Mission / Purpose

The Department of English at the University of Alabama respects the power of the English language; our faculty cultivate its study by fostering students in the arts of reading, writing, and speech. We encourage the creation and interpretation of imaginative works of literature, and a mastery of composition, linguistics, literary history, and other modes of critical engagement.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Demonstrate understanding of imaginative writing
students will demonstrate historical and theoretical understanding of the field of imaginative writing

Connected Documents

Curriculum Map I-Creative Writing M.F.A.
Curriculum Map II-Creative Writing M.F.A.

Relevant Associations:

Standard Associations

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations

2. Fine Arts - SLO is related to a better understanding of the nature and validity of artistic expression through global and multi-cultural perspective, historical and cultural content, creative processes and/or aesthetics and critical thinking
7. Literature - SLO is related to major intellectual and aesthetic ideas covering multiple genres over a broad historical/literary period

Strategic Plan Associations

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.

Related Measures

M 1: Participation and variation within imaginative forms
Participation in and variation within established imaginative forms as exhibited in student portfolios that are evaluated by faculty

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
No defined disciplinary target exists. 100% would be the ideal.

Finding (2012-2013) - Target: Met
All students met or exceeded expectations in all courses.

M 2: Completion of course requirement
Successful completion of course requirements; understanding evaluated by course-embedded assessments

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
No defined disciplinary target exists. 100% would be the ideal.

Finding (2012-2013) - Target: Met
All students completed course requirements. This meets our expectations.

SLO 2: Writing ability
students will write skillfully and imaginatively

Connected Documents

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Curriculum Map II-Creative Writing M.F.A.

Relevant Associations:

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Related Measures
M 3: Evaluation of Portfolio
faculty evaluation of student portfolios
Source of Evidence: Portfolio, showing skill development or best work
Target:
No defined disciplinary target exists. 100% would be the ideal.
Finding (2012-2013) - Target: Met
Similar finding to last year.

M 4: Publications
publications of student work
Source of Evidence: Academic direct measure of learning - other
Target:
No specific numeric expectation exists.
Finding (2012-2013) - Target: Not Reported This Cycle
Comments from 2011-2012 still apply.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Adjust outcome
Established in Cycle: 2011-2012
Change the outcome from assessing publications while enrolled in the program to tracking publications over a broader period.

SLO 3: Demonstrate understanding of teaching imaginative writing
students will demonstrate theoretical and practical understanding of how to teach imaginative writing

Connected Documents
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Related Measures
M 5: Complete pedagogy courses
completion of pedagogy course(s); percent of students who completed them successfully
Source of Evidence: Academic direct measure of learning - other
Target:
Ideally, all students will successfully complete the pedagogy courses.
Finding (2012-2013) - Target: Met
All students completed the pedagogy courses successfully.

M 6: Observation by Faculty
faculty observations of student teaching
Source of Evidence: Academic direct measure of learning - other
Target:
GTAs judged to be performing well based upon classroom observation.
Finding (2012-2013) - Target: Met
Same finding and comments as 2011-2012.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Gather existing observation reports
Established in Cycle: 2011-2012
Many faculty informally observe GTAs in the classroom as part of the process of writing them recommendation letters. The depart...

M 7: Student course evaluation
student course evaluation results
Source of Evidence: Academic direct measure of learning - other
Target:
Monitor GTA evaluation results; assist those in need.
Finding (2012-2013) - Target: Not Reported This Cycle
Same comment as 2011-2012.

SLO 4: Demonstrate professionalization
students will display a level of professionalization sufficient for employment and/or further study

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Related Measures

M 8: Admission rate
# of admissions to PhD programs
Source of Evidence: Graduate/professional school acceptance rate
Target:
No specific target exists. MFAs often do not need to attend a PhD program to find employment in the field.
Finding (2012-2013) - Target: Not Reported This Cycle
Students self-report results; so far as we can tell, all students who applied to PhD programs were admitted. Given that this measure does not appear to be extremely useful, it might be better combined with employment after graduation and replaced with an alternate measure.

