

SECTION 10: MASTER OF EDUCATION DEGREE

Beginning with the summer session in 1954, a fifth-year program of teacher education leading to the degree Master of Teaching was instituted at Northwestern Oklahoma State University in accordance with the authority granted by the Oklahoma State Regents of Higher Education on January 25, 1954. In 1969, the degree was changed to the Master of Education degree. This degree has several programs and options available, including Adult Education Management and Administration, Curriculum and Instruction, Educational Leadership, Reading Specialist, and School Counseling.

OBJECTIVES Core Standards

The Master of Education degree program is designed to provide a program of advanced study to help educators with their professional responsibilities.

Upon completion of the core courses in the degree program, students will:

1. Understand the various educational philosophies and their effects on current educational methods and institutions (addressed in EDUC 5203/Educational Practices);
2. Recognize the cultural and social factors that are related to pupil performance; apply appropriate instructional techniques and strategies to meet the special needs of children of differing cultures (addressed in EDUC 5822/ Ethical, Legal, and Advocacy Perspectives in Education);
3. Locate, interpret, and evaluate current and/or recent research pertaining to public school instruction; apply significant research findings to classroom situations; utilize the techniques of research to plan, carry out, and report original action research (addressed in EDUC 5933/Classroom Research and Institutional Effectiveness);
4. Demonstrate an understanding of learning theories and of learning processes as they develop in children during the course of their physical, social, emotional, and intellectual maturation; identify appropriate instruments for evaluating pupil progress (addressed in EDUC 5212/ Psychology of Teaching).
5. **The *Adult Education Management and Administration* degree option has a unique set of core standards. Students in that program are not required to address the core standards listed on this page; rather, they are to use the core standards listed on the following page.**

ADMISSION TO THE PROGRAM

Residency Requirement. A minimum of twenty-three semester hours, including the final eight hours, must be earned in residence at Northwestern Oklahoma State University. The remainder of the candidate's program (nine hours maximum) may be earned at other accredited institutions. These hours, or any part thereof, may be applied to the program

only if, in the judgment of the student's graduate advisory committee and the Associate Dean of Graduate Studies, they contribute to the student's overall program. **Exception:**

Students enrolled in the Adult Education Management and Administration option may transfer the final eighteen hours of discipline-specific courses if these courses are listed on an approved plan of study.

Graduate Advisory Committee. An advisory committee is assigned by the Office of Graduate Studies for each student in the Master of Education program. The committee is responsible to assist the student in planning a program of study and to evaluate the student's action research project or to compose and grade his/her comprehensive exam for the Adult Ed. program. The advisory committee shall consist of three members of the graduate faculty; the chair of the committee must hold a terminal degree. *The assignment of graduate advisory committees will occur in the first semester of coursework.*

Professional Education Requirement. In addition to meeting the general requirements for admission to the graduate program, the Master of Education applicant must hold a current teaching certificate. (An exception to this requirement is the Adult Education option.)

Teachers who hold out-of-state teaching credentials should consult with the NWOSU Certification Officer, whose office is located in the Education Center #205B, and with the State Department of Education in their state to ensure that they will be certified to teach in their state.

CURRICULUM FOR THE PROGRAM

The curriculum for the Master of Education degree consists of three components: (1) required core subjects; (2) a related area of study; and (3) electives. The core courses in professional education enable the student to develop research competencies and to gain an increased understanding of the school as a social institution, the individual within the school, the learning process, and diverse populations. The remaining hours must be selected from one or more academic areas (a related area of study, an area of specialization, and/or elective courses) as approved by the student's advisory committee and reflected on the student's plan of study.

The completion of 32-36 semester hours of graduate work and the completion of an Action Research Project are required. Students in the *Adult Education Management and Administration* option take a comprehensive exam and may take from three-to-six semester hours of thesis credit (Thesis 5330) as part of their related area of study, area of specialization, or electives if they choose to undertake an extended research project (thesis).

Course Restrictions. The core courses required for the M.Ed. programs in *Curriculum and Instruction*, *Educational Leadership*, *Reading Specialist*, and *School Counseling* are different from the core courses for the M.Ed. program in *Adult Education Management and Administration*. Subsequently, students enrolled in the former programs cannot enroll in the core courses for the latter program and vice versa unless these courses are taken as electives (with the approval of the division chair). Additionally, all requests to transfer credits from another institution for core courses must be approved by NWOSU's Graduate Committee.

