

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

DIVISION OF PSYCHOLOGY AND COUNSELING

B.A. Psychology Student Learning Outcomes

1. Upon successful completion of the program, the candidate should be able to: (a) describe key concepts, principles, and overarching themes in psychology; (b) develop a working knowledge of psychology's content domains; and (c) describe applications of psychology.
2. Upon successful completion of the program, the candidate should be able to: (a) Use scientific reasoning to interpret psychological phenomena; (b) Demonstrate psychology information literacy & engage in innovative and integrative thinking and problem solving; (c) Interpret, design, and conduct basic psychological research and incorporate sociocultural factors in scientific inquiry.
3. Upon successful completion of the program, the candidate should be able to: (a) Apply ethical standards to evaluate psychological science and practice; (b) Build and enhance interpersonal relationships; (c) Adopt values that build community at local, national, and global levels.
4. Upon successful completion of the program, the candidate should be able to: (a) Demonstrate effective writing for different purposes; (b) Exhibit effective presentation skills for different purposes; (c) Interact effectively with others.
5. Upon successful completion of the program, the candidate should be able to: (a) Apply psychological content and skills to career goals & exhibit self-efficacy and self-regulation; (b) Refine project-management skills & Enhance teamwork capacity; (c) Develop meaningful professional direction for life after graduation.

M.A. Psychology Student Learning Outcomes

1. Upon successful completion of the program, the candidate should be able to: Demonstrate proficient intervention skills with children and adults in both individual and group modalities.
2. Upon successful completion of the program, the candidate should be able to: Demonstrate proficiency in conceptualizing cases and accurately applying the models of psychotherapy.
3. Upon successful completion of the program, the candidate should be able to: Consistently demonstrate proficient ability to use clinical information (current edition of DSM) to accurately diagnose, insightfully engage in differential diagnosis, and create effective treatment plans.
4. Upon successful completion of the program, the candidate should be able to: Demonstrate advanced skills in self-evaluation as a clinician, acknowledging strengths and challenges as a clinician and insightfully addressing countertransference issues when they arise.
5. Upon successful completion of the program, the candidate should be able to: Consistently demonstrate the ability to ameliorate the effects of bias and prejudice on psychological functioning of clients.

6. Upon successful completion of the program, the candidate should be able to: Consistently demonstrate proficiency in composing accurate, clear, concise, thorough, and APA-compliant clinical documents revealing a depth of perspective about the client; candidate also demonstrates a positive attitude in making revisions based on supervisor's feedback.
7. Upon successful completion of the program, the candidate should be able to: Consistently demonstrate an ability to effectively evaluate and accurately, coherently integrate a variety psychological research findings into clinical assessment and intervention of client cases.
8. Upon successful completion of the program, the candidate should be able to: Demonstrate behavior congruent with APA Ethical Principles of Psychologists and Code of Conduct in all professional contexts.
9. Upon successful completion of the program, the candidate should be able to: Consistently engage proactively in case consultation/ supervision to plan appropriate strategies and goals for therapy with children and/or adults, bringing ideas to each session.

M.A. Counseling Student Learning Outcomes (across all specialty programs)

1. **Professional Orientation and Ethical Practice** - Explain professional functioning and identity, including collaborating with other helping professionals in an ethical and socially just manner.
2. **Social and Cultural Diversity** - Demonstrate multicultural competence working with individuals from diverse backgrounds.
3. **Human Growth and Development** - Assess client's growth and development across the lifespan related to individual and family experiences along with cultural influences.
4. **Career Development** - Demonstrate knowledge and working application of career development in counseling practice.
5. **Counseling and Helping Relationships** - Employ theoretically grounded counseling interventions to establish theory-based client outcomes.
6. **Group Counseling and Group Work** - Facilitate group dynamics and application of group theory in group counseling practice.
7. **Assessment and Testing** - Employ ethical and culturally responsive assessment practices, strategies, and interventions in counseling practice with diverse clients.
8. **Research and Program Evaluation** - Integrate ethical, culturally competent, and socially just practices into counseling research processes.

M.A. School Counseling Specialty additional Student Learning Outcome

1. Create, implement, and evaluate data-driven school counseling programs designed to meet the academic, career, and social/emotional development of all students.

M.A. Clinical Mental Health Counseling Specialty additional Student Learning Outcome

1. Apply ethical and socially just counseling theories and interventions to clients presenting problems and diagnoses.

M.A. Marriage and Family Counseling Specialty additional Student Learning Outcome

1. Apply systems theories in an ethical and socially just manner to couples, marriages, and families from a diversity of cultural backgrounds.

