



DREXEL UNIVERSITY

School of

Education

<b>GRADUATE PROGRAMS AND PROGRAM LEARNING OUTCOMES (2016-17)</b>
<b>DOCTORAL LEVEL</b>
<b>ED.D. EDUCATIONAL LEADERSHIP &amp; MANAGEMENT</b>
1. Create and support communities that are bases for sustainable change.
2. Develop the habits of mind and competencies to lead complex organizations, shaped by global forces.
3. Develop the abilities to sustain their own leadership growth.
4. Utilize the full range of emerging technologies to reach across generations and communicate effectively as well as engage others in meaningful change.
5. Exemplify the curiosity, inquiry skills, and scholarly competencies need to investigate an idea and transform it into meaningful action.
<b>PH.D. EDUCATIONAL LEADERSHIP DEVELOPMENT AND LEARNING TECHNOLOGIES</b>
1. Demonstrate mastery of subject material, including prior, current, and emerging research and theories in the student's area of specialization as well as significant issues and topics in the field of education, broadly-construed. This mastery includes: interpreting relevant literature and relating to critical questions in education, both local and global; synthesizing existing research and constructing literature-based arguments; identifying, describing, and justifying relevant "gaps" in the literature.
2. Demonstrate the ability to conduct scholarly inquiry in a responsible and ethical manner.
3. Produce and defend original research that contributes to the body of knowledge in the student's area of specialization.
4. Disseminate this research, either through peer-reviewed conferences or publications.
5. Become an academic leader in the student's area of specialization through the development of new ideas, theories and best practices grounded in global and local contexts.

<b>MASTERS LEVEL</b>
<b>MS-ADULT EDUCATION &amp; ORGANIZATIONAL DEVELOPMENT</b>
1. Formulate adult learning, training and development and HRD strategies that develop and retain people in organizations.
2. Design and implement workplace learning, change, and performance interventions to achieve employee and organizational goals.
3. Develop effective consulting, coaching, and mentoring skills to sustain learning, performance, and change in the workplace.
4. Lead strategic change initiatives and manage learning and development initiatives in any organizational setting.
5. Evaluate training, learning, and other HRD programs and interventions to determine their quality, value, and effectiveness.
<b>MS-APPLIED BEHAVIORAL ANALYSIS</b>
1. <b>Identification of the Problem:</b> Conduct a preliminary assessment of the client that identifies the referral problem and considers potential biological/ medical variables.
2. <b>Measurement:</b> Design an appropriate measurement system, schedule of observation, data displays, and be able to evaluate changes in behavior.
3. <b>Assessment:</b> Design, organize, analyze, interpret and provide recommendations based on assessment data.
4. <b>Intervention:</b> Construct behavioral interventions based on assessment results and the best available scientific evidence that addresses diversity, social validity and maximizes environmental supports.
5. <b>Implementation Management and Supervision:</b> Design and use systems for measuring and monitoring effectiveness of the behavioral program and integrity and design effective training and performance management systems.
6. <b>Professionalism:</b> Practice within one's limits of professional competence in applied behavior analysis, and obtain consultation, supervision, and training, or make referrals as necessary.
7. <b>Ethics:</b> Demonstrate competency with the BACB professional disciplinary and ethical guidelines for responsible conduct for and practice in behavior analysis.
8. <b>Capstone:</b> Identify and reflect on gaps in the behavioral literature to conceptualize, develop, and conduct a research project that is experimentally sound, socially valid, and addresses the seven dimensions of applied behavioral analysis.
<b>MS-CREATIVITY AND INNOVATION</b>
1. Demonstrate the skills and knowledge to access, evaluate and use information effectively, competently, and creatively.
2. Establish goals and monitor progress toward them by demonstrating an awareness of the personal, environmental and task-specific factors that affect attainment of the goals.

