

# COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK OUTCOMES

## NON-CERTIFICATION GRADUATE PROGRAMS

GASOU COE OSP STANDARDS GROUNDED IN CONCEPTUAL FRAMEWORK AND ALIGNED WITH SPA STANDARDS AND INTASC ARTICULATED DISPOSITIONS –  
**FOR GRADUATE PROGRAMS THAT DO NOT FOCUS ON P-12 SCHOOL PERSONNEL PREPARATION**

CONCEPTUAL FRAMEWORK OUTCOMES	KNOWLEDGE, SKILLS – SEE SPA STANDARDS DISPOSITIONS – SEE BELOW
1. The CESS professional is knowledgeable of human development and supports the cognitive, social, physical, and emotional growth of individuals, including those representing diverse cultural, linguistic, learning, and developmental needs and/or backgrounds.	<p><u>Dispositions</u></p> <p>The CESS professional</p> <ul style="list-style-type: none"> <li>• appreciates and values human diversity, and respects individuals with differing personal and family backgrounds and various skills, talents, and interests.</li> <li>• is sensitive to community and cultural norms.</li> <li>• appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students and other college or university personnel.</li> </ul>
2. The CESS professional has in-depth professional knowledge in his/her student service area with an emphasis on counseling skills to enhance service delivery in higher education basic student service areas.	<p><u>Dispositions</u></p> <p>The CESS professional</p> <ul style="list-style-type: none"> <li>• realizes that professional knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.</li> <li>• appreciates multiple perspectives and conveys to others how student development occurs through service delivery.</li> <li>• is committed to continuous learning and engages in professional discourse about service delivery in higher education settings.</li> </ul>
3. The CESS professional provides services and program strategies based on student development theory and institutional needs so that all individuals make meaningful connections with the developmental process.	<p><u>Dispositions</u></p> <p>The CESS professional</p> <ul style="list-style-type: none"> <li>• has enthusiasm for student learning and personal development.</li> <li>• appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.</li> <li>• recognizes students' strengths as a basis for growth, and their errors as an opportunity for learning.</li> <li>• persists in helping all students achieve success.</li> <li>• values flexibility as necessary for adapting service delivery to student responses, ideas, and needs.</li> <li>• recognizes the value of intrinsic motivation to students' life-long growth and learning.</li> <li>• is committed to the continuous development of individual students' abilities and considers how different motivational</li> </ul>

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	<p>strategies are likely to encourage this development for each student.</p> <ul style="list-style-type: none"> <li>• values both long term and short term planning.</li> <li>• believes that plans must always be open to adjustment and revision based on student/institutional needs and changing circumstances.</li> <li>• values planning as a collegial activity.</li> <li>• values the development of students' and student services personnels' critical thinking, independent problem solving, and performance capabilities.</li> </ul>
<p>4. The CESS professional creates environments and learning opportunities that focus on engaging all students in learning, collaboratively and individually.</p>	<p><u>Dispositions</u></p> <p>The CESS professional:</p> <ul style="list-style-type: none"> <li>• recognizes the need for students to feel valued for their potential as people, and helps them learn to value each other.</li> <li>• takes responsibility for establishing positive climates on the campus .</li> <li>• understands how participation supports commitment, and is committed to the expression and use of democratic values on the campus.</li> <li>• values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate for personal development and intellectual growth.</li> </ul>
<p>5. The CESS professional uses multiple forms of assessment as part of the on-going student services delivery process.</p>	<p><u>Dispositions</u></p> <p>The CESS professional:</p> <ul style="list-style-type: none"> <li>• values ongoing assessment as essential to service delivery and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student development.</li> <li>• is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to personal development and learning opportunities.</li> </ul>
<p>6. The CESS professional appropriately integrates technology and other multimedia resources to maximize student development opportunities for all students.</p>	<p><u>Dispositions</u></p> <p>The CESS professional</p> <ul style="list-style-type: none"> <li>• is committed to using a variety of technology resources to support student learning and development.</li> </ul>
<p>7. The CESS professional has professional knowledge in the field and exemplifies stewardship of the profession by reflecting on his/her practice, seeking opportunities to enhance development, leadership and/or services, assuming responsibilities for his/her continued learning, and actively participating in post secondary education renewal.</p>	<p><u>Dispositions</u></p> <p>The CESS professional:</p> <ul style="list-style-type: none"> <li>• values critical thinking and self-directed learning as habits of mind.</li> <li>• is committed to reflection, assessment, and learning as an ongoing process.</li> <li>• is willing to give and receive help.</li> </ul>

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8. The CESS professional is competent in the use of the English language, clearly and accurately communicating in both oral and written form.	<p><u>Dispositions</u></p> <p>The CESS professional:</p> <ul style="list-style-type: none"> <li>• recognizes the power of language for fostering self-expression, identity development, and learning.</li> <li>• values many ways in which people seek to communicate and encourages many modes of communication in the college/university environment.</li> <li>• is a thoughtful and responsive listener.</li> </ul>
9. The CESS professional fosters relationships with other student service professionals and organizations in the larger campus community to support all students' development and well-being.	<p><u>Dispositions</u></p> <p>The CESS professional:</p> <ul style="list-style-type: none"> <li>• values and appreciates the importance of all aspects of a student's experience.</li> <li>• is concerned about all aspects of a student's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.</li> <li>• is willing to consult with other professionals regarding the well-being of his/her students.</li> <li>• respects the privacy of students and confidentiality of information.</li> <li>• is willing to work with other professionals to improve the overall campus environment for students.</li> </ul>
10. The CESS professional articulates his/her own philosophy of student development grounded in the knowledge base of the profession and bases advocacy for institutional change on these beliefs.	<p><u>Dispositions</u></p> <p>The CESS professional:</p> <ul style="list-style-type: none"> <li>• recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.</li> <li>• is committed to developing the capacity of all students to contribute to a political and social democracy.</li> </ul>
11. The CESS professional demonstrates leadership and effective strategic planning and management of programs to support student learning and development.	