Doctor of Education in Curriculum and Instruction
Report to Stakeholders
2017-18 Academic Year

The program of Doctor of Education (Ed.D.) in Curriculum and Instruction is committed to preparing a new generation of educators and scholars by engaging them in critical inquiry of educational issues and needs germane to the large cities of the 21st century. Education of new scholars capitalizes on the cultural richness of urban Detroit and its suburbs. Consistent with contemporary understandings of knowledge development and learning sciences, professional educators study the art and craft of constructing learning sequences, teaching and learning modules, assessments, and professional development models and materials. Educational tools and intellectually stimulating empathetic environments are provided to facilitate conceptual understanding, defensible practices, and learning dispositions. Conducting innovative research centered in and informed by theory and practice is endowed with intellectual merit and is intended to have a broad impact on teaching and learning.

Program faculty have articulated a series of learning outcomes that frame students’ coursework. Program assessments provide data on the extent to which such outcomes are being reached and are used for periodic program revisions. Programmatic assessment plans are documented in the WSU’s program assessment initiative - Compliance Assist.

The following two learning outcomes were the focus for the 2017-18 academic year:

- **LO 1** – Students will be able to synthesize curriculum theory.
- **LO 4** – Students will identify the strengths and weaknesses of the existing literature related to their topic of study.

Assessment data related to these learning outcomes were collected from TED 8270 (Term Project) and prospectus defense pass rates. TED 8280 was not offered this year and no EdD students enrolled in TED 8130 this year, thus data was not collected in these courses for EdD students this year, as planned.

During the 2017-2018 academic year, all 3 EdD students who defended their dissertation prospectuses passed. Passing the defense requires that students submit and explain a well-developed theoretical framework, which necessarily includes a synthesis of curriculum theory. This was used as a measure of mastery for LO 1, as no EdD students were enrolled in the course in which it is typically assessed (TED 8130). During the 2017-2018 academic school year, 3 EdD students enrolled in TED 8270 (the course associated with LO 4). All students met the target criteria for learning outcome one by performing at or above mastery level on the “content and evidence” rubric line item of the term project. Although 100% of the students performed at or above mastery level on both learning outcomes, the process requires that course instructors carefully scaffold students through each assignment using class exercises, examples, and student drafts of the assignments with detailed instructor feedback. Program faculty will continue to foster student success in these areas of the program. For the 2018-19 year data will be collected on other program outcomes.

This plan is also posted on the program website.