College	Participating Area	Goal	Outcome
	Art (BA)	1. Demonstrate understanding of artistic methods and practices using diverse resources. (Create)	1.1 Students will create work in the appropriate format for their concentration that demonstrates use of specific criteria in the concentration
			1.2 Students will understand the differences among various media, techniques and materials.
		2. Have a basic knowledge of major artists and artistic movements in history. (Evaluate)	2.1 Students will be able to identify major art historical periods.
			2.2 Students will apply knowledge of major artists and artistic movement to create original scholarship (ie. art papers, critiques, artist statements, etc.)
		3. Analyze and discuss creative work. (Analyze)	3.1 Students will be able to articulate their aesthetic perspective to diverse creative output.
			3.2 Students will utilize visual literacy to engage in group dialogue and express visual literacy in a variety of settings.
		4. Students will present their work in a professional manner.	4.1 Students will demonstrate knowledge of processes related to the professional exhibition of work in their concentration.
			4.2 Students will demonstrate professional oral presentation skills.
	Biology (BS)	1. All biology majors should have a thorough understanding of the scientific method and develop critical thinking skills.	1.1 Students will exhibit critical thinking skills through the proper application of the Scientific Method. Students will generate and analyze quantitative data, create tables, charts and other graphic representations to display the results of investigations. They will apply and develop appropriate mathematical models for problem solving.
		2. Students will exhibit awareness of familiarity with modern scientific instrumentation and an appreciation for sound experimental design.	2.1 Students will identify the best ways to present field and/or lab collected data. Students will be able to collect data from the laboratory course and properly analyze using appropriate statistical methods.
		3. Students will exhibit competence in the analysis and interpretation of scientific data and literature.	3.1 Students will develop the skills necessary for collecting, analyzing, and interpreting scientific information.
			3.2 Students will present scientific ideas and analyze the ideas in oral format. Students will present and analyze scientific ideas in oral format, and individual oral presentations will be graded based on a common rubric developed by the instructors.
		4. Students will learn the foundational concepts of biology.	4.1 Students will demonstrate understanding of the foundational concepts of biology Foundational concepts in Biology 1. Students will recognize the chemical basis of life. 2. Students will interpret relationships between structure and function as they relate to macromolecular, membrane and organellular functions. 3. Students will understand how organisms are classified and identified. 4. Students will develop an overall knowledge of the major groups of organisms.

Biology (MS)	1. The student will exhibit critical thinking skills appropriate to a post-graduate level student.	1.1 Exhibit Critical Thinking Skills Effectively evaluate and critique pertinent scientific literature.
	2. The student will interpret and synthesize data at a level appropriate for publication in a peer-reviewed journal.	2.1 Obtain and Synthesize Data Completion of a coherent, comprehensive literature review that forms the basis of a library research paper (non-thesis option); or, discovery and use of appropriate methods for conducting an original research project, and a clearly written introduction and discussion supporting the project.
	3. The student will communicate effectively in a written and oral format.	3.1 Communicate in Written Format Completion of a coherent, comprehensive review paper that clearly communicates the history, methodologies, results, and future directions of a research topic (non-thesis option); or, completion of a coherent, clearly written thesis (suitable for publication) that includes the background, methods, results, and discussion related to an original research project conducted by the student (thesis option).
		3.2 Communicate in Oral Format Coherent and convincing presentation of the thesis or non-thesis paper.
Chemistry (BS)	1 Application of Chemical Knowledge: Students will apply chemical knowledge by ...	1.1 demonstrating adequate content knowledge in the chemical sciences
		1.2 using appropriate knowledge, laboratory techniques and data analysis to solve problems
		1.3 designing experiments
		1.4 transforming data into evidence (e. g., graphs, figures, tables)
	2 Analytical Skills: Students will develop effective skills for solving problems in chemistry by ...	2.1 constructing effective problem solving strategies
		2.2 evaluating solutions in the context of the problem
		2.3 deriving a logical argument from data and chemical knowledge
		2.4 use of qualitative and quantitative reasoning
		2.5 developing solutions for problems in new contexts
	3 Information Skills: Students will develop effective skills for finding, interpreting, and displaying information in chemistry by ...	3.1 obtaining and assessing chemical literature
		3.2 demonstrating understanding of chemical journal article
		3.3 interpreting chemical safety and MSDS data
		3.4 applying appropriate technology
		3.5 interpreting graphs and data
	4a Communication Skills: Students will develop adequate skills in technical writing and oral presentations by ...	4 a.4 presenting research at local, regional or national conferences
		4a.1 maintaining detailed laboratory notebooks/documentation
		4a.2 scientific writing in the chemical sciences
		4a.3 Oral presentation in the chemical sciences
	4b Communication Skills: Students will effectively communicate chemical information to chemists and general audiences by ...	4b.1 understanding and using chemical language, where appropriate
		4b.2 articulating answers to questions using relevant chemical information

