## Human Services

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## Teaching and Learning

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Human Services

Birth-Kindergarten Program B.S.
1. Students will demonstrate an understanding of different developmental domains, variation in children’s development, and the impact of social and cultural factors on the learning and development of young children.
2. Students will implement a variety of assessment approaches (standardized and authentic) to determine children’s responses to teaching and intervention, as well as using assessment data to inform instruction.
3. Students will demonstrate knowledge of philosophical, historical, and legal issues related to early childhood education and early childhood special education.
4. Students will partner with families and the community to promote learning and development through collaboration.

Parks and Recreation Management, B.S.
1. Students will demonstrate the following entry-level knowledge:
   a. The nature and scope of the relevant park, recreation, tourism or related professions and their associated industries
   b. Techniques and processes used by professionals and workers in these industries
   c. The foundation of the profession in history, science and philosophy.
2. Students will be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.
3. Students will be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.
4. Students will be able to demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

Clinical Mental Health Counseling, M.S.
1. Students will demonstrate knowledge and skill in Ethical practice and Professional dispositions/behaviors in specialty areas: Clinical Mental Health Counseling and School Counseling.
2. Students will demonstrate knowledge and skill in Individual and Group Counseling.
3. Students will demonstrate knowledge and skill in Assessment, Diagnosis, Treatment Planning, Research and Program Evaluation.
4. Students will demonstrate knowledge and skill in Social and Cultural Diversity.
5. Students will demonstrate knowledge and skill in Career Development.
6. Students will demonstrate knowledge and skill in Human Development.

School Counseling, M.A.Ed.
1. Students will demonstrate knowledge and skill in Ethical practice and Professional dispositions/behaviors in specialty areas: Clinical Mental Health Counseling and School Counseling.
2. Students will demonstrate knowledge and skill in Individual and Group Counseling.
3. Students will demonstrate knowledge and skill in Assessment, Diagnosis, Treatment Planning, Research and Program Evaluation.
4. Students will demonstrate knowledge and skill in Social and Cultural Diversity.
5. Students will demonstrate knowledge and skill in Career Development.
6. Students will demonstrate knowledge and skill in Human Development.

Experiential and Outdoor Education, M.S.
1. Students will develop a theoretical and philosophical foundation for experiential and outdoor education.
2. Students will understand research methods as they apply to experiential and outdoor education scholarship.
3. Students will design learning experiences for diverse populations that integrate theory into practice.
4. Students will demonstrate an ability to identify a need in the literature, propose and complete a graduate level thesis or project to meet that need.

Higher Education Student Affairs, M.Ed.
1. Students will be able to reference and articulate historical, philosophical, ethical, cultural, and research foundations of higher education that informs higher education and student affairs practice.
2. Students be able to identify, apply, and critique, professional content knowledge including (a) student learning and identity/psychosocial development theories; (b) student characteristics and effects of higher education on students; (c) individual and group strategies; (d) organization, governance, and administration of higher education and student affairs; and (e) assessment, evaluation, and research.
3. Students will be able to articulate and demonstrate the Professional Competencies through supervised practice.

Human Resources, M.S.H.R.
1. Students will demonstrate organizational acumen by identifying key functional areas within the organization and contributing strategic HR knowledge to each area to develop and implement data-driven HR initiatives that align with organizational strategy and enhance productivity and performance.
2. Students will build effective partnerships and consensus by analyzing unique stakeholder concerns and preparing strategic HR content to align with key stakeholders at all levels inside and outside the organization.

NC School Executive Leadership, M.S.A.
1. Students will demonstrate a deep understanding of social construction and power relations related to forms of exclusion accompanied by a commitment to the execution of system-wide leadership practices that leverage high levels of equity for all students as evidenced by Change Project artifacts 1-5.
2. Students will demonstrate strategic leadership by leading a team of educators to implement, execute, and monitor an improvement initiative as evidenced by Change Project artifacts 6-9.

3. Students will demonstrate instructional leadership by analyzing student assessment data, analyzing and participating and leading professional learning communities, and conducting mock teacher evaluations as evidenced by related core competencies.

4. Students will demonstrate understanding of district and state policy and laws, participating in conflict management and resolution situations as evidenced by related core competencies.

