

Specific Learning Objectives

Graduate-level Programs

MA

- Students will demonstrate knowledge of their discipline and the general issues of Psychology that have an impact on their discipline. The level of understanding will reflect at least Masters' level accomplishment.
- Students will demonstrate the ability to read and synthesize professional information relative to their field and use it to generate new research proposals. This includes the ability to write clearly about their discipline using discipline appropriate formats. The level of understanding will reflect at least Masters' level accomplishment.
- Students will be able to conduct novel research that contributes to the knowledge base of their discipline. The level of understanding will reflect at least Masters' level accomplishment.

MS in I/O Psychology

- Students will demonstrate proficiency regarding written communication skills.
- Students will demonstrate proficiency regarding oral communication skills.
- Students will demonstrate adequate knowledge of I/O psychology.
- Students will demonstrate proficiency of practitioner skills in a field setting.
- Students will demonstrate proficiency of research skills.

MS in School Psychology

Student Learning Outcome 1: Data based decision making and accountability

Students have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Student Learning Outcome 2: Consultation and Collaboration

Students have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students demonstrate skills to consult, collaborate, and communicate effectively with others.

Student Learning Outcome 3: Interventions and Instructional Support to Develop Academic Skills

Students have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum

Specific Learning Objectives

Graduate-level Programs

and instructional strategies. Students, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

Student Learning Outcome 4: Interventions and Mental Health Services to Develop Social and Life Skills

Students have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. Students, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

Student Learning Outcome 5: School-wide Practices to Promote Learning

Students have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental and behavioral health. Students, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Student Learning Outcome 6: Preventive and Responsive Services

Students have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. Students, in collaboration with others, demonstrate skills to promote services that enhance learning, mental and behavioral health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Student Learning Outcome 7: Home/School/Community Collaboration

Students have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. Students, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

Student Learning Outcome 8: Diversity in Development and Learning

Students have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. Students provide professional services that promote

Specific Learning Objectives

Graduate-level Programs

effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds across multiple contexts. Understanding and respect for diversity in development and learning, and advocacy for social justice, are foundations for all aspects of service delivery.

Student Learning Outcome 9: Research and Program Evaluation

Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. Students demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Student Learning Outcome 10: Legal, Ethical, and Professional Practice

Students have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. Students demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Student Learning Outcome 11: Professional Work Characteristics

Students develop good rapport with students, teachers, staff members, parents, and site supervisors. They engage in professional behaviors that enable them to develop positive relationships (e.g., enthusiasm, dependability, cooperation) and they are reflective practitioners who use feedback to improve performance. They participate in the program's student organization and attend and contribute to local, state, and national conferences.

EdS

Student Learning Outcome 1: Data based decision making and accountability

Students have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Student Learning Outcome 2: Consultation and Collaboration

Specific Learning Objectives

Graduate-level Programs

Students have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, students demonstrate skills to consult, collaborate, and communicate effectively with others.

Student Learning Outcome 3: Interventions and Instructional Support to Develop Academic Skills

Students have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. Students, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

Student Learning Outcome 4: Interventions and Mental Health Services to Develop Social and Life Skills

Students have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. Students, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

Student Learning Outcome 5: School-wide Practices to Promote Learning

Students have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental and behavioral health. Students, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

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Students have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. Students, in collaboration with others, demonstrate skills to promote services that enhance learning, mental and behavioral health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Student Learning Outcome 7: Home/School/Community Collaboration

Students have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between

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Student Learning Outcome 8: Diversity in Development and Learning

Students have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. Students provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds across multiple contexts. Understanding and respect for diversity in development and learning, and advocacy for social justice, are foundations for all aspects of service delivery.

Student Learning Outcome 9: Research and Program Evaluation

Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. Students demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

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PhD

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