

## Degree Program Matrix

**Program Title:** Curriculum and Instruction, Instructional Technology Concentration (NCATE/ISTE/NETS Foundation)

		Educators demonstrate a sound understanding of technology operations and concepts.	Understand & use the College of Education's E-FOLD-P philosophy in relation to issues of importance in instructional use & Web site design.	Educators use research-based criteria for developing instructional materials to maximize student learning.	Educators plan and design effective learning environments and experience supported by technology.	Educators implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	Educators apply technology to facilitate a variety of effective assessment and evaluation strategies.	Educators use technology to enhance their productivity and professional practice.	Educators understand the social, ethical, legal, and human issues surrounding the use of technology in PK-19 schools and in the workplace and apply those principles in practice.
Course Prefix, Number	Course Title	<b>T = Competency is taught R = Competency is reinforced</b> <b>I = Competency is utilized/integrated</b>							
CIIT 5713	Using Technology in the Classroom	T	T	T	T	T	T	T	T
CIIT 5723	Instructional Uses of the Internet	T	R	R	T	R	R	R	R
CIIT 5733	Current Issues in Instructional Technology		R		R	R	R	I	R
CIIT 5743	Theories of Instructional Design		R	R	R	I	I	I	
CIIT 5753	Evaluation of Educational Software			R	I	I	I	I	I
CIIT 5763	Design and Development of Instructional Graphics	T	R	R	I	R		I	I
CIIT 5813	Introduction to Distance Learning			I	I	I	I	I	
CIIT 5823	Authoring Tools	T		I	I			I	I



## Course/Program Learning Outcomes Alignment and Review

### Instructions for completing Course Learning Outcomes Matrix

- (a) A course learning outcomes matrix should be completed for each course in the inventory in the college/school.
- (b) For each course, fill in the course title, prefix, course number and course description
- (c) For each course, under the course learning outcomes column, write each learning outcome for the respective course (see attached example)
- (d) For each course learning outcome, specify the type of competency expectation

Note: One or more instructors may teach the same course. Methods of instruction may differ but outcomes expectations must not differ.

### Course Outcomes Matrix

Course Title: Introduction to Early Childhood Education

Prefix: ECED

Course Number: 3003

Course Description (from the catalog): Credit 3 semester hours. Historical, philosophical, and social foundations of early childhood education to include understanding the principles underlying the social/emotional development of the young child and nature of the learner.

Observation included.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	T competency is taught	R Competency is reinforced	I Competency is utilized/ integrated
<b>NAEYC Standard I – Promoting Child Development and Learning.</b> Candidates understand what young children are like; understand what influences their development; and use this understanding to create great environments where all children can thrive.	T		
<b>NAEYC Standard II – Building Family and Community Relationships.</b> Candidates understand and value children’s families and communities; create respectful, reciprocal relationships; and involve all families in their children’s development and learning.	T		
<b>NAEYC Standard III – Observing, Documenting, and Assessing.</b> Candidates understand the purposes of assessment; use effective assessment strategies; and use assessment responsibly, to positively influence children’s development and learning.			
<b>NAEYC Standard IV – Teaching and Learning.</b> Candidates build close relationships with children and families; use developmentally effective teaching and learning strategies; have sound knowledge of academic disciplines or content areas; and combine all of these to give children experiences that promote development and learning.	T		
<b>NAEYC Standard V – Becoming a Professional.</b> Candidates identify themselves with the early childhood profession; are guided by ethical and other professional standards; are continuous, collaborative learners; think reflectively and critically; and advocate for children, families, and the profession.	T		



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Note: One or more instructors may teach the same course. Methods of instruction may differ but outcomes expectations must not differ.

### Course Outcomes Matrix

Course Title: Communication and Language Development

Prefix: ECED

Course Number: 4003

Course Description (from the catalog): Credit 3 semester hours. An overview of theories related to language development and communication usage to demonstrate diverse patterns of verbal and nonverbal communication in the development of the young child.

Prerequisites: ECED 3003 or permission of ECED coordinator.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	T competency is taught	R Competency is reinforced	I Competency is utilized/ integrated
<b>NAEYC Standard I – Promoting Child Development and Learning.</b> Candidates understand what young children are like; understand what influences their development; and use this understanding to create great environments where all children can thrive.		R	
<b>NAEYC Standard II – Building Family and Community Relationships.</b> Candidates understand and value children’s families and communities; create respectful, reciprocal relationships; and involve all families in their children’s development and learning.		R	
<b>NAEYC Standard III – Observing, Documenting, and Assessing.</b> Candidates understand the purposes of assessment; use effective assessment strategies; and use assessment responsibly, to positively influence children’s development and learning.		R	
<b>NAEYC Standard IV – Teaching and Learning.</b> Candidates build close relationships with children and families; use developmentally effective teaching and learning strategies; have sound knowledge of academic disciplines or content areas; and combine all of these to give children experiences that promote development and learning.		R	
<b>NAEYC Standard V – Becoming a Professional.</b> Candidates identify themselves with the early childhood profession; are guided by ethical and other professional standards; are continuous, collaborative learners; think reflectively and critically; and advocate for children, families, and the profession.	T		





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### Course Outcomes Matrix

Course Title: Program Organization  
 Prefix: ECED  
 Course Number: 4023  
 Course Description (from the catalog): Credit 3 semester hours. A survey of programs for young children to include criteria for the selection and evaluation of the physical environment, equipment, and materials for program implementation; emphasis will be placed on legislation, public policy, and children and their families.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	T competency is taught	R Competency is reinforced	I Competency is utilized/ integrated
<b>NAEYC Standard I – Promoting Child Development and Learning.</b> Candidates understand what young children are like; understand what influences their development; and use this understanding to create great environments where all children can thrive.		R	
<b>NAEYC Standard II – Building Family and Community Relationships.</b> Candidates understand and value children’s families and communities; create respectful, reciprocal relationships; and involve all families in their children’s development and learning.		R	
<b>NAEYC Standard III – Observing, Documenting, and Assessing.</b> Candidates understand the purposes of assessment; use effective assessment strategies; and use assessment responsibly, to positively influence children’s development and learning.		R	
<b>NAEYC Standard IV – Teaching and Learning.</b> Candidates build close relationships with children and families; use developmentally effective teaching and learning strategies; have sound knowledge of academic disciplines or content areas; and combine all of these to give children experiences that promote development and learning.		R	
<b>NAEYC Standard V – Becoming a Professional.</b> Candidates identify themselves with the early childhood profession; are guided by ethical and other professional standards; are continuous, collaborative learners; think reflectively and critically; and advocate for children, families, and the profession.		R	




**Course /Program Learning Outcomes Alignment and Review  
Degree Program Outcomes Matrix**

		<b>Program Learning Outcomes and Measure</b>				
<b>ENGLISH LANGUAGE ARTS AND READING (GRADES 4-8) STANDARDS</b>		<b>Standard I.</b> Oral Language: Teachers of students in grades 4-8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young children to develop listening and speaking skills. (Measure: <i>TExES, Sequence of Instruction, Classics in Literature, Scientifically-Based Reading Research Reviews</i> )	<b>Standard II. Foundations of Reading:</b> Teachers of students in grades 4-8 understand the foundations of reading and early literacy development. (Measure: <i>TExES, Sequence of Instruction, Lesson Plans, Special Group Projects, Research Reports</i> )	<b>Standard III.</b> Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency. (Measure: <i>TExES, Sequence of Instruction, Video Clips, TEKS, Lesson Plans, Research Summaries</i> )	<b>Standard IV.</b> Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension. (Measure: <i>TExES, Sequence of Instruction, TEKS, Assigned Projects</i> )	<b>Standard V.</b> Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication. (Measure: <i>TExES, Scientifically –Based Reading Research Reviews, Video Clips, TEKS, Lesson Plans</i> )
<b>Course Prefix, Number</b>	<b>Course Title</b>					
RDNG 3603	Evaluation of Reading Performance					<b>I</b>
RDNG 3623	Linguistics in Reading Instruction	<b>T</b>	<b>T</b>	<b>T</b>	<b>I</b>	<b>R</b>
RDNG 3643	Methods of Teaching Elementary Reading	<b>R</b>	<b>R</b>	<b>R</b>	<b>T</b>	<b>R</b>
RDNG 4633	Developmental Reading				<b>T</b>	<b>R</b>
RDNG 4643	Children’s Literature	<b>T</b>	<b>T</b>	<b>R</b>	<b>R</b>	<b>I</b>
RDNG 4653	Foundations of Reading Instruction	<b>T</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>T</b>
RDNG 4673	Clinical and Laboratory Experiences in Reading	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>

T-Competency is taught

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**Course /Program Learning Outcomes Alignment and Review  
Degree Program Outcomes Matrix**

	<b>ENGLISH LANGUAGE ARTS AND READING (GRADES 4-8) STANDARDS</b>	<b>Standard VI</b> Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills. (Measure: <i>TEXES, Sequence of Instruction, Oral and Written Presentations, Lesson Plans, Group Assignments and Projects</i> )	<b>Standard VII.</b> Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area. (Measure: <i>TEXES, Searches on the Internet, Oral and Written Technology Presentations, Lesson Plans, Professional Membership, Attend Professional Workshops</i> )	<b>Standard VIII.</b> Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction. (Measure: <i>TEXES, Formal and Informal Diagnostic Measures, Case Studies, Field Experiences</i> )		
<b>Course Prefix, Number</b>	<b>Course Title</b>					
RDNG 3603	Evaluation of Reading Performance	<b>R</b>	<b>I</b>	<b>T</b>		
RDNG 3623	Linguistics and Reading	<b>R</b>	<b>R</b>	<b>R</b>		
RDNG 3643	Methods of Teaching Reading	<b>T</b>	<b>R</b>	<b>I</b>		
RDNG 4633	Developmental Reading	<b>T</b>	<b>R</b>	<b>I</b>		
RDNG 4643	Children's Literature	<b>I</b>	<b>I</b>	<b>I</b>		
RDNG 4653	Foundations of Reading Instruction	<b>T</b>	<b>T</b>	<b>I</b>		
RDNG 4673	Clinical Experiences in Reading	<b>R</b>	<b>R</b>	<b>R</b>		

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R-Competency is reinforced

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## Course Outcomes Matrix

Course Title: Linguistics in Reading Instruction

Prefix: RDNG

Course Number: 3623

Course Description (from the catalog): A study of the relationships between language, dialect, linguistics, phonics, and reading. Applications of linguistics to reading.

<b>Course Learning Outcomes</b>	<b>Competencies (T,R,I)</b>		
	T Competency is taught	R Competency is reinforced	I Competency is utilized/ integrated
Understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young children to develop listening and speaking skills.	<b>T</b>		
Understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young children develop this awareness and its relationship to written language.	<b>T</b>		
Understand the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps children understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.	<b>T</b>		
Apply knowledge of linguistics and cultural differences to reading instruction.		<b>R</b>	<b>I</b>
Apply knowledge of sentence and paragraph structure.		<b>R</b>	<b>I</b>
Analyze the use of language to convey meaning to literature.	<b>T</b>		<b>I</b>
Demonstrate the ability to use communication skills (oral, written, and presentation) in the reading program.		<b>R</b>	<b>I</b>
Demonstrate the ability to integrate use of technology in the reading program.		<b>R</b>	<b>I</b>

Outcomes Source - State Educator Standards <http://www.sbec.state.tx.us>

## Course Outcomes Matrix

Course Title: Children’s Literature

Prefix: **RDNG**

Course Number: 4643

Course Description (from the catalog): The reading and evaluation of children’s literature to include information about children’s books, to develop children’s interests in reading, authors, illustrators, and to solve problems in guidance of reading.

<b>Course Learning Outcomes</b>	<b>Competencies (T,R,I)</b>		
	T Competen cy is taught	R Competen cy is reinforced	I Competency is utilized/ integrated
Understand the role of literature in the reading program.	<b>T</b>		
Provide multiple opportunities for students to listen and respond to a wide variety of children’s and young people’s literature, both fiction and nonfiction, and to recognize characteristics of various types of narrative and expository texts.	<b>T</b>		
Demonstrate an appreciation for cultural diversity: talk with children about their favorite books, participate in story reading experiences, interact with others about stories, etc.			<b>I</b>
Provide direct and indirect instruction, including modeling and reading aloud in “classroom” English (e.g., language structures and pronunciations commonly associated with written English) and support children’s learning and use of classroom English through meaningful and purposeful oral language activities.	<b>T</b>		
Read and evaluate children’s books in the literature program.	<b>T</b>		
Model and develop children’s interests in reading, authors, illustrators, strategies and develop lifelong appreciation and enjoyment of literature.			<b>R</b>

Identify and monitor on an ongoing basis young children's fluency levels by using leveled passages or reading materials on a daily basis.		<b>R</b>	
Provide frequent opportunities for fluency development through reading in independent-level materials, reading orally from familiar text, repeated reading activities, and silent reading for increasingly longer periods.			<b>I</b>
Provide students with opportunities to engage in active, purposeful listening in a variety of contexts.			<b>I</b>
Understand children's current oral language skills and builds on these skills to increase children's oral language proficiency through specific language instruction using such activities as meaningful and purposeful conversations, dramatic play, songs, rhymes, stories, games, language play, and discussions, questioning, and sharing information.	<b>T</b>		
Demonstrate the ability to use communication skills (oral, written, and presentation) in the reading program.		<b>R</b>	<b>I</b>
Demonstrate the ability to integrate use of technology in the reading program.		<b>R</b>	<b>I</b>

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# Degree Program Outcomes Matrix

## Special Education EC-12

		<b>Program Learning Outcomes and Measures</b>						
		1. Foundations and Professional roles and Responsibilities, Professional and Ethical Practice and Collaboration (Measure: TExES)	Understanding Individuals with Disabilities and Evaluating their needs, Development and Characteristics of Learners, Individual Learning Differences, language and assessment (Measure: TExES)	The Special education teacher understands and promotes Instructional Strategies (English Language Arts, Reading and Math) student learning and development, learning environments, social interactions and, the use of assistive technology (Measure: TExES and Field placement assessments PDAS and Portfolios)				
<b>Course Prefix, Number</b>	<b>Course Title</b>							
SPED 3003	Introduction to Exceptional Children	T	T					
SPED 3013	Psychology of Retardation	T	T					
SPED 4003	Psychology of Behavior Disorders	R	T					
SPED 4013	Language and Communication Problems	R	T					
SPED 4023	Psychometrics for Exceptional Children and Youth	R	T					
SPED 4033	Consultation	R	T					
SPED 4113	Methods for Teaching Exceptional Children	R	R	I				
SPED 4123	Practicum	R	R	I				
SPED 4443	Student Teaching/Special Education	R	R	I				

T – competency is taught      R – Competency is reinforced      I – Competency is utilized/integrated



## Course/Program Learning Outcomes Alignment and Review

Instructions for completing Degree Program Outcomes Matrix:

- (a) A degree program outcomes matrix should be completed for each degree program
- (b) In column one, fill in the course prefix and number (see attached example)
- (c) In column two, fill in the course title (see attached example)
- (d) Fill in the program learning outcomes (see attached example)
- (e) Specify the major program outcomes (see attached example)
- (f) Using the competency codes (T, R, I) to specify how each outcome is accomplished in each course (see example below)

Note: All Program Learning Outcomes must be aligned with the Course Outcomes

### Degree Program Outcomes Matrix

(a) Program Title Human Performance-Undergraduate

(b)	(c)	(d) Program Learning Outcomes							
		Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Measure: TExES	Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Measure: TExES	Standard 3: Participates regularly in physical activity. Measure: TExES	Standard 4: Achieve and maintain a health-enhancing level of physical fitness. Measure: TExES	Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Measure: TExES	Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. Measure: TExES		
Course Prefix, Number	Course Title	(f)							
	<b>(e)</b> <b>National Association For Sports and Physical Education (NASPE)</b>								
HUPF 1011	Swimming I	T,I	T,I	T,I	T,I	T,I	T,I		
HUPF 1031	Modern Dance I	T,I	T,I	T,I	T,I	T,I	T,I		
HUPF 1041	Folk & Ballrm Dance I	T,I	T,I	T,I	T,I	T,I	T,I		
HUPF 1051	Tap Dance I	T,I	T,I	T,I	T,I	T,I	T,I		
HUPF 1061	Gymnastics I	T,I	T,I	T,I	T,I	T,I	T,I		
HUPF 1081	Golf I	T,I	T,I	T,I	T,I	T,I	T,I		
HUPF 1091	Badminton I	T,I	T,I	T,I	T,I	T,I	T,I		
HUPF 1101	Bsktball & Vllyball I	T,I	T,I	T,I	T,I	T,I	T,I		

