

4.4 Graduate Degree Level Expectations – In Table 2 below, summarize how the graduate Program’s structure and requirements address each DLE listed as well as any additional program-specific DLEs. [Refer to Graduate Degree Learning Expectations p. 34 of QUQAPs for more information]. When completing this section, Unit(s) may find it helpful to seek advice from the Centre for Teaching and Learning.

Table 2(a). Mapping graduate curriculum and degree level expectations (DLEs) (add rows as needed)

DLE	Learning Outcomes (Master’s)	Relevant Courses, Academic Requirement (Master’s)	Indicators of Achievement (Master’s)	Transferable Skills
<i>Depth and breadth of knowledge</i>	<p>Graduates will be able to summarize the significant theoretical and practical ideas central to the courses completed as part of their M.Ed. program.</p> <p>Graduates will be able to identify an issue or problem and frame it within the field of Education or, where appropriate, other related disciplines.</p>	<p>Coursework (Required) Students achieve at least a B- average in all courses completed as part of their master’s program chosen from among courses that form the foundation in educational theory: EDUC-800, 801, 802, 813, EDUC-820, 822, 823, 824, EDUC-805, 809, 810,811, 812, 815, 821, 822, 823, 825, 826, 827, 828, 830, 833, 850, 851, 852, 853, 854, 855, 857, 858, 860, 861, 862, 867, 870, 871, 874, 877) (6 for thesis students; 8 for project students).</p> <p>Scholastic Inquiry (Required) Students will write a research proposal for a thesis or project.</p>	<p>Graduates will have:</p> <p>(a) A thorough and critical understanding of foundational educational knowledge and its relationship to professional practice.</p> <p>(b) An understanding of current issues and developments at the forefront of the field, drawing on relevant knowledge from other disciplines.</p>	<ul style="list-style-type: none"> • Critical thinking • Critique and evaluate existing literature • Identify relevant literature to guide inquiry • Appraise the quality and relevance of empirical knowledge

		<p>(Optional) Students present research at ScholarShare and the Rosa Bruno-Jofré Symposium in Education (internal to the Faculty) or at external conferences.</p>		
<i>Research and scholarship</i>	<p>Graduates will be able to read and interpret educational research and scholarship work.</p> <p>Graduates will be able to formulate researchable questions and situate the resulting inquiry within an appropriate methodological framework.</p>	<p>Coursework (Required) EDUC 890 EDUC 895, 892 or 894 (for thesis students) EDUC 872 (AWIES) EDUC 875 or EDUC 876 (for AWIES thesis students)</p> <p>Coursework (Required) Students will complete The Course on Research Ethics (CORE) prior to conducting any inquiry.</p> <p>Coursework (Optional) EDUC 895, 892 or 894 (for project students) EDUC 875 or 876 (for AWIES project students)</p> <p>Scholastic Inquiry (Required) Students choosing the thesis route will present a</p>	<p>Graduates will have: An understanding of and practice in methods central to inquiry in education, connecting these to emerging educational questions, enabling critical evaluation of complex educational issues and resulting in independent research and scholarship.</p>	<ul style="list-style-type: none"> • Use Logic and reasoning to guide inquiry and research activities • Conceptual thinking • Systematic inquiry • Design and implement rigorous inquiry using qualitative and quantitative skills • Design research and inquiry.

		<p>research proposal at a colloquium and successfully defend a thesis. Students choosing the project route will achieve at least a B- on a research project.</p> <p>(Optional) Students may participate as Research Assistants with faculty researchers and research groups.</p>		
<p><i>Level of application of knowledge</i></p>	<p>Graduates will be able to synthesize the theoretical and practical ideas central to each course selected for their program and, where appropriate, connect these to their research/scholarship.</p> <p>Graduates will be able to plan and conduct independent</p>	<p>Coursework (Required) Students will successfully pass assignments in courses, which include products such as academic papers and presentations.</p> <p>Scholastic Inquiry (Required) Students will conduct research aimed toward completing a project or thesis, including applying for ethical approval if applicable.</p> <p>(Optional) Students present findings at professional or scholarly conferences.</p>	<p>Graduates will have: Competence in the application of knowledge and the skills of inquiry to address theoretical and practical aspects of education.</p>	<ul style="list-style-type: none"> • Implement systematic inquiry • Synthesize, analyze and apply data in professional contexts • Identify stakeholder needs • Identify learning needs of organization • Connect research to policy and practice