MASTER OF EDUCATION DEGREE in ADULT EDUCATION MANAGEMENT AND ADMINISTRATION OPTION

The Adult Education Management and Administration degree option is a **thirty-six-hour** program, including a core of twelve hours of required courses in education, an additional six hours of related education courses, and eighteen hours of courses in the student's selected area of study. The focus of the program is on the preparation of faculty and administrators for post-secondary educational institutions such as community and junior colleges, career and technical schools, and other adult education programs. **Students should be aware that this program does not lead to elementary or secondary school certification nor does it lead to certification in the related area of study.**

CURRICULUM OUTLINE

1. Required core subjects (12 hours)*
 - A. UNIV 5010 Graduate Study Seminar
 - B. **Research**
EDUC 5933 Classroom Research and Institutional Effectiveness
 - C. **Foundation**
EDUC 5903 Higher Education Philosophy and Practice
 - D. **Psychology**
EDUC 5913 Adult Learning: Theory and Practice
 - E. **Diversity**
EDUC 5923 Adult Cognitive Styles and Differences
2. Required education courses (6 hours)*
 - F. EDUC 5943 Leadership in Adult Education Venues
 - G. EDUC 5953 Institutional Management
3. Field-specific subjects (18 hours)^**+

^ **NOTE:** Although students may take any elective graduate courses that make up an approved plan of study, an additional pathway has been created for those candidates who wish to specialize in Sports Administration for their elective courses. The curriculum for this pathway is listed below:

Elective Curriculum Pathway 1: Sports Administration (18 hours)

HED	5203	Facility Management
PE&R	5672	Athletic Administration
PE&R	5503	Legal Liabilities
PE&R	5543	Readings—Sports Finance & Marketing
PE&R	5622	Organizational and Management for Intramural Sports
PE&R	5562	Recreational Leadership
HED	5500	Internship (3 credits)

***NOTE:** Required courses are restricted, available only to students admitted to the Adult Education Management and Administration Program.

****NOTE:** Students enrolled in the Adult Education Management and Administration option may take three-to-six semester hours of thesis credit (Thesis 5330) as part of their field-specific subjects if they choose to undertake an extended research project (thesis) as part of their graduate coursework. Students should visit the Graduate Studies website at www.nwsu.edu/graduate-studies or the Office of Graduate Studies (Ryerson Hall #212) to receive the booklet "Guidelines for Thesis Preparation and Submission," a list of the "Policies and Procedures for a Master's Degree with a Thesis," and the appropriate forms.

+NOTE: The Office of Graduate Studies requires students enrolled in the Adult Education Management and Administration option **to hold at least twelve credit hours of undergraduate or graduate work in a relevant discipline related to their area of specialization.** For those who do not, extra coursework may be required to provide an appropriate background for their graduate content area.

ADULT EDUCATION CORE STANDARDS

Candidates who complete this program will:

1. Understand fundamental concepts, roles, and issues regarding adult education, the Learning College movement, the community college, college teaching, accountability, and institutional effectiveness, including such issues as approaches to teaching underprepared students, using social media as a pedagogical tool, and embracing a service model of teaching that promotes student success (addressed in EDUC 5913/Adult Learning: Theory and Practice).
2. Understand the needs and learning styles, the cognitive development, and the differences of adult learners (addressed in EDUC 5923/Adult Cognitive Styles and Individual Differences).
3. Understand the predominant philosophical foundations of higher education as well as the range of missions, governance, financing, and major practices of higher education and the community college (addressed in EDUC 5903/Higher Education Philosophy and Practice).
4. Review and apply educational research processes and results to classroom curriculum, design, and practice and identify classroom issues, especially as they relate to outcome assessments of adult learners (addressed in EDUC 5933/Classroom Research and Institutional Effectiveness).
5. Understand leadership techniques, managerial styles, and ethics in the context of adult education (addressed in EDUC 5943/Leadership in Adult Education Venues).
6. Develop knowledge and skills that will assist them in effectively and responsibly managing organizations by understanding the structures of organizations, the interpersonal dynamics of groups through human resource management, the evaluation of political environments, and guiding the institutional culture to achieve the goals and mission (addressed in EDUC 5953/Institutional Management).

THE COMPREHENSIVE EXAM

During their last semester of coursework, Adult Education candidates will sit for the comprehensive exam. This is a multiquestion essay exam about the core and field-specific courses that candidates have taken, according to their plan of study. Specific questions will be composed by members of the candidate's graduate advisory committee in consultation with the candidate. The exams will be graded with a consensus vote of pass-fail by the advisory committee. Candidates must also orally defend their exam answers on a date scheduled after the exam is taken.

MASTER OF EDUCATION DEGREE in CURRICULUM AND INSTRUCTION

The Curriculum and Instruction option of the Master of Education degree is **thirty-four** hours. This program provides an avenue through which candidates will develop master teaching skills and a supporting theoretical knowledge base. In completing this degree, candidates will construct and utilize a framework for making educational decisions and will use research-based strategies to optimize the learning opportunities for all learners. Also, they will learn to use multiple approaches when assessing student learning and will use the results of the assessment for improving instruction.

