CURRICULUM AND INSTRUCTION/INSTRUCTIONAL TECHNOLOGY, Ed.D.

Mission Statement
The UWF Ed.D. Instructional Technology specialization is aligned with the UWF Ed.D. Curriculum and Instruction program based on both its mission and definition. The mission of the Ed.D. Instructional Technology specialization is to prepare professionals to (a) manage and evaluate educational interventions, (b) conduct and evaluate applied research, and (c) serve the greater community in relevant education and training environments. These three broad outcomes are aligned with the academic practices of teaching, research, and service.

Student Learning Outcomes
Students who successfully complete the program for the Ed.D. in Curriculum and Instruction/ Instructional Technology will be able to demonstrate the following:

Content
- Synthesize and articulate knowledge from student’s chosen target research.
- Identify research and theoretical research that informs practice and theory in instructional and performance technology.
- Synthesize knowledge of field to predict, analyze and generalize.
- Articulate how research designs are used to answer specific question related to instructional and performance technology.
- Utilize methods, concepts, and theories effectively in real-world situations.
- Synthesize and integrate related methods, concepts, theories effectively throughout all courses.

Critical Thinking
- Evaluate all reasonable inferences and consider a variety of possible viewpoints or perspectives.
- Integrate new explanations, models, or paradigms that may inform practice in instructional and performance technology.
- Formulate new priorities in response to a reevaluation of the evidence or reassessment of interests.
- Generalize problem-solving techniques to diverse research situations

Integrity/Ethics/Characteristics
- Formulate and analyze alternative ways to solve an ethical problem in research in instructional and performance technology.
- Consider cultural values, ethical principles, and contextual information when resolving ethical problems that arise in research.
- Articulate ethical principles for conducting collaborative research.
- Consider differential impacts and broader societal outcomes of research.
- Recognize differences for all human lives regardless of citizenship and culture in
collaborations involving human subjects.

- Identify common ethical challenges that arise in research collaboration(s) in instructional and performance technology.

**Communication**

- Independently design, conduct, and present original research
- Demonstrate effective behaviors across a variety of situational related to instructional and performance technology.
- Develop logical, well-reasoned arguments to guide future research endeavors and projects in instructional and performance technology.
- Demonstrate a commitment to the profession through activity in professional associations and the community.

**Assessment of Student Learning Outcomes**

In addition to course assessment, Ed.D. students are evaluated in three critical junctures in the program: as part of a preliminary examination (written and oral defense), at proposal defense, and at dissertation defense. Doctoral programs also have specific competencies for doctoral experiences that they must meet through their program of study. Indirect assessment practices in the program will include an exit survey.

**Job Prospects for Graduates with the Ed.D. Degree in Curriculum and Instruction/Instructional Technology**

This program prepares individuals to act as leaders in education, business and industry, government, and military setting

**Job titles include:**

Manager of Instructional Design and Development  
Senior Technical Trainer  
Director of Distance Learning  

Lead Instructional Designer  
College or University Faculty Member  
Instructional Technology Coordinator

**Find out more about an Ed.D. in Curriculum and Instruction/Instructional Technology at UWF:**

[http://uwf.edu/ceps/support-resources/edd-program-office/](http://uwf.edu/ceps/support-resources/edd-program-office/)