NC School Executive Leadership, Post-Masters Certificate
1. Students will demonstrate a deep understanding of social construction and power relations related to forms of exclusion accompanied by a commitment to the execution of system-wide leadership practices that leverage high levels of equity for all students as evidenced by Change Project artifacts 1-5.

2. Students will demonstrate strategic leadership by leading a team of educators to implement, execute, and monitor an improvement initiative as evidenced by Change Project artifacts 6-9.

3. Students will demonstrate instructional leadership by analyzing student assessment data, analyzing and participating and leading professional learning communities, and conducting mock teacher evaluations as evidenced by related core competencies.

4. Students will demonstrate understanding of district and state policy and laws, participating in conflict management and resolution situations as evidenced by related core competencies.

Educational Leadership, Ed.D.
1. Students will (1) report a commitment to/orientation toward leadership for equity and social justice, supported by, (2) a deep and critical understanding of social construction and power relations related to forms of exclusion, and (3) demonstrated competency in the execution of system-wide leadership practices that leverage equity for all students.

2. Students will (1) report a commitment to/orientation toward scholarly leadership practice, supported by, (2) an in-depth understanding of and competency in the practical application of educational policy, scholarly knowledge, research evidence, inquiry processes, and improvement frameworks to solve organizational problems.

3. Students will (1) report a commitment to/orientation toward student-centered decision making, supported by, (2) an in-depth understanding of the educational, social-emotional, and health needs of their students, and (3) competency in the engagement of experts who understand and provide student services as well as students (and families) themselves in all organizational improvement processes.

4. Students will (1) report a commitment to/orientation toward continuous improvement of their educational organization, supported by, (2) an in-depth understanding of organizational learning, improvement (change) theory, and effective improvement practices, and (3) competency in a.) working with all stakeholders to identify and achieve outcomes that are connected to the organization’s collective mission and vision, and b)
the successful implementation and sustainability of research-supported improvement initiatives and processes.

5. Students will (1) report a commitment to/orientation toward collaborative and distributed leadership practices, supported by, (2) an in-depth understanding of collaborative and distributed leadership models, and (3) competency in engaging a wide range/diversity of experts and stakeholders in leadership practice.

Psychology

Psychology, B.S.Ed.
1. Students will formulate relevant hypotheses.
2. Students will use reliable and valid measures of interest.
3. Students will select and apply appropriate analytical techniques.

Psychology, M.A.
1. Students will demonstrate an ability to function as culturally competent and ethically minded mental health professionals and researchers in a variety of settings and systems.
2. Students will demonstrate an understanding of core areas of psychology (clinical, developmental, cognitive, biological, personality) designed to provide a general theoretical and applied orientation.
3. Students will demonstrate an ability to competently administer and interpret cognitive, academic, behavioral, emotional, and social assessment tools, and provide consultation to clients, care givers, and systems.
4. Students will demonstrate an ability to function as scientist-practitioners who can effectively interpret, utilize, apply, and conduct empirically based research.
5. Students will demonstrate a proficiency in gathering clinical data, identifying psychopathology, utilizing diagnostic classification systems, identifying appropriate diagnoses, and implementing evidence-based treatment in adherence with ethical principles.

School Psychology, S.S.P.
1. Students will develop a pedagogical background in psychology and education designed to provide a theoretical and applied orientation to engage in comprehensive and effective school psychological practices.
2. Students will be able to administer, interpret, and report on findings from cognitive, academic, behavioral, emotional, adaptive, and neuropsychological assessment instruments and measurements (both norm-referenced and criterion-referenced) taking into consideration individual diversity.
3. Students will be able to provide direct student services through individual and group counseling using empirically based academic and behavioral approaches and monitoring student progress.
4. Students will be able to consult and collaborate with families, teachers, and administrators in providing academic, behavioral, emotional, and social interventions and monitoring progress for students experiencing difficulties.

5. Students will be able to complete school-based research, use research in all professional and advocacy practices, and share research with others within a school system.

6. Students will be able to utilize an understanding of systems-level change in collaboratively completing needs assessments, implementing systems-level interventions, and evaluating those interventions.

7. Students will be able to demonstrate the ability to follow all legal and ethical principles that govern the field of school psychology, be an advocate for social justice, and demonstrate appropriate professional dispositions in all professional activities and in relation to diverse populations.

