

Education Department Program Objectives for Master's and Doctoral Students

Philosophy and Foundations

The graduate student will be able to

1. Integrate faith and learning.
2. Know how to train professional in IFL.
3. Relate to what experts think and promote as ideas related to IFL.
4. Demonstrate understanding of historical, philosophical, sociological, and psychological foundations from an Adventist perspective of education.
5. Develop culturally sensitivity within a pluralistic environment.
6. Create a personal ethical decision making framework.
7. Practice and implement servant leadership.
8. Examine various leadership styles.
9. Select and integrate innovative technology in teaching and learning.
10. Form a personal Christian philosophy in light of other major philosophical views.
11. Demonstrate skills in conducting an in-depth analysis of current educational trends and issues in public, private, and Adventist education, both in a regional context and on a global scale. (This is so that the acceptance or rejection of current educational initiatives have a solid philosophical basis and, at the same time, be based on sound theory and defensible research.)
12. Take a well-defined, articulately defended **personal** position on crucial educational issues as they relate to Adventist education.
13. Design and deliver instructional plans that utilize appropriate techniques and strategies.
14. Describe procedures to create a culture that supports and encourages collaboration in the workplace.
15. Discover practical ways to overtly address Adventist philosophy in the workplace setting.
16. Articulate an educated Adventist response to secular philosophical positions.

Research

1. Compare the assumptions, philosophy, thought processes, tools and procedures between the two major research traditions of quantitative and qualitative research.
2. Know the criteria for a comprehensive, systematic, reliable and valid, and critical review of literature.
3. Match and justify a research design to a research problem.
4. Differentiate the applications of research traditions in qualitative, quantitative, mixed methods, and action research designs in education.
5. Describe the procedures of data collection in various research paradigms.
6. Select and/or develop appropriate research instruments for different types of research traditions.
7. Select, justify and utilize appropriate statistical tools for different types of research questions in educational research.
8. Analyze, interpret, and synthesize research results, with applications.
9. Describe the standard subsections of each thesis/dissertation chapter for the traditions of qualitative and quantitative research.

Ed Ad

The graduate student will be able to

1. Discuss the roles and responsibilities of a school principal.
2. Manage, develop, and align the resources available to a school to lead it towards fulfilling its mission and realizing a vision for school improvement.
3. Identify and discuss factors that contribute to effective administration and excellence in education.
4. Delineate the role of the administrator and other major stakeholders in institutional development.

5. Identify, characterize, and critique major leadership theories, practices, and styles that have evolved through the years and develop one's own that is suitable to the context for which he/she is called to serve.
6. Analyze an institution's financial condition, highlight strengths and weaknesses, and propose possible solutions to challenges and feasible strategies to maximize resources and opportunities, thus creating an institutional culture of financial and ethical responsibility and accountability.
7. Develop a **holistic** institutional master plan that includes different aspects such as **spirituality**, academics, finances, student services, linkages, and others; considering the institution's mission and vision, its history, its present condition, and possible future challenges and opportunities.

C & I

The graduate student will be able to

1. Develop a research-based Classroom Management Plan (CMP) for teaching and learning in a 21st century school.
2. Develop a Professional Development Plan (PDP) to help teachers transfer knowledge and skills learned in a workshop to the workplace overtime with a high level of fidelity.
3. Explain and provide evidence for a science of teaching.
4. Suggest a plan for supervising teachers that is likely to produce substantial increase in knowledge and skills over time.
5. Justify the need for developing a wide repertoire of teaching models/strategies. Describe in terms of student learning outcomes and thinking goals.
6. Describe the major change in curriculum design and practice in the 21st century.
7. Analyze the concept of change in terms of curriculum implementation.
8. Appraise the quality of different types of curriculum documents using the standard quality criteria.
9. Describe the significance and importance of needs assessment.
10. Describe the collaborative roles of team members involved in the educational of learners with special needs.
11. Develop strategies to meet the educational needs of special learners within the context of general education.
12. Discuss developing trends and core issues in teaching learners with special needs.

TESOL

The graduate student will be able to

1. Discuss and evaluate theories and principles related to teaching and learning a second language.
2. Apply second language acquisition theories and principles to develop programs, teaching/learning materials, and language learning assessment materials.
3. Adapt second language learning instructional materials to various cultural settings.
4. Demonstrate sensitivity to culturally diverse student populations.
5. Use correct English structures and lexicon in both speaking and writing.
6. Identify, characterize, and apply relevant educational theories, principles, and concepts that could increase listening, speaking, reading, and writing literacy.
7. Design classroom activities that can be used to improve language and thinking skills in the content area at different grade levels.
8. Design/Formulate, select, and evaluate instructional materials.

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