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(b)	(c)	(f)							
Course Prefix, Number	Course Title								
HUPF 1111	Flag & Touch Ftbl I	T,I	T,I	T,I	T,I	T,I	T,I		
HUPF 1121	Conditng & Self-Anal	T,I	T,I	T,I	T,I	T,I	T,I		
HUPF 1131	Physical Fitness	T,I	T,I	T,I	T,I	T,I	T,I		
HUPF 1141	Personal Defense Activ	T,I	T,I	T,I	T,I	T,I	T,I		
HUPF 1151	Low Organized Games	T,I	T,I	T,I	T,I	T,I	T,I		
HUPF 1161	Sftbl, Track and Fld I	T,I	T,I	T,I	T,I	T,I	T,I		
HUPF 1171	Modern Jazz I	T,I	T,I	T,I	T,I	T,I	T,I		
HUPF 1181	Soccer & Fld Hockey	T,I	T,I	T,I	T,I	T,I	T,I		

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(b) Course Prefix, Number	(c) Course Title	(f)								
HUPF 1191	Ballet I	T,I	T,I	T,I	T,I	T,I	T,I	T,I		
HUPF 1211	Aerobic Activities	T,I	T,I	T,I	T,I	T,I	T,I	T,I		
HUPF 1221	Jogging & Trk/Fld Act	T,I	T,I	T,I	T,I	T,I	T,I	T,I		
HUPF 1231	Bowling I	T,I	T,I	T,I	T,I	T,I	T,I	T,I		
HUPF 1241	Racquetball	T,I	T,I	T,I	T,I	T,I	T,I	T,I		
HUPF 1251	Wrestling I	T,I	T,I	T,I	T,I	T,I	T,I	T,I		
HUPF 1261	Body Mech & Rhy Act	T,I	T,I	T,I	T,I	T,I	T,I	T,I		
HUPF 1271	Cycling	T,I	T,I	T,I	T,I	T,I	T,I	T,I		

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(b) Course Prefix, Number	(c) Course Title	(f)							
HUPF 1281	Tennis I	T,I	T,I	T,I	T,I	T,I	T,I	T,I	
HUPF 1291	Archery I	T,I	T,I	T,I	T,I	T,I	T,I	T,I	
HUPF 1301	Weight Training	T,I	T,I	T,I	T,I	T,I	T,I	T,I	
HUPF 1321	Swimming II	R,I	R,I	R,I	R,I	R,I	R,I	R,I	
HUPF 1401	Restricted Movement	T,R,I*	T,R,I*	T,R,I*	T,R,I*	T,R,I*	T,R,I*	T,R,I*	
HUPF 1411	Restricted Movement	TR,I*	T,R,I*	T,R,I*	T,R,I*	T,R,I*	T,R,I*	T,R,I*	
HUPF 1012	Sports Skills I	T	T	T	T	T	T	T	
HUPF 1082	Fund of Basic Mvmt	T	T	T	T	T	T	T	

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- (e) Specify the major program outcomes (see attached example)
- (f) Using the competency codes (T, R, I) to specify how each outcome is accomplished in each course (see example below)

Note: All Program Learning Outcomes must be aligned with the Course Outcomes

### Degree Program Outcomes Matrix

(a) Program Title Human Performance-Undergraduate

		(d) Program Learning Outcomes							
		(e) National Association For Sports and Physical Education (NASPE)	Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Measure: TExES	Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Measure: TExES	Standard 3: Participates regularly in physical activity. Measure: TExES	Standard 4: Achieve and maintain a health-enhancing level of physical fitness. Measure: TExES	Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Measure: TExES	Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. Measure: TExES	
(b) Course Prefix, Number	(c) Course Title	(f)							
HUPF 1112	Sports Skills II	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 1172	Foundations I								
HUPF 1272	Foundations II								
HUPF 1312	Sports Skills III	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 1412	Sports Skills IV	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 2011	Modern Dance II	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 2021	Tap Dance II	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 2031	Gymnastics II	R,I	R,I	R,I	R,I	R,I	R,I		

T – competency is taught      R – Competency is reinforced      I – Competency is utilized/integrated

## Course/Program Learning Outcomes Alignment and Review

Instructions for completing Degree Program Outcomes Matrix:

- (a) A degree program outcomes matrix should be completed for each degree program
- (b) In column one, fill in the course prefix and number (see attached example)
- (c) In column two, fill in the course title (see attached example)
- (d) Fill in the program learning outcomes (see attached example)
- (e) Specify the major program outcomes (see attached example)
- (f) Using the competency codes (T, R, I) to specify how each outcome is accomplished in each course (see example below)

Note: All Program Learning Outcomes must be aligned with the Course Outcomes

### Degree Program Outcomes Matrix

(a) Program Title Human Performance-Undergraduate

		(d) Program Learning Outcomes								
		(e) National Association For Sports and Physical Education (NASPE)	Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Measure: TExES	Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Measure: TExES	Standard 3: Participates regularly in physical activity. Measure: TExES	Standard 4: Achieve and maintain a health-enhancing level of physical fitness. Measure: TExES	Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Measure: TExES	Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. Measure: TExES		
(b) Course Prefix, Number	(c) Course Title	(f)								
HUPF 2041	Badminton & Tennis II	R,I	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 2051	Bsktball & Vlylball II	R,I	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 2061	Folk & Ballrm Dan II	R,I	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 2071	Modern Jazz II	R,I	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 2081	Golf & Archery II	R,I	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 2091	Swimming III	R,I	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 2101	Advanced Basketball	R,I	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 2111	Advanced Volleyball	R,I	R,I	R,I	R,I	R,I	R,I	R,I		

T – competency is taught      R – Competency is reinforced      I – Competency is utilized/integrated

## Course/Program Learning Outcomes Alignment and Review

Instructions for completing Degree Program Outcomes Matrix:

- (a) A degree program outcomes matrix should be completed for each degree program
- (b) In column one, fill in the course prefix and number (see attached example)
- (c) In column two, fill in the course title (see attached example)
- (d) Fill in the program learning outcomes (see attached example)
- (e) Specify the major program outcomes (see attached example)
- (f) Using the competency codes (T, R, I) to specify how each outcome is accomplished in each course (see example below)

Note: All Program Learning Outcomes must be aligned with the Course Outcomes

### Degree Program Outcomes Matrix

(a) Program Title Human Performance-Undergraduate

(b)	(c)	(d) Program Learning Outcomes							
		Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Measure: TExES	Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Measure: TExES	Standard 3: Participates regularly in physical activity. Measure: TExES	Standard 4: Achieve and maintain a health-enhancing level of physical fitness. Measure: TExES	Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Measure: TExES	Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. Measure: TExES		*DENOTES COURSE IS ADAPTED BASED ON CHRONIC ILLNESS OR LIMITED MOBILITY
Course Prefix, Number	Course Title	(f)							
	<b>(e)</b> <b>National Association For Sports and Physical Education (NASPE)</b>								
HUPF 2121	Competitive Swimng	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 2131	Sftbl, Track & Fld II	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 2141	Flag Ftbl & Track II	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 2151	Ballet II	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 3421	Restricted Movement	T,R,I*	T,R,I*	T,R,I*	T,R,I*	T,R,I*	T,R,I*		
HUPF 4431	Restricted Movement	TR,I*	T,R,I*	T,R,I*	T,R,I*	T,R,I*	T,R,I*		
HUPF 2022	Fundamentals of Dance	T,I	T,I	T,I	T,I	T,I	T,I		
HUPF 2023	First Aid, Sfty & CPR								

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## Course/Program Learning Outcomes Alignment and Review

Instructions for completing Degree Program Outcomes Matrix:

- (a) A degree program outcomes matrix should be completed for each degree program
- (b) In column one, fill in the course prefix and number (see attached example)
- (c) In column two, fill in the course title (see attached example)
- (d) Fill in the program learning outcomes (see attached example)
- (e) Specify the major program outcomes (see attached example)
- (f) Using the competency codes (T, R, I) to specify how each outcome is accomplished in each course (see example below)

Note: All Program Learning Outcomes must be aligned with the Course Outcomes

### Degree Program Outcomes Matrix

(a) Program Title Human Performance-Undergraduate

		(d) Program Learning Outcomes							
		(e)							
(b)	(c)	Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Measure: TExES	Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Measure: TExES	Standard 3: Participates regularly in physical activity. Measure: TExES	Standard 4: Achieve and maintain a health-enhancing level of physical fitness. Measure: TExES	Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Measure: TExES	Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. Measure: TExES		
(b)	(c)	(f)							
Course Prefix, Number	Course Title								
HUPF 2032	Life Saving	T,R,I	T,R,I	T,R,I	T,R,I	T,R,I	T,R,I		
HUPF 2043	Cochng Indiv/Dual Spt	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 2052	Intramural Sports	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 2053	Recreation for Aged	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 2063	Outdr Performance Act	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 3012	Water Sfty Instruction	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 3023	Applied Anat & Kines		R						
HUPF 3033	Mvmt Act Elem Chldrn		R			R,I			