8. Students will be able to develop school and classroom level crisis prevention plans and work within a school team to respond to situations that require crisis intervention.

Psychology, Psy.D.

1. Students will demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

2. Students will conduct research or other scholarly activities.

3. Students will critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

4. Students will be knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.

5. Students will recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.

6. Students will conduct self in an ethical manner in all professional activities.

7. Students will demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

8. Students will demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

9. Students will demonstrate an ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities).
10. Students will demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.
11. Students will behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
12. Students will engage in self-reflection regarding one’s personal and professional functioning and activities to maintain and improve performance, well-being, and professional effectiveness.
13. Students will actively seek and demonstrate openness and responsiveness to feedback and supervision.
14. Students will respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
15. Students will develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
16. Students will produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
17. Students will demonstrate effective interpersonal skills and the ability to manage difficult communication well.
18. Students will demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
19. Students will demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
20. Students will demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
21. Students will select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
22. Students will interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
23. Students will communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
24. Students will establish and maintain effective relationships with the recipients of psychological services.
25. Students will develop evidence-based intervention plans specific to the service delivery goals.
26. Students will implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
27. Students will demonstrate the ability to apply the relevant research literature to clinical decision making.
28. Students will modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
29. Students will evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.
30. Students will demonstrate knowledge of supervision models and practices.
31. Students will demonstrate knowledge and respect for the roles and perspectives of other professions.
32. Students will demonstrate knowledge of consultation models and practices.
33. Students will demonstrate requisite, foundational knowledge that serves as the cornerstone of identity as a psychologist and orientation to health services psychology.

Teaching and Learning

Art Education, B.S.Ed.
1. Students will understand basic design principles, concepts, media, and formats in the various fine arts disciplines.
2. Students will be able to conceive, design, and create works in one or more specific fine arts specializations.
3. Students will experience a broad variety of artwork, artists, and art media through experiences internal and external to the university setting.
4. Apply basic design principles, content, and art media knowledge to their adaptation into thoughtful projects for K-12 students in visual art.
5. Students will apply knowledge of children's intellectual, psychological, and psychomotor development to conceptualize a yearlong curriculum in art that may be adapted per specific student needs.
6. Students will effectively participate in all facets of the school learning environment as future art teachers: planning, classroom management, assessment, extracurricular involvement, and professional development.

Art Education, B.F.A.
1. Students will understand basic design principles, concepts, media, and formats in the various fine arts disciplines.
2. Students will be able to conceive, design, and create works in one or more specific fine arts specializations.
3. Students will experience a broad variety of artwork, artists, and art media through experiences internal and external to the university setting.
4. Apply basic design principles, content, and art media knowledge to their adaptation into thoughtful projects for K-12 students in visual art.
5. Students will apply knowledge of children's intellectual, psychological, and psychomotor development to conceptualize a yearlong curriculum in art that may be adapted per specific student needs.

6. Students will effectively participate in all facets of the school learning environment as future art teachers: planning, classroom management, assessment, extracurricular involvement, and professional development.

Comprehensive Education, M.A.Ed.
1. Students will be able to identify high-quality research related to an area of interest and develop plans for advocacy based on the research findings.
2. Students will design and implement differentiated curriculum and instruction that is responsive to diversity.
3. Students will apply relevant educational research to elements of classroom practice.
4. Students will develop, implement, and analyze data from a research-based assessment plan to inform teaching and learning within the classroom.
5. Students will reflect on personal and professional strengths and areas for growth.
6. Students will demonstrate acquisition of disciplinary content/pedagogical knowledge.

Comprehensive Education, M.A.T.
1. Students will be able to set goals and establish priorities while promoting educational initiatives that positively affect student learning.
2. Students will create and carry out teaching/learning plans that provide equitable, responsive instruction that allow for individual differences within diverse populations.
3. Students will plan and carry out varied learning experiences using evidence-based practices informed by research.
4. Students will critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical environment.
5. Students will reflect on and improve their practice using multiple data sources.
6. Students will demonstrate proficient or accomplished planning for their students.
7. Students will demonstrate proficient or accomplished instruction for their students.
8. Students will demonstrate proficient or accomplished assessment for their students.

Elementary Education, B.S.Ed.
1. Students will demonstrate leadership in the classroom, school and profession through the design and implementation of: (a) Professional learning activities; (b) Collaboration with school professionals and families; and (c) Participation in reflective self-study and professional learning.
2. Students will create inclusive and supportive classroom communities and learning environments that maintain high expectations for all students.
3. Students will demonstrate depth of pedagogical, content, and curricular knowledge as they apply disciplinary concepts, skills, and practices to all aspects of instruction.
4. Students will plan and implement a variety of effective, culturally relevant, and research-based instructional methods that meet the diverse needs of students in their classrooms.
5. Students will collect, analyze, and use multiple data sources and varied formative and summative assessment to inform their practice, monitor student learning, and improve teaching and learning in their classrooms.

English, B.S.Ed.
1. Students will demonstrate content knowledge in language (including grammar, mechanics, and usage), literature (including adolescent literature and digital and visual text), and composition, along with the ability to evaluate materials and resources for secondary English education.
2. Students will practice the basic principles of planning, instruction, and assessment.
3. Students will be well-versed in curricula appropriate to students in grades 9-12, including current state and national standards.
4. Students will demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in English Language Arts.
5. Students will reflect on and revise their practice in light of data, experience, and knowledge of students.

Health and Physical Education, B.S.Ed.
1. Students will demonstrate an understanding of effective, varied, and instructionally appropriate teaching behaviors and styles that create developmentally appropriate learning experiences to encourage all domains of learning.
2. Students will plan instruction based upon knowledge of subject matter, students, community, current technology, and curriculum goals that uses formal and informal assessment techniques to assess and ensure the continuous cognitive, affective, psychomotor and fitness development of the student.
3. Students will consistently evaluate the effects of teaching practices on the greater community (students, parents, school colleagues, and other professionals in the learning community) and actively seeks out constructive feedback in order to grow professionally and to sustain students’ learning and well-being.

Inclusive Education, B.S.Ed.
1. Students will lead in the classroom, school and profession. They will behave ethically and use their leadership skills to advocate for students and schools.
2. Students will create learning environments that foster cultural understanding, safety and emotional well-being, positive social interactions and active engagement.
3. Students will facilitate environments where diversity is valued, and individuals are taught to live harmoniously and productively in a culturally diverse world.
4. Students will incorporate practices that encourage independence, motivation, and self-advocacy.
5. Students will collaborate and consult with families, general and special education teachers, and other professionals to further the academic and social development of students.
6. Students will plan and deliver rich, verifiable content aligned with the NC Standard Course of Study and the varied cognitive, social-emotional, physical, language abilities and needs of students.
7. Students will differentiate for variation in abilities, skills and maturation, and determine congruence with current curricula as a basis for setting goals / objectives and planning instruction that engages, inspires, and transforms their students.
8. Students will facilitate learning for their students by using a variety of instructional methods and integrating / utilizing technology in their instruction.
9. Students will use instructional practices that help students develop skills for critical thinking, collaboration, problem solving and leadership.
10. Students will use a variety of assessment techniques to determine current abilities, set goals and objectives, plan and implement instruction, monitor student progress, and document learning mastery.
11. Students will document participation in a wide range of professional development and leadership activities including service learning, University Participant Program engagement, Student Council for Exceptional Children membership, conference attendance and/or presentations, research with faculty, regional / state / national and/or international travel, etc.

Mathematics Education, B.S.Ed.
1. Students will demonstrate conceptual understanding and procedural fluency in a variety of core mathematical domains.
2. Students will communicate undergraduate mathematical concepts correctly and clearly using mathematical language, both orally and in writing.
3. Students will apply mathematics to analyze and solve problems in context, using tools strategically.
4. Students will develop and write effective lesson plans for diverse learners.
5. Students will implement and analyze assessment plans that demonstrate a variety of assessment techniques and informs their practice.

