

College of Education (CoE)

Professional Conduct Policies by Program: Behaviors Consistent with the Following Program Lists of Dispositions, Competencies, & Behaviors

COE DISPOSITIONS, assessed at admission (by the candidate and by the 2 recommenders), throughout a candidate's program progress, and also in recent graduate follow up surveys (by the recent graduate and the graduate's supervisor)

1. Demonstrates strong interpersonal skills
2. Accepts constructive feedback
3. Displays emotional maturity and stability
4. Communicates effectively in writing
5. Communicates effectively while speaking
6. Demonstrates commitment to life-long learning
7. Demonstrates intellectual curiosity
8. Demonstrates critical thinking
9. Demonstrates capacity for self-reflection
10. Values and respects intrinsic worth and contributions of persons from diverse backgrounds
11. Advocates for just and fair treatment of others
12. Shows commitment to serving others
13. Leads groups effectively
14. Takes initiative and appropriate risks
15. Proposes solutions to problems
16. Shows commitment to professional standards
17. Behaves consistently with integrity
18. Demonstrates sound judgment and ethical decision-making
19. Demonstrates commitment to the belief that all students/clients can learn
20. Demonstrates positive impact on the learning of all students/clients

Teacher Education (MIT) Program Competencies

A. Cognitive Abilities for Problem Solving and Effective Teaching

The teacher candidate must have the cognitive abilities necessary to master relevant content in subjects commonly taught in K-12 schools. This content includes pedagogical principles and their application in field settings at a level deemed appropriate for a beginning teacher. These cognitive abilities are described as the capacity to memorize, comprehend, apply, analyze, and

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synthesize material. Teacher candidates also must be able to develop effective reasoning and decision-making skills. Embedded within this context are the moral and ethical understandings that are fundamental to providing all learners with equitable opportunities for learning and academic achievement.

Additionally the teacher candidate must be able to demonstrate the following knowledge and skill competencies:

1. Planning and content knowledge

- Plans focused and sequenced instruction aligned with curriculum standards and outcomes
- Uses knowledge of students' personal, socio-cultural, and linguistic characteristics to inform instruction
- Uses knowledge of students' families and communities to inform instruction

2. Assessing learning

- Plans assessments to monitor and support student learning
- Analyzes student work related to standards and learning targets
- Uses a variety of assessments to inform instruction
- Provides students with feedback to guide further learning

3. Engaging students in learning

- Engages students in learning through a variety of culturally responsive and developmentally appropriate strategies
- Monitors and adjusts instruction to deepen students' learning
- Implements appropriate instruction and management practices to foster a safe, inclusive, positive, and productive learning environment
- Engages students in learning through the strategic use of developmentally appropriate technology

4. Applying culturally and linguistically responsive instruction

- Uses knowledge of students' lives to inform instruction
- Creates and nurtures with students a classroom culture of inclusion and advocacy
- Applies appropriate and varied instructional strategies
- Monitors students' progress and differentiates instruction accordingly
- Understands language demands and differentiates instruction accordingly
- Plans and implements strategies to expand students' academic language repertoire
- Collaborates with families and communities to facilitate student achievement

5. Reflecting on practice

- Analyzes student-based evidence of learning for instructional improvement
- Connects decisions to research and best practice
- Examines own perspectives and practices on student achievement

6. Demonstrating a commitment to the ethical and professional dimensions of teaching

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- Identifies and implements tenets of justice and diversity that are culturally responsive to facilitate student achievement
- Understands and appreciates the importance of actualizing goals of multicultural education and the benefits of a just and diverse world
- Demonstrates collaborative, professional growth-centered practices
- Demonstrates practices that are informed by a values position reflecting understanding of the political, ethical and moral complexities of schooling
- Prepares students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse democratic society
- Demonstrates knowledge of professional, legal, and ethical responsibilities and policies

B. Personal and Professional Dispositions

Teacher candidates demonstrate professional dispositions and habits of mind.

Professional Responsibilities

The acceptance of appropriate professional responsibilities is demonstrated by such behaviors as fully participating in class and field settings, completing assignments and responsibilities on time, seeking assistance from instructors and supervisors when appropriate, prioritizing responsibilities, demonstrating openness to new ideas, being willing to accept constructive feedback and using that feedback to improve performance, taking initiative, using good judgment, demonstrating poise and flexibility, and displaying a positive and enthusiastic attitude.