	educational research/scholarship using valid and defensible methods.	Students offer workshops or provide mentorship to teacher candidates or in professional settings.		
<i>Level of communication skills</i>	<p>Graduates will be able to communicate their developing ideas accurately and succinctly with peers and course instructors.</p> <p>Graduates will be able to confidently present a culminating scholarly product.</p>	<p>Coursework (Required) Students will participate fully in course activities and successfully complete assignments as these are assigned or negotiated.</p> <p>Students completing a thesis will successfully defend their proposed research in an open colloquium.</p> <p>Students completing a thesis will successfully defend their scholarship or research to an examining committee that includes at least one member external to their committee.</p>	Graduates will have: An ability to clearly communicate ideas, issues, and new knowledge in a variety of ways with multiple stakeholders.	<ul style="list-style-type: none"> • Use discipline specific language during oral and written communication and presentations • Communication of new knowledge to diverse audiences (knowledge mobilization) • Use the language of discipline from diverse perspectives for a range of audiences
<i>Autonomy and professional capacity</i>	Graduates will model ethical and professional behaviors in undertaking and completing	<p>Scholastic Inquiry (Required) Students will understand and uphold the standards for academic integrity as these pertain to the creation of all products</p>	Graduates will be able to: Apply ethical behaviours consistent with academic integrity and professional standards	<ul style="list-style-type: none"> • Use feedback to guide reflection and subsequent actions • Work interdependently • Exercise leadership

	<p>their program of study.</p> <p>Graduates will be able to engage in scholarship and inquiry that furthers meaningful, ethical and just research and practices.</p>	<p>related to their program as outlined by Queen's University: http://www.queensu.ca/academicintegrity/index.html</p> <p>Students will work productively and professionally with a supervisor to complete a thesis or project.</p> <p>Coursework & Scholastic Inquiry (Required) Students will complete their program in a timely fashion according to Queen's University policy.</p>	<p>and the use of appropriate guidelines and procedures for responsible conduct of research.</p> <p>Think critically and apply independent inquiry appropriate for diverse educational contexts.</p> <p>Have the intellectual independence required for continuing professional learning.</p>	<ul style="list-style-type: none"> • Design personal professional development with self-reflected criteria • Teamwork
<p><i>Awareness of limits of knowledge</i></p>	<p>Graduates will be able to articulate the sources and boundaries of their own knowledge and skills as these become evident during each course of study.</p>	<p>Coursework (Required) Students will be able to buttress arguments and proposed inquiry with credible citations.</p> <p>Scholastic Inquiry (Required) Thesis students will be able to articulate to an examiner how the knowledge sources and methodologies have</p>	<p>Graduates will have: A capacity to identify the contribution of multiple perspectives inherent in educational issues and the value of examining additional interpretations, methods and disciplines.</p>	<ul style="list-style-type: none"> • Maintain learning stance • Accept diverse perspectives