Middle Grades Education, B.S.Ed.
1. Students will demonstrate leadership in the classroom, school and profession as they design and implement professional learning activities, collaborate with school professionals and families, and participate in reflective self-study and professional learning.
2. Students will demonstrate understanding of learners and learning.
3. Students will identify recurring patterns of development.
4. Students will utilize students’ personal, cultural, and community assets to inform teaching.
5. Students will create inclusive and supportive learning environments for all students that emphasize high academic expectations, and equitable and responsive teaching.
6. Students will demonstrate depth and breadth of content knowledge in the subjects they teach, applying major concepts, skills, and practices and interpret disciplinary curricular standards and help students understand the interdisciplinary nature of knowledge.
7. Students will plan and implement appropriate instruction using a variety of effective and research-based instructional methods that meet the diverse needs of adolescents in their classrooms.
8. Students will identify a useful range of instructional resources and strategies.
9. Students will demonstrate their ability to adapt these resources and strategies in response to students.
10. Students will collect, analyze, and use multiple data sources and varied formative and summative assessment to inform their practice, monitor student learning, and improve teaching and learning in their classrooms.
11. Students will collect, analyze, and use multiple data sources and varied formative and summative assessment to inform their practice, monitor student learning, and improve teaching and learning in their classrooms.
12. Students will demonstrate understanding of the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools through activities such as their developmentally responsive middle level schools project.

Music Education, B.S.Ed.
1. Students will apply mature performance practices in their major area, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
2. Students will interpret a wide selection of musical literature, representing principal eras, genres, and cultural sources.
3. Students will effectively identify and work with the elements of music, including rhythm, melody, harmony, structure, timbre, and texture.
4. Students will create, via competent conducting skills and musical leadership, accurate and musically expressive performances with various types of performing groups and in general classroom situations.
5. Students will arrange and adapt music from a variety of sources, using knowledge of analysis, orchestration, and area-appropriate performance ability, to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.
6. Students will demonstrate area-appropriate performance expertise sufficient to teach technical competency, diagnose performance-related problems and suggest solutions, and model musical performance concepts.
7. Students will demonstrate effective classroom management techniques in classroom settings.

Music Education, B.M.
1. Students will apply mature performance practices in their major area, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
2. Students will interpret a wide selection of musical literature, representing principal eras, genres, and cultural sources.
3. Students will effectively identify and work with the elements of music, including rhythm, melody, harmony, structure, timbre, and texture.
4. Students will create, via competent conducting skills and musical leadership, accurate and musically expressive performances with various types of performing groups and in general classroom situations.
5. Students will arrange and adapt music from a variety of sources, using knowledge of analysis, orchestration, and area-appropriate performance ability, to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.
6. Students will demonstrate area-appropriate performance expertise sufficient to teach technical competency, diagnose performance-related problems and suggest solutions, and model musical performance concepts.
7. Students will demonstrate effective classroom management techniques in classroom settings.

Science Education, B.S.Ed.
1. Students will meet expectations on all aspects of their capstone research paper and project (based on the science education program rubric).
2. Students will complete an authentic scientific investigation and a writing assignment at three points during their course curriculum (in addition to the capstone project). During SCI 150 “Introduction to Science Education”, GEOL 155 “Historical Geology”, and SCI 301 “Nature of Science” each student will conduct a research project and write a scientific paper based on the experimental results. For each of these projects, the same rubric used to assess the students’ final capstone project manuscript will be used to determine the progress of the student through the program, in terms of their writing ability and effectiveness of communication.
3. Students will have at least a 15 out of 25 on all of edTPA task 1 (this translates to receiving a 3 out of 5 on each of the five task 1 rubrics). This is an indicator of how well the science education candidates have included effective engagement and assessment methods in their lesson plan.
4. Students will increase their scores (as graded by the science education program rubric) on lesson plans from SCI 150 to SCI 422.
5. Students will have at least a 15 out of 25 on all of edTPA task 1 (this translates to receiving a 3 out of 5 on each of the five task 1 rubrics). Inquiry is specifically mentioned in rubric 1 of task 1.
6. Students will increase the inclusion and effectiveness of inquiry-based activities, labs, projects, or experiences in lesson plans from SCI 150 to lesson plans created in SCI 422.

Social Sciences Education, B.S.Ed.
1. Students will demonstrate content-area knowledge including, though not limited to, extensive knowledge of United States and European history, and a working knowledge of non-western history, political science, economics, and geography.
2. Students will apply pedagogical and professional knowledge, skills, and dispositions effectively in a clinical setting.
3. Students will demonstrate the knowledge, capabilities, and dispositions to develop as reflective practitioners and continuous learners.
4. Students will develop the knowledge and dispositions to foster a classroom environment in which diverse cultures, ways of life, and viewpoints are understood and respected.