Program	Goal	Description
	5 Professionalism: Students will develop the dispositions and skills of a professional in the field of chemistry by …	5.1 demonstrating professional dispositions, including: leadership, honesty / making ethical choices, respect towards others, accountability, motivation, independence / self-reliance, self-discipline, maturity
		5.2 demonstrating professional skills, including: application of chemical knowledge to civic and/or social problems, time management, collaboration / teamwork presenting a professional demeanor, whether in person (e.g. interview) or on paper (e.g. CV)
		5.3 presenting a professional demeanor, whether in person (e.g. interview) or on paper (e.g. CV)
		5.4 positively representing the GC Chemistry Program, at Georgia College and beyond the university
		5.5 establishing and pursuing career goals
Creative Writing (MFA)	1. To read editorially an aesthetic range of literary works by peers	1. To read editorially an aesthetic range of literary works by peers ENGL 5012 Creative Nonfiction Workshop (Fall semester); ENGL 5021 Poetry Workshop (Fall Semester); ENGL 5022 Fiction Workshop (Fall Semester): 5000-level MFA workshops enroll both students working in that thesis genre and students taking a required non-thesis genre workshop; therefore, 5000-level workshops include both assigned and unassigned creative texts written by graduate students (ranging from first-year students to third-year graduating students), thus exposing students to a broad range of styles and strategies. In class workshop comments (both written and verbal), students should be able to read and comment insightfully (and helpfully) on a wide range of literary works by peers.
	2. To read critically an aesthetic range of contemporary literary texts in English	2. To read critically an aesthetic range of contemporary literary texts in English MFA 6000 seminars ENGL 6025 Poetics; ENGL 6026 Prose Forms) are especially designed to meet this program goal. MFA 6025 and 6026 seminars are designed for students who a) are working towards a thesis in the genre; or b) have significant experience in a second genre. Literary texts representing standards in the field, traditional and non-traditional texts, and contemporary examples in the genre (creative nonfiction, poetry, fiction) are assigned, discussed, and often addressed in student papers.
	3. To write publishable works in at least one genre	3. To write publishable works in at least one genre ENGL 6971, MFA Thesis: Students will complete a work of substantial literary merit that demonstrates the strong potential for future publication in the thesis genre. Students are enrolled four semesters (fall/spring in their second year; fall/spring in their third year); a student completes and defends the thesis in the final term of the MFA degree.
Criminal Justice (BA)	1 Communicate effectively, both in speaking and in writing the nature of the criminal justice system.	1 Communicate effectively, both in speaking and in writing the nature of the criminal justice.
	2 Explain the roles of policing, courts, and correctional institutions as they contribute to the social order.	2 Explain the roles of policing, courts, and correctional institutions as they contribute to the social order.
	3 Explain and be able to apply the scientific method in research and policy evaluation in criminal justice.	3 Explain and be able to apply the scientific method in research and policy evaluation in criminal justice.

(BA)	4 Analyze the theoretical foundations of criminal justice by demonstrating an understanding of criminological theory and philosophy.	4 Analyze the theoretical foundations of criminal justice by demonstrating an understanding of criminological theory and philosophy.
	5 Describe the criminal justice system as it currently exists and articulate it's future.	5 Describe the criminal justice system as it currently exists and articulate it's future.
Criminal Justice (MSJ)	1 Explain the causes of crime, the correlates of crime, and the theoretical foundations for explaining crime.	1 Explain the causes of crime, the correlates of crime, and the theoretical foundations for explaining crime.
	2 Explain the components of the American Criminal Justice system and its constituent subsystems.	2 Explain the components of the American Criminal Justice system and its constituent subsystems.
	3 Understand and explain the role of the Criminal Justice system in a democracy and operating in a diverse society.	3 Understand and explain the role of the Criminal Justice system in a democracy and operating in a diverse society.
	4 Examine legal questions and conduct basic legal research.	4 Examine legal questions and conduct basic legal research.
	5 Utilize quantitative and/or qualitative tools and techniques to analyze major criminal justice policy questions in order to prepare, conduct, and analyze criminal justice data and/or program evaluations in criminal justice agencies.	5 Utilize quantitative and/or qualitative tools and techniques to analyze major criminal justice policy questions in order to prepare, conduct, and analyze criminal justice data and/or program evaluations in criminal justice agencies.
	6 Appraise ethical issues concerning the Criminal Justice System.	6 Appraise ethical issues concerning the Criminal Justice System.
English (MA)	1. Students can demonstrate advanced knowledge of literary traditions and discourse.	a) Students can apply an advanced understanding of literary traditions to the interpretations of texts. The term "literary traditions" includes genres, periods, literary movements, etc.
		b) Students can contribute to discourse related to aesthetics, language, and literature.
	2. Students can demonstrate an informed critical awareness.	a) Students can demonstrate advanced knowledge about the history and current practice of literary criticism and scholarship
		b) Students can demonstrate their advanced critical skills through the production of potentially publishable articles.
	3. Students can demonstrate clarity of thought.	a) Students can express themselves logically and clearly and formulate original arguments in academic modes of discourse.
English-Creative Writing (BA)	1. Write potentially publishable works in at least one genre	1. Write potentially publishable works in at least one genre
	2. Write critically about literary and non-literary texts in English	2. Write critically about literary and non-literary texts in English
	3. Articulate effectively critical observations in writing workshops	3. Articulate effectively critical observations in writing workshops
	Linguistics: Students can apply understanding of the English linguistics tradition in analysis of texts	2 apply understanding of the English linguistics tradition in analysis of texts
	Literature: Students can apply understanding of the literary traditions in the English language to the interpretation of texts.	1 apply understanding of the literary traditions in the English language to the interpretation of texts.

English-Literature (BA)	Students can apply concepts related to aesthetics, language, and literature in appropriate literary discourse	4 apply concepts related to aesthetics, language, and literature in appropriate literary discourse	
	Students can apply informed critical awareness in the generation of argument	6 apply informed critical awareness in the generation of argument	
	Students can demonstrate an understanding of discourse related to aesthetics, language, and literature.	2a. Students can apply concepts related to aesthetics, language, and literature in appropriate literary discourse.	
	Students can demonstrate an understanding of literary traditions.	1a. Students can apply an understanding of literary traditions (including genres, periods, literary movements, etc.) to the interpretation of texts.	
		1b. Students can apply an understanding of diverse literary and social voices by interpreting an international or multicultural text in relation to its cultural, historical, and literary context.	
	Students can demonstrate clarity of thought	7 demonstrate clarity of thought	
	Students can demonstrate originality and clarity of thought.	3a. Students can apply informed critical awareness to arguments in academic modes of discourse.	
		3b. Students can apply critical thinking skills and formulate original arguments in academic modes of discourse.	
	Students can demonstrate that knowledge of other world literary traditions has enriched understanding of their own	3 demonstrate that knowledge of other world literary traditions has enriched understanding of their own	
	Students can exemplify an appreciation for creative imagination in literary discourse	5 exemplify an appreciation for creative imagination in literary discourse	
	Students can express themselves in standard academic modes of writing and speech	8 express themselves in standard academic modes of writing and speech	
Environmental Science (BS)	1 Environmental Science students will show understanding of appropriate academic content by being able to:	1a Demonstrate understanding of the basic principles of biology, chemistry & geology.	
		1b Demonstrate knowledge of the causes & consequences of climate change.	
		1c Evaluate the diverse responses of peoples, groups, and cultures to environmental issues, themes and topics	
		1d Demonstrate knowledge of environmental law and policy.	
		1e Apply quantitative skills to solve environmental science problems.	
	2 Environmental Science students will develop the skills and knowledge necessary for conducting research in the field of environmental science	2a Evaluate scientific and technical documents.	
		2b Design and critically evaluate experiments.	
		2c Select and apply appropriate field data collection techniques.	
		2d Use basic statistic techniques to describe and analyze data.	
		2e Manage data in EXCEL and GIS.	
		2f Accurately present data using appropriate figure and tables.	
		2g Interpret data in figures and graphs.	
		2h Present results in the appropriate written format.	
		2i Present results in a format suitable for scientific conferences.	

