

## Program Outcomes for Masters in Education

*The successful graduate candidate in the Masters of Education program is able to apply practice, theory, leadership, research, and scholarship. Therefore, the successful candidate:*

1. *(PRACTICE) demonstrates on-going commitment to the progress and well being of the learner, to the school and professional community, and to his/her own professional and intellectual development;*
2. *(THEORY) Understands major theories currently driving the field as important empirical, historical, philosophical and conceptual studies*
3. *(LEADERSHIP) is a change agent for reform-based practice based on caring, mutual respect for diverse populations, collaboration and actively involving students in experiences that allow the construction of meaning, and promotion of self-responsibility for learning;*
4. *(RESEARCH) demonstrates a comprehensive understanding of academic literature and an understanding of sound research questions, methodology and analysis; and*
5. *(SCHOLARSHIP) is able to compose academic prose for a variety of audiences including peers, professors, and the larger scholarly and professional community.*

- The following page provides a template that outlines the basic structure and core requirements in the Masters of Education (w/ emphasis in \_\_\_\_\_). Regardless of area of emphasis, all M.Ed. students are required to take an introductory 1 unit class that introduces them to the M.Ed. program and requirements to prepare for and successfully complete the culminating experience. Concurrent first-semester enrollment in ED 702, *Inquiry into Practice* (the first of five core courses) is also required. Over the course of their graduate education candidates will take three additional core courses, five courses in their area of emphasis, and a culminating experience core course in the last semester.
- Student learning outcomes for the core courses address all five program outcomes, as outlined in the remainder of the document. “Signature assignments” for each core course provide evidence that the student learning outcomes have been met.
- The remainder of the document details each of the five program outcomes, followed by specific courses where those program outcomes are predominantly addressed, student learning outcomes for each of those courses, and signature assignment to assess that student learning outcomes have been met.

Name \_\_\_\_\_ ID# \_\_\_\_\_ PH \_\_\_\_\_ Email \_\_\_\_\_

**Degree Requirements:**

\*\*\* Course schedule terms/offerings are subject to change\*\*

**CORE courses ( 13 credit hours)**

| Term/Yr | Course # and Name                                   | Credits | Terms Offered On-line | Terms Offered On-ground |
|---------|---|---------|-----------------------|-------------------------|
|         | ED 680 Orientation to Graduate Education*           | 1       |                       |                         |
|         | ED 702 Inquiry Into Practice & Design*              | 3       |                       |                         |
|         | ED 675 Learning Styles & Learning Theory            | 3       |                       |                         |
|         | ED 652 Multicultural Education                      | 3       |                       |                         |
|         | ED 670 Issues of Peace, Soc. Justice, & Ed. Reform. | 3       |                       |                         |

\*Courses must be taken during the first term.

**Emphasis courses (15 credit hours):**

| Term/Yr | Course # and Name | Credits | Terms Offered On-line | Terms Offered On-ground |
|---------|-------------------|---------|-----------------------|-------------------------|
|         |                   |         |                       |                         |
|         |                   |         |                       |                         |
|         |                   |         |                       |                         |
|         |                   |         |                       |                         |
|         |                   |         |                       |                         |

**REQUIRED culminating course (3 credit hours):**

| Term/Yr | Course # and Name           | Credits | Terms Offered On-line | Terms Offered On-ground |
|---------|-----------------------------|---------|-----------------------|-------------------------|
|         | ED 680 Culminate Experience | 3       |                       |                         |

The ED 680 Culminating Experience course is the last requirement to finish your M.E.d. with emphasis in \_\_\_\_\_. Enrollment in this course concurrently with last core course is allowable.

