

**Student Learning Outcomes (SLOs) by Program
Cato College of Education**

College of Education Student Learning Outcomes (SLO), by Program					
INITIAL TEACHER LICENSURE					
Program	SLO 1 (aligned with CAEP 1.1)	SLO 2 (aligned with CAEP 1.2)	SLO 3 (aligned with CAEP 1.4)	SLO 4 (aligned with CAEP 1.5)	SLO 5 (Undergraduate Only)
<ul style="list-style-type: none"> • Foreign Language Minor • Secondary Minor • Child and Family BA • Elementary Education BA • Middle Grades BA • Special Education BA • Special Educ + Elementary Educ DUAL BA • Teacher Graduate Certificate (all) 	SLO 1 (Initial): 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.	SLO 2 (Initial): Candidates use domain-specific research and theory to design, implement, assess, and reflect on student learning.	SLO 3 (Initial): Candidates demonstrate skills and commitment that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.	SLO 4 (Initial): Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.	SLO 5 (Initial): Candidates demonstrate proficiency in oral and written communication skills appropriate for educators.
MINORS Leading to Add-On Licensure					
Program	SLO 1 (aligned with CAEP 1.1)	SLO 2 (aligned with CAEP 1.2)			
• READ Minor (Add-On)	SLO 1 (minor): Reading Education teacher licensure candidates demonstrate knowledge of the important principles and concepts of the content they teach.	SLO 2 (minor): Reading Education Teacher Candidates are able to identify and explain a difference among learners that can impact literacy learning, and design effective responsive reading strategies addressing that difference using evidence-based research.			
• TESL Minor (Add-On)	SLO 1 (minor): English as a Second Language (ESL) teacher licensure candidates demonstrate knowledge of the important principles and concepts of second language acquisition and academic language development.	SLO 2 (minor): ESL teacher licensure candidates use second language acquisition research and theory to design, implement, assess, and reflect on student learning.			
ADVANCED EDUCATOR LICENSURE except LDT					
Program	SLO 1 (aligned with CAEP A.1.2)	SLO 2 (aligned with CAEP A.1.1 (Proficiency A.1.1.2 and A.1.1.3))	SLO 3 (aligned with CAEP A.1.1 (Proficiency A.1.1.6))	SLO 4 (aligned with CAEP A.1.1 (Proficiency A.1.1.5))	
<ul style="list-style-type: none"> • AIG MEd* and Grad Cert Add On • Child and Family Studies MEd* and MAT • Elementary Ed MAT and MEd • Elementary Math Grad Cert AddOn • Foreign Language MAT • Middle Grades MAT • Middle/Secondary MEd** • Reading MEd • School Admin MSA and Post-Masters AddOn • Secondary Ed MAT • Special Education MEd* and MAT • TESL MEd** and MAT <p><i>*Beginning in fall 2019, the SPED, AIG, and CHFS MEd programs will combine to have one MEd in Special Education and Child Development.</i></p> <p><i>**Beginning in fall 2019, the Middle/Secondary and TESL MEd programs will combine to have one MEd in Curriculum and Instruction.</i></p>	SLO 1 (Advanced): Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.	SLO 2 (Advanced): Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.	SLO 3 (Advanced): 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	SLO 4 (Advanced): Advanced program candidates apply technology standards to design, implement and assess learning experiences/environments to engage children/students, improve learning, and enrich professional practice.	
Learning, Design, and Technology (LDT)					
Program	SLO 1 (aligned with CAEP A.1.2)	SLO 2 (aligned with CAEP A.1.1 (Proficiency A.1.1.2 and A.1.1.3))	SLO 3 (aligned with CAEP A.1.1 (Proficiency A.1.1.6))	SLO 4 (aligned with CAEP A.1.1 (Proficiency A.1.1.5))	

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• LDT MEd	SLO 1 (LDT Advanced): Instructional Systems Technology candidates demonstrate an understanding of instructional technology standards and are able to apply knowledge and skills specific to the technology concentration (School Specialist, Training and Development, and Online Learning/Teaching).	SLO 2 (LDT Advanced): Instructional Systems Technology candidates demonstrate research skills and commitment to create, use, evaluate, and manage effective learning environments and processes utilizing innovative technologies.	SLO 3 (LDT Advanced): 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.	SLO 4 (LDT Advanced): Instructional Systems Technology candidates apply research and evidence to provide leadership in the field of instructional technology and analyze, integrate, and implement technology-rich learning solutions based on the needs of learners and instructional context.	
• LDT Grad Cert	SLO 1 (LDT Advanced): Instructional Systems Technology candidates demonstrate an understanding of instructional technology standards and are able to apply knowledge and skills specific to the technology concentration (School Specialist, Training and Development, and Online Learning/Teaching).	SLO 2 (LDT Advanced): Instructional Systems Technology candidates demonstrate skills and commitment to create, use, evaluate, and manage effective learning environments and processes utilizing innovative technologies.	SLO 3 (LDT Advanced): 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.		
DOCTORAL LEVEL (EdD Only)					
Program	SLO 1 (aligned with CAEP A.1.2)	SLO 2 (aligned with CAEP A.1.1 (Proficiency A.1.1.3))	SLO 3 (aligned with CAEP A.1.1 (Proficiency A.1.1.2))	SLO 4 (aligned with CAEP A.1.1 (Proficiency A.1.1.4, A.1.1.6))	
• Educ Leadership EdD (Supt track)	SLO 1 (Doctoral): Doctoral candidates demonstrate in-depth knowledge of their education specialty and are able to apply knowledge and skills specific to their discipline.	SLO 2 (Doctoral): Doctoral candidates demonstrate in-depth knowledge of concentration specialization (i.e., school/community; urban education/reading/English Language Learners, etc.) <i>Specific to the concentration</i>	SLO 3 (Doctoral): Doctoral candidates demonstrate the ability to conduct independent research to answer relevant questions their area of specialization and add to the body of knowledge in the field of education.	SLO 4 (Doctoral): 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.	