PhD in Curriculum and Instruction

Report to Stakeholders

2018-19 Academic Year

The program of PhD 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 2018-19 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 8350 (Personal Statement on Curriculum, LO 1; Literature Review, LO 4).

During the 2018-2019 academic year, one EdD student was enrolled in each of these courses. The student met the target criteria for learning outcome one by performing above mastery level on the “critical thinking” rubric line item of the personal statement project. All students in the course found this assignment challenging (though some were quite successful). The faculty recommend that, in future iterations of the course, course participants work together to construct graphic organizers demonstrating differences and intersections among curriculum theorists. Students can then individually draw conclusions based on analysis of graphic organizer as basis of critique. The student met the target criteria for learning outcome four by performing above mastery level on the Literature Review. Nevertheless, the faculty recommend that students improve their attainment of this outcome by presenting their annotated bibliography (an initial step toward completion of the literature review) so that their colleagues and the instructor can help them identify the relative confluence or lack of confluence between each student’s clearly articulated topic of study and the 7-10 sources identified for the literature review. Confluence with the topic of study will be assessed relative to each source individually as well as all sources collectively.
Program faculty will continue to foster student success in these areas of the program. For the 2019-20 year data will be collected on other program outcomes.

This plan is also posted on the program website.