M 9: Employment rate
employment in the discipline
Source of Evidence: Job placement data, esp. for career/tech areas
Target:
No specific target exists.
Finding (2012-2013) - Target: Not Reported This Cycle
We are trying to compile this information in anticipation of our 8th-year Program Review in 2013-2014.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Develop ways to track our graduates
Established in Cycle: 2011-2012
Coordinate efforts with the graduate program as a whole to track our graduates and their performance.

M 10: Thesis Defense
successful oral defense of thesis
Source of Evidence: Senior thesis or culminating major project
Target:
No specific target exists.
Finding (2012-2013) - Target: Met
All students defending did so successfully.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtm 5: (N/A)Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 19: (N/A)8-year program review strengths
8-year program review strengths
Source of Evidence: Academic indirect indicator of learning - other

M 20: (N/A)8-year program improvement recommendations
8-year program improvement recommendations.
Source of Evidence: Academic indirect indicator of learning - other

**OthOtm 6: (N/A)Program Outcome: Sustain Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completion.

**Related Measures**

*M 21: (N/A)Number of applications and percentage of admissions over three year period*
Number of applications and percentage of admissions over three year period.
Source of Evidence: Academic indirect indicator of learning - other

*M 22: (N/A)Number of graduates over three year period*
Number of graduates over three year period.
Source of Evidence: Academic indirect indicator of learning - other

*M 23: (N/A)ACHE Viability standards*
ACHE Viability standards.
Source of Evidence: Academic indirect indicator of learning - other

**OthOtm 7: (N/A)Program Outcome: Highly Valued by Program Graduates**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

*M 24: (N/A)Results from alumni surveys*
Results from alumni surveys.
Source of Evidence: Alumni survey or tracking of alumni achievements

*M 25: (N/A)Employment data*
Employment data.
Source of Evidence: Job placement data, esp. for career/tech areas

**OthOtm 8: DELETE**
The department will maintain a transparent and accountable system of government.

**Related Measures**

*M 11: DELETE*
The department reviews and updates the department governance handbook, maintaining standing committees and administrative assignments as mandated by the handbook.
Source of Evidence: Government standards

*M 12: DELETE*
The department establishes clear methods of hiring and retention, including appointed search committees, the Instructor Review process, and the tenure-track retention process.
Source of Evidence: Government standards

**OthOtm 9: DELETE**
The department will provide general education services to the university population through the First Year Writing program and the Writing Center.

**Related Measures**

*M 13: DELETE*
Summary of student performance on assigned writing tasks in First Year Writing Program, as evaluated by the Director of FYW.
Source of Evidence: Academic indirect indicator of learning - other

*M 14: DELETE*
Number of student served and success of accessibility and outreach programs, as determined by the Director of the Writing Center.
Source of Evidence: Academic indirect indicator of learning - other

**OthOtm 10: DELETE**
Faculty will engage in scholarly activities, including research, publication, conference presentations, and creative endeavors.

**Related Measures**

*M 15: DELETE*
At least 30 faculty publications and presentations per year.
Source of Evidence: Academic indirect indicator of learning - other

*M 16: DELETE*
At least 10 internal or external grants submitted per year.
Source of Evidence: Academic indirect indicator of learning - other

**OthOtm 11: DELETE**
The department will enrich the intellectual and cultural life of our campus, community, and state.

**Related Measures**
Details of Action Plans for This Cycle (by Established cycle, then alpha)

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**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Medium  
**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Publications  
- **Outcome/Objective:** Writing ability

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**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High  
**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Employment rate  
- **Outcome/Objective:** Demonstrate professionalization

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**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Low  
**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Observation by Faculty  
- **Outcome/Objective:** Demonstrate understanding of teaching imaginative writing
Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

See summary/analysis under PhD program.

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Target:
No defined disciplinary target exists. 100% would be the ideal.