Behavioral and Social Attributes

The development of appropriate behavioral and social attributes is demonstrated by such behaviors as developing positive relationships with members of the cohort and education professionals, treating individuals with respect, using tact and discretion, setting a positive and respectful tone in interactions with others, actively listening to others' viewpoints, recognizing own strengths and areas needing improvement, perceiving a wide range of interpersonal cues from others and responding appropriately, and working effectively in groups. Additional attributes necessary for the teaching profession include a commitment to the belief that all students can learn, compassion, justice, empathy, integrity, responsibility, collaboration, and the physical and emotional capacity to handle the varying demands of the profession.

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Educational Leadership (EDLR)

Program Overview (2010-2011 Student Handbook)

The mission of the doctoral program in educational leadership is to "prepare effective leaders for an interdependent world." Our mission grows out of the College of Education's mission of "preparing ethical and reflective professionals for quality service in diverse communities." The program mission is carried out through the integration of twelve program strands that are woven throughout the three-year core sequence. These strands describe the leader the program strives to develop. The strands are:

1. The ethical, moral, and transforming leader
2. The leader in service for justice
3. The reflective leader
4. The holistic leader
5. The professional leader
6. The scholarly leader
7. The visionary and creative leader
8. The effective leader
9. The leader in organizations
10. The leader in diverse communities and an interdependent and just world
11. The interdisciplinary leader

Program Foundations (2012-2013 Student Handbook, pp. 7-8)
<http://www.seattleu.edu/coe/edlr/ProgramThemes.aspx>

The doctoral program in educational leadership prepares ethical, reflective, and professional leaders who are culturally competent, value and understand diversity, and use evidence-based practices to work for social justice. Students situate their knowledge of leadership and their professional identity as leaders within their understandings of self, the organizations in which they interact, and global orientations in an interconnected world.

The EDLR program has been designed to promote the development of leaders through three progressive stages. These stages include

- Year 1: Leader as Self
- Year 2: Leaders in Organizations
- Year 3: Leaders in a Global and Interdependent World

Student growth will be supported through required and elective courses, interaction with peers and faculty, and development of the dissertation. Through study and reflection, EDLR program participants will gain the competencies and value orientations needed to be a successful leader in

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today's global and interdependent world.

Learning goals establish the student characteristics that are evident in successful program graduates. As a result of successful completion of the Seattle University EDLR Program, graduates are:

- Ethical leaders in service to their organizations and communities.
- Reflective leaders who integrate theory and research for effective practice.
- Competent professional leaders in their chosen fields.
- Culturally competent leaders in an interdependent world.

These learning goals describe the leader the program strives to develop as value centered, committed to service and social justice for the common good; professional, reflective, holistic, interdisciplinary, creative, visionary, and scholarly; effective interpersonally and as a leader in organizations; and both committed to and possessing the conceptual knowledge and skills to lead in diverse communities and in an interdependent world.

In alignment with Seattle University's graduate student outcomes, the program has identified student outcomes that create a framework for curriculum design and program assessment. These desired student characteristics are developed through multiple experiences within the degree program. EDLR successful program graduates are able to:

- Demonstrate ethical standards in all leadership practices.
- Demonstrate responsiveness to the varying needs of communities and organizations and recognize the strengths of working with diverse populations.
- Develop practical leadership skills to build effective team-oriented approaches through collaboration and consensus building.
- Exhibit leadership behaviors such as effective strategic thinking, problem solving, reflection, and community building.
- Develop skills for designing, critiquing, and implementing relevant research to affect practice, advance social justice, and enact effective change.
- Create responses to changing community, organizational, and group environments and problems, create appropriate and unique solutions, and develop adaptive learning organizations.
- Demonstrate oral and written communication competency.

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Adult Education (AEDT)

STUDENT OUTCOMES

Upon completion of the Master's Degree in Adult Education and Training, students will have increased competence in:

1. Applying adult development theory to adult education instruction, courses, and programs;
2. Assessing diverse individual adult learner needs and aspirations and identifying appropriate learning experiences;
3. Communicating effectively using multiple representations of information;
4. Reading and interpreting published research;
5. Analyzing and interpreting organizational behavior;
6. Employing models as a tool in adult education in order to bring theories into daily practice;
7. Utilizing a broad repertoire of instructional strategies;
8. Planning, implementing and evaluating adult education instruction, courses, and programs;
9. Developing equitable learning opportunities for all students in adult education instruction, courses and programs;
10. Addressing ethical challenges through a framework that forms personal and organizational standards that are shaped by a belief in social justice, equity, and integrity; and
11. Advocating for effective programs and services that support adult learners' needs for continued growth and development.