Projected Date to take ED 680 Culminating Experience: \_\_\_\_\_

Projected Graduation: \_\_\_\_\_

**Academic Advisor:**

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 Secondary, Special Ed: Amanda Street (808) 735-4859, astreet@chaminade.edu

| <b>Core Courses</b>  | <b>Primary Program Outcomes Addressed</b> | <b>Evidence (“Signature Assignment”)</b> |
|--|---|--|
| ED 702 Inquiry Into Practice                                   | Research, Scholarship, Leadership         | Literature review in area of emphasis    |
| ED 675 Learning Styles & Learning Theory                       | Theory, Practice                          | Paper connecting theory & practice       |
| ED 652 Multicultural Education                                 | Theory, Practice                          | Case Study                               |
| ED 670 Issues of Peace, Society, Justice, and Education Reform | Practice, Leadership                      | Paper & presentation                     |
| ED 680 Culminating Experience                                  | Research, Scholarship, Leadership         | Project in emphasis area                 |

1. (PRACTICE) *Demonstrate on-going commitment to the progress and well being of the learner, to the school and professional community, and to his/her own professional and intellectual development;*

| Courses  | Student Learning Outcomes for PRACTICE   | Evidence (Signature Assignments, Artifacts)  |
|--|--|--|
| ED 675 Learning Styles & Learning Theory                     | <ul style="list-style-type: none"> <li>• Students will be able to compare and contrast various learning theories, learning strategies, and applications across a variety of educational environments</li> <li>• Students will be able to identify several learning and cognitive theories, and be able to apply the principles of each in educational settings</li> <li>• Students will incorporate the findings of current neurological research and learning theory into teaching practices</li> </ul> | <ul style="list-style-type: none"> <li>• Paper connecting theory and practice</li> </ul> |
| ED 652 Multicultural Education                               | <ul style="list-style-type: none"> <li>• Students will understand how culture, race, socio-economic class, gender, linguistic differences, &amp; exceptionalities influence &amp; affect learning;</li> <li>• Students will demonstrate problem-solving and decision-making strategies to address classroom issues of ethnicity, culture, race, gender, language, and exceptionality</li> </ul>  | <ul style="list-style-type: none"> <li>• Case study</li> </ul>                           |
| ED 670 Issues of Peace, Society, Justice, & Education Reform | <ul style="list-style-type: none"> <li>• Students will examine educational paradigms that model issues of peace, social justice and educational transformation.</li> <li>• Students will be able to investigate a theory of social justice that is consistent with the Marianist philosophy</li> </ul>   | <ul style="list-style-type: none"> <li>• Paper &amp; Presentation</li> </ul>             |

2. (THEORY) Understands major theories currently driving the field as important empirical, historical, philosophical and conceptual studies;

| Courses                                  | Student Learning Outcomes for THEORY   | Evidence (Signature Assignments, Artifacts)  |
|--|--|--|
| ED 675 Learning Styles & Learning Theory | <ul style="list-style-type: none"> <li>• Students will be able to compare and contrast various learning theories, learning strategies, and applications across a variety of educational environments</li> <li>• Students will be able to identify several learning and cognitive theories, and be able to apply the principles of each in educational settings</li> <li>• Students will incorporate the findings of current neurological research and learning theory into teaching practices</li> </ul> | <ul style="list-style-type: none"> <li>• Paper connecting theory and practice</li> </ul> |
| ED 652 Multicultural Education           | <ul style="list-style-type: none"> <li>• Students will understand how culture, race, socio-economic class, gender, linguistic differences, &amp; exceptionalities influence &amp; affect learning;</li> <li>• Students will demonstrate problem-solving and decision-making strategies to address classroom issues of ethnicity, culture, race, gender, language, and exceptionality</li> </ul>  | <ul style="list-style-type: none"> <li>• Case study</li> </ul>                           |