3. Make appropriate use of technologies to communicate, collaborate, solve problems, make decisions, and conduct research, as well as foster creativity and life- long learning.
4. Use quantitative and qualitative analysis, and scientific reasoning to analyze, and synthesize; to identify and solve real world problems and discover new ideas.
5. Delineate and accept diversity in global research, values, cultures, and other relevant issues.
6. Delineate and demonstrate the principles of visionary and creative leadership.
7. Apply knowledge and skills gained from the program of study to the achievement of goals in a worksite environment, especially including, educational, corporate, military.
8. Assess personal ethical values, recognize ethical issues in a variety of settings, and consider and assess the consequences of alternative actions.
<b>MS-EDUCATIONAL ADMINISTRATION</b>
1. Lead schools collaboratively to solve complex problems in a framework of national and state leadership standards;
2. Mentor and coach teachers in effective instructional and assessment decision-making;
3. Model shared leadership and decision-making strategies;
4. Promote restorative and social justice practices;
5. Understand, respond to, and influence the larger political, financial, technological, and legal context;
6. Reflect on practice to generate research, action and change.
<b>MS-EDUCATIONAL ADMINISTRATION WITH K-12 PRINCIPAL CERTIFICATE</b>
1. Lead schools collaboratively to solve complex problems in a framework of national and state leadership standards;
2. Mentor and coach teachers in effective instructional and assessment decision-making;
3. Model shared leadership and decision-making strategies;
4. Promote restorative and social justice practices;
5. Understand, respond to, and influence the larger political, financial, technological, and legal context;
6. Partner with districts, schools, and principals to mentor new leaders;
7. Demonstrate leadership competencies, (1) Active Listening, (2) Speaking and Writing, (3) Team Building, and (4) Conflict Resolution;
8. Reflect on practice to generate research, action, and change.
<b>MS-EDUCATIONAL ADMINISTRATION WITH SPECIAL EDUCATION LEADERSHIP CERTIFICATION</b>
1. Model shared leadership and decision-making strategies;
2. Demonstrate the ability to establish, implement and lead programs that support educational programs that use multiple, reliable and valid methods to assess student strengths and needs and make instructional decisions based on

assessment data;
3. Demonstrate the ability to establish, implement and lead programs that create collaborative partnerships with stakeholders (including educational team members, family members, community agencies and students) in the development, implementation and assessment of individualized educational programs and goals;
4. Promote restorative and social justice practices;
5. Reflect on practice to generate research, action, and change.
<b>MS-EDUCATIONAL ADMINISTRATION WITH PRINCIPAL CERTIFICATION AND SPECIAL EDUCATION LEADERSHIP CERTIFICATION</b>
1. Lead schools collaboratively to solve complex problems in a framework of national and state leadership standards;
2. Mentor and coach teachers in effective instructional and assessment decision-making;
3. Model shared leadership and decision-making strategies;
4. Promote restorative and social justice practices;
5. Understand, respond to, and influence the larger political, financial, technological, and legal context;
6. Demonstrate leadership competencies, (1) Active Listening, (2) Speaking and Writing, (3) Team Building, and (4) Conflict Resolution;
7. Demonstrate the ability to establish, implement and lead programs that create collaborative partnerships with stakeholders (including educational team members, family members, community agencies and students) in the development, implementation and assessment of individualized educational programs and goals;
8. Reflect on practice to generate research, action, and change.
<b>MS-EDUCATION IMPROVEMENT AND TRANSFORMATION</b>
1. Serve effectively as change agents and leaders at different levels of the US education system and/or the education systems of other nations.
2. Apply targeted learning in a variety of educational topics to enhance their development as educational professionals.
<b>MS-GLOBAL AND INTERNATIONAL EDUCATION</b>
1. Develop, analyze and implement new educational policies in a variety of multi-cultural settings, both public and private.
2. Critique international, comparative, and educational research.
3. Help lead educational, development, and other organizations through application of their understanding of current educational trends, educational interventions, and global forces.
4. Understand the global and multi-level politics of education policy.
5. Understand theories and perspectives on the relationship between education, national development, and societal change, with emphasis on contexts outside the US.

