

Cato College of Education

Graduate Certificate Play Therapy

Student Learning Outcome:

1. Candidates for the Graduate Certificate in Play Therapy demonstrate the professional skills expected in their field to support and improve client development.

MA Counseling

Student Learning Outcome:

1. Students will demonstrate an understanding of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
2. Students will demonstrate proficiency in multicultural counseling competencies.
3. Students will discuss the systemic and environmental factors that affect human development, functioning, and behavior.
4. Professional Counseling students demonstrate an understanding of knowledge for using various assessment tools and techniques during career planning and decision making.

Ph.D. in Counselor Education and Supervision

Student Learning Outcome:

1. Research and Scholarship. Doctoral students demonstrate knowledge of research questions appropriate for professional research and publication. (CACREP 2016; Section 6.B.4.g)
2. Doctoral students will be able to demonstrate integration of theories relevant to counseling. (CACREP 2016; Section 6.B.1.b)
3. Doctoral students demonstrate knowledge of roles and responsibilities related to educating counselors. (CACREP 2016; Section 6.B.3.a)
4. Doctoral students effectively demonstrate instructional and curriculum design, delivery, and evaluation methods relevant to counselor education. (CACREP Section 6.B.3.d)
5. Doctoral students demonstrate knowledge of theoretical frameworks and models of clinical supervision. (CACREP 2016; Section 6.B.2.b)
6. Doctoral students demonstrate knowledge of role of counselors and counselor educators advocating on behalf of the profession and professional identity. (CACREP 2016; Section

Post Masters Certificate School Counseling (online and face-to-face)

Student Learning Outcome:

1. Professional School Counseling students will be able to use accountability data to inform decision making.

Post-Master's Certificate in Addiction Counseling

Student Learning Outcome:

1. Addiction Counseling Students will be able to identify and use techniques and interventions related to substance abuse and other addictions (CACREP Standard A.3.c)

Edd Educational Leadership**Student Learning Outcome:**

1. Doctoral candidates demonstrate in-depth knowledge of their education specialty and are able to apply knowledge and skills specific to their discipline.
2. Doctoral candidates demonstrate in-depth knowledge of concentration specialization (i.e., school/community; urban education/reading/English Language Learners, etc.)
3. Doctoral candidates demonstrate the ability to conduct independent research to answer relevant questions their area of specialization and add to the body of knowledge in the field of education.
4. Doctoral program candidates demonstrate skills (including advocacy) and commitment to creating supportive environments that afford all P-12 students access to rigorous evidence-based practices specific to their learning needs.

Graduate Certificate in Learning, Design, and Technology (online only)**Student Learning Outcome:**

1. Learning, Design, and Technology candidates demonstrate an understanding of instructional technology standards and are able to apply knowledge and skills specific to their concentration area.
2. Learning, Design and Technology candidates demonstrate skills and commitment to create, use, evaluate, and manage effective learning environments and processes utilizing innovative technologies.
3. Learning, Design, and Technology candidates model and promote reflective practice, digital citizenship and ethical use of instructional design and technology to engage diverse learners, improve learning, and enrich professional practice.

Graduate Certificate Quantitative Analyses**Student Learning Outcome:**

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.
2. Advanced Program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.

MEd Educational Leadership**Student Learning Outcome:**

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.

2. Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality, equitable educational environments.
3. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments in P-20 education.
4. Advanced program candidates apply technology standards to design, implement and assess learning experiences/environments to engage individuals, improve learning, and enrich professional practice.

MEd Learning, Design and Technology (online only)

Student Learning Outcome:

1. Learning, Design, and Technology candidates demonstrate an understanding of instructional technology standards and are able to apply knowledge and skills specific to their concentration area.
2. Learning, Design, and Technology candidates demonstrate skills and commitment to create, use, evaluate, and manage effective learning environments and processes utilizing innovative technologies.
3. Learning, Design, and Technology candidates model and promote reflective practice, digital citizenship and ethical use of instructional design and technology to engage diverse learners, improve learning, and enrich professional practice.
4. Learning, Design, and Technology candidates apply research and evidence to provide leadership in the field of instructional technology

MSA School Administration

Student Learning Outcome:

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.
2. Advanced Program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.
3. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Advanced program candidates apply technology standards to design, implement and assess learning experiences/environments to engage children/students, improve learning, and enrich professional practice.

PhD Educational Research, Measurement, and Evaluation

Student Learning Outcome:

1. Doctoral candidates demonstrate in-depth knowledge of educational research, measurement, and evaluation and are able to apply knowledge and skills specific to their discipline.

2. Doctoral candidates demonstrate the ability to conduct independent research to answer relevant questions their area of specialization and add to the body of knowledge in the field of education.
3. Doctoral program candidates demonstrate skills in reflective practice on teaching that addresses diverse learners, research using evidence-based practices, working and collaborating with diverse partners, and using leadership skills.
4. Doctoral program candidates demonstrate skills in research consultation with external agencies including needs assessment, communication, and report writing.