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## Course/Program Learning Outcomes Alignment and Review

Instructions for completing Degree Program Outcomes Matrix:

- (a) A degree program outcomes matrix should be completed for each degree program
- (b) In column one, fill in the course prefix and number (see attached example)
- (c) In column two, fill in the course title (see attached example)
- (d) Fill in the program learning outcomes (see attached example)
- (e) Specify the major program outcomes (see attached example)
- (f) Using the competency codes (T, R, I) to specify how each outcome is accomplished in each course (see example below)

Note: All Program Learning Outcomes must be aligned with the Course Outcomes

### Degree Program Outcomes Matrix

(a) Program Title Human Performance-Undergraduate

		(d) Program Learning Outcomes							
		(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)
(b)	(c)	Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Measure: TExES	Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Measure: TExES	Standard 3: Participates regularly in physical activity. Measure: TExES	Standard 4: Achieve and maintain a health-enhancing level of physical fitness. Measure: TExES	Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Measure: TExES	Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. Measure: TExES		
(b)	(c)	(f)							
Course Prefix, Number	Course Title								
HUPF 3053	Thry & Prac of Officia	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 3063	Thry & Prac Cochng I	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 3083	Thry & Prac Cochng II	R,I	R,I	R,I	R,I	R,I	R,I		
HUPF 4032	Adv Athletic Injuries		R				R		
HUPF 4033	Measurement & Eval		R				R		
HUPF 4042	Athl Injuries & CPR		R				R		
HUPF 4053	Special Topics	I	I	I	I	I	I		
HUPF 4062	Correctives	R,I	R,I		R,I	R,I	R,I		

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## Course/Program Learning Outcomes Alignment and Review

Instructions for completing Degree Program Outcomes Matrix:

- (a) A degree program outcomes matrix should be completed for each degree program
- (b) In column one, fill in the course prefix and number (see attached example)
- (c) In column two, fill in the course title (see attached example)
- (d) Fill in the program learning outcomes (see attached example)
- (e) Specify the major program outcomes (see attached example)
- (f) Using the competency codes (T, R, I) to specify how each outcome is accomplished in each course (see example below)

Note: All Program Learning Outcomes must be aligned with the Course Outcomes

### Degree Program Outcomes Matrix

(a) Program Title Human Performance-Undergraduate

		(d) Program Learning Outcomes						
		Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Measure: TExES	Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Measure: TExES	Standard 3: Participates regularly in physical activity. Measure: TExES	Standard 4: Achieve and maintain a health-enhancing level of physical fitness. Measure: TExES	Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Measure: TExES	Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. Measure: TExES	
		(f)						
(b) Course Prefix, Number	(c) Course Title							
	<b>(e)</b> <b>National Association For Sports and Physical Education (NASPE)</b>							
HUPF 4073	Rsrch & Contmp Issues		R,I				R,I	
HUPF 4083	Administrative Mgmt		R,I				R,I	
HUPF 4093	Practicum in Ath Trng	R,I	R,I	R,I	R,I	R,I	R,I	
HUPF 4196	Internship	R,I	R,I	R,I	R,I	R,I	R,I	

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## Course/Program Learning Outcomes Alignment and Review

Instructions for completing Degree Program Outcomes Matrix:

- (a) A degree program outcomes matrix should be completed for each degree program
- (b) In column one, fill in the course prefix and number (see attached example)
- (c) In column two, fill in the course title (see attached example)
- (d) Fill in the program learning outcomes (see attached example)
- (e) Specify the major program outcomes (see attached example)
- (f) Using the competency codes (T, R, I) to specify how each outcome is accomplished in each course (see example below)

Note: All Program Learning Outcomes must be aligned with the Course Outcomes

### Degree Program Outcomes Matrix

(a) Program Title Physical Education-Graduate

		(d) Program Learning Outcomes							
		Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Measure: TExES	Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Measure: TExES	Standard 3: Participates regularly in physical activity. Measure: TExES	Standard 4: Achieve and maintain a health-enhancing level of physical fitness. Measure: TExES	Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Measure: TExES	Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. Measure: TExES		Use alternative teacher certification program.
(b)	(c)	(f)							
Course Prefix, Number	Course Title								
PHED 5103	Psy of Motor Learning	T,R,I,	T,R,I	R	R	R,I	R,I		
PHED 5113	Supervision	T,R,I,	T,R,I	R	R	R,I	R,I		
PHED 5123	Scientific Foundations	T,R,I,	T,R,I	R	R	R,I	R,I		
PHED 5133	Curriculum	T,R,I,	T,R,I	R	R	R,I	R,I		
PHED 5203	Physiology of Muscular Exercise	T,R,I,	T,R,I	R	R	R,I	R,I		
PHED 5303	Tests & Measurements	T,R,I,	T,R,I	R	R	R,I	R,I		
PHED 5343	Professional Prep	T,R,I,	T,R,I	R	R	R,I	R,I		
PHED 5353	Mainstreaming	T,R,I,	T,R,I	R	R	R,I	R,I		

T – competency is taught      R – Competency is reinforced      I – Competency is utilized/integrated

## Course/Program Learning Outcomes Alignment and Review

Instructions for completing Degree Program Outcomes Matrix:

- (a) A degree program outcomes matrix should be completed for each degree program
- (b) In column one, fill in the course prefix and number (see attached example)
- (c) In column two, fill in the course title (see attached example)
- (d) Fill in the program learning outcomes (see attached example)
- (e) Specify the major program outcomes (see attached example)
- (f) Using the competency codes (T, R, I) to specify how each outcome is accomplished in each course (see example below)

Note: All Program Learning Outcomes must be aligned with the Course Outcomes

### Degree Program Outcomes Matrix

(a) Program Title Physical Education-Graduate

(b)	(c)	(d) Program Learning Outcomes							
		Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Measure: TExES	Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Measure: TExES	Standard 3: Participates regularly in physical activity. Measure: TExES	Standard 4: Achieve and maintain a health-enhancing level of physical fitness. Measure: TExES	Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Measure: TExES	Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. Measure: TExES		Use alternative teacher certification program.
Course Prefix, Number	Course Title	(f)							
PHED 5503	Teaching Phy Educ	T,R,I,	T,R,I	R	R	R,I	R,I		
PHED 5703	Kinesiology	T,R,I,	T,R,I	R	R	R,I	R,I		

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## Course/Program Learning Outcomes Alignment and Review

Instructions for completing Degree Program Outcomes Matrix:

- (a) A degree program outcomes matrix should be completed for each degree program
- (b) In column one, fill in the course prefix and number (see attached example)
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- (d) Fill in the program learning outcomes (see attached example)
- (e) Specify the major program outcomes (see attached example)
- (f) Using the competency codes (T, R, I) to specify how each outcome is accomplished in each course (see example below)

Note: All Program Learning Outcomes must be aligned with the Course Outcomes

### Degree Program Outcomes Matrix

(a) Program Title Health-Undergraduate

(b)	(c)	(d) Program Learning Outcomes							
		Standard 1: Comprehends concepts related to health promotion and disease prevention to enhance health. (Measure: TExES)	Standard 2: Analyzes the influence of family, peers, culture, media, technology and other factors on health behaviors. (Measure: TExES)	Standard 3: Demonstrates the ability to access valid information and products and services to enhance health. (Measure: TExES)	Standard 4: Demonstrates the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks (Measure: TExES)	Standard 5: Demonstrates the ability to use decision-making skills to enhance health. (Measure: TExES)	Standard 6: Demonstrates the ability to use goal-setting skills to enhance health. (Measure: TExES)	Standard 7: Demonstrates the ability to practice health-enhancing behaviors and avoid or reduce health risks. (Measure: TExES)	Standard 8: Demonstrates the ability to advocate for personal, family and community health. (Measure: TExES)
Course Prefix, Number	Course Title	(f)							
	<b>(e)</b> <b>American Association For Health Education (AAHE)</b>								
HLTH 1023	Human Sexuality	T	T,I	T,I	T,I	T,I	T,I	T,I	T,I
HLTH 1063	Environmental Health	T	T,I	T,I	T,I	T,I	T,I	T,I	T,I
HLTH 2003	Health and Wellness	T	T,I	T,I	T,I	T,I	T,I	T,I	T,I
HLTH 2023	Comm/Non-Comm Dis	T	T,I	T,I	T,I	T,I	T,I	T,I	T,I
HLTH 2033	Aging, Death & Dying	T	T,I	T,I	T,I	T,I	T,I	T,I	T,I
HLTH 3003	Hlth Ed for Elem Schl	R,I	T,I	T,I	T,I	T,I	T,I	T,I	T,I
HLTH 3013	Nutrition	T,R,I	T,I	T,I	T,I	T,I	T,I	T,I	T,I
HLTH 3033	Rsrch/Contemp Issues	T,R,I	T,R,I	T,R,I	T,R,I	T,R,I	T,R,I	T,R,I	T,R,I