<b>MS-HIGHER EDUCATION</b>
1. <b><i>Breadth and Depth of Higher Education Knowledge:</i></b> Identify, evaluate, and address critical and emerging issues in higher education by utilizing knowledge, research and skills within the field of higher education.
2. <b><i>Social Justice, Equity, and Global Inclusiveness:</i></b> Recognize and explain the value of the diversity, multiculturalism, and the global context for critical issues in higher education.
3. <b><i>Ethical and Collaborative Leadership:</i></b> Apply ethical and collaborative leadership skills to higher education issues as a reflective and self-directed learner, team member, and active citizen.
4. <b><i>Experiential Learning and Civic Engagement:</i></b> Demonstrate an understanding of higher education career paths and development, and create and sustain a healthy, engaged, public life in higher education and our communities.
5. <b><i>Communication, Information Literacy and Technology:</i></b> Effectively articulate ideas and concepts by using oral, written, and non-verbal communication, and optimizing multiple technology applications.
6. <b><i>Research, Scholarship and Creative Expression:</i></b> Use creative, critical thinking, and data-based decision-making skills to generate new ideas and scholarship to address higher education issues and apply to professional practice.
<b>MS-LEARNING TECHNOLOGIES</b>
1. Apply instructional design and digital media for high quality learning formats that align with 21st Century and NET Standards
2. Take roles as future-focused, collaborative leaders to build connected learning communities.
3. Develop knowledge and skills in research activities, methods, and action research projects.
4. Develop digital performance support tools and formats for just-in-time learning and support throughout the workflow.
5. Evaluate and assess emerging technologies, e.g., assistive technologies, mobile applications, simulations, and online assessment tools.
6. Engage in field-based learning experiences, e.g., a Co-op with an e-portfolio and an internship that demonstrates reflective practices.
<b>MS-MATHEMATICS LEARNING AND TEACHING</b>
1. Use various forms of media and asynchronous and synchronous to develop conceptual knowledge of scientific or mathematical content knowledge and then articulate that development and its impact on teaching.
2. Model scientific, mathematical and engineering practices that reflect true engagement with the content itself including in everyday applications.
3. Engage with research-based pedagogical strategies to craft and critique the use of these methods in classroom settings.
4. Expand the understanding of formative and summative assessments and their collective use for lesson and curriculum design.
5. Demonstrate the effective use of technology integration in math and science instruction to create meaningful engagement with content for learners.

<b>MS-SPECIAL EDUCATION</b>	
1.	Use multiple reliable and valid methods to assess student strengths and needs and make instructional recommendations based on assessment data.
2.	Demonstrate collaborative partnerships with stakeholders (including educational team members, family members and students) in the development, implementation and assessment of individualized educational plans and goals.
3.	Create and support inclusive learning environments where all learners are welcomed, challenged and held to high expectations.
4.	Demonstrate competency with the legal requirements as well as ethical and professional standards that undergird the practice of Special Education.
5.	Exhibit competence in selecting and executing evidence-based behavioral, instructional, and technology strategies to address the diverse needs of students with disabilities.
<b>MS-TEACHING, LEARNING AND CURRICULUM</b>	
<b>1. Professionalism:</b>	<p>A. Make sound decisions based on the professional code of conduct.</p> <p>B. Demonstrate leadership in the classroom, school community and profession that is focused on positive and innovative change.</p> <p>C. Seek ongoing professional growth and development in the field to improve practice.</p> <p>D. Demonstrate a growth mindset and take responsibility for student learning and academic growth.</p>
<b>2. Diversity:</b>	<p>A. Demonstrate an understanding of the changing role of the educator in an increasingly diverse society.</p> <p>B. Use culturally responsive pedagogy to create equitable learning experiences for all students.</p> <p>C. Use critical self-reflection to understand one's own identity in the context of a classroom of diverse learners.</p> <p>D. Create an inclusive classroom environment with high expectations for all learners.</p>
<b>3. Reflective Practice:</b>	<p>A. Demonstrate the ability to self-reflect on his or her professional practice.</p> <p>B. Use data and classroom based evidence to inform and improve professional practice.</p>
<b>4. Pedagogical Content Knowledge:</b>	<p>A. Demonstrate strong content knowledge in all subject areas that meet PIE content requirements.</p> <p>B. Deliver effective instruction using high leverage teaching practices.</p> <p>C. Use appropriate means of ongoing assessment, and utilize data to demonstrate student growth and make appropriate modifications to the curriculum.</p> <p>D. Integrate tools of technology in teaching and learning.</p> <p>E. Construct a well-written, research-based, engaging lesson plan.</p>