Post Masters Certificate School Administration

Student Learning Outcome:

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.
2. Advanced Program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.
3. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Advanced program candidates apply technology standards to design, implement and assess learning experiences/environments to engage children/students, improve learning, and enrich professional practice.

Post-Master's Certificate in University and College Teaching

Student Learning Outcome:

1. Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality, equitable educational environments.
2. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments at the university and college level.
3. Advanced program candidates apply content knowledge and skills, technology standards to design, implement and assess learning experiences/environments to engage individuals, improve learning, and enrich professional practice.

BA Middle Grades Education (grades 6-9)

Student Learning Outcome:

1. Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
2. Candidates use domain-specific research and theory to design, implement, assess, and reflect on student learning.
3. Candidates demonstrate skills and commitment that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.

4. Candidates model and apply technology standards to design, implement, and assess developmentally appropriate learning experiences to engage students and improve learning.
5. Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.

Graduate Certificate in Art Education (K-12)- Teaching

Student Learning Outcome:

1. Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
2. Candidates use domain-specific research and theory to design, implement, assess, and reflect on student learning.
3. Candidates demonstrate skills and commitment that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.

Graduate Certificate in Common Core Instruction

Student Learning Outcome:

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.
2. Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality, equitable educational environments.
3. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments in P-20 education.

Graduate Certificate in National Board Certification (online)

Student Learning Outcome:

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.
2. Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality, equitable educational environments.
3. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.

Graduate Certificate in Teaching English as Second Language (K-12)

Student Learning Outcome:

1. Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
2. Candidates use domain-specific research and theory to design, implement, assess, and reflect on student learning. Candidates demonstrate skills and commitment that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
3. Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning

Graduate Certificate in Teaching Foreign Language Education

Student Learning Outcome:

1. Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
2. Candidates use domain-specific research and theory to design, implement, assess, and reflect on student learning.
3. Candidates demonstrate skills and commitment that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.

Graduate Certificate in Teaching Middle Grades and Secondary Education

Student Learning Outcome:

1. Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
2. Candidates use domain-specific research and theory to design, implement, assess, and reflect on student learning.
3. Candidates demonstrate skills and commitment that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.

MAT English as Second Language

Student Learning Outcome:

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.

2. Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.
3. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.

MAT Foreign Language Education (K-12)

Student Learning Outcome:

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.
2. Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs. Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.

MAT Middle Grades and Secondary Education

Student Learning Outcome:

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.
2. Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.
3. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.

MEd Curriculum & Instruction

Student Learning Outcome:

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.
2. Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.

3. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Candidates model and apply technology standards to design, implement, and assess developmentally- appropriate learning experiences to engage students and improve learning.

MEd in Urban Education

Student Learning Outcome:

1. Advanced program candidates will demonstrate and apply content knowledge and skills specific to their content area or discipline.
2. Advanced program candidates will use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.
3. Advanced program candidates will demonstrate knowledge, skills, equity/inclusion, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Advanced program candidates will model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.

PhD Curriculum and Instruction

Student Learning Outcome:

1. Ph.D. students in the Curriculum & Instruction Doctoral Program will demonstrate in-depth knowledge of core urban education
2. Ph.D. students in the Curriculum & Instruction Doctoral Program will demonstrate in-depth knowledge of content concentration (literacy education, urban education, mathematics education, elementary education; curriculum and educator development, or learning, design and technology) and research.
3. Ph.D. students in the C&I doctoral program will demonstrate the ability to conduct independent research to answer relevant questions in their concentration area. This research has the potential to add to the body of knowledge in the field of education.
4. Ph.D. students in the Curriculum & Instruction Doctoral Program will demonstrate an understanding of diversity and ability to create a supportive learning environment for all students

BA Elementary Education (grades K-6)

Student Learning Outcome:

1. ELED BA teacher licensure candidates demonstrate knowledge of the important principles and concepts of the content they teach. All program completers pass the content examinations required for licensure.
2. Candidates use domain-specific research and theory to design, implement, assess, and reflect on student learning.

3. Candidates demonstrate skills and commitment that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Candidates model and apply technology standards to design, implement, and assess developmentally appropriate learning experiences to engage students and improve learning.
5. Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.

Graduate Certificate in Advanced Literacy Instruction and Intervention

Student Learning Outcome:

1. Advanced program candidates apply technology standards to design, implement and assess learning experiences/environments to engage children/students, improve learning, and enrich professional practice.
2. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs

Graduate Certificate in Anti-Racism in Urban Education

Student Learning Outcome:

1. Advanced program candidates are able to use appropriate research and theory to identify and analyze anti-racist movements through a historical and cultural context.
2. Advanced program candidates are able to develop a plan of action to effectively address racism in local contexts.

Graduate Certificate in Elementary School Mathematics (grades K-5) (online only)

Student Learning Outcome:

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.
2. Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.
3. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.

Graduate Certificate in Instructional Coaching

Student Learning Outcome:

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.
2. Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.

Graduate Certificate in Teaching Elementary Education

Student Learning Outcome:

1. Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
2. Candidates use domain-specific research and theory to design, implement, assess, and reflect on student learning.
3. Candidates demonstrate skills and commitment that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.

