

College of Education

Academic Program Student Learning Outcomes

Program Description	Program Degree	Student Learning Outcomes
ACCOMPLISHED TEACHING	MSED	All students enrolled in the Accomplished Teaching program must be in possession of state teaching certification. It is assumed that persons who have earned state teaching certification are subject-matter competent.
		Temple University's College of Education posits that skillful teaching may be defined in six standards. Students enrolled in the Accomplished Teaching program will be determined to be skillful teachers on the basis of their approximation of those six standards.
		3: Enrollment will be a measure of the degree to which this program is meeting the needs of area teachers.
		4: We will publish a course schedule for program completion that will facilitate student planning.
		We will monitor the number of students completing the program.
ADULT AND ORGANIZATIONAL DEVELOPMENT	BA	1: 1. Facilitating effective adult learning and training
		2: 2. Understanding team/group decision-making and performance
		3: 3. Facilitating team/group decision-making and communication
		4: 4. Analyzing and managing conflict situations
		5: 5. Conducting mediation and other methods of conflict intervention
		6: 6. Understanding organizational communication
		7: 7. Understanding the role of research in AOD work
		8: 8. Promoting cultural sensitivity in AOD work
		9: 9. Working professionally and ethically in AOD settings
ADULT AND ORGANIZATIONAL DEVELOPMENT	MED	1: 1. Facilitating effective adult learning and training
		2: 2. Understanding team/group decision-making and performance
		3: 3. Facilitating team/group decision-making and communication
		4: 4. Analyzing and managing conflict situations
		5: 5. Conducting mediation and other methods of conflict intervention
		6: 6. Understanding organizational communication
		7: 7. Understanding the role of research in AOD work
		8: 8. Promoting cultural sensitivity in AOD work
		9: 9.. Working professionally and ethically in AOD settings
		10: 10. Understand and implement effective organizational development and change
APPLIED BEHAVIOR ANALYSIS	MSED	1. Students will develop fluency in working with the coherent system of behavior-analytic theory, concepts and principles. This includes proficiency in functional analyses that inform the application of those principles in practical situations, detailed task analyses, and techniques of teaching as well as implementing of those principles.
		2. Students will be able to identify and appropriately apply a variety of real-time measures of behavior, including time-sampling, response rate and time-allocation measured comparatively across individuals, settings, and staff members, including assessments of inter-observer agreement.
		3. Students will be able to evaluate the data generated before and during interventions, using appropriate graphical methods, including computer-based graphics where appropriate.

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APPLIED BEHAVIOR ANALYSIS (CONT'D)	MSED (CONT'D)	<p>4. Students will be able to identify the appropriate research designs, with emphasis upon within-subject designs such as reversal, multiple-baseline, multi-element, changing-criterion and, probe designs, including evaluations of both strengths and limitations of each.</p> <p>5. Students will be able to analyze and interpret behavior analytic data, and make sound research and application decisions based on a critical analysis of data.</p> <p>6. Students will be able to write in a professional style, appropriate to relevant formats such as research reports, functional analyses, task analyses, and intervention plans.</p> <p>7. Students will be able to identify the ethical principles governing interactions with clients in need of intervention. They will also be conversant with the relevant legal issues and regulations.</p> <p>8. Students will develop expertise within a specific topic area within behavior analysis by conducting a comprehensive literature review and empirical thesis project (e.g., empirical study, meta-analysis, etc.). This thesis project will represent an original contribution to the field.</p> <p>9. Complete at least 360 experience hours within a university practicum, engaging in behavior analytic work in the field (e.g., conducting behavioral assessments, researching and developing interventions, collecting behavioral data, etc.) supervised by a behavior analyst.</p>
APPLIED BEHAVIOR ANALYSIS	GRAD	<p>1: Students will develop fluency in working with the coherent system of behavior-analytic theory, concepts and principles. This includes proficiency in functional analyses that inform the application of those principles in practical situations, detailed task analyses, and techniques of teaching as well as implementing of those principles.</p> <p>2: Students will be able to identify and appropriately apply a variety of real-time measures of behavior, including time-sampling, response rate and time-allocation measured comparatively across individuals, settings, and staff members, including assessments of inter-observer agreement</p> <p>3. Students will be able to identify the appropriate research designs, with emphasis upon within-subject designs such as reversal, multiple-baseline, multi-element, changing-criterion and, probe designs, including evaluations of both strengths and limitations of each.</p> <p>4. Students will be able to analyze and interpret behavior analytic data.</p> <p>5. Students will be able to write in a professional style, appropriate to relevant formats such as research reports, functional analyses, task analyses, and intervention plans.</p> <p>6. Students will be able to identify the ethical principles governing interactions with clients in need of intervention. They will also be conversant with the relevant legal issues and regulations</p>
AUTISM ENDORSEMENT	GRAD	<p>Graduates will be able to identify and implement evidence-based practices for students with ASD</p>

