



Program-Level Assessment: Annual Report

CURRICULUM AND INSTRUCTION

Educational Studies

December 17, 2020

Jennifer Buehler, Program Director

Summer and Fall 2020

Plan has not yet been updated (see #7D)

1. Student Learning Outcomes

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2. Assessment Methods: Artifacts of Student Learning

NOTE

NOTE

- tell us in general
- outcome #3
- outcome #4
- tell us about gaps and weaknesses

4. Data/Results

General findings

- The exam is academically challenging
- The exam centers student ownership and agency.
- The exam has practical and tangible use for students.

indirectly

- Community connections and/or co-curricular experiences played a crucial role in students' *opportunities* to analyze social justice issues in education.
- Social justice concerns were not centered intentionally in the comps task

Findings related to outcome #4

- Students take a *personal stance* on learning and curriculum theories through the new comps model.

synthesize
put their knowledge to use

- Beyond *explaining* learning and curriculum theories, students actively *use* those theories to shape, inform, and guide their scholarly work.

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5. Findings: Interpretations & Conclusions

- Regarding community connections and/or co-curricular experiences

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Written Comprehensive Exam Guidelines
Ph.D. programs in Curriculum & Instruction and Special Education

Overview

- The *Scholarly Paper*

Scholarly Paper

*Adapted from exam models used at the University of Michigan,
Stanford University, and the University of Virginia*

- *Frame a research question*
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- *Discuss relevant literature that speaks to the framing of the question*
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Theorization of Learning Paper

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RESULTS FORM
Scholarly Paper

Committee decision

Comments

Revisions:

RESULTS FORM
Theorization of Learning Paper

Committee decision

Comments

Revisions:
