GRADUATE STUDIES IN EDUCATION

STUDENT LEARNING OUTCOMES
GRADUATE STUDIES IN EDUCATION PROGRAM LEARNING OUTCOMES
The mission of the School of Education is to prepare educators of mind and heart who are scholars, community members, effective practitioners, visionary leaders and guardians. The School of Education provides opportunities to integrate theory and practice in diverse settings through the study of established and emerging content as well as through pedagogical and professional knowledge. Whitworth University prepares educators to have a positive impact on the learning and development of those whom they are called to serve.

The learning outcomes of this program prepare students to be the following:

Scholars: Educators of mind and heart possess current knowledge of the content areas in which they work, understand the connections among disciplines, use tools of inquiry, and demonstrate an attitude of ongoing learning as existing fields of knowledge continue to evolve and grow. Educators of mind and heart strengthen their existing knowledge base through continuous intellectual and scholarly growth based on current research, the study of their own practice, the analysis of data collected and the application of data to the solution of problems in their respective fields of study.

Community Members: Educators of mind and heart develop and sustain intentionally collaborative and interdependent relationships among teachers, students and their families, counselors, administrators, and other community members. Educators of mind and heart understand their roles as professional colleagues in the school, community and professional organizations. They actively help to shape the culture of classrooms and schools to reflect the values of our democratic society. They model professional behaviors appropriate for those entrusted with educating today’s children and young people.

Effective Practitioners: Educators of mind and heart are prepared to analyze situations, set goals, plan and monitor actions, assess outcomes, and reflect on their professional thinking and decision-making. They are committed to culturally responsive and relevant practices that engage students and are purposeful in making a positive impact on their students’ learning. They demonstrate proficiency in the selection and differentiation of materials, strategies, and assessment practices that are appropriate for the diversity of students and the educational contexts in which they serve. They use formative and summative data as evidence for decision-making. They are competent in using technology and other 21st-century skills in the educational setting to improve their own practice and the learning of their students.

Visionary Leaders: Educators of mind and heart have a vision. They articulate a personal philosophy of education that includes a belief in the worth and ability of each human being that provides a framework guiding personal and professional decision making and development. The educators’ practices are intentionally aligned with this vision for the benefit of members of their learning communities. Educators of mind and heart model transformational and servant leadership in their learning communities and in their contributions to society.

Guardians: Educators of mind and heart act as advocates for children and youth, demonstrating a sincere and equitable commitment to the success of all, paying attention to the role that diversity, including gender, ability, ethnicity, race, culture, religion or socio-economic status brings to learning and the community. Educators understand and respect the interconnected, global nature of society and encourage sustainable practices designed to preserve our world for future generations. In the Christian tradition of servant leadership, educators serve humankind and seek opportunities to assist, encourage and support all those under their care in a manner that leads to transformation in the lives of their students.
MARRIAGE & FAMILY THERAPY PROGRAM STUDENT LEARNING OUTCOMES

SL 1 (G1) Students have the basic core competencies to infuse systemic, relational, and biopsychosocial/spiritual perspectives into their academic work and clinical activities with individuals, couples and families from diverse levels of the socioeconomic strata and with other marginalized groups (ethnic, cultural, religious, sexual orientation) as measured by 90 percent of students receiving a score of 3.0 or better on the diagnosis, treatment planning and systemic conceptualizing components of the main case study component of the comprehensive exam.

SL 2 (G2) Students have the basic core competencies to provide systemic and relational clinical activities from multiple philosophical and theoretical frameworks as measured by 90 percent of students receiving a score of 3.0 average out of 5 on the grading rubric on the treatment case study components of the comprehensive exam.

SL 3A (G3) Students have the basic core competencies to be discerning consumers of empirical research and/or program evaluation in their scholastic work and/or clinical services as measured by 90 percent of students receiving a grade of A- or higher on journal article analysis assignments and 90 percent receiving a grade of B+ or higher on their Action Research proposal assignment.

SL 3B (G3) Students have the basic core competencies to be designers of empirical research as measured by 90 percent of students receiving a grade of B+ or higher on their Action Research proposal assignment.

SL 4 (G4) Students have the basic core competencies to recognize, articulate and account for influences of contextual factors on client systems when working with individuals, couples and families from diverse levels of the socioeconomic strata and with other marginalized groups (ethnic, cultural, religious, sexual orientation) and can adjust scholarship and clinical activities as appropriate with 90 percent of students receiving an average score of 3.0 out of 5 on the grading rubric for the cultural case study component of the comprehensive exam.

SL 5 (G5) Students will be able to integrate a client’s spirituality into the context of therapy as evidenced by a score of 3.0 out of a possible 5.0 on the grading rubric component related to spiritual reflection on their final comprehensive theory paper.

SL 6A (G6) Students have the basic core competencies to meet or exceed minimal legal, ethical and other professional regulatory standards (e.g., national and state laws, the AAMFT Code of Ethics, and agency ethical policies and procedures) as evidenced by 90 percent of students receiving ratings of “competent” or better on site supervisor evaluations completed at the end of the last semester of clinical training.

SL 6B (G6) Students have the basic core competencies to account for the influence of higher-order moral principles (e.g., beneficence, non-maleficence, autonomy, justice and fidelity) and moral reasoning schemas (e.g., duty-based, ends-based, care-based and/or narrative based) on moral/ethical decisions faced by clients and therapists as indicated by an average score of 3.0 out a possible 5.0 on the grading rubric for the complex ethical case study component of the comprehensive exam.

SL 7 Students graduating from the MFT program will become professional practitioners as measured by:
- 70 percent of graduates either pursuing doctoral studies or employed in the field, and,
- 70 percent of graduates either pursuing doctoral studies or possessing Washington state credential as a Licensed Marriage and Family Therapist Associate (or comparable credential in a state other than Washington).