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AUTISM ENDORSEMENT (CONT'D)	GRAD (CONT'D)	Graduates will understand and be able to apply effective classroom management strategies for students with ASD
		Graduates will be able to implement educational services in inclusive settings for students with ASD
CAREER AND TECHNICAL EDUCATION	BSEd	1: Develop students' deep understanding of teaching in a career and technical education program.
		2: Cultivate students' competency in enacting lessons/CTE instruction that foster deep content understanding.
		3: Cultivate students' competency in enacting lessons in a CTE context that exhibit coherence and continuity.
		4: Cultivate students' competency in enacting lessons in a CTE context that enhance real world connections.
		5: Cultivate students' competency in enacting lessons in a CTE context that facilitate active learning.
		6: Cultivate students' competency in enacting lessons in a CTE context that encourage critical and creative thinking.
		7: Cultivate students' competency in enacting lessons in a CTE context informed by reflective thinking.
		8: Deepen students' awareness of educator professionalism.
		9: Deepen students' awareness of the transition characteristics of moving from industry to education.
CAREER AND TECHNICAL EDUCATION	MED	Develop students' deep understanding of teaching in a career and technical education program.
		Cultivate students' competency in enacting lessons/CTE instruction that foster deep content understanding.
		Cultivate students' competency in enacting lessons in a CTE context that exhibit coherence and continuity.
		Cultivate students' competency in enacting lessons in a CTE context that enhance real world connections.
		Cultivate students' competency in enacting lessons in a CTE context that facilitate active learning.
		Cultivate students' competency in enacting lessons in a CTE context that encourage critical and creative thinking
		Cultivate students' competency in enacting lessons in a CTE context informed by reflective thinking.
		Deepen students' awareness of educator professionalism.
		Deepen students' awareness of the transition characteristics of moving from industry to education.
CAREER AND TECHNICAL EDUCATION	MSED	Develop students' deep understanding of administration and leadership in a career and technical education setting.
		Cultivate students' competency in enacting leadership concepts that foster deep content understanding of the need for leadership in career and technical education settings.
		Cultivate students' competency in establishing connections between career and technical education programming and industry standards for workplace performance.
		Cultivate students' competency in enacting professional development activities for CTE teachers that enhance real world connections.
		Cultivate students' competency in understanding and implementing CTE programs of study as required by the Pennsylvania Department of Education.

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CAREER AND TECHNICAL EDUCATION (CONT'D)	MSED (CONT'D)	Cultivate students' competency in hiring prospective teachers from industry and assisting those teachers to effectively transition from industry experts into educators.
		Cultivate students' competency in enacting CTE budgets and facility development plans.
		Deepen students' awareness of the vocational teacher certification process in Pennsylvania.
		Engage students in the understanding of and the implementation of the Danielson Domain Model for teacher evaluation in Pennsylvania.
CONFLICT PROCESS	GRAD	Understanding team/group decision-making and performance
		Facilitating team/group decision-making and communication
		Analyzing and managing conflict situations
		Conducting mediation and other methods of conflict intervention
COUNSELING PSYCHOLOGY	MED	Promoting cultural sensitivity in AOD work
		1: Students will demonstrate mastery of knowledge in core areas of Agency/School Counseling
		2: Students will demonstrate mastery of applied skills with several stakeholder groups in school/agency settings
		3: Students will demonstrate an understanding of the role of research in building psychological theory and creating more effective forms of therapy and intervention
		4: Students will demonstrate an understanding of various forms of assessment and how they are used to properly diagnose and inform counseling interventions
		5: Students will demonstrate an understanding of how sexism, racism, ageism, disabilities and cultural conditions affect the counseling relationship
		6: Students will demonstrate curricular knowledge about professional identity as it relates to counselor leadership, professional standards, ethical practices, and advocacy for students
Students will demonstrate professional communication, self-care, and relationship skills, including effectively handling conflict, receiving and integrating feedback, speaking, listening, writing, and establishing and maintaining positive relationships with clients, peers/colleagues, faculty, and supervisors within and across disciplines.		
DATA-DRIVEN DECISION MAKING	GRAD	Students will have introductory knowledgeable of main domains in educational psychology, including student learning, motivation, development, and social relationship.
		Students will have introductory knowledge about quantitative data collection, analysis, and interpretation.
		Students will have introductory knowledge about the principles and practice of designing educational program evaluation and the use of data for decision making.
DISABILITY STUDIES	GRAD	SLO1: Students will be able to discuss disability from an historical, cultural and sociopolitical perspective.
		SLO 2: Students will be able to place disability within a social and political context.
		SLO3: Students will be able to place the study of disability within an interdisciplinary context.

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DISABILITY STUDIES (CONT'D)	GRAD (CONT'D)	SLO4: Students will understand the legal rights of people with a disability.
EARLY CHILDHOOD EDUCATION	MED	Develop students' deep understanding of the subjects they plan to teach
		Cultivate students' competency in enacting lessons that foster deep content understanding
		Cultivate students' competency in enacting lessons that exhibit coherence and continuity
		Cultivate students' competency in enacting lessons that enhance real world connections
		Cultivate students' competency in enacting lessons that facilitate active learning
		Cultivate students' competency in enacting lessons that encourage critical and creative thinking
		Cultivate students' competency in enacting lessons informed by reflective thinking
EARLY CHILDHOOD EDUCATION AND SPECIAL EDUCATION	MED	Develop students' deep understanding of the subjects they plan to teach
		Cultivate students' competency in enacting lessons that foster deep content understanding
		Cultivate students' competency in enacting lessons that exhibit coherence and continuity
		Cultivate students' competency in enacting lessons that enhance real world connections
		Cultivate students' competency in enacting lessons that facilitate active learning
		Cultivate students' competency in enacting lessons that encourage critical and creative thinking
		Cultivate students' competency in enacting lessons informed by reflective thinking
EARLY CHILDHOOD-ELEMENTARY EDUCATION(PreK-4)	BSEd	Develop students' deep understanding of the subjects they plan to teach
		Cultivate students' competency in enacting lessons that foster deep content understanding
		Cultivate students' competency in enacting lessons that exhibit coherence and continuity
		Cultivate students' competency in enacting lessons that enhance real world connections
		Cultivate students' competency in enacting lessons that facilitate active learning
		Cultivate students' competency in enacting lessons that encourage critical and creative thinking
		Cultivate students' competency in enacting lessons informed by reflective thinking
		Deepen students' awareness of education professionalism
EDUCATION	PHD	1. Knowledge of educational research foundations, design, and methodology
		2: Broad content knowledge of relevant Education topics
		3: Specific theory and content knowledge for their specialized concentration
		4: Mentored experience in both research and teaching