	Graduates will be able to articulate the boundaries or limitations of their own research and findings.	shaped their scholarly work. Students will conclude their written thesis or project with a discussion of the constraints that should be placed on their findings or recommendations.		
<i>Other more detailed research competencies</i>	For more detailed research competencies based on the Information Literacy Standards for Graduate Students in Education, February 2012, see Section 15. Master's students will begin an exploration of these competencies during their degree program.			
Table 2(b). Mapping graduate curriculum and degree level expectations (DLEs) (add rows as needed)				
DLE	Learning Outcomes (Doctoral)	Relevant Courses, Academic Requirement (Doctoral)	Indicators of Achievement (Doctoral)	
<i>Depth and breadth of knowledge</i>	Students will be able to summarize and critique the significant theoretical and practical ideas central to the areas of study selected for their PhD program.	Coursework (Required) Students achieve at least a B- average in all courses completed as part of their doctoral program chosen from among courses that form the foundation in: Curriculum Theorizing, Educational Studies, Learning and Cognition, Literacy Education, Measurement, Assessment, Policy, Leadership, and	Graduates will have: A comprehensive understanding of a substantial body of knowledge that is at the forefront of educational studies and related disciplines.	<ul style="list-style-type: none"> • Critical thinking • Critique and evaluate existing literature • Identify relevant literature to guide inquiry • Critical and provoking appraisal of empirical knowledge • Use existing knowledge to create new theoretical and conceptual frameworks.

	<p>Students will be able to assess the significance of developments in educational theory and practice translating these into an issue or problem worthy of study.</p>	<p>Evaluation, and Special Education</p> <p>Courses EDUC-910, 911, 920, 922, 924, 930, 931, 932, 933, 934, 940, and 942.</p> <p>Scholastic Inquiry (Required) Students will successfully complete a comprehensive paper (Comprehensive Task 1) and defend a research proposal in a comprehensive examination (Comprehensive Task 2).</p> <p>(Optional) Students will effectively argue for their proposed area of inquiry in public venues such as ScholarShare and the Rosa Bruno-Jofré Symposium in Education (internal to the Faculty) and other regional national and international educational conferences.</p>		
<i>Research and scholarship</i>	<p>Students will be able to critically</p>	<p>Coursework (Required) EDUC 900</p>	<p>Students will have: The ability to critically evaluate,</p>	<ul style="list-style-type: none"> • Logic and reasoning • Conceptual thinking • Systematic inquiry

	<p>evaluate, conceptualize, and interpret educational research and scholarly work.</p> <p>Students will be able to analyze the type of information required to address an important education issue or problem and related research questions.</p> <p>Students will be able to argue their chosen methodological approach.</p>	<p>Coursework (Optional) EDUC 901 (Contemporary Approaches to Education Research)</p> <p>Coursework (Required) Students will complete The Course on Research Ethics (CORE) prior to conducting any inquiry.</p> <p>Scholastic Inquiry (Required) Students will successfully complete and defend a dissertation in education.</p> <p>(Optional) Students participate as Research Assistants with faculty researchers and research groups.</p> <p>Students may mentor peers and master's students in research methods.</p>	<p>conceptualize, design, and implement research for the generation of new knowledge applications or understandings at the forefront of education.</p> <p>The ability to make informed judgments on complex issues in education, sometimes requiring new methodologies, or adjustments to the research design or methodology in the light of unforeseen problems.</p> <p>The ability to produce and publish original research or other advanced scholarship of a quality to satisfy peer or juried review.</p> <p>The ability to connect dissertation research with an emerging program of research.</p>	<ul style="list-style-type: none"> • Design and implement rigorous inquiry using qualitative and quantitative skills • Research design • Knowledge creation
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<p><i>Level of application of knowledge</i></p>	<p>Students will be able to synthesize the theoretical and practical ideas central to each course and, where appropriate, connect these to their research/scholarship.</p> <p>Students will be able to plan and conduct independent educational research/scholarship using valid and defensible methods that make an original and significant contribution to the field.</p>	<p>Coursework (Required) Students will successfully pass assignments in courses, which include products such as academic papers and presentations.</p> <p>Scholastic Inquiry (Required) Students will conduct research aimed toward completing a dissertation, including applying for ethical approval if applicable.</p> <p>(Optional) Students present findings at professional or scholarly conferences.</p> <p>Students offer workshops or provide mentorship to teacher candidates, master's students, their peers or colleagues in professional settings.</p> <p>Students teach a course as a Graduate Teaching Fellow.</p>	<p>Graduates will have the capacity to:</p> <p>Undertake pure and/or applied research at an advanced level.</p> <p>Contribute to the development of educational theory, policy or approaches, academic or professional skills, techniques, tools, practices, ideas, theories, approaches, materials and/or teaching methodologies.</p> <p>Graduates will be able to identify the likely contexts for research use and generate the information and the reporting structure most likely to contribute to these contexts.</p>	<ul style="list-style-type: none"> • Implement systematic inquiry • Synthesize, analyze and apply data in professional contexts • Identify stakeholder needs • Identify learning needs of organization • Connect research to policy and practice • Provide leadership to guide research and inquiry
<p><i>Level of communication skills</i></p>	<p>Students will develop the</p>	<p>Coursework (Required)</p>	<p>Graduates will have:</p>	<ul style="list-style-type: none"> • Use discipline specific language