	3 Environmental Science students will develop professional behaviors and dispositions by being able to:	3a Apply environmental science knowledge to solve civic and community-based problems.
		3b Work collaboratively.
		3c Articulate career goals.
		3d Communicate science to a non-scientific audience.
French (BA)	1 Communicate in the target language in a range of contexts for a variety of purposes using level appropriate linguistic skills	1 Communicate in the target language in a range of contexts for a variety of purposes using level appropriate linguistic skills
	10 Develop target language engagement in a variety of intercultural environments	10 Develop target language engagement in a variety of intercultural environments
	2 Gain knowledge and understanding of target languages' cultures	2 Demonstrate ability to write a well developed and organized paragraph in French narrating a past event.
	3 Establish interdisciplinary connections that reinforce and further knowledge of target cultures and other disciplines	3 Students will demonstrate reading comprehension of authentic texts written in French and will be able to analyze the socio-historical context of major French literary writing
	4 Read critically, interpret analytically, and write coherently about texts and artifacts of French-speaking cultures	4 Demonstrate ability to write a well developed and organized paragraph in French stating opinions and giving descriptive prose texts
	5 Develop target language engagement in a variety of intercultural environments	5 Demonstrate ability to write a well developed and organized paragraph in French stating opinions and giving recommendations.
	6 Communicate in the target language in a range of contexts for a variety of purposes using level appropriate linguistic skills	6 Demonstrate the ability to write a well developed and organized essay on a hypothetical situation using conditional formulas (if clauses)
	7 Gain knowledge and understanding of target languages' cultures	7 Evaluate his/her own values, behaviors and worldviews on the socio-cultural topics presented in the course Compare and contrast values, behaviors and worldviews with those of native French-speakers.
	8 Make cultural and linguistic comparisons between target languages and cultures and their students' cultures of origin	8 Make cultural and linguistic comparisons between target languages and cultures and their students' cultures of origin
	9 Understand and demonstrate appreciation of the cultural values of French-speaking peoples	9 Understand and demonstrate appreciation of the cultural values of French-speaking peoples
Geography (BA)	1 Demonstrate Geographic Literacy	1.1 Extract, interpret, analyze, and apply geographical information from atlases, gazetteers, maps, and online sources.
		1.2 Read, relate, and interpret geographic literature to explain important theories and concepts in geography.
		1.3 Express reasoned, coherent, and balanced explanations of geographic concepts in written, oral, and graphic form.
		1.4 Acquire and develop geospatial data and use those data to generate analytical maps, charts, and tables.
	2 Explain geographic patterns and processes	2.1 Develop and apply an understanding of geography at varying scales from global and regional to local, including the general and unique attributes of major regions and places.
		2.2 Explain the major processes that shape the physical environment and relate them to: spatial patterns of weather, climate, landforms, and ecosystems.

		2.3 Compare/contrast the major processes that influence spatial patterns of human population, culture, geopolitics, economics, &urbanization
	3 Apply geography to solve problems	3.1 Critically assess and appraise the interactions between humans and their physical and built environments.
		3.2 Apply geographic knowledge, analytical methods, and geospatial techniques to: interpret past events, engage in present issues, and prepare for future outcomes.
		3.3 Participate as an active scholar to improve the human condition.
History (BA)	1 Students will acquire a foundation in history and the liberal arts through core courses	1.1 Demonstrate a general knowledge of American history
		1.2 Demonstrate a general knowledge of the development of world civilizations and the cultures that have interacted and influenced each other throughout history.
		1.3 Interpret Social Science research from various sources.
	2 Students will engage in the following skills: critical thinking; comparative analysis, discipline specific research and writing	2.1 Demonstrate an understanding of the nature of history as a discipline.
		2.2 Demonstrate an ability to think critically about and analyze historical material.
		2.3 Demonstrate the ability to research and write clear and cogent essays, reviews, and research papers.
	3 Students will acquire a comprehensive understanding of content in American, European, and World fields of history through: multiple perspectives and sources from the humanities and social sciences.	3.1 Integrate historical knowledge, skills, and methods in essays.
		3.2 Synthesize in written form their knowledge and culture of: at least two different areas of Europe and one selected area of Africa, Asia, or Latin America.
	1 Students will learn to think critically and analyze historical issues.	1.1 Demonstrate an ability to think critically and analyze historical issues.
		1.2 Demonstrate an advanced knowledge of historical methodology and the ability to conduct historical research using traditional sources and technological tools.
	2 Students will write clear and cogent essays, reviews, and research papers using a variety of sources.	2.1 Demonstrate the ability to write clear and cogent essays, reviews, and research papers using a variety of sources.
		2.2 Demonstrate the ability to identify new knowledge by bringing to bear such criteria as: originality, availability of original sources, and significance of subject matter to one's research.
	3 Students will be able to present new knowledge by bringing to bear such criteria as: originality, availability of original sources, and significance of subject matter to one's research.	3.1 Demonstrate the ability to sustain an historical interpretation through a clearly worded and effectively argued thesis.
		3.2 Demonstrate an understanding of the nature of history as a discipline and the importance of historical perspective in addressing issues that have had an impact on the past and present.
		3.3 Demonstrate an understanding of and ability to carry out the functions and operations of: archives, museums, historic sites, and other institutions where public history skills are required.

