

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



2.	Assessment Methods: Artifacts of Student Learning					
NO	TE					
NO	TE					

	•	tell us in general	
	•		outcome #3
	•		outcome #4
	•	tell us about gaps and weaknesses	
4.	Data/Results		
Ge	neral findings		
	The exam is academically of	challenging	
	The exam centers student	ownership and agency.	
	The exam has practical and	d tangible use for students.	

indirectly

 Community connections and/or co-curricular experience analyze social justice issues in education. 	s played a crucial role	in students' opp	portunities to
Social justice concerns were not centered intentionally in	the comps task		
Findings related to outcome #4			
Students take a <i>personal stance</i> on learning and curricular	um theories through t	he new comps n	nodel.
put their knowledge to use	synthesize		
 Beyond explaining learning and curriculum theories, students and guide their scholarly work. 	dents actively <i>use</i> tho	se theories to sh	ape, inform,
		own	" thdehnhnSnTw (S)To

•	Regarding community connections and/or co-curricular experiences

5. Findings: Interpretations & Conclusions

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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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	0
	0
	0
•	Discuss relevant literature that speaks to the framing of the question
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Theorization of Learning Paper

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RESULTS FORMScholarly Paper

Committee d	ecision				
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Comments

Revisions:

RESULTS FORM

Theorization of Learning Paper

Committee d	ecision				
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Comments

Revisions:		