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EDUCATIONAL LEADERSHIP	EDD	Accrediting body: None 1. Content Mastery: Students will demonstrate mastery of the overarching body of knowledge that informs the field of educational leadership and administration, they will develop expertise in a specific field based upon their own research interests, and they will demonstrate mastery of the elements of effective practices in educational leadership.
		2: Analysis: Students demonstrate sophisticated analyses of competing perspectives and research approaches; mastery of critical theory and social justice, and its implications for research, opinion, and practice.
		3: Application to Practice: Students demonstrate mastery of knowledge, skills, experiences, and personal attributes necessary for effective leadership at the highest levels in school districts and other educational organizations.
		4: Research: Students produce quantitative and qualitative research projects, including a dissertation; engage in sophisticated empirical research and applied research to inform their own educational leadership practice; and they master the use and production of research to drive leadership decision making.
EDUCATIONAL PSYCHOLOGY	MED	Students will learn to characterize the nature of educational psychology research and its relevance to educational practice; deepen knowledge of educational psychology's core foundation content domains (learning, motivation, development, social interaction, contextual influences); become familiar with core educational psychological research methods and quantitative and qualitative data collection and analysis methods; and display a more focused expertise in an area of concentration.
		Students will demonstrate psychological literacy through formulating plausible psychological explanations for educational phenomena and engaging in applications of educational psychological theory and research to educational issues of importance.
		Students will behave in accordance with ethical standards in academia, deepen understanding of self and personal integrity and consider values that concern commitment to diversity.
		Students will learn to express ideas effectively by writing and speaking in multiple formats, interact effectively with others, and use technology effectively to communicate ideas to targeted audiences.

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ENGLISH AS A SECOND LANGUAGE	GRAD	<p>A. Recognize language as an integrative system made up of component parts (phonology, morphology, syntax, pragmatics and semantics) and apply this knowledge to identify aspects of English that are difficult for ELLs. B. Support ELLs in communicating effectively for social and academic purposes by enhancing oral/aural skills, i.e., recognizing and using syntactic structures, the English sound system, and other communication skills. C. Support ELLs in understanding and using appropriate register variation and language use within different contexts and for different audiences, including formal, informal, social, and academic. D. Develop a variety of instructional techniques to assist ELLs in developing and using vocabulary (idioms, cognates, and collocations) and L2 literacy appropriately in written and spoken language, including contextualized practice with. E. Apply knowledge of the principles of first and second language acquisition, and of the differences between first and second language acquisition, to the design of instruction for ELLs. F. Apply strategies that recognize the role of students' L1s as a resource for language and literacy development and for communicating with invested participants (students, families, volunteer support, and bilingual aides).</p> <p>A. Demonstrate knowledge of the processes of negotiating one's cultural identity B. Differentiate among the varied processes of cultural transitions, including acculturation, assimilation, biculturalization and resistance. C. Identify negative effects of prejudice, stereotyping and ethnocentrism on language learners' successful learning in schools and promote pro-social classroom learning environment. D. Recognize cultural bias in curriculum and materials and use a range of resources to deliver instruction. E. Demonstrate effective intercultural communication skills to appreciate diverse cultures. F. Develop effective techniques for communication between home and school by recognizing and supporting the preferred mode of communication of the parent/guardian (written, oral, L1, L2, etc.) and utilizing interpretation and translation resources appropriately. G. Demonstrate understanding of the interdependence of language and culture to facilitate students' transition between the home culture/language and U.S. school culture/language. H. Integrate diverse ways of learning and multiple cultural perspectives, including building on ELLs' strengths, into the planning/adapting of curriculum and instructional methods.</p>

