

College of Education and Human Development (CEHD)

Undergraduate Programs Outcomes

Division of Education

<p>Early Childhood Education*</p>	<p>1. Child Development: Graduates should demonstrate a proficient understanding of child development theories and milestones, including physical, cognitive, social, emotional, and language development, across the early childhood years at an 80% proficiency level.</p> <p>2. Curriculum Planning and Implementation: Graduates should be able to design and implement developmentally appropriate curriculum and learning experiences that promote the holistic development of young children at an 80% proficiency level. This includes planning activities and lessons that are engaging, hands-on, and aligned with early learning standards.</p> <p>3. Play-Based Learning: Graduates should demonstrate an understanding of the importance of play in young children's learning and be able to create and facilitate play-based learning environments that encourage exploration, creativity, problem-solving, and social interaction at an 80% proficiency level.</p> <p>4. Literacy and Language Development: Graduates should demonstrate knowledge of effective strategies and approaches to support early literacy and language development, including phonemic awareness, vocabulary development, emergent reading and writing skills, and fostering a love for reading at an 80% proficiency level.</p> <p>5. Mathematics and Numeracy: Graduates should be able to teach foundational mathematical concepts and skills appropriate for young children, including number sense, counting, patterns, measurement, and basic mathematical operations at an 80% proficiency level.</p> <p>6. Assessment and Observation: Graduates should be skilled in using a variety of assessment and observation methods to gather data on children's learning and development at an 80% proficiency level. They should be able to use assessment data to inform their instruction and individualize learning experiences.</p> <p>7. Inclusion and Diversity: Graduates should demonstrate an understanding of and appreciate the diverse needs and backgrounds of young children and their families. They should be able to create inclusive and culturally responsive learning environments and adapt instruction to support children with diverse abilities and backgrounds at an 80% proficiency level.</p> <p>8. Family and Community Engagement: Graduates should possess and demonstrate effective strategies for building positive relationships and partnerships with families and caregivers. They should be able to communicate and collaborate with families to support children's learning and well-being at an 80% proficiency level.</p> <p>9. Professionalism and Reflective Practice: Graduates should demonstrate professionalism, ethical behavior, and a commitment to ongoing professional growth. They should engage in reflective practice, continuously assessing and improving their teaching practices to meet the evolving needs of young children at an 80% proficiency level.</p>	
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<p>Elementary and Middle School Education*</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
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Division of Psychology

<p>Psychology</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>A. We collect and analyze data on learning objectives each semester. The rubrics are taken from the American Psychological Association's learning goals and objectives. We measure a standard assignment in 7 of our program courses, 6 of which are required courses for the major/minor, 1 of which is a selective course. Additionally, one of these courses (PSYC 1101) is a general education course and collects data from students outside of the major. Each semester all instructors from all 7 courses complete the rubric and submit to VIA. We review the output each for each semester. In this way, we assess if our students are meeting the benchmarks for psychology knowledge. B. We follow up with graduates to see what they did after graduation (graduate school, employment, what type of employment). This has been a primarily informal method, though we are creating an alumni survey to gather more information. In this way, we assess how well our program prepares students for the next steps (graduate school or employment). C. We have regular conversations with several students inside and outside of class about their satisfaction with the program and what they'd like to see. We also administer informal surveys asking such questions. In this way, we assess how well we meet the needs and desires of our students.</p>
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Masters Programs Outcomes