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Successful completion of course requirements; understanding evaluated by course-embedded assessments

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
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Students will write skillfully and imaginatively

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Source of Evidence: Portfolio, showing skill development or best work

Target:
No defined disciplinary target exists. 100% would be the ideal.

M 4: Publications

Source of Evidence: Academic direct measure of learning - other

Target:
No specific numeric expectation exists.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Adjust outcome

Established in Cycle: 2011-2012

Change the outcome from assessing publications while enrolled in the program to tracking publications over a broader period.

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Target:
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Many faculty informally observe GTAs in the classroom as part of the process of writing them
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student course evaluation results
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**Related Measures**

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# of admissions to PhD programs
Source of Evidence: Graduate/professional school acceptance rate
**Target:**
No specific target exists. MFAs often do not need to attend a PhD program to find employment in the field.

**M 9: Employment rate**
employment in the discipline
Source of Evidence: Job placement data, esp. for career/tech areas
**Target:**
No specific target exists.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Develop ways to track our graduates**
*Established in Cycle: 2011-2012*
Coordinate efforts with the graduate program as a whole to track our graduates and their performance.

**M 10: Thesis Defense**
successful oral defense of thesis
Source of Evidence: Senior thesis or culminating major project
**Target:**
No specific target exists.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcn 5: (N/A)Program Outcome: High Level of Recognized Quality**
The program will improve and sustain a high level of recognized quality.

**Related Measures**

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Source of Evidence: Academic indirect indicator of learning - other

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The program will be highly valued by its program graduates and other key constituencies it serves.

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The department will maintain a transparent and accountable system of government.

Related Measures

M 11: DELETE
The department reviews and updates the department governance handbook, maintaining standing committees and administrative assignments as mandated by the handbook.
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The department establishes clear methods of hiring and retention, including appointed search committees, the Instructor Review process, and the tenure-track retention process.
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The department will provide general education services to the university population through the First Year Writing program and the Writing Center.

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Summary of student performance on assigned writing tasks in First Year Writing Program, as evaluated by the Director of FYW.
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OthOutm 10: DELETE
Faculty will engage in scholarly activities, including research, publication, conference presentations, and creative endeavors.

Related Measures

M 15: DELETE
At least 30 faculty publications and presentations per year
Source of Evidence: Academic indirect indicator of learning - other

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At least 10 internal or external grants submitted per year
Source of Evidence: Academic indirect indicator of learning - other

OthOutm 11: DELETE
The department will enrich the intellectual and cultural life of our campus, community, and state.

Related Measures

M 17: DELETE
At least 3 public events with a total attendance of 400
Source of Evidence: Academic indirect indicator of learning - other

M 18: DELETE
At least 2 community outreach and service learning projects
Source of Evidence: Academic indirect indicator of learning - other

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Adjust outcome
Change the outcome from assessing publications while enrolled in the program to tracking publications over a broader period.
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Coordinate efforts with the graduate program as a whole to track our graduates and their performance.

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Many faculty informally observe GTAs in the classroom as part of the process of writing them recommendation letters. The department should collect these observation results when possible.

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Participation in and variation within established imaginative forms as exhibited in student portfolios that are evaluated by faculty
Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
No defined disciplinary target exists. 100% would be the ideal.
Finding (2011-2012) - Target: Met
All but one student met or exceeded expectations in all courses. We deem this performance to meet expectations.

M 2: Completion of course requirement
Successful completion of course requirements; understanding evaluated by course-embedded assessments
Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
No defined disciplinary target exists. 100% would be the ideal.
Finding (2011-2012) - Target: Met
All students completed course requirements. This meets our expectations.

SLO 2: Writing ability
students will write skillfully and imaginatively

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Related Measures

M 3: Evaluation of Portfolio
faculty evaluation of student portfolios
Source of Evidence: Portfolio, showing skill development or best work
Target:
No defined disciplinary target exists. 100% would be the ideal.
Finding (2011-2012) - Target: Met
98% of all work was evaluated as good or better. This meets our expectations.

