**Cato College of Education**

**Degree Program Student Learning Outcomes**

**MA Addiction Counseling**

MAADD01 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)

**MA Counseling**

MACSLG01 Professional Orientation and Ethical Practice (CACREP II. F.1.j) MACSLG02 Social & Cultural Diversity (CACREP II. F.2.c )

MACSLG03 Human Growth & Development (CACREP II. F.3.r )

MACSLG04 Career Development (CACREP II. 4. i. )

**MA Mental Health Counseling**

MACNSL01 Clinical Mental Health Counseling students will be able to identify theories and models related to clinical mental health counseling. (CACREP Standard C. 1. b)

**MA School Counseling**

MASCHOOL01 Professional School Counseling students will be able to use accountability data to inform decision making.

**Ph.D. in Counselor Education and Supervision**

PHDCSLG01 Research and Scholarship. Doctoral students demonstrate knowledge of research questions appropriate for professional research and publication. (CACREP 2016; Section 6.B.4.g)

PHDCSLG02 Counseling. Doctoral students will be able to demonstrate integration of theories relevant to counseling. (CACREP 2016; Section 6.B.1.b )

PHDCSLG03 Teaching. Doctoral students demonstrate knowledge of roles and responsibilities related to educating counselors. (CACREP 2016; Section 6.B.3.a)

PHDCSLG04 Teaching. Doctoral students effectively demonstrate instructional and curriculum design, delivery, and evaluation methods relevant to counselor education. (CACREP Section 6.B.3.d)

PHDCSLG05 Supervision. Doctoral students demonstrate knowledge of theoretical frameworks and models of clinical supervision. (CACREP 2016; Section 6.B.2.b)

PHDCSLG06 Leadership and Advocacy. Doctoral students demonstrate knowledge of role of counselors and counselor educators advocating on behalf of the profession and professional identity. (CACREP 2016; Section 6.B.5.i)

**EdD Educational Leadership**

EDLEAD01 Doctoral candidates demonstrate in‐depth knowledge of their education specialty and are able to apply knowledge and skills specific to their discipline.

EDLEAD02 Doctoral candidates demonstrate in‐depth knowledge of concentration specialization (i.e., school/community; urban education/reading/English Language Learners, etc.).

EDLEAD03 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.

EDLEAD04 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.

**MEd Instructional Systems Technology (online only)**

MAIST01 Instructional Systems Technology candidates demonstrate an understanding of instructional technology standards and are able to apply knowledge and skills specific to their concentration area.

MAIST02 Instructional Systems Technology candidates demonstrate skills and commitment to create, use, evaluate, and manage effective learning environments and processes utilizing innovative technologies.

MAIST03 Instructional Systems 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.

MAIST04 Instructional Systems Technology candidates apply research and evidence to provide leadership in the field of instructional technology.

**MSAd School Administration**

MSA01 Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.

MSA02 Advanced Program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.

MSA03 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.

MSA04 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 Middle Grades Education (grades 6-9)**

BAMGED01 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.

BAMGED02 Candidates use domain-specific research and theory to design, implement, assess, and reflect on student learning.

BAMGED03 Candidates demonstrate skills and commitment that afford all P‐12 students access to rigorous and relevant curriculum specific to their learning needs.

BAMGED04 Candidates model and apply technology standards to design, implement, and assess developmentally‐appropriate learning experiences to engage students and improve learning.

BAMGED05 Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.

**MAT English as Second Language**

MDSK\_TESL\_MAT01 Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.

MDSK\_TESL\_MAT02 Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.

MDSK\_TESL\_MAT03 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.

MDSK\_TESL\_MAT04 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)**

FLED\_MAT01 Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.

FLED\_MAT02 Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.

FLED\_MAT03 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.

FLED\_MAT04 Candidates model and apply technology standards to design, implement, and assess developmentally‐appropriate learning experiences to engage students and improve learning.

**MAT Middle Grades Education (grades 6-9) (online and face-to-face)**

MDSK\_MDLG\_MAT01 Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.

MDSK\_MDLG\_MAT02 Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.

MDSK\_MDLG\_MAT03 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.

MDSK\_MDLG\_MAT04 Candidates model and apply technology standards to design, implement, and assess developmentally‐appropriate learning experiences to engage students and improve learning.

**MAT Secondary Education (grades 9-12) (online and face-to-face)**

MDSK\_SECD\_MAT01 Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.

MDSK\_SECD\_MAT02 Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.

MDSK\_SECD\_MAT03 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.

MDSK\_SECD\_MAT04 Candidates model and apply technology standards to design, implement, and assess developmentally‐appropriate learning experiences to engage students and improve learning.

**MEd Middle Grades and Secondary Education (online and face-to-face)**

MDSK\_MID\_MEd01 Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.

MDSK\_MID\_MEd02 Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.

MDSK\_MID\_MEd03 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.

MDSK\_MID\_MEd04 Candidates model and apply technology standards to design, implement, and assess developmentally‐appropriate learning experiences to engage students and improve learning.

**MEd Teaching English as Second Language (K-12)**

MDSK\_TESL\_MED\_SPF01 Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.

MDSK\_TESL\_MED\_SPF02 Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.

MDSK\_TESL\_MED\_SPF03 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.