Prerequisite: Elementary or Secondary teaching certificate, including alternative teaching certificate. Teachers who hold out-of-state teaching credentials should consult with the NWOSU Certification Officer and the State Department of Education in their state to ensure that they will be certified to teach in their state.

CURRICULUM OUTLINE

1. **Required core subjects (10 hours)**
UNIV 5010 Graduate Study Seminar
EDUC 5933 Classroom Research & Institutional Effectiveness (**must be taken within the first nine hours of coursework**)
EDUC 5203 Educational Practices+
EDUC 5212 Psychology of Teaching+
EDUC 5822 Ethical, Legal, and Advocacy Perspectives in Education

2. **Curriculum Instruction Concentration Courses (24 hours)**

Emphasis in Curriculum Leadership (16 hours)

EDUC 5103 Curriculum in Schools+
EDUC 5093 Curriculum and Instruction for Special Learners+
EDUC 5222 Advanced Educational Psychology+
PSYC 5183 Human Growth and Development+
EDUC 5352 Behavior Intervention Strategies+
EDUC 5043 Instructional Design & Pedagogy+

Area of Emphasis (Select a minimum of 8 credit hours)

EDUC 5782 Supervision of Teaching+
EDUC 5772 School and Public Relations+
EDUC 5231 Advanced Assessment Design+
EDUC 5221 Advanced Educational Technology+
EDUC 5403 Advanced Developmental Reading -- Primary+
or
EDUC 5413 Advanced Developmental Reading -- Intermediate/Secondary+
EDUC 5423 Foundations of Literacy

+ These courses meet Oklahoma State Department of Education's (OSDE's) professional education requirements for those who currently have an OSDE alternative teaching certificate and are pursuing a standard certificate. Individuals must work directly with OSDE to complete their certification process.

MASTER OF EDUCATION in EDUCATIONAL LEADERSHIP*

Prerequisite: Elementary or Secondary teaching certificate. Teachers who hold out-of-state teaching credentials should consult with the NWOSU Certification Officer and with the State Department of Education in their state to ensure that they will be certified to teach in their state. This option is a **thirty-four-hour** program.

CURRICULUM OUTLINE

1. Required core subjects (10 hours)

- UNIV 5010 Graduate Study Seminar
- EDUC 5933 Classroom Research & Institutional Effectiveness **(must be taken within the first nine hours of coursework)**
- EDUC 5203 Educational Practices
- EDUC 5212 Psychology of Teaching
- EDUC 5822 Ethical, Legal, and Advocacy Perspectives in Education

2. Related area of study: Educational Leadership (24 hours)

- EDUC 5103 Curriculum in Schools
- EDUC 5093 Curriculum and Instruction for Special Learners
- EDUC 5703 School Personnel and Administration
- EDUC 5782 Supervision of Teaching
- EDUC 5753 Principles of Public School Administration
- EDUC 5763 Public School Finance
- EDUC 5772 School and Public Relations
- EDUC 5783 Implementing State and Federal Requirements
- EDUC 5500 Internship for Educational Leadership (must be taken in final semester)+

***NOTE:** This program prepares candidates for **principal certification only**. It may be taken as a fast-track, 18-month program.

+NOTE: M.Ed. candidates may take only one other course with practicum/internship with the approval of their graduate advisory committee chair. M.Ed. candidates may take only one course after completing the practicum/internship. Any exceptions to these policies must be approved by each student's graduate advisory committee.

National Educational Leadership Preparation (NELP) Program Recognition Standards

Standard 1, Mission, Vision, and Improvement: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

- 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
- 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Standard 2, Ethics and Professional Norms: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

- 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.
- 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.
- 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard 3, Equity, Inclusiveness, and Cultural Responsiveness: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

- 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.
- 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.
- 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Standard 4, Learning and Instruction: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

- 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic programs.
- 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.
- 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.
- 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Standard 5, Community and External Leadership: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

- 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.
- 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.
- 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Standard 6, Operations and Management: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

- 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.
- 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.
- 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Standard 7, Building Professional Capacity: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

- 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through

engagement in recruiting, selecting, and hiring staff.

- 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.
- 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.
- 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Standard 8, Internship: Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

- 8.1 Candidates are provided a variety of coherent, authentic field and/or school internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1-7.
- 8.2 Candidates are provided a minimum of six months of concentrated (10-15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting.
- 8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.

MASTER OF EDUCATION in READING SPECIALIST

Prerequisite: Elementary or Secondary teaching certificate. Teachers who hold out-of-state teaching credentials should consult with the NWOSU Certification Officer and with the State Department of Education in their state to ensure that they will be certified to teach in their state. This option is a **thirty-four-hour** program.