Liberal Studies (BA)	Student will effectively communicate both orally and in writing across a variety of disciplines.	Students will be able to present definitive and advanced information regarding interdisciplinary social and/or natural problems using: academically acceptable writing, conversation and/or artistic skills.
	Student will use interdisciplinary methods for problem solving.	Perform interdisciplinary research or creative project applying particular concepts from readings, lectures, etc. (taken in the course of the Liberal Studies major) to a critical analysis of issue(s).
Mass Communication (BA)	1 Think critically and communicate accurately to diverse, global audiences	1 Think critically and communicate accurately to diverse, global audiences
		1.2205 Professional Media Writing Use credible writing proficiency on a press release.
		1.3352 Advanced Strategic Writing Use credible writing proficiency on a press release.
	2 Demonstrate knowledge of theoretical and historical foundations.	2.3306 Theory & Research Demonstrate knowledge of mass communication theory through applied question on exam.
		2.3373 Demonstrate knowledge of key theoretical concepts through evaluation of historical and contemporary propaganda examples.
	3 Apply legal, ethical and transparent principles to communication.	3.2930 Exhibit adequate professional behavior and ethics in a simulated work environment.
		3.4402 Senior Career Development Demonstrate knowledge of copyright law by appropriate use and citation of copyrighted work in the senior portfolio.
	4 Evaluate the use of technology to communicate across platforms and apply technology tools to produce content.	4.3368 Exhibit competency in video editing using Adobe Premiere.
		4.4501 Exhibit the use of technology appropriately across platforms
	5 Recognize credible processes involved in research and production of communication content.	5.3306 Demonstrate basic APA style techniques.
		5.3375 Documentary Filmmaking Demonstrate the documentary production process by pitching their treatment.
	6 Demonstrate literacy of international media and global perspectives the media's role in society.	6.3379 Demonstrate knowledge of international media perspectives.
Mathematics (BS)	1 The student will possess an understanding of a variety of mathematical topics.	1.1 The student will demonstrate an understanding in multiple areas of higher level mathematics.
	2 The student will possess mathematical reasoning ability.	2.1 The student will demonstrate the ability to read, construct, write,& judge the validity of mathematical proofs using variety of methods
		2.2 The student will demonstrate the ability to solve problems and assess the correctness of solutions
	3 The student will possess skills in communicating mathematics.	3.1 The student will communicate mathematical ideas with clarity and coherence through both writing and speaking.
Music (BA)	Content Knowledge	Content Knowledge Students will demonstrate mastery in fundamental musicianship areas such as theory, aural skills, history, and performance.
	Fundamental Musicianship	Fundamental Musicianship Students will demonstrate basic content knowledge in a professional music field such as conducting, education, and technology.

Program	Goal	Outcome
Music Education (BME)	1 Pedagogical Techniques	1 Successfully integrate the pedagogical techniques learned in undergraduate music education courses into a music classroom situation.
	2 Content Knowledge	2 demonstrate basic content knowledge in music education to create teaching strategies that lead to student success.
	3 Sensitivity to diversity within the classroom, community and society	3 demonstrate sensitivity to diversity, accommodate individual learning differences, and utilize music from around the world.
Music Education (MMED)	1 Extended Knowledge Students will demonstrate advanced content knowledge of music and music education.	1 Extended Knowledge Students will augment their teaching practices as a result of deeper musical and pedagogical understanding.
	2 Professional knowledge and application Students will apply knowledge to teaching practice.	2 Professional knowledge and application Students will synthesize knowledge and theory into practice through demonstrations of advanced pedagogical skills, professional decision-making, and/or reflective and responsive teaching.
	3 Sensitivity to diversity with the classroom, community and society	3 demonstrate sensitivity to diversity, accommodate individual differences, and utilize music from around the world.
	4 Leadership Students will become leaders in music programs which will benefit and engage P-12 students, their families, and the communities.	4 Leadership Students in the advanced music education program will demonstrate leadership in their profession at the local and state level.
	5 Theory and research	5 demonstrate advanced skills in research, analysis, and scholarly writing.
Music Therapy (BMT)	1 Students will develop clinical skills to become effective music therapists	1.1 demonstrate professionalism in clinical work
		1.2 demonstrate effective clinical skills
	2 Students will gain knowledge necessary to be effective music therapists	2.1 demonstrate in writing understanding of writing a literature review
		2.2 demonstrate orally and in writing the steps of a research project
	3 Students will demonstrate skills necessary to be leaders in the profession of music therapy	3.1 demonstrate the steps in creating a new music therapy/arts therapies program
		3.2 demonstrate in writing applying theoretical knowledge to current consumer situations
Music Therapy (MMT)	1 To expand knowledge pertinent to current needs of healthcare	1.1 apply contemporary issues, advances, and theories from healthcare to music therapy
		1.2 demonstrate theoretical and/or practical advanced knowledge in a specific area of music therapy
	2 To gain advanced knowledge and skills necessary to be leaders in the field of music therapy	2.1 engage in meaningful dialogues for analyzing and solving problems pertinent to organizations and departments in healthcare.
		2.2 conduct advanced research using one or more research approaches
	3 To develop a broader scope of music therapy theory and practice	3.1 synthesize theoretical knowledge for practical cross-cultural and gender sensitive skills acquisition.
Philosophy (BA)	1 Students will be able to reason critically using a variety of philosophical traditions.	1 Students will demonstrate the ability to reason critically using many philosophical traditions.
	2 Students will write clear well argued papers.	2 Students will write clear well argued papers.

	3 Demonstrate an understanding of the importance of philosophical perspectives in addressing issues of contemporary importance.	3 Demonstrate an understanding of the importance of philosophical perspectives in addressing issues of contemporary importance.
Physics (BS)	I Computer, Library and Information Skills	I.1 Students will demonstrate effective use of the library and other information resources in physics. The ability to find physical information utilizing primary literature. The ability to critically evaluate physical information. The ability to find and evaluate physical information utilizing secondary sources such as the Internet.
		I.2 Students will demonstrate effective use of computers in physics applications. The ability to understand the applications of computers in data acquisition and processing. The ability to use a computer as a tool in the communication of scientific information. The ability to have a familiarity with the applications of computers in the modeling and simulation of physical phenomena. The ability to retrieve information using library or internet resources.
	II Oral and Written Communication Skills in Physics	II.1 Students will demonstrate effective skills in technical writing and oral presentations.
		II.2 Students will demonstrate the ability to communicate scientific information in oral and written formats to both scientists and nonscientists
	III Quantitative Reasoning Skills	III.1 Students will demonstrate effective quantitative reasoning skills to successfully pursue their career objectives, a related career or further professional training.
		III.2 Students will demonstrate that they have developed the following A proficiency in advanced mathematics. The ability to accurately collect and interpret numerical data. The ability to solve problems competently using extrapolation, approximation, precision, accuracy, rational estimation and statistical validity. The ability to relate theories involving numbers and the practice of the theory. A proficiency in the scientific method (formulating hypotheses and arriving at appropriate answers and conclusions).
	IV Knowledge of Physical Principles and Facts	IV.1 Students will demonstrate that they have developed a mastery of: critical thinking skills, problem-solving skills and data analysis skills leading to the following- The ability to collect and analyze data. The ability to apply fundamental physical principles to gather and explain data. The ability to design experiments or model systems to test hypotheses. The ability to assess the relative validity of several possible solutions to a problem.
		IV.2 Students will demonstrate effective knowledge of physical principles appropriate to a physics degree program to include: classical and relativistic mechanics, thermodynamics, quantum mechanics, and electricity and magnetism.

Political Science (BA)	1 Communicate effectively, both in speaking and in writing	1 To communicate effectively, both in speaking and in writing.
	2 Demonstrate a basic understanding of the foundation of western political thought in Greek and Roman writings.	2 Demonstrate a basic understanding of the foundation of western political thought in Greek and Roman writings.
	3 Differentiate between the American political institutions and processes, including its national and subnational levels, and its strengths and weaknesses.	3 Differentiate between the American political institutions and processes, including its national and subnational levels, and its strengths and weaknesses.
	4 Demonstrate a basic understanding of political science as a field of study. Compare and contrast the institutions, processes, and political behavior within different political systems	4 Demonstrate a basic understanding of political science as a field of study. Compare and contrast the institutions, processes, and political behavior within different political systems
	5 Evaluate conflicting arguments, assemble and present empirical evidence, and make reasoned conclusions from the evidence available.	5 Evaluate conflicting arguments, assemble and present empirical evidence, and make reasoned conclusions from the evidence available.
	6 Explain and be able to apply systematic analytical methods in research and policy analysis.	6 Explain and be able to apply systematic analytical methods in research and policy analysis
Psychology (BS)	1 Knowledge Base in Psychology Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to . problems.	1.1.1 Identify key characteristics of major content domains in psychology (e.g., cognition and learning, developmental, biological, and sociocultural) [APA 1.2a] APA Goal 1: Knowledge Base in Psychology. Develop a working knowledge of psychology's content domains (APA 1.2)
	2 Scientific Inquiry and Critical Thinking The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods.	2.1.1: Interpret simple graphs and statistical findings (APA 2.2e) APA Goal 2: Scientific Inquiry and Critical Thinking. Demonstrate psychology information literacy (APA 2.2)
		2.2.1 Describe research methods used by psychologists including their respective advantages and disadvantages (APA 2.4a) APA Goal 2: Scientific Inquiry and Critical Thinking. Interpret, design, and conduct basic psychological research (APA 2.4)
		2.2.2: Compare and contrast different research methods used by psychologists including their respective advantages and disadvantages APA Goal 2: Scientific Inquiry and Critical Thinking. Interpret, design, and conduct basic psychological research (APA 2.4)
		2.3.1 Define and explain the purpose of key research concepts that characterize psychological research (e.g., hypothesis, operational definition) [APA 2.4c] APA Goal 2: Scientific Inquiry and Critical Thinking. Interpret, design, and conduct basic psychological research (APA 2.4)

	3 Ethical and Social Responsibility The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings	3.1.1 Identify aspects of individual and cultural diversity and the interpersonal challenges that often result from diversity and context (APA 3.3a) APA Goal 3. Ethical and Social Responsibility in a Diverse World. Adopt values that build community at local, national, and global levels (APA 3.3)
	4 Communication Students should demonstrate competence in written, oral, and interpersonal communication skills.	4.1.1: Write using APA style APA Goal 4. Communication. Demonstrate effective writing for different purposes (APA 4.1)
	5 Professional Development The skills in this domain refer to abilities that sharpen student readiness for post-baccalaureate employment, graduate school, or professional school.	5.1.1 Develop evidence of attaining skill sets desired by psychology-related employers (APA 5.5B) APA Goal 5. Professional Development. Develop meaningful professional direction for life after graduation (APA 5.5)
Public Administration (MPA)	Goal 1: Successfully and ethically lead and manage increasingly complex and diverse public sector organizations.	SLO1: Lead and Manage in Public Governance Through coursework, students will be able to demonstrate an understanding of challenges and constraints relevant to governance and external factors 1. Identify useful recommendations that are actionable and can be implemented. 2. Utilize well-researched approaches and methods that are consistent with internal or external factors relevant to project. 3. Identify challenges and constraints associated with external factors relevant to project, and useful recommendations that are actionable and can be implemented. 4.Makes recommendations for future action
		SLO5: Articulate and Apply a Public Value Perspective Through coursework, students will be able to demonstrate an ability to identify public service values and to then systematically apply to identify appropriate course of action 1. Identify public service values in the practice of policy development and decision making. 2. Consider the views of appropriate stakeholders when considering the public service value. 3. Demonstrate public service values when choosing an appropriate course of action.
		SLO6: Communicate and Interact Productively Through coursework, students will be able to demonstrate an ability to communicate effectively and professionally to diverse audience. 1. An ability to clearly and accurately describe problems, concepts, analysis, and recommended actions. 2. An ability to present arguments in a persuasive manner 3. An ability to prepare documents
	Goal 2: To promote effective public policy by providing students with an understanding of the policy process and develop the skills needed to evaluate public policy and program alternatives	SLO2: Participate in and Contribute to the Policy Process Through coursework, students will be able to participate in the policy process, communicate policy alternatives, and work effectively with government, nonprofit institutions, corporations, and community stakeholders. 1. Identify important stakeholders involved in addressing a problem and a knowledge of the governance arrangement 2. Understand the legal and institutional environment associated with public policy making 3. Communicate policy alternatives and recommendations to decision makers

	Goal 3: To develop students' critical thinking and analytical skills as well as equip students with an understanding of research methodology and tools necessary to evaluate and solve complex public problems.	SLO3: Think critically about and Analyze Important Problem Through coursework, students will be able to define, frame, think critically about and analyze important problems. 1. Identify and summarize important components of problems. 2. Draw on high quality information and different sources to support arguments. 3. Identify a clear rationale for proposing a recommendation or selecting a course of action. 4. Support arguments with facts and data rather than relying on opinion and value judgments. 5. Provide clear recommendations for a course of action to address the problem.
		SLO4: Utilize Analytical Tools Through coursework, students will be able to utilize analytical tools to analyze, present, and interpret data, including appropriate design, statistical, and evaluative techniques for both organization decision making and policy decisions 1. Interpret quantitative data and measures, understand its limits, and use these data to frame problems and identify possible cause and effect relationships 2. Employ tools for analyzing, presenting, and interpreting data, including appropriate statistical techniques and concepts. 3. Distinguish between fact and opinion, and acknowledges the value judgments associated with their analysis. 4. Recommend a course of action supported by data and analysis rather than personal opinions.
Rhetoric (BA)	1 will be able to present original research in an oral presentation format	1 will be able to present original research in an oral presentation format Students will publicly present their original research from their capstone course.
	2 develop competence as oral communicators	2 develop competence as oral communicators Students in the basic public speaking course (RHET 1110) will be able to deliver a final speech in their course that shows a level of mastery of speech organization and delivery.
	3 use critical thinking skills, including rules of logic, inductive, and deductive reasoning, and research skills to solve problems	3 use critical thinking skills, including rules of logic, inductive, and deductive reasoning, and research skills to solve problems Students will conduct original research in an area of rhetoric for their capstone course.
	4 communicate through technology	4 communicate through technology Students in the Voice for the Public Speaker course will learn to record, convert to mp3 file, and send a recording of their voice.
	5 identify appropriate communication theories for analysis of an artifact and present their findings in a research paper.	5 identify appropriate communication theories for analysis of an artifact and present their findings in a research paper. Students in the communication theory course will be asked to conduct original research using their acquisition of the theories presented in class.
	6 show mastery of classical rhetorical theory through an examination testing their knowledge of the major rhetoricians of the period.	6 show mastery of classical rhetorical theory through an examination testing their knowledge of the major rhetoricians of the period. Students will take an examination showing their knowledge of the major ancient rhetoricians.
	Students will demonstrate additional knowledge in sociology	compare and contrast basic theoretical orientations
		compare and contrast the basic methodological approaches for gathering data
		define theory and describe its role in building sociological knowledge

Sociology (BA)	Students will demonstrate additional knowledge in sociology based on nationally normed content knowledge expectations	describe the general role of methods in building sociological knowledge
		identify and define race, class, and gender as hierarchical systems
		show how patterns of thought and knowledge are directly influenced by social structure
	The application of sociological knowledge to real-world situations outside the classroom, such that the students will be able to:	use classroom theory in external settings
	The centrality of race, class, and gender in society and sociological analysis, such that the student will be able to:	Explain how the intersection of race, class, and gender shapes individuals' experience
	The reciprocal relationships between individuals and society, such that the student will be able to:	Analyze how social interaction and the self influence society and social structure
	The research process in sociology, such that the student will be able to:	critically assess a published research report and explain how the study could have been improved
		use the necessary technical skills in retrieving information and data from academic databases and from appropriate sources on the internet
	The role of evidence and qualitative and quantitative methods in sociology, such that the student will be able to:	accurately convey data findings in writing
		compare and contrast the theories at the micro and macro levels
		describe and apply the principles of ethical practice as a sociologist
		design a research study in an area of choice and explain why various decisions were made to move beyond recall analysis and application to synthesis and evaluation
		use technology appropriately for data analysis
	The role of theory in sociology, such that the student will be able to:	compare and contrast theories at the micro and macro levels
Spanish (BA)	Communicate in the target language in a range of contexts for a variety of purposes using level appropriate linguistic skills	Write a well-organized, well written (language and structure), well developed paper on a hypothetical topic
	Develop target language engagement in a variety of intercultural environments	Write clear and coherent essays in Spanish on a literary topic pertaining to Latin American literatures from the independence of Latin American countries to the present.
	Gain knowledge and understanding of Spanish cultures	Demonstrate ability to write a well developed and organized paragraph in Spanish narrating a past event
	Make cultural and linguistic comparisons between target language (Spanish) and cultures and their students' cultures of origin	Demonstrate ability to write a well developed and organized paragraph in Spanish stating opinions and giving recommendations.
	Understand and demonstrate appreciation of the cultural values of Spanish-speaking peoples	Write a coherent, well-organized paragraph in Spanish in the present tense