M 4: Publications
publications of student work
Source of Evidence: Academic direct measure of learning - other
Target:
No specific numeric expectation exists.
Finding (2011-2012) - Target: Not Reported This Cycle
Students self-report their publications. The Creative Writing program tracks and collects publications by M.F.A. and graduates and posts this information on the departmental website. Partly because of delays in the submission to publication process, judging student performance within the program is purely upon publications during their time here will not accurately reflect student writing ability, as their work here may become published after they leave. We thus propose employing the program's tracking data on its graduates in place of the current measure.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Adjust outcome
Established in Cycle: 2011-2012
Change the outcome from assessing publications while enrolled in the program to tracking publications over a broader period.

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completion of pedagogy course(s); percent of students who completed them successfully
Source of Evidence: Academic direct measure of learning - other
Target:
Ideally, all students will successfully complete the pedagogy courses.
Finding (2011-2012) - Target: Met
All students completed the pedagogy courses successfully.

M 6: Observation by Faculty
faculty observations of student teaching
Source of Evidence: Academic direct measure of learning - other
Target:
GTAs judged to be performing well based upon classroom observation.
Finding (2011-2012) - Target: Partially Met
Faculty observed 100% of GTAs in training and judged them to be performing well. No formal observation structure exists past training. The department ought to formalize collection of observation reports written by faculty, especially as some graduate students are observed by faculty as part of the recommendation process.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Gather existing observation reports
Established in Cycle: 2011-2012
Many faculty informally observe GTAs in the classroom as part of the process of writing them recommendation letters. The depart...

M 7: Student course evaluation
student course evaluation results
Source of Evidence: Academic direct measure of learning - other
Target:
Monitor GTA evaluation results; assist those in need.
Finding (2011-2012) - Target: Not Reported This Cycle
No data this cycle. The Creative Writing program should formalize examination of GTA evaluations.

SLO 4: Demonstrate professionalization
students will display a level of professionalization sufficient for employment and/or further study

Connected Documents
Curriculum Map I-Creative Writing M.F.A.
Curriculum Map II-Creative Writing M.F.A

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.7 Sharpen assessment activities of all campus functions and link those to an enhanced planning process.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.

Related Measures

M 8: Admission rate
# of admissions to PhD programs
Source of Evidence: Graduate/professional school acceptance rate
Target:
No specific target exists. MFAs often do not need to attend a PhD program to find employment in the field.
Finding (2011-2012) - Target: Met
Students self-report results; so far as we can tell, all students who applied to PhD programs were admitted. Given that this measure does not appear to be extremely useful, it might be better combined with employment after graduation and replaced with an alternate measure.

M 9: Employment rate
employment in the discipline
Source of Evidence: Job placement data, esp. for career/tech areas
Target:
No specific target exists.
Finding (2011-2012) - Target: Not Reported This Cycle
While the MFA program tracks its graduates more successfully than the rest of the graduate program, employment information relies upon self-reporting and response rates, especially over the short-term, are not as high as would be desirable. The program posts information on graduate employment on its website; current information is available for 2006-9.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Develop ways to track our graduates
Established in Cycle: 2011-2012
Coordinate efforts with the graduate program as a whole to track our graduates and their performance.

M 10: Thesis Defense
successful oral defense of thesis
Source of Evidence: Senior thesis or culminating major project
Target:
No specific target exists.
Finding (2011-2012) - Target: Met
All students defending did so successfully.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans
OthOtcn 5: (N/A) Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 19: (N/A) 8-year program review strengths
8-year program review strengths
Source of Evidence: Academic indirect indicator of learning - other

M 20: (N/A) 8-year program improvement recommendations
8-year program improvement recommendations.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 6: (N/A) Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures

M 21: (N/A) Number of applications and percentage of admissions over three year period
Number of applications and percentage of admissions over three year period.
Source of Evidence: Academic indirect indicator of learning - other