Ph.D. in Counseling Education and Supervision Student Learning Outcomes

1. **Counseling** - Implement advanced ethical, theory-based, and culturally relevant practices into clinical counseling.
2. **Supervision** - Construct and apply a scholarly supervision model in an ethical and culturally relevant manner.
3. **Teaching** - Articulate and implement scholarly-based pedagogical and/or andragogical teaching practices with diverse student populations in counselor education.
4. **Research and Scholarship** - Develop professional research projects and activities relevant to professional practice of counseling, counselor education, and/or supervision modalities.
5. **Leadership and Advocacy** - Advocate for multicultural and social justice issues on behalf of the profession.

Ed.S. Specialist in School Psychology Student Learning Outcomes

The goal of the Specialist in School Psychology program is to develop entry-level competencies in its graduates so that they can function as School Psychologists in public, private or alternative school settings. In order to reach this goal, the Specialist program has designed its curriculum to be consistent with the Practice Model of the National Association of School Psychologists (NASP), which outlines how services are integrated to best meet the needs of students, families, and the school community. As such, the learning objectives of the Specialist program are organized into ten domains and include the learning objectives outlined below.

1. **Domain 1 Data-Based Decision Making:** Students will effectively use assessment methods to identify strengths and needs, develop interventions, and measure outcomes. They will apply a problem-solving framework and consider ecological factors in data-driven decision-making across individual, group, and system levels within a multitiered support system.

2. **Domain 2 Consultation and Collaboration:** Students will demonstrate understanding of and apply consultation and collaboration models to effectively engage with individuals, families, and groups. They will develop skills in communication and decision-making to enhance service delivery within a systematic approach to problem-solving in school psychology.
3. **Domain 3 Academic Interventions and Instructional Supports:** Students demonstrate the capacity to analyze the influences on academic skills and apply evidence-based curricula and instructional strategies. They will collaborate to implement and evaluate assessment methods, ensuring effective academic interventions that support children's skill development through data-driven practices.
4. **Domain 4 Mental and Behavioral Health Services and Interventions:** Students will demonstrate understanding of the influences on mental and behavioral health and show the capacity to apply evidence-based strategies to promote social-emotional functioning. They will collaborate to design, implement, and evaluate interventions that foster resilience, positive behavior, and adaptive skills in children.
5. **Domain 5 School-Wide Practices to Promote Learning:** Students will demonstrate the capacity to analyze school systems and evidence-based practices to enhance learning and mental health. They will collaborate to develop and implement strategies that create safe, effective, and supportive environments for both students and school staff, fostering positive behavior and engagement.
6. **Domain 6 Services to Promote Safe and Supportive Schools:** Students will demonstrate understanding of social-emotional well-being and risk factors affecting learning. They will collaborate to promote evidence-based strategies for creating safe, supportive schools, implementing preventive and responsive services that enhance mental health, safety, and effective crisis management in educational settings.
7. **Domain 7 Family, School, and Community Collaboration:** Students will demonstrate understanding family systems and strategies to enhance collaboration between families and schools. They will design, implement, and evaluate culturally responsive services, fostering partnerships with families and community agencies to improve academic and social-behavioral outcomes for children.
8. **Domain 8 Equitable Practices for Diverse Student Populations:** Students will respect and demonstrate understanding of individual differences and diverse characteristics affecting development and learning. They will implement evidence-based strategies to enhance services in education, promoting equity and effective functioning for individuals, families, and schools from varied cultural and socio-economic backgrounds.
9. **Domain 9 Research and Evidence-Based Practice:** Students will understand research design and data analysis techniques to evaluate programs in applied settings. They will apply evidence-based practices as scientist-practitioners,

collaborating with others to utilize various data collection methods and technology to support effective interventions at multiple levels.

10. **Domain 10 Legal, Ethical, and Professional Practice:** Students will demonstrate understanding the foundations of school psychology, including ethical and legal standards. They will demonstrate effective decision-making, collaboration, and professional skills, embracing responsibility, adaptability, and advocacy to ensure ethical practice and commitment to social justice and equity in their work.