Division of Education

<p>Early Childhood Education*</p>	<ol style="list-style-type: none"> 1. Child Development: Graduates should demonstrate a proficient understanding of child development theories and milestones, including physical, cognitive, social, emotional, and language development, across the early childhood years at an 80% proficiency level. 2. Curriculum Planning and Implementation: Graduates should be able to design and implement developmentally appropriate curriculum and learning experiences that promote the holistic development of young children at an 80% proficiency level. This includes planning activities and lessons that are engaging, hands-on, and aligned with early learning standards. 3. Play-Based Learning: Graduates should demonstrate an understanding of the importance of play in young children's learning and be able to create and facilitate play-based learning environments that encourage exploration, creativity, problem-solving, and social interaction at an 80% proficiency level. 4. Literacy and Language Development: Graduates should demonstrate knowledge of effective strategies and approaches to support early literacy and language development, including phonemic awareness, vocabulary development, emergent reading and writing skills, and fostering a love for reading at an 80% proficiency level. 5. Mathematics and Numeracy: Graduates should be able to teach foundational mathematical concepts and skills appropriate for young children, including number sense, counting, patterns, measurement, and basic mathematical operations at an 80% proficiency level. 6. Assessment and Observation: Graduates should be skilled in using a variety of assessment and observation methods to gather data on children's learning and development at an 80% proficiency level. They should be able to use assessment data to inform their instruction and individualize learning experiences. 7. Inclusion and Diversity: Graduates should demonstrate an understanding of and appreciate the diverse needs and backgrounds of young children and their families. They should be able to create inclusive and culturally responsive learning environments and adapt instruction to support children with diverse abilities and backgrounds at an 80% proficiency level. 8. Family and Community Engagement: Graduates should possess and demonstrate effective strategies for building positive relationships and partnerships with families and caregivers. They should be able to communicate and collaborate with families to support children's learning and well-being at an 80% proficiency level. 9. Professionalism and Reflective Practice: Graduates should demonstrate professionalism, ethical behavior, and a commitment to ongoing professional growth. They should engage in reflective practice, continuously assessing and improving their teaching practices to meet the evolving needs of young children at an 80% proficiency level. 	
<p><i>w/ Early Childhood Education for Currently Licensed Teachers</i></p>		
<p><i>w/ Post-Baccalaureate Certificate in Bilingual/English as a Second Language Education</i></p>		
<p><i>w/ Post-Bachelor's Certificate in Early Childhood Education SPED</i></p>		
<p>Education - MA Early childhood</p>	<ol style="list-style-type: none"> 1. Child Development: Graduates should demonstrate a deep understanding of child development theories and milestones, including physical, cognitive, social, emotional, and language development, across the early childhood years at an 85% proficiency level. 2. Curriculum Planning and Implementation: Graduates should be able to design and implement developmentally appropriate curriculum and learning experiences that promote the holistic development of young children at an 85% proficiency level. This includes planning activities and lessons that are engaging, hands-on, and aligned with early learning standards. 3. Play-Based Learning: Graduates should demonstrate an understanding of the importance of play in young children's learning and be able to create and facilitate play-based learning environments that encourage exploration, creativity, problem-solving, and social interaction at an 85% proficiency level. 4. Literacy and Language Development: Graduates should demonstrate knowledge of effective strategies and approaches to support early literacy and language development, including phonemic awareness, vocabulary development, emergent reading and writing skills, and fostering a love for reading at an 85% proficiency level. 5. Mathematics and Numeracy: Graduates should be able to teach foundational mathematical concepts and skills appropriate for young children, including number sense, counting, patterns, measurement, and basic mathematical operations at an 85% proficiency level. 6. Assessment and Observation: Graduates should be skilled in using a variety of assessment and observation methods to gather data on children's learning and development at an 85% proficiency level. They should be able to use assessment data to inform their instruction and individualize learning experiences. 7. Inclusion and Diversity: Graduates should demonstrate an understanding of and appreciate the diverse needs and backgrounds of young children and their families. They should be able to create inclusive and culturally responsive learning environments and adapt instruction to support children with diverse abilities and backgrounds at an 85% proficiency level. 8. Family and Community Engagement: Graduates should possess and demonstrate effective strategies for building positive relationships and partnerships with families and caregivers. They should be able to communicate and collaborate with families to support children's learning and well-being at an 85% proficiency level. 9. Professionalism and Reflective Practice: Graduates should demonstrate professionalism, ethical behavior, and a commitment to ongoing professional growth. They should engage in reflective practice, continuously assessing and improving their teaching practices to meet the evolving needs of young children at an 85% proficiency level. 	

Educational Administration (MA Principal Leadership)	<ol style="list-style-type: none"> 1) Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. 2) Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth. 3) Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. 4) Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. 5) Acting with integrity, fairness, and in an ethical manner. 	
w/ Post-Master's Certificate in Teacher Leadership	<ol style="list-style-type: none"> 6) Understanding, responding to, and influencing the political, social, economic, legal, and cultural context. 	
Multicategorical Special Education*	<ol style="list-style-type: none"> 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. 	
Post-Baccalaureate Certificate in Online Teaching (Stand Alone)		
Division of Psychology		
Psychology	<ol style="list-style-type: none"> 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. 	

Counseling (Across All Specialties)	<ol style="list-style-type: none"> 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. 	
w/ Post Master's in School Counseling	1. Create, implement, and evaluate data-driven school counseling programs designed to meet the academic, career, and social/emotional development of all students.	
w/ Post Master's Marriage and Family Counselor	1. Apply systems theories in an ethical and socially just manner to couples, marriages, and families from a diversity of cultural backgrounds.	
w/ Mindfulness in the Helping Professions		
w/ Post Master's Clinical Mental Health Counselor	1. Apply ethical and socially just counseling theories and interventions to clients presenting problems and diagnoses.	
w/ College Career Counseling		

Ph.D Programs Outcomes

Division of Education		
Interdisciplinary Studies (Ed.D INLD Higher Education)	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Demonstrate knowledge of theories pertaining to the principles and practices of leadership, fiscal responsibility and environmental sustainability; 2. Demonstrates knowledge of pedagogy relevant to current social and cultural issues including social change theory and advocacy action training; 3. Design and implementation of quantitative and qualitative research design and methodology, including univariate, multivariate, longitudinal, and single-subject design; 4. Models effective methods of assessment and use of data; 5. Ethical and legal considerations in leadership, and 6. Demonstrates knowledge of the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, local, regional, national, international perspective, and equity issue in leadership at all levels. 	

Division of Psychology		
Ph.D. counseling education and Supervision	<ol style="list-style-type: none"> 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. School Psychology		