Theatre (BA)	1 Students will demonstrate their ability to have a positive impact in their community through an internationally informed perspective: by sharing their expertise with university, schools, and community groups.	1.1 Students will demonstrate their ability to have a positive impact in their community through an internationally informed perspective by sharing their expertise with university, schools, and community groups.
			1.2 write critically and discuss orally about dramatic texts and productions.
	2 Students will demonstrate the ability to critically analyze and discuss performance and artistic experiences.	2.1 Students will demonstrate the ability to critically analyze and discuss performance and artistic experiences.
	3 Students will demonstrate the ability to use cultural, internationalism and historical perspectives in their design and performance work.	3.1 Students will demonstrate the ability to use cultural, international and historical perspectives in their design and performance work.
	4 Students will demonstrate understanding of race, class, and gender through exploration of character and settings in plays.	8.1 Students will demonstrate understanding of race, class, and gender through exploration of character and settings in plays.
Accounting (BBA)	1 Students will be able to demonstrate competency in the technical accounting knowledge necessary to produce, analyze, and communicate: financial information for both internal and external users.	ACCT 3101.2 Employ the concepts of time value of money in problems of : single-sum, annuities, bond valuations, and effective interest rate methods.
		ACCT 3102.1 Demonstrate the accounting and reporting practices for deferred taxes.
		ACCT 3102.1 Demonstrate the accounting and reporting practices for Investments in Equity Securities.
	2 Students will be able to demonstrate knowledge of the functional areas of business and how they relate to each other.	MGMT 4195.1 integrate the knowledge gained in various functional business areas.
	3 Students will be able to identify, formulate, and solve business problems using appropriate methodologies and tools.	ACCT 3106 develop a working knowledge of processing financial accounting transactions using a commercial software package.
		ACCT 3116 Students will complete a tax project. Students will complete a tax project which will require them to complete schedules 1040, schedule A (itemized deductions), schedule C (sole proprietor income, and schedule SE (self - employment tax).
	7 Students will be able to enter the accounting profession in a wide range of careers.	ACCT 3000 receive interviews or accept offers of employment from employers in accounting fields.
	8 Students will be able to enter graduate school.	ACCT 3000.1 be accepted to graduate school.
	1. Students should be able to demonstrate advanced knowledge of accounting theories and practice	1.1 Application of appropriate accounting standard using case studies. Students will be able to apply appropriate accounting standards from True blood cases provided by Deloitte.
	2. Students should be able to critically analyze accounting issues.	2.1 Students should be able to critically analyze accounting issues.

Accounting (MACCT)	3. Students should be able to identify, formulate, and solve business problems using appropriate methodologies and tools.	3.1 Effectively develop a written research proposal.
	4. Students should be able to recognize and respond appropriately to ethical and professional dilemmas.	4.1 Students will be able to assess ethical dilemmas
	5. Students should be able to demonstrate an understanding of global business issues.	5.1 Compare an contrast differences between FASB (United States) and IFRS (International) accounting standards.
	6. Students should be able to communicate effectively.	6.1 Complete written business communication Students will write a properly formatted memorandum documenting the research and application of an accounting standard.
	7. Students should be able to enter the accounting profession in a wide range of careers.	7.1 Students will be able to enter the accounting profession or accounting careers within 3 months of graduation from the MACCT program
Computer Science (BS)	1) Apply computer science theory and software development fundamentals to produce computing based solutions. p1. Students will be able to demonstrate and apply knowledge of mathematical functions to analyze a given algorithm p2. Students will be able to recognize an appropriate algorithm to solve a problem.	Students will be able to demonstrate and apply knowledge of mathematical functions to analyze a given algorithm
		Students will be able to recognize an appropriate algorithm to solve a problem.
	2) Design, implement, and evaluate a computing based solution to meet a given set of computing requirements. Courses: (3341 Operating Systems, 3342 Network Programming, 4320 Software Engineering, 4710 Databases) 1 Students will be able to recognize design and development principles. 2 Students will be able to implement and evaluate the designed solution for a given problem	P1) Students will be able to recognize design and development principles.
		P2) Students will be able to implement and evaluate the designed solution for a given problem
	3) Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. Courses: 3212, 3342, 4320, 4520, 4710 P1) Students will be able to share in work of teams. P2) Students will be able to fulfill duties of team roles.	P1) Students will be able to share in work of teams.
		P2) Students will be able to fulfill duties of team roles.
	4) Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles. . Courses: (3341 Operating Systems, 3342 Network Programming, 4320 Software Engineering , 3343 Computer Security, 4960 Internships, 2800 Social and Professional Issues) P1. Students will be able to identify professional, legal and ethical issues. P2. Students will be able to understand professional, legal and ethical responsibilities.	P1) Students will be able to identify professional, legal and ethical issues.
		P2) Students will be able to understand professional, legal and ethical responsibilities.
	5) An ability to communicate effectively with a range of audiences. Courses: (1302, 4320, 4520) P1) Students will be	P1) Students will be able to produce a variety of documents for technical and non-technical audiences.