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ENGLISH AS A SECOND LANGUAGE (CONT'D)	GRAD (CONT'D)	<p>A. Design standards-aligned instruction in English utilizing the Pennsylvania Academic Standards, the English Language Proficiency Standards, and Can-Do descriptors in relation to the continuum of proficiency levels. B. Plan effective lessons in all domains (Reading, Writing, Speaking, and Listening) using a variety of materials, texts, activities, strategies and assessments appropriately based on consideration of learners' differing English language proficiency, L1 literacy and prior knowledge, age and developmental stages, grade levels, learning styles and sociocultural needs. C. Plan ESL instruction and assessment specific to the reading and writing needs of students with limited formal schooling (LFS) or interrupted formal education (SIFE). D. Recognize, plan and implement key elements of ESL lesson design, which include: 1. Content and language objectives; 2. Scaffolding, supports; 3. Activating and building on prior knowledge; 4. Formative and authentic assessments; and 5. Academic and social interaction at the English Language Proficiency Level of the student, specifically in the domains of listening, speaking, reading and writing. E. Differentiate instruction based on formative assessment of student progress, re-teaching as necessary for students who need additional time and alternative approaches to meet learning outcomes. F. Develop and implement communicative activities in K-12 classrooms that promote authentic interactions for social and academic purposes and that integrate all language skills, i.e., reading, writing, speaking, and listening. G. Plan and provide evidence-based reading and writing instruction that includes various cueing systems (i.e. graphic, syntactic, and semantic cues) appropriate for ELLs. H. Select, analyze and adapt a variety of authentic sources and tools to enhance oralcy and literacy development for ELLs, including but not limited to: 1.</p> <p>A. Use multiple and appropriate formative and summative assessment measures for a variety of purposes, including classroom and student self-assessment and technology-based assessment (e.g., audio, video, computer) at various grade levels. B. Apply appropriate testing practices for English language learners including: 1. Determination of the validity and reliability of tests to make assessment related decisions for ELLs; 2. Knowledge and application of alternate and multiple assessment measures to ascertain what ELLs' know and can do; 3. Appropriate interpretation and use of data to support ELLs; 4. Assessment of ELLs' test-taking challenges and creation of strategies and scaffolding techniques to address these challenges. C. Recognize, apply and share state-allowed testing accommodations for ELLs at varying proficiency levels. D. Identify and use multiple assessment resources and measures (including research, native language evaluation, Pennsylvania English Language Proficiency Standards, PA Academic Achievement Standards, and WIDA ACCESS for ELLs performance rubrics, among others) to make informed decisions concerning an ELL's progression through a language instruction program (identification, placement, progress, achievement, exit, and monitoring) observing all applicable national and state requirements. E. Implement a variety of assessment tools as part of classroom instruction (observation checklists, reading logs, video spreadsheet software, self- and peer-assessment, among others), planning for classroom practice of each technique, to record progress towards ELLs' English language proficiency and academic achievement. F. Inform parents/families, using their preferred mode(s) of communication, of federal and state-mandated</p>

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ENGLISH AS A SECOND LANGUAGE (CONT'D)	GRAD (CONT'D)	A. Use research in the field of ESL to articulate a personal educational philosophy for instructing ELLs. B. Conduct focused action research in the classroom following applicable procedures for protection of human research participants. C. Create a personal professional development plan based on interests and reflection, taking advantage of opportunities to support those goals in professional associations and other academic organizations. D. Collaborate with general and specialist school staff (e.g., multidisciplinary faculty teams) for the purpose of establishing instructional programs appropriate for ELLs at a variety of English proficiency levels. E. Recognize the need to advocate for ELLs and their families including full access to school resources; inform colleagues in instructional teams. F. Develop classroom activities that could involve families and provide ELLs and their families with information, support, and assistance (e.g., advocate for the students and their families, help families participate in their school/community through the use of bilingual paraprofessionals or interpreters, or engage with community members and policymakers with respect to issues affecting ELLs). G. Model the use of culturally and linguistically responsive techniques and dispositions, so as to support the learning of other school professionals working with ELLs.
ENGLISH LANGUAGE TEACHING	CERT	<ol style="list-style-type: none"> 1. Describe the linguistic, social and cultural complexities related to teaching English as an additional in the US and abroad 2. Design language teaching lessons and curriculum, applying current methods and theories 3. Demonstrate abilities to identify and incorporate language structures, systems, and variations into teaching practice 4. Use a variety of assessment tools to determine proficiency levels in reading, writing, speaking and listening and to make decisions about instructional adaptations. 5. Demonstrate cross-cultural competence in interactions with colleagues, supervisors, students and their families
ENGLISH LANGUAGE TEACHING	GRAD	<ol style="list-style-type: none"> 1. Analyze the linguistic, social and cultural complexities related to teaching English in a variety of contexts and with diverse student populations 2. Practically apply research, theories and current methods to language teaching and/or curriculum planning 3. Demonstrate purposeful and contextualized teaching of language features (structures, systems, and variations) 4. Use a variety of assessment tools to determine proficiency levels in reading, writing, speaking and listening and to make decisions about instructional adaptations. 5. Demonstrate cross-cultural competence in interactions with colleagues, supervisors, students and their families
HIGHER EDUCATION	EDD	Demonstrate advanced understanding of the foundations of higher education, including knowledge of the history, politics, economics, and philosophy of higher education, theories of student development and organizations, and the institutional and social factors that contribute to student success in higher education.

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HIGHER EDUCATION (CONT'D)	EDD (CONT'D)	<p>Demonstrate an advanced understanding of the governance and finance structures of postsecondary institutions and systems;</p> <p>The ability to critically examine, diagnose, and address persistent inequities in college access and success;</p> <p>Demonstrate sensitivity to the complexities of organizational culture and the skills needed to lead effectively in diverse settings;</p> <p>The ability to find, critically review, and apply evidence from scholarly and policy research, and a commitment to using evidence routinely in decision making;</p> <p>Develop skills and habits of reflective practice that support equitable and ethical decision-making in complex situations.</p> <p>Conduct original research and critical inquiry into issues impacting higher education-- collecting, interpreting, and communicating evidence to substantiate administrative issues.</p>
HIGHER EDUCATION	MED	<p>Students will be able to describe the major historical, social, legal, economic, cultural and political contexts of higher education.</p> <p>Students will be able to describe the basic administrative and governance structures of post-secondary institutions and systems</p> <p>Students will be able to critically examine, diagnose and address persistent inequities in college access and success.</p> <p>Students will be able to apply essential methods of social science research to problems in higher education.</p>
HUMAN DEVELOPMENT AND COMMUNITY ENGAGEMENT	BS	<p>1: Students will demonstrate knowledge of human development.</p> <p>2: Students will be able to utilize a variety of interventions to effect community and individual change.</p> <p>3: Students will recognize the unique challenges and opportunities of working in an urban environment.</p> <p>4: Students will show an understanding of the role of research and theory in building effective forms of interventions.</p> <p>5: Students will be able to effectively understand organizational needs, challenges and strengths and be able to apply this to their placement organization(s).</p> <p>6: Students will demonstrate an understanding of what it means to be a reflective, ethically motivated practitioner.</p>
INSTRUCTIONAL LEARNING TECHNOLOGY	GRAD	<p>(1) Students will be able to develop the understanding of the fundamental and advanced concepts of instructional technology planning and applications at elementary, middle, and secondary levels (K-12).</p> <p>(2) Students will be able to identify, select, install, and maintain technology infrastructure, and hardware and software applications for school administration and instruction.</p> <p>(3) Students will be able to demonstrate their knowledge of and competence in the delivery of instructional technology services that enhance administrative and teaching capabilities and improve student learning.</p> <p>(4) Students will be able to demonstrate knowledge and competencies that foster professionalism in school and community settings.</p>