<p>5. <b><i>Classroom Climate:</i></b></p> <p>A. Create a safe, positive and productive classroom climate environment that supports and facilitates learning for all students.</p> <p>B. Build a sense of community in one's classroom based on developmentally appropriate pro-social skills and shared sense of ownership.</p> <p>C. Create a collaborative classroom climate where students work cooperatively to generate knowledge.</p>
<p>6. <b><i>Developmentally Appropriate Practice:</i></b></p> <p>A. Demonstrate a thorough understanding of child and/or adolescent development and the learning sciences.</p> <p>B. Uses differentiated instruction to meet the diverse learning needs of one's students.</p> <p>C. Use developmentally informed teaching practices.</p>
<b>CERTIFICATION AND CERTIFICATE PROGRAMS</b>
<b>CERTIFICATION-COLLABORATIVE &amp; SPECIAL EDUCATION LAW</b>
<p>1. Apply knowledge of Special Education laws, regulations and policies to advocate for, inform, and assure, appropriate educational programming for students with disabilities.</p>
<p>2. Utilize dispute resolution techniques and collaborative strategies to promote meaningful family engagement, resulting in positive outcomes for students with disabilities.</p>
<b>CERTIFICATE-APPLIED BEHAVIORAL ANALYSIS</b>
<p><b><i>Identification of the Problem:</i></b> Conduct a preliminary assessment of the client that identifies the referral problem and considers potential biological/ medical variables.</p>
<p><b><i>Measurement:</i></b> Design an appropriate measurement system, schedule of observation, data displays, and be able to evaluate changes in behavior.</p>
<p><b><i>Assessment:</i></b> Design, organize, analyze, interpret and provide recommendations based on assessment data.</p>
<p><b><i>Intervention:</i></b> Construct behavioral interventions based on assessment results and the best available scientific evidence that addresses diversity, social validity and maximizes environmental supports.</p>
<p><b><i>Implementation Management and Supervision:</i></b> Design and use systems for measuring and monitoring effectiveness of the behavioral program and integrity and design effective training and performance management systems.</p>
<p><b><i>Professionalism:</i></b> Practice within one's limits of professional competence in applied behavior analysis, and obtain consultation, supervision, and training, or make referrals as necessary.</p>
<p><b><i>Ethics:</i></b> Demonstrate competency with the BACB professional disciplinary and ethical guidelines for responsible conduct for and practice in behavior analysis.</p>