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## Course/Program Learning Outcomes Alignment and Review

Instructions for completing Degree Program Outcomes Matrix:

- (a) A degree program outcomes matrix should be completed for each degree program
- (b) In column one, fill in the course prefix and number (see attached example)
- (c) In column two, fill in the course title (see attached example)
- (d) Fill in the program learning outcomes (see attached example)
- (e) Specify the major program outcomes (see attached example)
- (f) Using the competency codes (T, R, I) to specify how each outcome is accomplished in each course (see example below)

Note: All Program Learning Outcomes must be aligned with the Course Outcomes

### Degree Program Outcomes Matrix

(a) Program Title Health-Undergraduate

		(d) Program Learning Outcomes							
		Standard 1: Comprehends concepts related to health promotion and disease prevention to enhance health. (Measure: TExES)	Standard 2: Analyzes the influence of family, peers, culture, media, technology and other factors on health behaviors. (Measure: TExES)	Standard 3: Demonstrates the ability to access valid information and products and services to enhance health. (Measure: TExES)	Standard 4: Demonstrates the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks	Standard 5: Demonstrates the ability to use decision-making skills to enhance health. (Measure: TExES)	Standard 6: Demonstrates the ability to use goal-setting skills to enhance health. (Measure: TExES)	Standard 7: Demonstrates the ability to practice health-enhancing behaviors and avoid or reduce health risks. (Measure: TExES)	Standard 8: Demonstrates the ability to advocate for personal, family and community health. (Measure: TExES)
(b)	(c)	(f)							
Course Prefix, Number	Course Title								
	<b>(e)</b> <b>American Association For Health Education (AAHE)</b>								
HLTH 3043	Consumer Health	T,R,I	R,I	R,I	R,I	R,I	R,I	R,I	R,I
HLTH 3053	Publ & Commun Hlth	T,R,I	R,I	R,I	R,I	R,I	R,I	R,I	R,I
HLTH 3093	Drugs & Health	T,R,I	R,I	R,I	R,I	R,I	R,I	R,I	R,I
HLTH 4063	Hlth & Communities	R,I	R,I	R,I	R,I	R,I	R,I	R,I	R,I
HLTH 4073	Commun Hlth Plnng	R,I	R,I	R,I	R,I	R,I	R,I	R,I	R,I
HLTH 4083	Prob Solving & Eval	R,I	R,I	R,I	R,I	R,I	R,I	R,I	R,I

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## Course/Program Learning Outcomes Alignment and Review

Instructions for completing Degree Program Outcomes Matrix:

- (a) A degree program outcomes matrix should be completed for each degree program
- (b) In column one, fill in the course prefix and number (see attached example)
- (c) In column two, fill in the course title (see attached example)
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- (e) Specify the major program outcomes (see attached example)
- (f) Using the competency codes (T, R, I) to specify how each outcome is accomplished in each course (see example below)

Note: All Program Learning Outcomes must be aligned with the Course Outcomes

### Degree Program Outcomes Matrix

**(a) Program Title Health-Graduate Use Alternative Certification Program**

		(d) Program Learning Outcomes							
		Standard 1: Comprehends concepts related to health promotion and disease prevention to enhance health. (Measure: TExES)	Standard 2: Analyzes the influence of family, peers, culture, media, technology and other factors on health behaviors. (Measure: TExES)	Standard 3: Demonstrates the ability to access valid information and products and services to enhance health. (Measure: TExES)	Standard 4: Demonstrates the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks	Standard 5: Demonstrates the ability to use decision-making skills to enhance health. (Measure: TExES)	Standard 6: Demonstrates the ability to use goal-setting skills to enhance health. (Measure: TExES)	Standard 7: Demonstrates the ability to practice health-enhancing behaviors and avoid or reduce health risks. (Measure: TExES)	Standard 8: Demonstrates the ability to advocate for personal, family and community health. (Measure: TExES)
		(f)							
(b) Course Prefix, Number	(c) Course Title								
	<b>(e) American Association For Health Education (AAHE)</b>								
HLTH 5043	Alcohol & Drugs	R,I	R,I	R,I	R,I	R,I	R,I	R,I	R,I
HLTH 5063	Hum Behav & Hlth Ed	R,I	R,I	R,I	R,I	R,I	R,I	R,I	R,I
HLTH 5073	Epidemiology & Dis	R,I	R,I	R,I	R,I	R,I	R,I	R,I	R,I
HLTH 5133	Semnr—Selec Topics	R,I	R,I	R,I	R,I	R,I	R,I	R,I	R,I
HLTH 5143	Medical Foundations	R,I	R,I	R,I	R,I	R,I	R,I	R,I	R,I
HLTH 5173	Nutrition & Environmt	R,I	R,I	R,I	R,I	R,I	R,I	R,I	R,I
HLTH 5183	Contemporary Health	R,I	R,I	R,I	R,I	R,I	R,I	R,I	R,I
HLTH 5193	Community Health	R,I	R,I	R,I	R,I	R,I	R,I	R,I	R,I

T – competency is taught      R – Competency is reinforced      I – Competency is utilized/integrated

**Department of Educational Leadership and Counseling**  
**Master of Arts - Counseling**  
**Course/Programs Learning Outcomes Alignment and Review**  
**and**  
**Course Outcomes Matrix**

Course Title: Appraisal Techniques

Prefix: CNSL

Number: 5123

Description (from the catalog): An examination of several instruments used to measure achievement, aptitude, interest and personality, and to collect non-test data. Emphasis on selection and use of these instruments for individual and group assessment, and on techniques of interpretation. Ethical and legal issues of testing addressed.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	<b>T</b> Competency is taught	<b>R</b> Competency is reinforced	<b>I</b> Competency is utilized/ integrated
Understand the historical perspective of assessment in counseling.	<b>T</b>		
Understand the concept of standardized, non-standardized, and other assessment instruments.	<b>T</b>		
Understand the basic statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.	<b>T</b>		
Develop an understanding of the basic concepts of reliability, validity, and test resources in the selection of test and assessments.	<b>T</b>		
Develop an awareness of ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments as well as techniques in counseling.	<b>T</b>		

**Department of Educational Leadership and Counseling**  
**Master of Arts - Counseling**  
**Course/Programs Learning Outcomes Alignment and Review**  
**and**  
**Course Outcomes Matrix**

Course Title: Career Development Counseling

Prefix: CNSL

Number: 5113

Description (from the catalog): A study of major vocational development and career choice theories. Sources and use of educational and career information; community resources; and use of internet and aptitude instruments in career/vocational decision-making. Individual and group career counseling practice emphasized.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	<b>T</b> Competency is taught	<b>R</b> Competency is reinforced	<b>I</b> Competency is utilized/ integrated
Demonstrate a knowledge of career development theories and decision-making models.	T	R	
Demonstrate knowledge of careers, occupations, labor market information and computer-based career guidance informational system.	T	R	I
Demonstrate the organization, administration, implementation, and evaluation of a career counseling developmental program.	T	R	
Demonstrate knowledge and understand information related to the family, career life roles, and the role of cultural diversity and gender in relation to career development.	T		
Demonstrates the ability to engage in career planning, educational planning, career placement, follow-up, and evaluation.	T		
Demonstrate the ability to utilize assessment instruments and techniques that are relevant to career planning, career development, and career decision-making.	T	R	I
Demonstrate the ability to use career counseling theories, process, and techniques with cultural diverse populations.	T		

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Course Title: Professional Orientation and Development

Prefix: CNSL

Number: 5053

Description (from the catalog): Obligations and problems in professional practice of guidance, counseling, human development services and research. Professional ethics, legal considerations, and relations with other professionals and with the public. Current trends and issues emphasized.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	<b>T</b> Competency is taught	<b>R</b> Competency is reinforced	<b>I</b> Competency is utilized/ integrated
Demonstrate knowledge of a comprehensive developmental guidance program which includes the history and philosophy of the counseling profession.	<b>T</b>		
Knowledge of professional roles, functions, and relationships with other human service providers.	<b>T</b>	<b>R</b>	
Knowledge of professional organizations, it divisions, branches, and affiliates, including membership, benefits, activities, services to members, and current emphasis.	<b>T</b>		
Knowledge of professional credentialing, including certification, licensure, and accreditation practices and standards.	<b>T</b>		
Understanding of the ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.	<b>T</b>	<b>R</b>	