3. (LEADERSHIP) *A change agent for reform-based practice based on caring, mutual respect for diverse populations, collaboration and actively involving students in experiences that allow the construction of meaning, and promotion of self-responsibility for learning;*

| Courses  | Student Learning Outcomes for LEADERSHIP   | Evidence (Signature Assignments, Artifacts)                                       |
|--|--|---|
| ED 670 Issues of Peace, Society, Justice, & Education Reform | <ul style="list-style-type: none"> <li>• Students will examine educational paradigms that model issues of peace, social justice and educational transformation.</li> <li>• Students will be able to investigate a theory of social justice that is consistent with the Marianist philosophy</li> </ul>   | <ul style="list-style-type: none"> <li>• Paper &amp; Presentation</li> </ul>      |
| ED 680 Culminating Experience                                | <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the principles of scientific inquiry applied to problem solving and decision making;</li> <li>• Use higher level thinking that demonstrates application, analysis, and evaluation of the core concepts and emphasis area as outlined in student learning outcomes and signature assignments;</li> <li>• Produce a unique product grounded in principles of research and theory</li> </ul>   | <ul style="list-style-type: none"> <li>• Project in emphasis area</li> </ul>      |
| ED 702 Inquiry Into Practice                                 | <ul style="list-style-type: none"> <li>• Students will be able to evaluate and synthesize academic literature.</li> <li>• Students will be able to evaluate educational studies that are intended to and claim to advance knowledge.</li> <li>• Students will be able to describe the strengths and weaknesses of different methodologies used in educational research.</li> <li>• Students will be able to describe the importance and role of validity and reliability in educational research.</li> </ul> | <ul style="list-style-type: none"> <li>• Literature review in emphasis</li> </ul> |

4. (RESEARCH) Demonstrate a comprehensive understanding of academic literature and an understanding of sound research questions, methodology and analysis;

| Courses                       | Student Learning Outcomes for RESEARCH   | Evidence (Signature Assignments, Artifacts)                                       |
|-------------------------------|--|---|
| ED 702 Inquiry Into Practice  | <ul style="list-style-type: none"> <li>• Students will be able to evaluate and synthesize academic literature.</li> <li>• Students will be able to evaluate educational studies that are intended to and claim to advance knowledge.</li> <li>• Students will be able to describe the strengths and weaknesses of different methodologies used in educational research.</li> <li>• Students will be able to describe the importance and role of validity and reliability in educational research.</li> </ul> | <ul style="list-style-type: none"> <li>• Literature review in emphasis</li> </ul> |
| ED 680 Culminating Experience | <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the principles of scientific inquiry applied to problem solving and decision making;</li> <li>• Use higher level thinking that demonstrates application, analysis, and evaluation of the core concepts and emphasis area as outlined in student learning outcomes and signature assignments;</li> <li>• Produce a unique product grounded in principles of research and theory</li> </ul>   | <ul style="list-style-type: none"> <li>• Project in emphasis area</li> </ul>      |

5. (SCHOLARSHIP) *Able to compose academic prose for a variety of audiences including peers, professors, and the larger scholarly and professional community.*

| Courses                       | Student Learning Outcomes for SCHOLARSHIP  | Evidence (Signature Assignments, Artifacts)                                       |
|-------------------------------|--|---|
| ED 702 Inquiry Into Practice  | <ul style="list-style-type: none"> <li>• Students will be able to evaluate and synthesize academic literature.</li> <li>• Students will be able to evaluate educational studies that are intended to and claim to advance knowledge.</li> <li>• Students will be able to describe the strengths and weaknesses of different methodologies used in educational research.</li> <li>• Students will be able to describe the importance and role of validity and reliability in educational research.</li> </ul> | <ul style="list-style-type: none"> <li>• Literature review in emphasis</li> </ul> |
| ED 680 Culminating Experience | <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the principles of scientific inquiry applied to problem solving and decision making;</li> <li>• Use higher level thinking that demonstrates application, analysis, and evaluation of the core concepts and emphasis area as outlined in student learning outcomes and signature assignments;</li> <li>• Produce a unique product grounded in principles of research and theory</li> </ul>   | <ul style="list-style-type: none"> <li>• Project in emphasis area</li> </ul>      |