<b>CERTIFICATE-COMMUNITY COLLEGE ADMINISTRATION</b>
1. <b><i>Breadth and Depth of Community College Leadership Knowledge:</i></b> Identify, evaluate, and address critical and emerging issues specifically for community college systems by utilizing knowledge, research and skills within the field of community colleges.
2. <b><i>Social Justice, Equity, and Global Inclusiveness:</i></b> Recognize and explain the value of the diversity, multiculturalism, and the global context for critical issues in community college systems.
3. <b><i>Ethical and Collaborative Leadership:</i></b> Apply ethical and collaborative leadership skills to community college systems on issues as a reflective and self-directed learner, team member, and active citizen.
4. <b><i>Research, Scholarship and Creative Expression:</i></b> Use creative, critical thinking, and data-based decision-making skills to generate new ideas and scholarship to address community college issues and apply to professional practice.
<b>CERTIFICATE-EDUCATIONAL POLICY</b>
1. Understand the connection between their professional roles and policymaking that occurs at the federal, state, and local levels in the United States.
2. Explain the education policymaking process in the United States and how the educational system relates to other aspects of American life, such as the economy.
3. Determine whether they would like to pursue, or switch to, a career involving policy making and implementation.
4. Play an effective role in US educational policymaking at any level, as a professional or a citizen, based on an understanding of how education policy is made.
5. Understand how the American educational policymaking process, and educational policy in this country, compares to that of other countries.
<b>CERTIFICATE-ESL PROGRAM SPECIALIST</b>
1. <b><i>Professionalism:</i></b> Upon completion of the program, the teacher candidate is able to: <ol style="list-style-type: none"> <li>a) Make ethical, sound decisions based on Pennsylvania Professional Code of Conduct.</li> <li>b) Demonstrate leadership in the classroom, school community, and profession that is focused on positive and innovative change.</li> <li>c) Seek ongoing professional growth and development in the field to improve practice.</li> <li>d) Demonstrate a growth mindset, and take responsibility for student learning and academic growth.</li> </ol> Partner with parents in the education of their children.
2. <b><i>Diversity:</i></b> Upon completion of the program, the teacher candidate is able to: <ol style="list-style-type: none"> <li>a) Use culturally responsive pedagogy to create equitable learning experiences for all students.</li> <li>b) Use critical self-reflection to understand one's own identity in the context of a classroom of diverse learners.</li> <li>c) Create an inclusive classroom environment with high expectations for all</li> </ol>



learners.
<p><b>3. Reflective Practice:</b> Upon completion of the program, the teacher candidate is able to:</p> <ul style="list-style-type: none"> <li>a) Demonstrate the ability to self-reflect on his or her professional practice.</li> <li>b) Use data and classroom based evidence to inform and improve professional practice.</li> </ul>
<p><b>4. Pedagogical Content Knowledge:</b> Upon completion of the program, the teacher candidate is able to:</p> <ul style="list-style-type: none"> <li>a) Demonstrate competency areas as required by the PA Department of Education in the following key domains: 1) Language, 2) Culture, 3) Observing, Planning, and Managing Instruction, 4) Assessment, and 5) Professionalism.</li> <li>b) Candidates are expected to integrate knowledge of social, psychological, and the nature of learning a second language in their planning and teaching, set high but reasonable expectations for individual students, vary instructional objectives and strategies, monitor student success, and adapt teaching styles to accommodate students' learning differences. In addition, candidates are knowledgeable about issues of culture and how this area affects student achievement and participation in school.</li> <li>c) Candidates are expected to implement required testing and make necessary accommodations for students as appropriate, help colleagues and families understand how assessment can be created and understood to identify what English Language Learners can do and know, and use multiple measures of assessment to monitor language and academic benchmarks, and to use assessment data to make programmatic decisions to best meet the needs of ELLs.</li> <li>d) Candidates will identify and use a variety of resources, including technology, to inform instructional decisions that offer access to ELLs to high quality educational experiences and programs.</li> <li>e) Candidates will observe, plan, implement, and manage research-based and standards-based lesson plans that demonstrate knowledge of English Language Learners, their individual characteristics and language development, as aligned with the PA Department of Education program standards.</li> </ul>
<p><b>5. Classroom Climate:</b> Upon completion of the program, the teacher candidate is able to:</p> <ul style="list-style-type: none"> <li>a) Create a safe, positive and productive learning environment that supports and facilitates learning for all students.</li> <li>b) Build a sense of community in a collaborative climate, based on developmentally appropriate pro-social skills, where students work collaboratively and have a shared sense of ownership.</li> </ul>
<p><b>6. Developmentally Appropriate Practice:</b> Upon completion of the program, the teacher candidate is able to:</p> <ul style="list-style-type: none"> <li>a) Demonstrate a thorough understanding of child and/or adolescent development</li> </ul>