MDSK\_TESL\_MED\_SPF04 Candidates model and apply technology standards to design, implement, and assess developmentally‐ appropriate learning experiences to engage students and improve learning.

**PhD Curriculum and Instruction**

PhD\_C&I\_01 Ph.D. students in the Curriculum & Instruction Doctoral Program will demonstrate in-depth knowledge of core urban education.

PhD\_C&I\_02 Ph.D. students in the Curriculum & Instruction Doctoral Program will demonstrate in-depth knowledge of content concentration (urban education, literacy, mathematics, and elementary education.)

PhD\_C&I\_03 Ph.D. students in the Curriculum & Instruction 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.

PhD\_C&I\_04 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)**

BAELED01 Initial 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.

BAELED02 Candidates use domain-specific research and theory to design, implement, assess, and reflect on student learning.

BAELED03 Candidates demonstrate skills and commitment that afford all P‐12 students access to rigorous and relevant curriculum specific to their learning needs.

BAELED04 Candidates model and apply technology standards to design, implement, and assess developmentally‐appropriate learning experiences to engage students and improve learning.

BAELED05 Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.

**MAT Elementary Education (grades K-6)**

REEL\_MAT01 Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.

REEL\_MAT02 Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.

REEL\_MAT03 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.

REEL\_MAT04 Candidates model and apply technology standards to design, implement, and assess developmentally‐appropriate learning experiences to engage students and improve learning.

**MEd Elementary Education**

ELED\_MEd01 Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.

ELED\_MEd02 Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.

ELED\_MEd03 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.

ELED\_MEd04 Advanced teacher candidates demonstrate leadership and classroom behaviors consistent with fairness.

**MEd Reading Education**

READ\_MEd01 Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.

READ\_MEd02 Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.

READ\_MEd03 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.

READ\_MEd04 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 Development**

SPCD\_CHFD\_BA01 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.

SPCD\_CHFD\_BA02 Candidates use domain-specific research and theory to design, implement, assess, and reflect on student learning.

SPCD\_CHFD\_BA03 Candidates demonstrate skills and commitment that afford all P‐12 students access to rigorous and relevant curriculum specific to their learning needs.

SPCD\_CHFD\_BA04 Candidates model and apply technology standards to design, implement, and assess developmentally‐appropriate learning experiences to engage students and improve learning.

SPCD\_CHFD\_BA05 Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.

**BA Special Education (K-12) Adapted Curriculum**

SPED\_BA\_AC\_01 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.

SPED\_BA\_AC\_02 Candidates use domain-specific research and theory to design, implement, assess, and reflect on student learning.

SPED\_BA\_AC\_03 Candidates demonstrate skills and commitment that afford all P‐12 students access to rigorous and relevant curriculum specific to their learning needs.

SPED\_BA\_AC\_04 Candidates model and apply technology standards to design, implement, and assess developmentally‐appropriate learning experiences to engage students and improve learning.

SPED\_BA\_AC\_05 Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.

**BA Special Education (K-12) General Curriculum**

SPED\_BA\_GC\_01 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.

SPED\_BA\_GC\_02 Candidates use domain-specific research and theory to design, implement, assess, and reflect on student learning.

SPED\_BA\_GC\_03 Candidates demonstrate skills and commitment that afford all P‐12 students access to rigorous and relevant curriculum specific to their learning needs.

SPED\_BA\_GC\_04 Candidates model and apply technology standards to design, implement, and assess developmentally‐appropriate learning experiences to engage students and improve learning.

SPED\_BA\_GC\_05 Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.

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

SPELBA01 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.

SPELBA02 Candidates use domain-specific research and theory to design, implement, assess, and reflect on student learning.

SPELBA03 Candidates demonstrate skills and commitment that afford all P‐12 students access to rigorous and relevant curriculum specific to their learning needs.

SPELBA04 Candidates model and apply technology standards to design, implement, and assess developmentally‐appropriate learning experiences to engage students and improve learning.

SPELBA05 Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.

**MAT Child and Family Studies**

SPCD\_CHFDMAT01 Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.

SPCD\_CHFDMAT02 Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.

SPCD\_CHFDMAT03 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.

SPCD\_CHFDMAT04 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)**

SPEDMAT01 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)

SPEDMAT02 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).

SPEDMAT03 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.

SPEDMAT04 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 Child and Family Studies**

CHFSMEd01 Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.

CHFSMEd02 Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.

CHFSMEd03 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.

CHFSMEd04 Candidates model and apply technology standards to design, implement, and assess developmentally‐appropriate learning experiences to engage students and improve learning.

**MEd Special Education General or Adapted Curriculum**

SPEDMED01 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)

SPEDMED02 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).

SPEDMED03 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.

SPEDMED04 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 Special Education, Academically Gifted**

SPEDMEdAIG01 Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.

SPEDMEdAIG02 Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.

SPEDMEdAIG03 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.

SPEDMEdAIG04 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 Special Education**

SPEDPhD01 Doctoral candidates demonstrate in-depth knowledge of their education specialty and are able to apply knowledge and skills specific to their discipline.

SPEDPhD02 Doctoral candidates demonstrate in-depth knowledge of their concentration/track specialization related to preparing future personnel to serve individuals with exceptionalities.

SPEDPhD03 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.

SPEDPhD04 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.