DIVISION OF EDUCATION AND LEADERSHIP

Elementary Education Student Learning Outcomes

1. **Understanding and Addressing Each Child's Developmental and Learning Needs.** Candidates will use their understanding of child growth and development, individual differences, and diverse families, cultures, and communities to plan and implement inclusive learning environments, providing each child with equitable access to high quality learning experiences that allow them to meet high standards. They will work collaboratively with families to gain a holistic perspective of children's strengths and needs and how to motivate their learning.
2. **Understanding and Applying Content and Curricular Knowledge for Teaching.** Candidates will demonstrate and apply understandings of major concepts, skills, and evidence-based best practices as they interpret disciplinary curricular standards and related expectations within and across the content areas of literacy, mathematics, science, social studies, creative arts, health, and physical education.
3. **Assessing, Planning, and Designing Contexts for Learning.** Candidates will assess students, plan instruction, and design classroom contexts for learning. Candidates will use formative and summative assessments to monitor students' learning and guide instruction and will plan learning activities to promote a full range of competencies for each student. They will differentiate instructional materials and activities to address all learners' diversities. Candidates will foster engagement in learning by establishing and maintaining social norms for classrooms and will build interpersonal relationships with students that generate motivation and promote social and emotional development.
4. **Supporting Each Child's Learning Using Effective Instruction.** Candidates will make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices employing print and appropriate digital resources. Instruction will be delivered using a cohesive sequence of lessons and employing effective instructional practices, including explicit instruction, effective feedback, whole class activities as well as flexible grouping arrangements, and individual instruction to support effective instruction and improved learning for every child.
5. **Developing as a Professional.** Candidates will promote the learning and development of every child through the candidates' participation in reflective self-study, opportunities for problem-focused professional learning, as well as more general involvement in the professional community. Candidates will work independently and collaboratively with families, communities, and other education professionals to help every learner succeed. Candidates will exhibit academic integrity and high ethical standards.

B.A. Early Childhood Student Learning Outcomes (EDEC.BA, and EDEC.INC.BA)

1. **Child Development and Learning in Context:** At an 80% proficiency, early childhood educators will demonstrate the understanding of child development

from birth to age 8, recognizing individual variations and the impact of relationships and contexts on learning, and will apply this knowledge to make informed, evidence-based decisions in their practice.

2. **Family–Teacher Partnerships and Community Connections:** At an 80% proficiency, early childhood educators will demonstrate the capacity to develop respectful and reciprocal partnerships with families, valuing diversity and leveraging community resources to enhance young children's learning and development while fostering connections between early learning settings and local organizations.
3. **Child Observation, Documentation, and Assessment:** At an 80% proficiency, early childhood educators will demonstrate the capacity to use observation and assessment tools ethically and appropriately to document each child's development, inform instruction, and foster partnerships with families and colleagues, ensuring positive outcomes tailored to diverse needs and contexts.
4. **Developmentally, Culturally, and Linguistically Appropriate Teaching Practices:** At an 80% proficiency, early childhood educators will demonstrate the capacity to establish supportive relationships and utilize a diverse range of developmentally, culturally, and linguistically appropriate teaching practices that are responsive to each child's needs, ensuring inclusive and effective learning environments grounded in universal design principles.
5. **Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum:** At an 80% proficiency, early childhood educators will demonstrate knowledge of academic disciplines and effective pedagogical methods, applying this understanding to design and evaluate engaging, age-appropriate curriculum experiences that foster meaningful learning and development for each child.
6. **Professionalism as an Early Childhood Educator:** At an 80% proficiency, early childhood educators will demonstrate the capacity to engage as informed advocates, using ethical guidelines and effective communication skills. They will demonstrate reflective practice and collaboration, fostering professional relationships with children, families, and colleagues while committing to continuous learning within the early childhood profession.

M.A. Early Childhood Student Learning Outcomes

2. **Child Development and Learning in Context:** At an 85% proficiency, early childhood educators will demonstrate the understanding of child development from birth to age 8, recognizing individual variations and the impact of

relationships and contexts on learning, and will apply this knowledge to make informed, evidence-based decisions in their practice.

3. **Family–Teacher Partnerships and Community Connections:** At an 85% proficiency, early childhood educators will demonstrate the capacity to develop respectful and reciprocal partnerships with families, valuing diversity and leveraging community resources to enhance young children's learning and development while fostering connections between early learning settings and local organizations.
4. **Child Observation, Documentation, and Assessment:** At an 85% proficiency, early childhood educators will demonstrate the capacity to use observation and assessment tools ethically and appropriately to document each child's development, inform instruction, and foster partnerships with families and colleagues, ensuring positive outcomes tailored to diverse needs and contexts.
5. **Developmentally, Culturally, and Linguistically Appropriate Teaching Practices:** At an 85% proficiency, early childhood educators will demonstrate the capacity to establish supportive relationships and utilize a diverse range of developmentally, culturally, and linguistically appropriate teaching practices that are responsive to each child's needs, ensuring inclusive and effective learning environments grounded in universal design principles.
6. **Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum:** At an 85% proficiency, early childhood educators will demonstrate knowledge of academic disciplines and effective pedagogical methods, applying this understanding to design and evaluate engaging, age-appropriate curriculum experiences that foster meaningful learning and development for each child.
7. **Professionalism as an Early Childhood Educator:** At an 85% proficiency, early childhood educators will demonstrate the capacity to engage as informed advocates, using ethical guidelines and effective communication skills. They will demonstrate reflective practice and collaboration, fostering professional relationships with children, families, and colleagues while committing to continuous learning within the early childhood profession.