<p>and the learning sciences.</p> <p>b) Uses differentiated instruction to meet the diverse learning needs of one's students.</p> <p>c) Use developmentally informed teaching practices.</p>
<b>CERTIFICATE-K-12 PRINCIPAL</b>
1. Lead schools collaboratively to solve complex problems in a framework of national and state leadership standards;
2. Model shared leadership and decision-making strategies;
3. Promote restorative and social justice practices;
4. Understand, respond to, and influence the larger political, financial, technological, and legal context.
5. Demonstrate leadership competencies, (1) Active Listening, (2) Speaking and Writing, (3) Team Building, and (4) Conflict Resolution.
<b>CERTIFICATE-MULTISENSORY LANGUAGE READING INSTRUCTION</b>
1. Demonstrate the ability to implement multisensory instruction to support a struggling reader.
2. Demonstrate the ability to use reading assessments to assess student strengths and needs to make instructional recommendations.
<b>CERTIFICATE-READING SPECIALIST</b>
<p>1. <b>Professionalism:</b> <i>Upon completion of the program, the teacher candidate is able to:</i></p> <p>a) Make ethical, sound decisions based on Pennsylvania Professional Code of Conduct.</p> <p>b) Demonstrate leadership in the classroom, school community, and profession that is focused on positive and innovative change.</p> <p>c) Seek ongoing professional growth and development in the field to improve practice.</p> <p>d) Demonstrate a growth mindset, and take responsibility for student learning and academic growth.</p> <p>Partner with parents in the education of their children.</p>
<p>2. <b>Diversity:</b> <i>Upon completion of the program, the teacher candidate is able to:</i></p> <p>a) Use culturally responsive pedagogy to create equitable learning experiences for all students.</p> <p>b) Use critical self-reflection to understand one's own identity in the context of a classroom of diverse learners.</p> <p>c) Create an inclusive classroom environment with high expectations for all learners.</p>
<p>3. <b>Reflective Practice:</b> <i>Upon completion of the program, the teacher candidate is able to:</i></p> <p>a) Demonstrate the ability to self-reflect on his or her professional practice.</p> <p>b) Use data and classroom based evidence to inform and improve professional practice.</p>
<p>4. <b>Pedagogical Content Knowledge:</b> <i>Upon completion of the program, the teacher candidate is able to:</i></p> <p>a) Candidates are expected to know historical perspective, methodologies, and theories of language, reading acquisition and development as required by the PA</p>

<p>Department of Education. Candidates are expected to know phonemic, morphemic, semantic, syntactic and pragmatic systems of language and these areas relate to reading and writing processes.</p> <p>b) Candidates are expected to deliver effective instruction by selecting literature, textbooks, and curriculum materials that are appropriate for various age levels. Candidates are expected to select, implement, and adapt effective instructional strategies in collaboration with other professionals based upon PA academic standards to meet the needs of diverse learners.</p> <p>c) Candidates are expected to select, develop, and administer assessments that include multiple indicators of student progress such as, norm referenced tests, criterion-referenced tests, formal and informal inventories, portfolio assessments, student self-evaluations, observations, and other data indicators of student progress and communicate with students and other stakeholders about their areas of strengths and areas that need improvement.</p> <p>d) Candidates are expected to select, implement, and adapt effective instructional strategies, curriculum resources, and <i>technologies</i> in collaboration with other educators to meet the needs of diverse learners.</p> <p>e) Candidates are expected to construct well-written, research-based, engaging lesson plans in collaboration with other professionals at a variety of instructional levels that address: PA academic standards; addressing reading as a process of constructing meaning, addressing the strengths and needs of learners at different proficiency levels in reading, writing, speaking, and listening; strategies for vocabulary acquisition; student development of strategies for effective writing; spelling patterns in the English language; students' knowledge of letter/sound correspondence; techniques for word identification strategies.</p>
<p><b>5. <i>Classroom Climate:</i></b> <i>Upon completion of the program, the teacher candidate is able to:</i></p> <p>a) Create a safe, positive and productive learning environment that supports and facilitates learning for all students.</p> <p>b) Build a sense of community in a collaborative climate, based on developmentally appropriate pro-social skills, where students work collaboratively and have a shared sense of ownership.</p>
<p><b>6. <i>Developmentally Appropriate Practice:</i></b> <i>Upon completion of the program, the teacher candidate is able to:</i></p> <p>a) Demonstrate a thorough understanding of child and/or adolescent development and the learning sciences.</p> <p>b) Uses differentiated instruction to meet the diverse learning needs of one's students.</p> <p>c) Use developmentally informed teaching practices.</p>