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LEADERSHIP AND MILITARY SCIENCE	CERT	Students will learn to facilitate effecting adult learning and training.
		Students will understand how teams/groups make decisions.
		Students will learn how to facilitate team/group communication
		Students will learn how to analyze and manage conflicts
MIDDLE GRADES AND SPECIAL EDUCATION	MED	1: Develop students' deep understanding of the subjects they plan to teach
		2: Cultivate students' competency in enacting lessons that foster deep content understanding, coherence & continuity, critical thinking, real world connections, active learning and reflective thinking.
		3: Deepen students' awareness of educator professionalism
MIDDLE GRADES EDUCATION	BSEd	1: Develop students' deep understanding of the subjects they plan to teach
		2: Cultivate students' competency in enacting lessons that foster deep content understanding, coherence & continuity, critical thinking, real world connections, active learning and reflective thinking.
		3: Deepen students' awareness of educator professionalism
MIDDLE GRADES EDUCATION	MED	1: Develop students' deep understanding of the subjects they plan to teach
		2: Cultivate students' competency in enacting lessons that foster deep content understanding, coherence & continuity, critical thinking, real world connections, active learning and teacher's reflective thinking.
		3: Deepen students' awareness of educator professionalism
POLICY AND ORGANIZATIONAL STUDIES	PHD	1. Knowledge of policy and social science foundations, and quantitative and qualitative research design and methodology
		2. Specific theory and content knowledge for their specialized concentration
		3. Mentored experience in both research and teaching
SCHOOL LEADERSHIP	MED	The student will learn the knowledge and develop the skills needed to think and plan strategically by creating a coherent organizational vision around personalized student success.
		The student will learn systems theory and how effective leaders foster professional growth and organizational change as the primary architect of standards-based reform in schools.
		The student will learn to design and use multiple measures of student success to assess school functioning and responsiveness to student needs.
		The student will learn the skills necessary to advocate for children in public education in the larger political, legal, social, cultural, and economic context.
		The student will learn the knowledge and skills needed to be able to lead in a fair and equitable manner while acting with professional integrity.
SCHOOL PSYCHOLOGY	EDS	1: Students will demonstrate knowledge of the theoretical, empirical, and practical literature on assessment.
		2: Students will demonstrate mastery of administration and scoring of the basic instruments of cognitive assessment, personality and behavioral assessment, educational assessment, and assessment of adaptive behavior.

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SCHOOL PSYCHOLOGY (CONT'D)	EDS (CONT'D)	3: Students will demonstrate the ability to perform diagnostic assessments of a wide variety of students from preschool through twelfth grade, including assessment of children with low-incidence disabilities and children at high risk for school failure, and to convey the results of these assessments orally and in writing.		
		4: Students will demonstrate knowledge of the theoretical and empirical literature on consultation.		
		5: Students will demonstrate basic consultation skills, including active listening, hypothesis generation, hypothesis testing, feedback to teachers, summarizing, eliciting case details, dealing with resistance, conducting direct teacher observations (evaluations of the instructional environment) and student observations (both structured and unstructured).		
		6: Students will demonstrate the ability to consult with teachers about the academic and behavior problems of students in schools, appropriately evaluating the outcomes in terms of student performance.		
		7: Students will demonstrate knowledge of the theoretical and empirical literature on academic, behavioral, and psychotherapeutic interventions.		
		8: Students will demonstrate the ability to design, implement, and evaluate the effectiveness of empirically validated academic, behavioral, and psychotherapeutic interventions.		
		9: Students will demonstrate knowledge of research findings and the ability to critically analyze research.		
		10: PhD: Students will demonstrate the ability to apply research findings to practice.		
		11: Students will demonstrate the ability to disseminate research findings that contribute to the expansion of scientific knowledge in general and School Psychology in particular.		
		12: Students will demonstrate knowledge of diversity, including the impact of racial, ethnic, class, cultural, language, lifestyle, and ability differences on the practice of school psychology, including assessment, consultation, remediation, intervention, and working with families.		
		13: Students will demonstrate sensitivity toward diversity by adjusting language to be sensitive to cultural, socioeconomic, and lifestyle issues when providing feedback of information to parents, adjusting language when consulting with teachers, and by continued discussion of individual differences relative to assessment and interventions.		
		14: Students will demonstrate knowledge of the APA code of ethics, the NASP code of ethics, the ethical standards of the Pennsylvania State Board of Psychology, and the Pennsylvania State and Federal Laws relevant to school psychology.		
		15: Students will apply the knowledge APA code of ethics, the NASP code of ethics, the ethical standards of the Pennsylvania State Board of Psychology, and the Pennsylvania State and Federal Laws relevant to school psychology.		
		SCHOOL PSYCHOLOGY	PHD	Students will demonstrate knowledge of the theoretical, empirical, and practical literature on assessment.