Multicategorical Special Education Student Learning Outcomes

1: Engaging in Professional Learning and Practice within Ethical Guidelines

Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

2: Understanding and Addressing Each Individual's Developmental and Learning Needs

Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.

3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge

Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

4: Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making

Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

5: Supporting Learning Using Effective Instruction

Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

6: Supporting Social, Emotional, and Behavioral Growth

Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

7: Collaborating with Team Members

Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

M.A. Principal Leadership Student Learning Outcomes

1. Mission, Vision, and Improvement: Students will demonstrate the capacity to collaboratively lead and implement a school mission and vision focused on continuous

improvement, integrating values of data use, technology, equity, diversity, digital citizenship, and community to promote the success and well-being of all students and staff.

2. Ethics and Professional Norms: Students will demonstrate the capacity to advocate for ethical decision-making and cultivate professional norms that promote the success and well-being of all students and staff, showing a commitment to integrity and ethical leadership in their educational environments.

3. Equity, Inclusiveness, and Cultural Responsiveness: Students will demonstrate the capacity to create and sustain a supportive, equitable, and culturally responsive school culture that promotes the success and well-being of all students and staff, ensuring inclusiveness and respect for diverse backgrounds and perspectives.

4. Learning and Instruction: Students will demonstrate the capacity to evaluate and implement coherent systems for curriculum, instruction, and assessment, showing the ability to enhance the success and well-being of all students and staff through effective use of data and targeted support strategies.

5. Community and External Leadership: Students will demonstrate the capacity to effectively engage families, community members, and school personnel to enhance student learning and support school improvement, advocating for the needs of their school and strengthen partnerships within the community.

6. Operations and Management: Students will demonstrate the capacity to improve management and operational systems by effectively applying laws, policies, and technology to develop equitable, data-informed resource plans, enhancing communication and governance for the success and well-being of all students and staff.

7. Building Professional Capacity: Students will demonstrate the ability to enhance student and staff success by building professional capacity through strategies that foster a collaborative culture and effective systems for staff supervision, evaluation, and professional learning.

Ed.D. INLD Higher Education Student Learning Outcomes

1. Explain the history, philosophies, sociology, and laws related to governance, administration, and leadership in colleges, universities, and higher education systems.
2. Examine how higher education institutions differ based on their missions, public/private status, academic programs, size, and stakeholders
3. Use organizational theories and models to create and manage effective higher education institutions.
4. Demonstrate an understanding of the demographics and trends related to the student population in American higher education.

5. Analyze issues of diversity, equity, and social justice within higher education.
6. Collaborate with others inside and outside the institution to support student learning, growth, and development.
7. Apply best practices in assessment and evaluation in universities and colleges
8. Understand and interpret data from academic programs and institutions.

Ed.D. INLD Superintendent Student Learning Outcomes

1. **Mission, Vision, and Improvement:** Students will demonstrate the capacity to collaboratively lead and implement a district mission and vision focused on continuous improvement, integrating values of data use, equity, diversity, and community to promote the success and well-being of every student and adult.
2. **Ethics and Professional Norms:** Students will demonstrate the capacity to advocate for ethical decision-making and cultivate professional norms that promote the success and well-being of all students and staff, showing a commitment to integrity and fostering a positive and inclusive school culture.
3. **Equity, Inclusiveness, and Cultural Responsiveness:** Students will demonstrate the capacity to develop and sustain a supportive, equitable, and culturally responsive district culture, promoting the success and well-being of all students and staff by valuing inclusiveness and addressing diverse needs.
4. **Learning and Instruction:** Students will demonstrate the capacity to evaluate and implement coherent systems for curriculum, instruction, and assessment, enhancing student and staff success through effective instructional leadership and data-driven decision-making that supports ongoing learning and improvement.
5. **Community and External Leadership:** Students will demonstrate the capacity to engage families and communities in school initiatives, advocating for the needs of students and the district while fostering partnerships that enhance educational outcomes and support the well-being of all stakeholders.
6. **Operations and Management:** Students will demonstrate the capacity to develop and manage data-informed, equitable district systems for operations and resource allocation, evaluating and improving human capital management to enhance the success and well-being of all students and staff.
7. **Policy, Governance, and Advocacy:** Students will demonstrate the capacity to cultivate relationships and lead collaborative decision-making processes, advocating for district needs and effectively represent students and staff in broader policy discussions to promote their success and well-being.