MAT Elementary Education (grades K-6)

Student Learning Outcome:

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.
2. Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.
3. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Advanced candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.

MEd Elementary Education

Student Learning Outcome:

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.
2. Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.
3. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.

4. Advanced program candidates apply technology standards to design, implement and assess learning experiences/environments to engage children/students, improve learning, and enrich professional practice.

MEd Reading Education (online)

Student Learning Outcome:

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.
2. Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.
3. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Advanced program candidates apply technology standards to design, implement and assess learning experiences/environments to engage children/students, improve learning, and enrich professional practice.

BA Child and Family, (B-K) Teacher Licensure

Student Learning Outcome:

1. Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
2. Candidates use domain-specific research and theory to design, implement, assess, and reflect on student learning.
3. Candidates demonstrate skills and commitment that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning
5. Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.

BA Special Education (K-12) Adapted Curriculum

Student Learning Outcome:

1. Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
2. Candidates use domain-specific research and theory to design, implement, assess, and reflect on student learning.
3. Candidates demonstrate skills and commitment that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.

4. Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.
5. Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.

BA Special Education (K-12) General Curriculum

Student Learning Outcome:

1. Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
2. Candidates use domain-specific research and theory to design, implement, assess, and reflect on student learning.
3. Candidates demonstrate skills and commitment that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.
5. Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.

BA Special Education and Elementary Education (grades K-6)

Student Learning Outcome:

1. Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
2. Candidates use domain-specific research and theory to design, implement, assess, and reflect on student learning.
3. Candidates demonstrate skills and commitment that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Candidates model and apply technology standards to design, implement, and assess developmentally appropriate learning experiences to engage students and improve learning
5. Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.

Graduate Certificate Applied Behavior Analysis

Student Learning Outcome:

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.(Aligned with CAEP Advanced Standards 1.1; 1.3)

2. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
3. Advanced program candidates apply technology standards to design, implement and assess learning experiences/environments to engage children/students, improve learning, and enrich professional practice. (Aligned with CAEP Advanced Standard 1.5).

Graduate Certificate Child and Family Development (B-K)

Student Learning Outcome:

1. Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility
2. Candidates use domain-specific research and theory to design, implement, assess, and reflect on student learning.
3. Candidates demonstrate skills and commitment that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.

Graduate Certificate in Teaching Autism Spectrum Disorder (online only)

Student Learning Outcome:

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline. (Aligned with CAEP Advanced Standards 1.1; 1.3)
2. Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environment. Aligned with CAEP Advanced Standard 1.2.
3. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.

Graduate Certificate Special Education Adapted and General Curriculum (online and face-to-face)

Student Learning Outcome:

1. Candidates demonstrate proficiency in the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

2. Candidates use domain-specific research and theory to design, implement, assess, and reflect on student learning.
3. Candidates demonstrate skills and commitment that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.

Graduate Certificate Special Education AIG (online only)

Student Learning Outcome:

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.
2. Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.
3. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Advanced program candidates apply technology standards to design, implement and assess learning experiences/environments to engage children/students, improve learning, and enrich professional practice.

MAT Child and Family Studies

Student Learning Outcome:

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.
2. Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.
3. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Advanced candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.

MAT Special Education General or Adapted Curriculum (K-12) (online and face-to-face)

Student Learning Outcome:

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline. (Aligned with CAEP Advanced Standards 1.1; 1.3)

2. Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environment. Aligned with CAEP Advanced Standard 1.2).
3. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Advanced program candidates apply technology standards to design, implement and assess learning experiences/environments to engage children/students, improve learning, and enrich professional practice. (Aligned with CAEP Advanced Standard 1.5).

MEd SPCD--AIG (online) concentration

Student Learning Outcome:

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.
2. Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.
3. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Advanced program candidates apply technology standards to design, implement and assess learning experiences/environments to engage children/students, improve learning, and enrich professional practice.

MEd SPCD--Child & Family Studies concentration

Student Learning Outcome:

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.
2. Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.
3. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Advanced candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.

MEd SPCD--Special Education & Applied Behavior Analysis

Student Learning Outcome:

1. Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline. (Aligned with CAEP Advanced Standards 1.1; 1.3)

2. Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environment. Aligned with CAEP Advanced Standard 1.2).
3. Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.
4. Advanced program candidates apply technology standards to design, implement and assess learning experiences/environments to engage children/students, improve learning, and enrich professional practice. (Aligned with CAEP Advanced Standard 1.5).

PhD Special Education

Student Learning Outcome:

1. Doctoral candidates demonstrate in-depth knowledge of their education specialty and are able to apply knowledge and skills specific to their discipline.
2. Doctoral candidates demonstrate in-depth knowledge of their concentration/track specialization related to preparing future personnel to serve individuals with
3. Doctoral candidates demonstrate the ability to conduct independent research to answer relevant questions in their area of specialization and add to the body of knowledge in the field of education.
4. Doctoral candidates demonstrate skills (including advocacy) and commitment to creating supportive environments that afford all B-12 students access to rigorous evidence-based practices specific to their learning needs.