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Course Title: Group Dynamics

Prefix: CNSL

Number: 5133

Description (from the catalog): Theory and practice in group work. Examination of types of groups; group processes and theories; techniques and methods of practice in group counseling. Ethical and professional issues addressed. Group participation and facilitation required.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	<b>T</b> Competency is taught	<b>R</b> Competency is reinforced	<b>I</b> Competency is utilized/ integrated
Provide an understanding of the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.	<b>T</b>	<b>R</b>	<b>I</b>
Provide an understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.	<b>T</b>	<b>R</b>	<b>I</b>
Provide an understanding of the theories of group counseling, including commonalties, distinguishing characteristics, and pertinent research and literature.	<b>T</b>	<b>R</b>	
Provide an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods and methods of evaluation of effectiveness.	<b>T</b>		
Provide direct experiences where students participate in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.	<b>T</b>	<b>R</b>	<b>I</b>

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Course Title: Counseling Process

Prefix: CNSL

Number: 5033

Description (from the catalog): Pre-practicum experience with emphasis on the counselor-client relationship and on using appropriate therapeutic strategies and techniques in working with children, adolescents, and adults. Special consideration given to the counseling needs of minorities.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	<b>T</b> Competency is taught	<b>R</b> Competency is reinforced	<b>I</b> Competency is utilized/ integrated
Provide an orientation to wellness and prevention as desired counseling goals.	<b>T</b>		
Identify counselor characteristics and behaviors that influence helping processes.	<b>T</b>		
Provide an understanding of. essential interviewing and counseling skills.	<b>T</b>		
Provide an understanding of counseling theories that assist the student with models to conceptualize client presentation and to help the student in selecting appropriate counseling interventions.	<b>T</b>	<b>R</b>	<b>I</b>

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Course Title: Organization and Administration of Guidance Service

Prefix: CNSL

Number: 5003

Description (from the catalog): Introduction to guidance and counseling programs in schools and community agencies. Emphasis on the history, philosophy, and development of programs; programmatic activities and delivery; organizational and administrative patterns; and the interrelationships of educational and human services agencies.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	<b>T</b> Competency is taught	<b>R</b> Competency is reinforced	<b>I</b> Competency is utilized/ integrated
Demonstrate an understanding of the history and philosophy of the counseling profession.	<b>T</b>	<b>R</b>	
Provide an understanding of the professional roles, functions, and relationships with other human service providers, including strategies for interagency collaboration and communications.	<b>T</b>	<b>R</b>	
Provide an understanding of counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional or national crisis, emergency or disaster.	<b>T</b>		
Understand the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.	<b>T</b>		
Understand the ethical standards of professional organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling.	<b>T</b>		

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Course Title: Psychology of Abnormal Behavior

Prefix: CNSL

Course Number: 5083

Course Description (from the catalog): This graduate level course is an examination of dysfunction in human behavior, with emphasis on description, causation and treatment.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	T competency is taught	R Competency is reinforced	I Competency is utilized/ integrated
Understands the history, philosophy and trends in clinical mental health counseling & psychopathology.	<b>T</b>		
Knows principles and models of assessment (in particular DSM IV-TR), case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	<b>T</b>	<b>R</b>	
Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and/or emotional disorders, personality & developmental disorders, chemical dependency and other addictions	<b>T</b>	<b>R</b>	
Uses principles and practices of diagnosis (in particular DSM-IV TR), treatment, referral, and prevention of mental and/or emotional disorders, personality & developmental disorders, chemical dependency and other addictions to initiate, maintain and terminate counseling.	<b>T</b>	<b>R</b>	<b>I</b>
Describes the principles of mental health, including prevention, intervention, consultation, education, advocacy, and outreach as well as the operation of those programs and networks that promote mental health in a multicultural society.	<b>T</b>	<b>R</b>	

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Course Title: Career Development Counseling

Prefix: CNSL

Number: 5113

Description (from the catalog): A study of major vocational development and career choice theories. Sources and use of educational and career information; community resources; and use of internet and aptitude instruments in career/vocational decision-making. Individual and group career counseling practice emphasized.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	<b>T</b> Competency is taught	<b>R</b> Competency is reinforced	<b>I</b> Competency is utilized/ integrated
Demonstrate a knowledge of career development theories and decision-making models.	<b>T</b>	<b>R</b>	
Demonstrate knowledge of careers, occupations, labor market information and computer-based career guidance informational system.	<b>T</b>	<b>R</b>	<b>I</b>
Demonstrate the organization, administration, implementation, and evaluation of a career counseling developmental program.	<b>T</b>	<b>R</b>	
Demonstrate knowledge and understand information related to the family, career life roles, and the role of cultural diversity and gender in relation to career development.	<b>T</b>		
Demonstrates the ability to engage in career planning, educational planning, career placement, follow-up, and evaluation.	<b>T</b>		
Demonstrate the ability to utilize assessment instruments and techniques that are relevant to career planning, career development, and career decision-making.	<b>T</b>	<b>R</b>	<b>I</b>
Demonstrate the ability to use career counseling theories, process, and techniques with cultural diverse populations.	<b>T</b>		

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Course Title: Theory and Practice of Counseling

Prefix: CNSL

Number: 5023

Description (from the catalog): A study of major counseling theories and issues related therapeutic practice with emphasis on practical application.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	<b>T</b> Competency is taught	<b>R</b> Competency is reinforced	<b>I</b> Competency is utilized/ integrated
Demonstrate the ability to write a personal theoretical orientation to counseling based on counseling characteristics and behavior that influence the helping process.	<b>T</b>	<b>R</b>	<b>I</b>
Demonstrate knowledge of theories and competencies in utilizing the basic theories of counseling.	<b>T</b>	<b>R</b>	<b>I</b>
Demonstrate an ability to utilize essential interviewing and counseling skills.	<b>T</b>	<b>R</b>	<b>I</b>
Understand and adhere to the basic ethical/legal requirements and trends in and affecting counseling.	<b>T</b>		

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Course Title: Cross-Cultural Issues

Prefix: CNSL

Number: 5153

Description (from the catalog): A study of the sociological and cultural factors impacting individuals within a multi-cultural setting. Emphasis on understanding, serving, and managing in multi-racial, multi-ethnic, and multi-cultural settings.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	<b>T</b> Competency is taught	<b>R</b> Competency is reinforced	<b>I</b> Competency is utilized/ integrated
Provide an understanding of multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.	<b>T</b>	<b>R</b>	
Provide an understanding of various attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities that are designed to foster students' understanding of self and culturally diverse clients.	<b>T</b>	<b>R</b>	
Provide an understanding of the theories of multicultural counseling, identity development, and social justice.	<b>T</b>	<b>R</b>	<b>I</b>
Provide an understanding of individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.	<b>T</b>		<b>I</b>
Explain the counselor's roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination.	<b>T</b>		<b>I</b>

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Course Title: Counseling Techniques

Prefix: CNSL

Number: 5013

Description (from the catalog): Study and practice of basic interview communication skills and counseling techniques. Emphasis on self-development, attending, feedback and influencing skills and core elements of counseling.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	<b>T</b> Competency is taught	<b>R</b> Competency is reinforced	<b>I</b> Competency is utilized/ integrated
Provide an orientation to wellness and prevention as desired counseling goals.	<b>T</b>		
Identify counselor characteristics and behaviors that influence helping processes.	<b>T</b>		
Provide an understanding of. essential interviewing and counseling skills.	<b>T</b>		
Provide an understanding of counseling theories that assist the student with models to conceptualize client presentation and to help the student in selecting appropriate counseling interventions.	<b>T</b>	<b>R</b>	<b>I</b>

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Course Title: Consultation

Prefix: CNSL

Number: 5043

Description (from the catalog): Theoretical rationale for consultation; content and process of consultation services. Basic principles of and skill development in several approaches to consultation.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	<b>T</b> Competency is taught	<b>R</b> Competency is reinforced	<b>I</b> Competency is utilized/ integrated
Identify a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions	<b>T</b>		
Provide a general framework for understanding and practicing consultation.	<b>T</b>		
Provide an understanding of multidisciplinary immediate, intermediate and long term responses to crises, emergencies and disasters, including the use of psychological first aid strategies.	<b>T</b>		