	<p>capacity to engage in scholarly conversations.</p> <p>Students will be able to lead investigations of concepts and practices related to their research.</p>	<p>Students will make regular and substantive contributions to formal class discussions.</p> <p>Optional Students will add to their CV examples of presentations of their scholarly work to other educators or academics.</p> <p>Coursework (Required) When called on, students will be able to introduce others to the concepts and practices related to their field of research including the issues and problems that are in need of investigation.</p> <p>Optional Students will take on the role of Graduate Teaching Fellow within the Faculty or teach in support of courses in Continuing Education.</p>	<p>The ability to communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively.</p> <p>The ability to mobilize knowledge in one's field including the teaching of that knowledge.</p>	<p>during oral and written communication and presentations</p> <ul style="list-style-type: none"> • Communication of new knowledge to diverse audiences (knowledge mobilization) • Use the language of discipline from diverse perspectives for a range of audiences • Plan, organize and lead communication activities for various audiences
<i>Autonomy and professional capacity</i>	Students will model ethical and professional	<p>Scholastic Inquiry (Required) Students will understand and uphold the standards</p>	Graduates will be able to apply: Ethical behaviours consistent with	<ul style="list-style-type: none"> • Create effective collaborative teams with diverse and required skillsets

	<p>behaviors in undertaking and completing their program of study.</p>	<p>for academic integrity as these pertain to the creation of all products related to their program as outlined by Queen's University: http://www.queensu.ca/academicintegrity/index.html</p> <p>Students will demonstrate their depth of knowledge through the successful completion of comprehensives, and take responsibility for the process of completing a dissertation.</p> <p>Coursework & Scholastic Inquiry (Required) Students will take responsibility for navigating the intellectual and administrative demands of their program completing their degree in a timely fashion according to Queen's University policy.</p> <p>(Optional)</p>	<p>academic integrity and professional standards and the use of appropriate guidelines and procedures for responsible conduct of research.</p>	<ul style="list-style-type: none"> • Work interdependently • Demonstrate team leadership • Design personal professional development with self-reflected criteria • Take on varied roles within work team, as required.
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<p><i>Awareness of limits of knowledge</i></p>	<p>Students will be able to identify and critically evaluate the boundaries of knowledge and skills in their own work and discipline.</p> <p>Students will be able to articulate the boundaries or limitations of their own research and findings, and make perceptive</p>	<p>Coursework (Required) Students will demonstrate an ability to explore concepts and principles that effectively extend their investigations beyond previous experiences.</p> <p>Coursework (Optional) Students will challenge their peers to consider concepts and principles that would expand the scope of the knowledge and skills currently being used to frame and investigate a problem.</p> <p>Students will conclude their dissertation and defense with</p>	<p>Graduates will have: An appreciation of the limitations of one's own scholarship and discipline, of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.</p>	<ul style="list-style-type: none"> • Maintain learning stance • Accept diverse perspectives • Help others to recognize and understand current limits to knowledge and understanding.

	recommendations for further inquiry.	considerations of the boundaries of their scholarship or research, as well as the program of research that could extend from the findings.		
<i>Other more detailed research competencies</i>	For more detailed research competencies based on the Information Literacy Standards for Graduate Students in Education, February 2012, see Section 15. Doctoral students will continue the exploration of these competencies, and will build a greater depth and breadth of these skills during their degree program.			