In addition to these student outcomes, students completing the Master's in Adult Education and Training will be prepared to assume professional responsibilities in the field of practice, as demonstrated by capacity to:

- Be open to new ideas and constructive criticism;
- Work cooperatively with others;
- Treat others with respect;
- Seek and be engaged in opportunities for continued growth and development;
- Demonstrate acceptable professional judgment;
- Demonstrate practices in keeping with ethical principles of practice;
- Develop greater self-awareness and understanding of relationship between beliefs and practice; and
- Work with diverse individuals and populations.

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Curriculum and Instruction (CUIN)

Program Dispositions

The dispositions of the CUIN Program are grounded in the core dispositions of the College of Education (Ethical, Reflective, Professional, Quality Service, and Diversity).

1. Values and promotes the success of all learners (Ethical, Professional, Quality Service, Diversity).
2. Values and respects the intrinsic worth and unique/diverse contributions of each learner (Ethical, Professional, Quality Service, Diversity).
3. Strives to know, understand, and apply professional standards and ethics of practice (Ethical, Reflective, Professional, Quality Service, Diversity).
4. Values reasoned and research/data-supported decision making for effective professional practice (Ethical, Reflective, Professional, Quality Service).
5. Values mission/philosophy-driven professional practice at individual and organizational levels (Reflective, Professional, Quality Service).
6. Values individual continuous learning and organizational capacity building through self-reflection, use of feedback, professional development, and collaboration (Reflective, Professional, Quality Service).
7. Values constructive relationships/partnerships with the wider environment—such as families, advocates, communities, agencies—for the benefit of all learners (Ethical, Professional, Quality Service, Diversity).
8. Values knowing, understanding, and applying constructive interpersonal skills — including effective verbal/written communication, collaboration, conflict resolution, and cross-cultural skills (Ethical, Professional, Quality Service, Diversity).
9. Values integrity in professional practice (Ethical, Professional, Quality Service).
10. Values self-responsibility in professional practice (Professional, Quality Service).

Counseling (COUN) (taken from the 2011-2012 COUN Student Handbook)

All clinical competencies are based on a demonstration of counseling skills and relate to the “professional” disposition as defined by the College of Education.

The School Counseling Program prepares students for Residency level Educational Staff Associate (ESA) Certification in K-12 settings, public and private. School counseling program objectives are:

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1. To prepare reflective school counselors who demonstrate technological competence, professionalism, ethical decision-making, and knowledge of legal matters.
2. To prepare school counselors to be multiculturally competent leaders who practice advocacy, value diversity, and promote social justice.
3. To prepare school counselors to use in-depth knowledge of human growth and development to improve student learning, well-being, and to enhance resiliency.
4. To prepare school counselors with career development knowledge and skills to help students make informed career decisions and engage in educational planning that maximizes their potential
5. To prepare school counselors who demonstrate an understanding and application of established and emerging counseling theories through effective use of individual techniques for working with a diverse population.
6. To prepare school counselors who demonstrate an understanding of established and emerging group counseling theories through effective use of group techniques for working with a diverse population.
7. To prepare school counselors to use their understanding of assessment to assess student abilities, aptitudes, achievements and interests.
8. To prepare school counselors to utilize research to evaluate services and make research based professional judgments.
9. To prepare school counselors to plan, implement, and evaluate a student centered data-driven school counseling program that advances the mission of the school.
10. To prepare school counselors to work collaboratively with school staff, families, and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community.
11. To prepare school counselors with knowledge and skills to integrate academic, career, and personal/social student competencies, including Washington State Learning Goals and Essential Academic Learning Requirements, into the school counseling program.