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SCHOOL PSYCHOLOGY (CONT'D)	PHD (CONT'D)	<p>Students will demonstrate mastery of administration and scoring of the basic instruments of cognitive assessment, personality and behavioral assessment, educational assessment and assessment of adaptive behavior.</p> <p>Students will demonstrate the ability to perform diagnostic assessments of a wide variety of students from preschool through twelfth grade, including assessment of children with low-incidence disabilities and children at high risk of school failure, to convey the results of these assessment orally and in writing.</p> <p>Students will demonstrate knowledge of the theoretical and empirical literature on consultation.</p> <p>Students will demonstrate basic consultation skills, including active listening, hypothesis generation, hypothesis testing, feedback to teachers, summarizing, eliciting case details, dealing with resistance, conducting direct teacher observation (evaluation of the instructional environment) and student observations (both structured and unstructured).</p> <p>Students will demonstrate the ability to consult with teachers about the academic and behavior problems of students in schools, appropriately evaluating the outcomes in terms of student performance.</p> <p>Students will demonstrate knowledge of the theoretical and empirical literature on academic, behavioral, and psychotherapeutic interventions.</p> <p>Students will demonstrate the ability to design, implement, and evaluate the effectiveness of empirically validated academic, behavioral, and psychotherapeutic interventions.</p> <p>Students will demonstrate knowledge of research findings and the ability to critically analyze research.</p> <p>Students will demonstrate the ability to design and conduct research to answer basic and applied questions to contribute to the expansion of scientific knowledge in general and School Psychology in particular.</p> <p>Students will demonstrate the ability to disseminate research findings that contribute to the expansion of scientific knowledge in general and School Psychology in particular.</p> <p>Students will demonstrate knowledge of diversity, including the impact of racial, ethnic, class, cultural, language, lifestyle, and ability differences on the practice of School Psychology, including assessment, consultation, remediation, intervention, and working with families.</p> <p>Students will demonstrate sensitivity toward diversity by adjusting language to be sensitive to cultural, socioeconomic, and lifestyle issues when providing feedback of information to parents, adjusting language when consulting with teachers, and by continued discussion of individual differences relative to assessment and interventions.</p> <p>Students will demonstrate knowledge of APA code of ethics, the NASP code of ethics, the ethical standards of the Pennsylvania State Boards of Psychology, and the Pennsylvania State and Federal Laws relevant to School Psychology.</p>

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SCHOOL PSYCHOLOGY (CONT'D)	PHD (CONT'D)	Students will apply the knowledge of APA code of ethics, the NASP code of ethnics, the ethnical standards of the Pennsylvania State Board of Psychology, and Pennsylvania State and Federal laws relevant to School Psychology.
		Students will demonstrate professional communication, self-care, and relationship skills, including effectively handling conflict, receiving and integrating feedback, speaking, listening, writing, and establishing and maintaining positive relationships with clients, school personnel, peers/colleagues, faculty, and supervisors within and across disciplines.
		Students will display knowledge of systems, how to work within them, and how to foster change, with special attention to schools and the education system.
SECONDARY EDUCATION	MED	(1) Develop students' deep understanding of the subjects they plan to teach
		(2) Cultivate students' competency in enacting lessons that foster deep content understanding
		(3) Cultivate students' competency in enacting lessons that exhibit coherence and continuity
		(4) Cultivate students' competency in enacting lessons that enhance real world connections
		(5) Cultivate students' competency in enacting lessons that facilitate active learning
		(6) Cultivate students' competency in enacting lessons that encourage critical and creative thinking
		(7) Cultivate students' competency in enacting lessons informed by reflective thinking
		(8) Deepen students' awareness of educator professionalism
SECONDARY EDUCATION / ENGLISH EDUCATION	BSEd	(1) Develop students' deep understanding of the subjects they plan to teach
		Cultivate students' competency in enacting lessons that exhibit coherence and continuity
		Cultivate students' competency in enacting lessons that enhance real world connections
		Cultivate students' competency in enacting lessons that facilitate active learning
		Cultivate students' competency in enacting lessons that encourage critical and creative thinking
		competency in enacting lessons that foster deep content understanding
		Cultivate students' competency in enacting lessons informed by reflective thinking
		Deepen students' awareness of educator professionalism
SECONDARY EDUCATION / MATHEMATICS EDUCATION	BSEd	Develop students' deep understanding of the subjects they plan to teach
		Cultivate students' competency in enacting lessons that foster deep content understanding
		Cultivate students' competency in enacting lessons that exhibit coherence and continuity
		Cultivate students' competency in enacting lessons that enhance real world connections
		Cultivate students' competency in enacting lessons that facilitate active learning