M 22: (N/A) Number of graduates over three year period
Number of graduates over three year period
Source of Evidence: Academic indirect indicator of learning - other

M 23: (N/A) ACHE Viability standards
ACHE Viability standards.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 7: (N/A) Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 24: (N/A) Results from alumni surveys
Results from alumni surveys
Source of Evidence: Alumni survey or tracking of alumni achievements

M 25: (N/A) Employment data
Employment data
Source of Evidence: Job placement data, esp. for career/tech areas

OthOtcn 8: DELETE
The department will maintain a transparent and accountable system of government.

Related Measures

M 11: DELETE
The department reviews and updates the department governance handbook, maintaining standing committees and administrative assignments as mandated by the handbook.
Source of Evidence: Government standards

M 12: DELETE
The department establishes clear methods of hiring and retention, including appointed search committees, the Instructor Review process, and the tenure-track retention process.
Source of Evidence: Government standards

OthOtcn 9: DELETE
The department will provide general education services to the university population through the First Year Writing program and the Writing Center.

Related Measures

M 13: DELETE
Summary of student performance on assigned writing tasks in First Year Writing Program, as evaluated by the Director of FYW.
Source of Evidence: Academic indirect indicator of learning - other

M 14: DELETE
Number of student served and success of accessibility and outreach programs, as determined by the Director of the Writing Center.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 10: DELETE
Faculty will engage in scholarly activities, including research, publication, conference presentations, and creative endeavors.

Related Measures

M 15: DELETE
At least 30 faculty publications and presentations per year
Source of Evidence: Academic indirect indicator of learning - other

M 16: DELETE
At least 10 internal or external grants submitted per year
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 11: DELETE
The department will enrich the intellectual and cultural life of our campus, community, and state.

Related Measures

M 17: DELETE
At least 3 public events with a total attendance of 400
Source of Evidence: Academic indirect indicator of learning - other

M 18: DELETE
At least 2 community outreach and service learning projects
Source of Evidence: Academic indirect indicator of learning - other

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Adjust outcome
Change the outcome from assessing publications while enrolled in the program to tracking publications over a broader period.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Publications | Outcome/Objective: Writing ability

Develop ways to track our graduates
Coordinate efforts with the graduate program as a whole to track our graduates and their performance.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Employment rate | Outcome/Objective: Demonstrate professionalization

Gather existing observation reports
Many faculty informally observe GTAs in the classroom as part of the process of writing them recommendation letters. The department should collect these observation results when possible.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
Measure: Observation by Faculty | Outcome/Objective: Demonstrate understanding of teaching imaginative writing
<table>
<thead>
<tr>
<th></th>
<th>Student Learning Outcome 1: historical and theoretical understanding</th>
<th>Student Learning Outcome 2: writing</th>
<th>Student Learning Outcome 3: teaching</th>
<th>Student Learning Outcome 4: professionalization</th>
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### Curriculum Map II (Assessment Measures)

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| Course 2  |                                                                     |                                    |                                    |                                               |                          |
| forms     |                                                                     |                                    |                                    |                                               |                          |
| distribution |                                                                |                                    |                                    |                                               |                          |

| Course 3  |                                                                     |                                    | faculty observation of teaching    | student construction of course syllabus prior to teaching |                          |
| CW pedagogy |                                                                  |                                    |                                    |                                               |                          |
| courses   |                                                                     |                                    |                                    |                                               |                          |

| Required Experience 532/533/534 |                                                                     | faculty observation of teaching    | student construction of course syllabus prior to teaching |                          |
| Common Experience |                                                                  |                                    |                                               |                          |

| Required Task Thesis | oral defense of thesis | oral defense of thesis |                          |
| Common Assignment |                          |                          |                          |

| Activity 1 | | | |
| Activity 2 | | | |
| Activity 3 | | | |
| Activity 4 | | | |