<b>CERTIFICATION-SPECIAL EDUCATION PreK-8</b>
1. Use multiple, reliable and valid methods to assess students (PreK-8th grade) to identify strengths and needs and make instructional recommendations based on assessment data.
2. Demonstrate collaborative partnerships with stakeholders (including educational team members, family members and students) in the development, implementation and assessment of individualized educational plans and goals.
3. Create and support inclusive PreK-8th grade learning environments where all learners are welcomed, challenged and held to high expectations.
4. Demonstrate scholarship and leadership with the legal requirements as well as ethical and professional standards that undergird the practice of Special Education.
5. Exhibit competence in selecting and executing evidence-based age-appropriate instructional, behavioral and technology strategies to address the diverse needs of students in grades PreK-8 with disabilities.
<b>CERTIFICATION-SPECIAL EDUCATION 7-12</b>
1. Use multiple reliable and valid methods to assess students (7th to 12th grade) to identify strengths and needs and make instructional recommendations and to plan for secondary transitions based on assessment data.
2. Demonstrate collaborative partnerships with stakeholders (including educational team members, family members, community agencies and students) in the development, implementation and assessment of individualized educational and transition plans and goals.
3. Create and support inclusive 7th to 12th grade learning environments where all learners are welcomed, challenged and held to high expectations.
4. Demonstrate scholarship and leadership with the legal requirements as well as ethical and professional standards that undergird the practice of Special Education.
5. Exhibit competence in selecting and executing evidence-based age-appropriate behavioral, instructional, transitional and technology strategies to address the diverse needs of students in grades 7-12 with disabilities.
<b>CERTIFICATION-SPECIAL EDUCATION LEADERSHIP/SUPERVISORY</b>
1. Demonstrate the ability to establish, implement and lead programs that support educational programs that use multiple, reliable and valid methods to assess student strengths and needs and make instructional decisions based on assessment data.
2. Demonstrate the ability to establish, implement and lead programs that create collaborative partnerships with stakeholders (including educational team members, family members, community agencies, students) in the development, implementation and assessment of individualized educational and goals.
3. Exhibit the ability to establish, implement and lead inclusive educational programs where all learners are welcomed, challenged and held to high expectations.

4. Demonstrate scholarship and leadership with the legal requirements as well as ethical and professional standards that undergird the practice of Special Education and Special Education leadership.
5. Demonstrate the ability to establish, implement and lead programs that use evidence-based behavioral, instructional, transitional and technology strategies to address the diverse needs of students with disabilities.
<b>CERTIFICATE-SPECIAL EDUCATION-AUTISM</b>
1. Use multiple reliable and valid methods to assess student with autism and make instructional recommendations based on assessment data.
2. Exhibit competence in selecting and executing evidence-based behavioral, instructional, communication and technology strategies to address the unique needs of students with autism.
<b>CERTIFICATE-STUDENT DEVELOPMENT &amp; AFFAIRS LEADERSHIP</b>
1. <b><i>Breadth and Depth of Student Affairs/Student Services Leadership Knowledge:</i></b> Identify, evaluate, and address critical and immersing issues specifically in the field of student affairs/student services by utilizing knowledge, research and skills within the field of student affairs/student services.
2. <b><i>Social Justice, Equity, and Global Inclusiveness:</i></b> Recognize and explain the value of the diversity, multiculturalism, and the global context for critical issues in field of student affairs/student services.
3. <b><i>Ethical and Collaborative Leadership:</i></b> Apply ethical and collaborative leadership skills in the field of student affairs/student services on issues as a reflective and self-directed learner, team member, and active citizen.
4. <b><i>Research, Scholarship and Creative Expression:</i></b> Use creative, critical thinking, and data-based decision-making skills to generate new ideas and scholarship to address issues in the field of student affairs/student services and apply to professional practice.