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Course Title: Research

Prefix: CNSL

Number: 5163

Description (from the catalog): General orientation research course for master’s degree candidates in counseling. The course considers the nature of research problems and techniques used by investigators in solving those problems. Study is made of types and methods of educational research, the collecting of data, analyzing and sharing of data with public. The student is expected to complete a research project or field study utilizing appropriate methods of educational research.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	<b>T</b> Competency is taught	<b>R</b> Competency is reinforced	<b>I</b> Competency is utilized/ integrated
Understand the importance of research in advancing the counseling profession.	<b>T</b>		
Demonstrate an understanding of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research.	<b>T</b>		
Demonstrate an understanding of statistical methods used in conducting research and program evaluation.	<b>T</b>		
Demonstrate an understanding of ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies according to the American Counseling Association and the institution’s Institutional Research Board.	<b>T</b>		

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Course Title: Educational Statistics

Prefix: CNSL

Number: 5093

Description (from the catalog): Basic educational statistics course for master's degree candidates in counseling. Includes concepts and operations as applied to frequency distributions, graphing techniques, measurement of central tendency and variability, normal distribution curves, sampling theory and tests of significant differences between related and independent samples. Computer application packages and their utilization in classrooms and social agencies are also introduced.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	<b>T</b> Competency is taught	<b>R</b> Competency is reinforced	<b>I</b> Competency is utilized/ integrated
Explain, calculate and interpret descriptive statistics including: basic terminology, scales, notation, frequency distributions, measures of central tendency, measures of dispersion, and the normal distribution..	<b>T</b>	<b>R</b>	<b>I</b>
Read and analyze basic charts and graphs, contingency tables, and computer results.	<b>T</b>	<b>R</b>	<b>I</b>
Explain, calculate, and interpret inferential statistics including probability and hypothesis tests.	<b>T</b>	<b>R</b>	<b>I</b>
Identify and apply the correct statistical technique to the research question.	<b>T</b>	<b>R</b>	



## Course Outcomes Matrix

Course Title: Teaching Reading in Secondary Schools

Prefix: RDNG

Course Number: 5633

Course Description (from the catalog): Instructional approaches to reading in the secondary school. Planning, organizing, implementing, and evaluating instructional procedures and outcomes.

<b>Course Learning Outcomes</b>	<b>Competencies (T,R,I)</b>		
	T Competency is taught	R Competency is reinforced	I Competency is utilized/ integrated
Understand the importance of adequate literacy skills and strategies in order to learn material being taught in the content areas.	<b>T</b>		
Demonstrate various ways of integrating literacy skills and strategies with teaching subject matter.	<b>I</b>		
Identify specific reading problems related to each content area, such as a specialized vocabulary, difficult concepts, graphic materials, and symbols.	<b>T</b>		
Demonstrate an understanding of the objectives for the standards of the reading professional.	<b>I</b>		
Demonstrate and show respect for cultural, linguistic, and ethnic diversity in the teaching process.	<b>T</b>	<b>R</b>	<b>I</b>
Demonstrate the ability to use communication skills (oral, written, and presentation) in the reading program.		<b>R</b>	<b>I</b>
Demonstrate the ability to integrate use of technology in the reading program.		<b>R</b>	<b>I</b>
Sponsor one reading workshop.		<b>R</b>	<b>I</b>

Outcomes Sources    IRA Standards <http://www.ncate.org>  
                                  State Educator Standards <http://www.sbec.state.tx.us>

**Department of Educational Leadership & Counseling**  
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Course Title: Fundamentals of School Administration

Prefix: ADMN

Course Number: 5003

Course Description (from the catalog): A study of educational administration,  
basic concepts of administrative theory and  
practice, and the relationship of \_\_\_\_\_  
administrative practice to school \_\_\_\_\_  
organization and control. \_\_\_\_\_

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	T competency is taught	R Competency is reinforced	I Competency is utilized/ integrated
To provide students with knowledge of general contributions, basic processes, theories, models, and emerging developments of school administration	T	R	I
To provide students with a knowledge of the roles, functions, and responsibilities of an educational administrator (including techniques, methods and applications),	T	R	I
To provide students with an awareness of the principles and techniques of decision making, school funding, procedures involved in facility organization and planning, and issues related to facility management.	T	R	
To provide students with the knowledge of alternatives to public school education and special agencies that influence public education	T	R	
To provide students with knowledge of practical dimensions education and the operational challenges associated with the deliver educational programs and services	T	R	I
To familiarize students with current issues and challenges that face public schools and public school administrators	T	R	I

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Course Title: The School Principalship

Prefix: ADMN

Course Number: 5043

Course Description (from the catalog): Problems in elementary and secondary school administration with emphasis on the organization, administration and supervision of curricular and extra-curricular programs and the management of school personnel and students.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	T competency is taught	R Competency is reinforced	I Competency is utilized/ integrated
To provide students with knowledge of general contributions, basic processes, theories, models and emerging developments in human resource administration.	T	R	I
To provide students with an awareness of the principles and techniques of decision making involving recruitment, selection, evaluation, compensation, and retention of personnel.	T	R	I
To provide students with the knowledge of how to apply the legal requirements for personnel management.	T	R	
To provide students with knowledge of practical dimensions involving education and the operational challenges associated with human resource management, programs and services.	T	R	
	T	R	I

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Course Title: Theory Practice & Research

Prefix: ADMN

Course Number: 5013

Course Description (from the catalog): The purpose of this course is to provide students an opportunity to research selected topics in an identified area of educational administration.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	T competency is taught	R Competency is reinforced	I Competency is utilized/ integrated
To provide students with knowledge of general contributions, basic processes, theories, models and emerging developments in human resource administration.	T	R	I
To provide students with an awareness of the principles and techniques of decision making involving recruitment, selection, evaluation, compensation, and retention of personnel.	T	R	I
To provide students with the knowledge of how to apply the legal requirements for personnel management.	T	R	
To provide students with knowledge of practical dimensions involving education and the operational challenges associated with human resource management, programs and services.	T	R	
To familiarize students with current issues and challenges for the purpose of broadening their knowledge and skills concerning developing and/or revising a comprehensive campus professional development plan.	T	R	I

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Course Title: School and Community Relations

Prefix: ADMN

Course Number: 5133

Course Description (from the catalog): This course is designed to provide an overview of School community Relations and an examination of leadership as it relates to school and community.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	T competency is taught	R Competency is reinforced	I Competency is utilized/ integrated
Students will become familiar with public school relations strategies and practices in public and private schools.	T	R	I
Students will become familiar with effective decision-making strategies in improving public school relations	T	R	I
Students will increase awareness of the principles and techniques of decision making, school funding, procedures involved in facility organization and planning, and issues related to public school relations		R	I
Students will increase knowledge of supervision in curriculum development		R	I
Students will examine the practical dimensions of supervision and the operational challenges associated with leadership in instructional development	T	R	I
Students will analyze current issues and challenges that face public schools and public school administrators in community relations	T	R	I

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Course Title: Principles of Supervision

Prefix: SUPV

Course Number: 5113

Course Description: Principles, practices and problems of the  
supervisory program; includes analysis of current  
research in the field.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	T competency is taught	R Competency is reinforced	I Competency is utilized/ integrated
Students will increase knowledge of general contributions, basic processes, theories, models, and emerging developments of supervision.	T	R	I
Students identify the roles, functions, and responsibilities of supervision (including techniques, methods and applications)		R	I
Students will increase awareness of the principles and techniques of decision making, school funding, procedures involved in facility organization and planning, and issues related to supervision		R	I
Students will increase knowledge of supervision in curriculum development		R	I
Students will examine the practical dimensions of supervision and the operational challenges associated with leadership in instructional development	T	R	I
Students will analyze current issues and challenges that face public schools and public school administrators.	T	R	I

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Course Title: School Law

Prefix: ADMN

Course Number: 5023

Course Description (from the catalog): An examination and study of legal principles as they apply to public education

<b>Course Learning Outcomes</b> Upon completion of this course the student will be able to:	<b>Competencies (T, R, I)</b>		
	T competency is taught	R Competency is reinforced	I Competency is utilized/ integrated
Analyze a Case Study with a legal problem to determine the proper course of action a principal should follow, as determined by writing responses to 10 case studies and writing 3 of their own	T	R	I
. Make decisions within the state and federal law, or know to seek legal help when the choice of action is unclear, as determined by case analysis, midterm, and final essay tests, and submission of a group analysis project.	T	R	I
Respond correctly to at least 90% of the legal questions on the TExES Exam as self reported by students who take the exam.	T	R	I
Research school legal cases on-line by utilizing two legal search engines and by accessing the court records on-line at the court web pages of both state and federal courts, as evidenced by locating two independent cases and writing legal briefs of those cases for a grade	T	R	I
Demonstrate a basic working knowledge of the state and federal court system by responding correctly to both weekly quizzes and the midterm and final essay exams.	T	R	I
Exhibit a professional educator working knowledge of key “landmark” U.S. Supreme Court Decisions containing important concepts, by appropriately referencing those cases in the midterm and final essay exams.	T	R	I

