student will demonstrate the ability to apply research and learning methods relevant to educational problems.

**Objective 1:** The student will demonstrate a depth and breadth of understanding of research as a discipline.

- Data from comprehensive exam questions to be collected via (rubric? narrative paragraphs related to goal achievement?) and systematically analyzed. Articulation analysis. External dissertation review.

- Data to be collected during all comp exam readings. Artifact analysis yearly, at departmental retreat. External review every 5 years.

**Objective 2:** The student will understand and articulate paradigmatic differences among various qualitative, quantitative, and mixed methodological frameworks.

- [Alternatively, fold 1 and 2 together, using language like “the student will demonstrate...”]

- Data to be collected during all comp exam readings. Artifact analysis yearly, at departmental retreat. External review every 5 years.

- BESAR to collect rubric data and provide analysis. Admin asst to remind about artifact collection two weeks before end of semester. Chair to arrange periodic external review.

- All of year’s data (related to all objectives) to be discussed at yearly retreat for assessment review and strategic planning. Assessment information to directly inform strategic plan updating, as needed.
Objective 3: The student will be able to plan a research project, including appropriate use of both quantitative and qualitative methodologies.

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<td>Rubrics to be collected at every oral defense. Artifact analysis yearly, at departmental retreat. Alumni phone survey biennially. External review every 5 years.</td>
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Objective 4: The student will be able to implement a research project, including data collection and analysis, using both quantitative and qualitative methodologies.

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<td>Objective 5: The student will be able to write up and present research reports, based on both quantitative and qualitative methodologies.</td>
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