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SECONDARY EDUCATION / MATHEMATICS EDUCATION (CONT'D)	BSEd (CONT'D)	Cultivate students' competency in enacting lessons that encourage critical and creative thinking
		Cultivate students' competency in enacting lessons informed by reflective thinking
		Deepen students' awareness of educator professionalism
SECONDARY EDUCATION / SCIENCE EDUCATION	BSEd	Develop students' deep understanding of the subjects they plan to teach
		Cultivate students' competency in enacting lessons that foster deep content understanding
		Cultivate students' competency in enacting lessons that exhibit coherence and continuity
		Cultivate students' competency in enacting lessons that enhance real world connections
		Cultivate students' competency in enacting lessons that facilitate active learning
		Cultivate students' competency in enacting lessons that encourage critical and creative thinking
		Cultivate students' competency in enacting lessons informed by reflective thinking
Deepen students' awareness of educator professionalism		
SECONDARY EDUCATION / SOCIAL STUDIES EDUCATION	BSEd	(1) Develop students' deep understanding of the subjects they plan to teach
		(2) Cultivate students' competency in enacting lessons that foster deep content understanding
		(3) Cultivate students' competency in enacting lessons that exhibit coherence and continuity
		(4) Cultivate students' competency in enacting lessons that enhance real world connections
		(5) Cultivate students' competency in enacting lessons that facilitate active learning
		(6) Cultivate students' competency in enacting lessons that encourage critical and creative thinking
		(7) Cultivate students' competency in enacting lessons informed by reflective thinking
		(8) Deepen students' awareness of educator professionalism
SECONDARY EDUCATION / WORLD LANGUAGES EDUCATION	BSEd	(1) Develop students' deep understanding of the subjects they plan to teach
		(2) Cultivate students' competency in enacting lessons that foster deep content understanding
		(3) Cultivate students' competency in enacting lessons that exhibit coherence and continuity
		(4) Cultivate students' competency in enacting lessons that enhance real world connections
		(5) Cultivate students' competency in enacting lessons that facilitate active learning
		(6) Cultivate students' competency in enacting lessons that encourage critical and creative thinking
		(7) Cultivate students' competency in enacting lessons informed by reflective thinking
		(8) Deepen students' awareness of educator professionalism
SECONDARY EDUCATION AND SPECIAL EDUCATION	MED	(1) Develop students' deep understanding of the subjects they plan to teach, as well as accommodation that are needed for students with disabilities.

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Program Description	Program Degree	Student Learning Outcomes
		<p>(2) Cultivate students' competency in enacting lessons that foster deep content understanding</p> <p>(3) Cultivate students' competency in enacting lessons that exhibit coherence and continuity, as well as mention accommodations/modifications for students with disabilities.</p> <p>(4) Cultivate students' competency in enacting lessons that enhance real world connections</p> <p>(5) Cultivate students' competency in enacting lessons that facilitate active learning and , as well as incorporate accommodations/modifications for students with disabilities</p> <p>(6) Cultivate students' competency in enacting lessons that encourage critical and creative thinking</p> <p>(7) Cultivate students' competency in enacting lessons informed by reflective thinking</p> <p>(8) Deepen students' awareness of educator professionalism, as well understand how teachers can advocate for students with disabilities</p>
SPECIAL EDUCATION	MED	<p>1: Graduates will be able to identify and implement evidence-based practices</p> <p>2: Graduates will be able to implement educational services in inclusive settings</p> <p>3: Graduates will be able to differentiate instruction based on the individual needs of children with disabilities</p> <p>4: Graduates will have a firm understanding of the legal and ethical framework within which special education operates</p> <p>5: Graduates will understand and be able to apply effective classroom management strategies.</p>
TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES	MSED	<p>1: To demonstrate understanding of the English language as a system</p> <p>2: to demonstrate understanding of language variation, cross-linguistic differences, and first language transfer and ability to apply this knowledge for instructional purposes</p> <p>3: to demonstrate understanding of the processes of first and second language development and of development of bilingualism and biliteracy, as well as ability to apply current theories and research to support student learning</p> <p>4: to demonstrate ability to find, analyze, and synthesize relevant research literature and to conduct teacher-research</p> <p>5: to demonstrate ability to find, analyze, and synthesize relevant research literature and to conduct teacher-research</p> <p>6: To demonstrate familiarity with and ability to apply critical approaches and ethical principles to teaching EFL and ESL</p> <p>7: To demonstrate ability to conduct needs assessment in a variety of teaching environments</p> <p>8: To demonstrate ability to adapt instruction to the learners' age, proficiency level, linguistic background, communicative and academic needs, and native language and literacy development</p>
TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (CONT'D)	MSED (CONT'D)	<p>9: To demonstrate understanding of linguistic and cultural diversity and unequal power relations in society and ability to apply this knowledge to support student learning</p>

