



# Program-Level Assessment: Annual Report

CURRICULUM AND INSTRUCTION

Educational Studies

December 17, 2020

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Summer and Fall 2020

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

## 1. Student Learning Outcomes

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Sign  
in  
with  
your  
email  
and  
password  
or  
sign  
in  
with  
your  
social  
media  
account

## 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.

*own*

" thdehnhnSnTw (S)T

## 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*

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**Committee decision**

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**Comments**



Revisions:

**RESULTS FORM**  
*Theorization of Learning Paper*

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**Committee decision**

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**Comments**

Revisions:

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