NOTE: Most courses in the Reading Specialist option's Related Area of Study **are not** offered via ITV.

CURRICULUM OUTLINE

1. Required core subjects (10 hours)
 - UNIV 5010 Graduate Study Seminar
 - EDUC 5933 Classroom Research & Institutional Effectiveness (**must be taken within the first nine hours of coursework**)
 - EDUC 5203 Educational Practices
 - EDUC 5212 Psychology of Teaching
 - EDUC 5822 Ethical, Legal, and Advocacy Perspectives in Education
2. Related area of study: Reading Specialist (24 hours)
 - Reading Courses** (18 hours)
 - EDUC 5403 Advanced Course in Developmental Literacy - Primary Grades
 - EDUC 5413 Advanced Course in Developmental Literacy - Intermediate/Secondary Grades
 - EDUC 5433 Literacy Assessment and Intervention
 - EDUC 5453 Educational Equity and Research in Literacy Instruction
 - EDUC 5532 Practicum in Literacy Intervention I+
 - EDUC 5542 Practicum in Literacy Intervention II+
 - EDUC 5500 Reading Specialist Practicum+
 - Other Courses** (6 hours)
 - EDUC 5283 Foundations of Literacy Assessment
 - EDUC 5503 Curricular and Supervisory Problems in Reading

+**Note:** M.Ed. candidates may take only one other course with practicum/internship. M.Ed. candidates may also take only one course after completion of practicum/internship with permission of their graduate advisory committee chair. Any exceptions to these policies must be approved by each student's graduate advisory committee.

Specialty Standards

Standard 1: Foundational Knowledge. Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.

Standard 2: Curriculum and Instruction. Candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.

Standard 3: Assessment and Evaluation. Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.

Standard 4: Diversity and Equity. Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

Standard 5: Learners and the Literacy Environment. Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

Standard 6: Professional Learning and Leadership. Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.

Standard 7: Practicum/Clinical Experience. Candidates apply theory and best practice in multiple supervised practicum/clinical experiences.

Standards for the Preparation of Literacy Professionals (International Literacy Association).

MASTER OF EDUCATION in SCHOOL COUNSELING

Prerequisite: Elementary or Secondary teaching certificate. Teachers who hold out-of-state teaching credentials should consult with the NWOSU Certification Officer and with the State Department of Education in their state to ensure that they will be certified to teach in their state. This option is a **thirty-four-hour** program.

CURRICULUM OUTLINE

1. Required core subjects (10 hours)

UNIV 5010 Graduate Study Seminar
EDUC 5933 Classroom Research and Institutional Effectiveness (**must be taken within the first nine hours of coursework**)
EDUC 5203 Educational Practices
EDUC 5212 Psychology of Teaching
EDUC 5822 Ethical, Legal, and Advocacy Perspectives in Education

2. Related area of study: Counseling (24 hours)

EDUC 5500 School Counseling Practicum+
EDUC 5812 Introduction to School Counseling (Pre: EDUC 5933)
EDUC 5852 Comprehensive School Counseling (Pre: EDUC 5812)
PSYC 5183 Human Growth and Development
PSYC 5133 Assessment: Achievement, Personality, and Cognitive Assessment
PSYC 5253 Intervention Strategies for Counselors
PSYC 5803 Counseling Strategies and Techniques
PSYC 5812 Group Counseling
PSYC 5832 Career Education
PSYC 5872 Individual Counseling

+**Note:** M.Ed. candidates may take only one other course with practicum/internship. M.Ed. candidates may also take only one course after completion of practicum/internship with permission of their graduate advisory committee chair. Any exceptions to these policies must be approved by each student's graduate advisory committee.

COMPETENCIES FOR CERTIFICATION AS SCHOOL COUNSELOR

Specialty Standards

The candidate for certification:

Standard 1: Foundational Knowledge. Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment.

Standard 2: Core Theories and Concepts. Candidates demonstrate knowledge of established and emerging counseling and educational theories and methods and evidence-based techniques and utilize relationship-building skills that are foundational to successful outcomes for students.

Standard 3: Instructional and School Counseling Interventions. Candidates use multiple data points to assess individual students' needs and identify a range of school counseling techniques to meet those needs. Candidates utilize digital literacy and technology tools to support the school counseling program and to track the academic, college/career, and social/ emotional development of all students.

Standard 4: Student Learning Outcomes. Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies and referral systems to support student learning.

Standard 5: Designing, Implementing, and Evaluating Comprehensive School Counseling Programs. Candidates use school data and school counseling program assessments to evaluate areas of strength and needed improvement for program activities and interventions.

Standard 6: Professional Practice. Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development.