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		<p>10: To demonstrate ability to find and select appropriate academic and teaching resources for their ongoing professional development and to use computer technology to assist their learners' needs</p> <p>11: To demonstrate sufficient familiarity with and teaching experience in a real classroom environment that is similar to the setting in which they wish to teach after graduating from the program</p>
TRAINING AND ORGANIZATIONAL DEVELOPMENT	GRAD	<p>Facilitate effective adult learning and training</p> <p>Understand and implement effective organizational development and change</p>
URBAN EDUCATION	GRAD	<p>(1) Students will understand how the social, historical, and economic context of American cities shapes education.</p> <p>(2) Students will understand the social function of urban schools as an institution within a complex community environment.</p> <p>(3) Students will understand the convergence of race and social class in influencing policy, practice, and individuals' life chances.</p> <p>(3) Students will understand the convergence of race and social class in influencing policy, practice, and individuals' life chances.</p> <p>(5) Students will understand the varied experiences of diverse families, schoolchildren, and educators in urban settings.</p> <p>(6) Students will understand the significance of education-related collaborations and the skills and supports necessary to create and sustain them.</p> <p>(7) Students will understand the history of urban education in the U.S.</p> <p>(8) Students will understand the dangers of deficit assumptions about urban students and communities.</p> <p>(9) Students will understand the landscape of contemporary urban education reform and be able to critique strategies, assumptions, and goals.</p> <p>Students will have the ability to identify, explore, and apply connections between extant theory and/or research on urban education and real world experiences and problems.</p>
URBAN EDUCATION	MED	<p>1: Students will understand how the social, historical, and economic context of American cities shapes education.</p> <p>2: Students will understand the social function of urban schools as an institution within a complex community environment.</p> <p>3: Students will understand the convergence of race and social class in influencing policy, practice, and individuals' life chances.</p> <p>4: Students will become wise consumers of research on urban education, capable of critiquing existing research in the field.</p> <p>5: Students will understand the varied experiences of diverse families, schoolchildren, and educators in urban settings.</p>
URBAN EDUCATION (CONT'D)	MED (CONT'D)	<p>6: Students will understand the significance of education-related collaborations and the skills and supports necessary to create and sustain them.</p>

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Program Description	Program Degree	Student Learning Outcomes
		7: Students will understand the history of urban education in the U.S.
		8: Students will understand the dangers of deficit assumptions about urban students and communities.
		9: Students will understand the landscape of contemporary urban education reform and be able to critique strategies, assumptions, and goals.
		10: Students will have the ability to identify, explore, and apply connections between extant theory and/or research on urban education and real world experiences and problems.
URBAN SCHOOL LEADERSHIP	MED	The student will learn to design and use multiple measures of student success to assess school functioning and responsiveness to student needs.
		The student will learn the knowledge and skills needed to be able to lead in a fair and equitable manner while acting with professional integrity.
		The student will learn the knowledge and develop the skills needed to think and plan strategically by creating a coherent organizational vision around personalized student success.
		The student will learn the skills necessary to advocate for children in public education in the larger political, legal, social, cultural, and economic context.
		The student will learn systems theory and how effective leaders foster professional growth and organizational change as the primary architect of standards-based reform in schools.
		The student will learn the unique history, challenges, opportunities, and resources of urban schools and urban school districts.
WORLD/FOREIGN LANGUAGES EDUCATION/K-12	GRAD	Teachers help students develop deep understanding of key concepts using a variety of teaching methods and providing multiple pathways to learning, including new technologies. Teachers use developmentally appropriate material and strategies to differentiate and scaffold instruction in ways that help all learners, including students with disabilities and students with various levels of English language proficiency, build on and move beyond what they already know and understand. Learners demonstrate individually that they understand the content of lessons through their explanations, responses to questions, and ability to apply their understanding to new situations.
		Teachers plan, set learning goals, and teach using a connected sequence of ideas and /or information. The connections are both within individual lessons and across lessons, building to well-designed and carefully sequenced curriculum units that have clearly defined goals. Teachers reference the connections between lessons and help learners identify their developing skills and the progression of their thinking and understanding over time. Learners make connections between current lessons and what they have studied in the past and are able to use those connections to further their understanding.

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WORLD/FOREIGN LANGUAGES EDUCATION/K-12 (CONT'D)	GRAD (CONT'D)	<p>Teachers situate learning in real-world contexts and connect classroom instruction to students' lives and to the world beyond the classroom by taking advantage of the cultural knowledge and practices students bring to the classroom. They acknowledge the difference between real world understandings and academic, classroom-based understandings and try to connect the two. Learners bring their life experience into the classroom and come to understand how their personal lives interact with the larger social and civic worlds beyond the classroom.</p>
		<p>Teachers create a non-threatening and engaging learning environment that encourages learners to think for themselves, to make choices, to ask questions, and to take ownership of the learning process. They facilitate learning by doing by encouraging students to investigate, explore, inquire, research, and develop understanding in response to material presented by the teacher and to evidence they gather on their own. Teachers model independent thinking and help learners take increasing responsibility for their learning over time. Learners are able to pursue answers to questions they pose, think and work independently, and demonstrate their understanding through projects, reports, presentations, and student exhibitions.</p>
		<p>Teachers encourage students to question and analyze, rather than simply memorize facts and to consider ideas from a variety of perspectives. Teachers ask open-ended questions that have no pre-established answers, which enables learners to respond creatively. The classroom environment promotes risk-taking and inspires learners to develop original and unique ideas. Learners identify patterns, take positions and develop arguments, construct explanations, and draw conclusions demonstrating higher order and innovative thinking.</p>
		<p>Teachers systematically analyze the effects of their teaching in order to adjust and improve it. They are able to describe and explain teaching principles, research, and theory, and determine how and why such knowledge works to enhance students' performance. Diagnostic and formative assessments of teachers' effectiveness lie at the heart of their practice. Teachers collect a variety of data, including student work, testing data, self-assessments, and assessments of supervisors and use that data to influence future practice. When working with scripted curriculum, they assess its effectiveness and make appropriate adjustments to meet the needs of their students. By modeling reflection, teachers encourage learners to reflect as well and help them develop strategies for improving their performance. Learners provide feedback and participate in classroom evaluations. Teachers develop self-awareness and awareness of the political and social contexts that influence schooling, placing them on a path toward teacher leadership.</p>
		<p>Do students act in a manner that corresponds to the norms of the profession?</p>