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Course Title: Cross-Cultural Issues

Prefix: CNSL

Number: 5153

Description (from the catalog): A study of the sociological and cultural factors impacting individuals within a multi-cultural setting. Emphasis on understanding, serving, and managing in multi-racial, multi-ethnic, and multi-cultural settings.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	<b>T</b> Competency is taught	<b>R</b> Competency is reinforced	<b>I</b> Competency is utilized/ integrated
Provide an understanding of multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.	<b>T</b>	<b>R</b>	
Provide an understanding of various attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities that are designed to foster students' understanding of self and culturally diverse clients.	<b>T</b>	<b>R</b>	
Provide an understanding of the theories of multicultural counseling, identity development, and social justice.	<b>T</b>	<b>R</b>	<b>I</b>
Provide an understanding of individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.	<b>T</b>		<b>I</b>
Explain the counselor's roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination.	<b>T</b>		<b>I</b>

## Course Outcomes Matrix

Course Title: Counseling Techniques

Prefix: CNSL

Number: 5013

Description (from the catalog): Study and practice of basic interview communication skills and counseling techniques. Emphasis on self-development, attending, feedback and influencing skills and core elements of counseling.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	T Competency is taught	R Competency is reinforced	I Competency is utilized/ integrated
Provide an orientation to wellness and prevention as desired counseling goals.	<b>T</b>		
Identify counselor characteristics and behaviors that influence helping processes.	<b>T</b>		
Provide an understanding of. essential interviewing and counseling skills.	<b>T</b>		
Provide an understanding of counseling theories that assist the student with models to conceptualize client presentation and to help the student in selecting appropriate counseling interventions.	<b>T</b>	<b>R</b>	<b>I</b>

**Department of Educational Leadership and Counseling  
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Course Title: Research

Prefix: ADMN

Number: 5163

Description (from the catalog): General orientation research course for master's degree candidates in counseling. The course considers the nature of research problems and techniques used by investigators in solving those problems. Study is made of types and methods of educational research, the collecting of data, analyzing and sharing of data with public. The student is expected to complete a research project or field study utilizing appropriate methods of educational research.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	<b>T</b> Competency is taught	<b>R</b> Competency is reinforced	<b>I</b> Competency is utilized/ integrated
Understand the importance of research in advancing the counseling profession.	<b>T</b>		
Demonstrate an understanding of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research.	<b>T</b>		
Demonstrate an understanding of statistical methods used in conducting research and program evaluation.	<b>T</b>		
Demonstrate an understanding of ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies according to the American Counseling Association and the institution's Institutional Research Board.	<b>T</b>		

**Department of Educational Leadership and Counseling  
 Master of Arts - Counseling  
 Course/Programs Learning Outcomes Alignment and Review  
 and  
 Course Outcomes Matrix**

Course Title: Educational Statistics

Prefix: CNSL

Number: 5093

Description (from the catalog): Basic educational statistics course for master's degree candidates in counseling. Includes concepts and operations as applied to frequency distributions, graphing techniques, measurement of central tendency and variability, normal distribution curves, sampling theory and tests of significant differences between related and independent samples. Computer application packages and their utilization in classrooms and social agencies are also introduced.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	<b>T</b> Competency is taught	<b>R</b> Competency is reinforced	<b>I</b> Competency is utilized/ integrated
Explain, calculate and interpret descriptive statistics including: basic terminology, scales, notation, frequency distributions, measures of central tendency, measures of dispersion, and the normal distribution..	<b>T</b>	<b>R</b>	<b>I</b>
Read and analyze basic charts and graphs, contingency tables, and computer results.	<b>T</b>	<b>R</b>	<b>I</b>
Explain, calculate, and interpret inferential statistics including probability and hypothesis tests.	<b>T</b>	<b>R</b>	<b>I</b>
Identify and apply the correct statistical technique to the research question.	<b>T</b>	<b>R</b>	

**Department of Educational Leadership & Counseling**  
**Master of Education Administration**  
**Course Learning Outcomes Alignment and Review**  
**And**  
**Course Outcomes Matrix**

Course Title: Cultural Diversity in Education

Prefix: EDUL

Course Number: 7053

Course Description (from the catalog): Cultural Diversity in Educational Leadership (3 credit hours) examines critical issues related to providing leadership for diverse student populations. Educational and Social Services leaders will understand what it means to be culturally responsive and learn strategies to rectify current race, class, and gender inequities that exist throughout educational systems.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	T competency is taught	R Competency is reinforced	I Competency is utilized/ integrated
To provide students with an understanding of how to develop and advocate for policies that promote social justice (ELCC 6.3a).	T	R	I
To provide students with knowledge and understanding of theories which examine the complex issues surrounding racism and it's effect on education, families, and communities (ELCC 6.1b).	T	R	I
To provide students with an awareness of how personal values, assumptions, and attitudes impact the academic performance of students (ELCC 4.1h).	T	R	I
To provide students with the knowledge of developing an action plan addressing the needs of diverse learners (ELCC 2.2d).	T	R	I

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**Department of Educational Leadership & Counseling**  
**Master of Education Administration**  
**Course Learning Outcomes Alignment and Review**  
**And**  
**Course Outcomes Matrix**

**William Allan Kritsonis, PhD**

Course Title: EDUL 7043 Organizational Development and Change in Education

Prefix: EDUL

Course Number: 7043

Course Description (from the catalog): Explores global educational change from the perspectives of classical/rational organizational theory, open systems theory, contingency theory, and social systems theories. Educational leaders will understand the dynamics of educational change and the process to manage change.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	T competency is taught	R Competency is reinforced	I Competency is utilized/ integrated
Students will present a plan to promote and support community collaboration using Michael Fullan’s ideas on change (ELCC 3.2a; 3.2b; 4.2b).	T	R	I
Students will complete a research paper that advocates for the educational needs of students while promoting maximum community involvement (ELCC 4.2b).	T	R	I
Students will submit a written essay addressing concerns with a school board policy. As part of the project students must attend a school board meeting (ELCC (6.2b).	T	R	I
Students will critique and discuss multiple article addressing educational concerns, trend, or issue. Conclusions must address communication strategies with all stakeholders (ELCC 6.2c).	T	R	I

**Department of Educational Leadership & Counseling**  
**Master of Education Administration**  
**Course Learning Outcomes Alignment and Review**  
**And**  
**Course Outcomes Matrix**

**William Allan Kritsons, PhD**

Course Title:

Fundamental of Strategic Thinking

Prefix:

EDUL

Course Number:

7003

Course Description (from the catalog):

Designed to help students understand the process of strategic thinking, visioning and the establishment and achievement of organizational goals and objectives.

<b>Course Learning Outcomes</b>	<b>Competencies (T, R, I)</b>		
	T competency is taught	R Competency is reinforced	I Competency is utilized/ integrated
1. Students will write an essay demonstrating their ability to develop a vision statement based on theories applicable to school districts (ELCC 1.1b)	T	R	I
2. Students will present and discuss the research used to create a vision that takes into account the learning needs of all students (ELCC 1.1c)	T	R	I
3. Students will write a research paper (15-20 pages) addressing an educational issue that must include effective implementation and communication strategies with all stakeholders (ELCC 1.4a)	T	R	I

**Department of Educational Leadership & Counseling**  
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**Course Learning Outcomes Alignment and Review**  
**And**  
**Course Outcomes Matrix**

Course Title: Internship I Observ. and Field Experience

Prefix: EDUL

Course Number: 7083

Course Description (from the catalog): Field based experience designed to provide educational leaders an opportunity to observe in various social agencies.

<b>Course Learning Outcomes</b> Upon completion of this course the student will be able to:	<b>Competencies</b> <b>(T, R, I)</b>		
	T competency is taught	R Competency is reinforced	I Competency is utilized/ integrated
Act as a professional leader with integrity, fairness and, and in an ethical manner to promote the success of all students	T	R	I
Respond to and influence the larger political, social, economic, legal and cultural context while working with board of trustees.	T	R	I
Apply principles of effective leadership and management in relation to district budgeting ,personnel, resource utilization, fiscal management, and technology use.	T	R	I
Facilitate planning and implementation of strategic plans, that enhance teaching and learning; ensuring alignment among curriculum, resources, teaching, and assessment; and promote the use of assessments to measure student performance.	T	R	I
Able to represent the school system in a professionally competent manner to all school publics and stakeholders in the community.	T	R	I
Serve as a collaborative leader of the educational program for a school system which is effective in ensuring annual yearly progress for students.	T	R	I