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Educational Administration (EDAD)

Program Dispositions

The dispositions of the Educational Administration Program are grounded in the core dispositions of the College of Education (Ethical, Reflective, Professional, Quality Service, and Diversity):

2. Commitment to serving students and their families according to the highest professional standards (Ethical, Professional, Quality Service, Diversity);
3. Commitment to advocating and making professional decisions based on the best interests of students and families (Ethical; Professional, Quality Service, Diversity);
4. Commitment to reflecting on, learning from, and/or integrating newly acquired knowledge, developing professional skills, and analysis of professional experience into professional practice. Includes recognizing own strengths and weaknesses and responding appropriately to constructive feedback (Reflective, Professional);
5. Commitment to meeting the highest professional standards. Includes developing and displaying positive relationships with students, colleagues, program faculty, and education professionals (Ethical, Professional, Quality Service, Diversity);
6. Value and respect the intrinsic worth and diverse contributions of each person. Includes treating individuals with respect, using tact and discretion, maintaining confidentiality, setting a positive and respectful tone in interactions with others, actively listening to others' viewpoints, and working effectively in collaboration with others (Ethical, Professional, Quality Service, Diversity);
7. Commitment to the belief that all students can learn (Ethical, Diversity); and
8. Commitment to positively impacting the learning of all students (Professional, Quality Service, Diversity).

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School Psychology (SPSY) (taken from AY10-12 SPSY Student Handbook)

Program Dispositions The dispositions of the School Psychology Program are grounded in the core dispositions of the College of Education (Ethical, Reflective, Professional, Quality Service, and Diversity):

1. Commitment to knowing, understanding, and applying the professional standards and ethics of the school psychology profession (Ethical, Professional, Quality Service, Diversity);
2. Commitment to advocating and making professional decisions based on the best interests of those being served (students, etc.) (Ethical; Reflective);
3. Commitment to reflecting on, learning from, and/or integrating newly acquired knowledge, developing professional skills, and analysis of professional experience into professional practice
4. Commitment to meeting the highest professional standards
5. Commitment to serving students/clients according to the highest professional standards (Ethical, Professional, Quality Service, Diversity)
6. Value and respect for the intrinsic worth and diverse contributions of each person (Ethical, Professional, Quality Service, Diversity)
7. Belief in the fundamental potential of every individual to grow and learn (Ethical, Professional, Quality Service)
8. Commitment to the belief that all students can learn (Ethical, Diversity); and
9. Commitment to positively impacting the learning of all students (Professional, Quality Service, Diversity).

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Literacy for Special Needs (LITC)

Personal and Professional Dispositions

In addition to demonstrating effective knowledge and skill competencies, the literacy specialist must demonstrate competence in the following personal and professional dispositions:

1. Commitment to knowing, understanding, and applying the professional standards and ethics of the literacy profession;
2. Commitment to meeting the highest professional standards. Includes developing and displaying positive relationships with students, colleagues, program faculty, and education professionals;
3. Commitment to serving students and their families according to the highest professional standards;
4. Commitment to advocating and making professional decisions based on the best interests of students and families;
5. Commitment to reflecting on, learning from, and/or integrating newly acquired knowledge, developing professional skills, and analysis of professional experience into professional practice. Includes recognizing own strengths and weaknesses and responding appropriately to constructive feedback;
6. Commitment to valuing and respecting the intrinsic worth and diverse contributions of each person. Includes treating individuals with respect, using tact and discretion, maintaining confidentiality, setting a positive and respectful tone in interactions with others, actively listening to others' viewpoints, and working effectively in collaboration with others;
7. Commitment to the belief that all students can learn; and
8. Commitment to positively impacting the learning of all students.

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Special Education (SPED)

Professional Behavior

- Enthusiasm for teaching and special education.
- Full participation in class and field settings.
- Completion of assignments and responsibilities on time.
- Seeking help from others as needed.
- Being open to new ideas and techniques.
- Willingness to accept constructive feedback to improve performance.
- Ability to prioritize responsibilities.
- Positive interactions with others in individual and group settings.
- Respects others from diverse backgrounds and learning styles
- Effective communication with others both in written and verbal form.
- Student demonstrates knowledge of the field of Special Education.
- Understands and follows the Council of Exceptional Children ethical code, including using tact and maintaining confidentiality.

Student Development Administration (SDAD)

Throughout the degree program, students' learning and professional development is assessed through the framework of the **SDA Student Learning Outcomes**:

1. Understanding the foundations and emerging nature of the Student Affairs profession and higher education
2. Understanding students and student issues
3. Exhibiting professional integrity and ethical leadership in professional practice
4. Understanding and fostering diversity, justice and a sustainable world formed by a global perspective and Jesuit Catholic tradition
5. Adapting student services to specific environments and cultures
6. Developing and demonstrating skills in leadership and collaboration
7. Utilizing assessment, evaluation, technology, and research to improve practice
8. Communicating effectively in speech and in writing
9. Understanding issues surrounding law, policy, finance and governance, and
10. Establishing and enhancing professional identity.