Relationship Between Student Learning Outcomes, Signature Assignments, and NCATE Standard 1 Elements by Program

Knowledge and Skills – Other School Professionals

Program	Student Learning Outcomes	Signature Assignment(s)
Administrative Services I (include MA)	• SLO 3: Manage the organization, operations, and resources to foster a safe, efficient, and effective learning environment. • SLO 4: Collaborate with families and community members, respond to diverse community needs, and mobilize community resources. • SLO 6: Understand, respond and influence the larger political, social, economic, legal, and cultural context. • SLO 7: Demonstrate ability to utilize and apply research skills to solve a school or district based problem.	• EDAD 541: Developmental Portfolio • EDAD 647A: Interview/Field Research Project • EDAD 649: Urban School Study • EDAD 544: Case Analysis • EDAD 695: Research Masters Study • EDAD 698: Thesis • EDAD 680: Field Experience Portfolio
Administrative Services II	• SLO 3: Manage the organization, operations, and resources to foster a safe, efficient, and effective learning environment. • SLO 4: Collaborate with families and community members, respond to diverse community needs, and mobilize community resources. • SLO 6: Understand, respond and influence the larger political, social, economic, legal, and cultural context.	• EDAD 640: Professional Development Plan • EDAD 658: Action Research Project • EDAD 659: Case Study • EDAD 692: Portfolio Presentation

Program	Student Learning Outcomes	Signature Assignment(s)
Educational Technology	• SLO 1: Apply knowledge of multicultural, ethical, and legal issues pertaining to using educational technologies and networks within the global community. • SLO 2: Synthesize leadership principles within the practice of educational technology planning, coordination and professional development. • SLO 4: Integrate theoretical perspectives to review, interpret, and/or conduct research in educational technology.	• ETEC 525: Course Paper • ETEC 530: Final Project • ETEC 510 Final Project
Librarianship (includes MA)	• SLO 1: Model strategies to locate, evaluate & use information for specific purposes. • SLO 2: Analyze major trends in reading material for children & youth. • SLO 3: Support flexible and open access for library media center & its services. • SLO 4: Demonstrate ways to establish & maintain a positive educational climate in the library media center. • SLO 5: Design library media instruction that assesses learner interest, needs, instructional methodologies, & information processes. • SLO 6: Work with classroom teachers to co-plan, co-teach, & co-assess information skills instruction. • SLO 7: Employ strategies to integrate the information literacy curriculum with content curriculum. • SLO 8: Plan how to establish connections to other libraries & the larger library community. • SLO 9: Model, share, & promote ethical and legal principles of education & librarianship. • SLO 10: Articulate the relationship of the library media program with current educational trends & important issues.	• ELIB 510: Collection Development Plan • ELIB 520: Reference Grid • ELIB 530A: Lesson Plan/Delivery • ELIB 530B: Reading Analysis • ELIB 540: Cataloging Examples • ELIB 550: Management Plan • ELIB 570: Library Web Portal • EDCI 625: Issue Case Study • ELIB 580: Field Experience • ELIB 580: E-Portfolio • ELIB 500: Information Case Study • EDP 697: Comp Exam or Thesis

Program	Student Learning Outcomes	Signature Assignment(s)
	• SLO 11: Select, analyze & evaluate print, non-print & electronic resources using professional selection tools & evaluation criteria. • SLO 12: Develop & evaluate policies & procedures that support the mission of the school & address specific needs of the library media program.	
Reading and Language Art (includes MA)	• SLO 2: Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures • SLO 4: Articulate and apply theoretical foundations in reading/language arts to current theory and research. • SLO 5: Integrate technology into reading / language arts instruction.	• EDRG 651: Intervention Plan • EDRG 556: Research Paper • EDRG 543: WebQuest Lesson
School Counseling (includes MS)	• SLO 2: Describe and address key issues pertaining to counseling in school settings, including professional, ethical, and legal issues, and issues of diversity (including race/ethnicity, gender, disabilities, sexual orientation, and others). • SLO 3: Describe and demonstrate the role of the school counselor regarding coordination and delivery of comprehensive school counseling programs. • SLO 5: Employs counseling skills for effective individual counseling. • SLO 6: Deliver classroom guidance around college and career exploration and deliver presentation of a college planning/preparation process. • SLO 7: Critically interpret and evaluate school counseling related literature. • SLO 8: Demonstrate effective written skills. • SLO 9: Demonstrate effective oral communication skills. • SLO 11: Describe the role of the professional school counselor according to the American School Counselor	• COUN 644A: Presentation • COUN 607: Counseling Skills Evaluation • COUN 507: Topics Higher-Ed Planning • COUN 695C: Literature Critique • COUN 695C: Ethical Dilemma Presentation • COUN 695C: Final Paper • COUN 695C: Facilitated Discussion

Program	Student Learning Outcomes	Signature Assignment(s)
	Association (ASCA) and within the domains of academic, career, and personal/social counseling.	
School Psychology	• SLO 1: Use systematic assessment models to collect data that are useful in identifying strengths and needs, understanding problems, and measuring progress; assessment results are then translated into empirically-based decisions about service delivery, and used to evaluate the outcomes of services • SLO 2: Demonstrate knowledge of behavioral, mental health, collaborative, and/or other consultation models and their application to particular situations through effective collaboration with others in planning and decision-making at the individual, group, and system levels • SLO 3: In collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions • SLO 7: Provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students • SLO 8: Work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families • SLO 9: Evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services	• EDP 525A/B: Parent Interview • EDP 579: Clinic Case Study • EDP 560: Case Study • EDP 536: Consultation Case Study • EDP 517: Counseling Case Study • EDP 641B: Final Program Evaluation • Internship Field-based Supervisor Evaluation

Program	Student Learning Outcomes	Signature Assignment(s)
Speech-Language Pathology (CRS)	• SLO 1: Candidates can implement accurate and appropriate listening and oral communication skills with clients, client's families, clinical supervisors, and with the use of interpreters. • SLO 2: Candidates can write professional clinical reports, research papers, and documentation using organized structure and accurate content. • SLO 3: Candidates can effectively counsel clients with different backgrounds and needs demonstrating respect, privacy, and the client's best interests • SLO 4: Candidates can administer and interpret appropriate measures to diagnose communication disorders	• CD 669A-L: Clinical Assessment Report • CD 695: Comprehensive Exam, Thesis, or Grad Research • CD 670: Internship • CD 686A: Internship