	able to produce a variety of documents for technical and non-technical audiences. P2) Students will be able to prepare and deliver oral presentations.	P2) Students will be able to prepare and deliver oral presentations.
	6) Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions Courses: (3212, 3343, 4320, 4330, 4710, 4800) P1. Student will be able to analyze a complex computing problem. P2. Student will be able to apply computing principles to identify solution.	P1) Student will be able to analyze a complex computing problem.
		P2) Student will be able to apply computing principles to identify solution.
	ETS Exam	ETS Score All students are required to pass CS ETS major test. The score to pass is 132.
Core Business Knowledge	1. Students will identify and evaluate ethical issues and their resolution.	1.1.CBIS2220 identify ethical considerations when working with information systems in an organization
		1.2.BUAD2172 analyze how ethical principles relate to the development of laws and regulations that affect business practices.
		1.3.LENB3135 evaluating ethical issues
	2. Students will evaluate the effect of globalization and cross-culturalism in a business environment.	2.1.BUAD2172 recognize some of the ethical/moral problems present in businesses involving multicultural constituencies
		2.2.MGMT4145 develop and exhibit an appreciation for cultural differences
	3. Students will apply appropriate analytical techniques in business environments.	3.1.ACCT2101 understand and account for transactions impacting the stockholder's equity section of the balance sheet.
		3.2.FINC3131 demonstrate the ability to apply time value of money principles to quantitatively solve finance related problems; e.g., savings, investment, mortgage payments, etc.
	4. Students will communicate effectively through written and oral media.	4.1.BCOM2285 employ clear, concise, correct and coherent English in the writing of business reports, letters, and memorandums.
		4.2.MGMT4195 improve their communication skills.
		4.3.MKTG 3161 improve their oral presentation skills.
	5. Students will demonstrate basic functional abilities across core business subjects.	5.1.ETS develop core business knowledge
		5.2.LENB3135 discuss the laws that relate to contracts
		5.3.MKTG3161 identify key marketing concepts and apply them to real-world business problems
Economics	Developing students' analytical skills.	demonstrate analytical reasoning through applications of micro-economic principles.
		produce written assignments that demonstrate the ability to think critically, reflectively, and flexibly while analyzing real world economic events.

Program	Goal	Objective
(BA/BS)	Developing students' communication skills.	produce written research assignments that demonstrate the ability to organize a research paper.
	Developing students' core business knowledge.	demonstrate comprehension of micro- and macro- economic principles.
	Fostering global understanding and cross-cultural awareness.	demonstrate knowledge of global economic issues.
Management (BBA)	1 Students will demonstrate a general understanding of business analytics.	1.1 MGMT3175 Students will develop an understanding of business analytics process.
		1.2 ETS Students will demonstrate a general understanding of business analytics.
	2 Students will demonstrate a general understanding of organizational behavior principles.	2.1 MGMT3155 Students will demonstrate a general understanding of job attitudes and values.
		2.2 ETS Students will demonstrate a general understanding of organizational behavior principles
	3 Students will demonstrate a general understanding of human resource management principles.	3.1 MGMT4105 Students will understand the laws that govern employment in the United States.
		3.2 MGMT4105 Students will understand the underlying principles and administration of a performance appraisal system.
		3.3 MGMT4105 Students will understand the process of making decisions concerning disciplinary situations and termination procedures MGMT4105 Students will understand the process of making decisions concerning disciplinary situations and termination procedures and how these decisions may affect the company.
	4 Students will demonstrate a general understanding of global management issues.	4.1 MGMT4145 Students will demonstrate a general understanding of global management issues.
		4.2 ETS Reports Students will develop the appreciation of cultural differences.
	5 Students will demonstrate an ability to identify appropriate quantitative management techniques to solve managerial problems.	5.1 MGMT3165 Understand the concept of Quality Management.
	1 MIS students will be able to determine requirements for a business information system.	1.3210 Students will be able to analyze business processes and procedures and develop solutions using modeling techniques.
	1. Students will use analysis techniques to determine business requirements.	1.3210 Students will be able to analyze business processes and procedures and develop solutions using modeling techniques
		1.4120 Students will analyze data to generate information and knowledge that lead to informed decisions for businesses.
	2 MIS students will be able to design and create a well-designed, database driven web site.	2.4210 Students will be able to demonstrate the fundamentals of programming structures
		2.4214 Students will be able to design, develop, debug & implement a functional web-based application. Using scripting languages and multimedia.

Management Information Systems (BBA)	2. Students will be able to use problem solving techniques in the development of databases and software applications.	2.3214 Students will be able to use structured query language to retrieve, edit and store information to a database.
		2.4210 Students will be able to demonstrate the fundamentals of programming structures
	3 MIS students will be able to design, implement, and maintain information technology infrastructure.	3.3213 Students will be able to demonstrate a working knowledge of networking media, protocols and hardware.
		3.4218
	4. Students will be able to demonstrate the characteristics of effective team members.	4.312
		4.4218
	1 Students will be able to evaluate how IS planning, management, and strategy influence the organization in a business environment.	1.6198 Students will be able to understand criteria for high-quality information, and apply these criteria to evaluate information.
		1.6293 Students will prepare a written strategic analysis evaluating the business value of an emerging trend in information systems
	1 Students will be able to evaluate how IS planning, management, and strategy influence the organization in a global environment.	1.6293 Students will prepare a written strategic analysis evaluating the business value of an emerging trend in information systems
	2 Students will be able to analyze information systems industry best practices and apply the appropriate best practices to the information systems function in the organization.	2.6295 Students will be able to analyze IS industry best practices and apply the appropriate best practices to the IS function in the org.
		2.6298 Students will demonstrate the understanding of the important role played by IS as a source of business process innovation and know how to adopt exemplary types of IS to achieve increased business value by analyzing and designing a business IS solution
		2.6298 Students will demonstrate the understanding of the important role played by IS as a source of business process innovation and know how to adopt exemplary types of IS to achieve increased business value by analyzing and designing a business IS solution
	3 Students will be able to investigate ethical issues relating to information systems and their resources, and formulate the proper action policy of the organization in dealing with identified ethical issues.	3.6296 Students will evaluate ethical managerial issues involved in database management.
		3.6299 Students will demonstrate an ability to identify the ethical issues, and their appropriate solutions, in each phase of the research process.
	1 Students will identify/analyze major ethical dilemmas in marketing.	1.1-Mktg 3168 Students will identify/analyze major ethical dilemmas in marketing Students will find, identify and report on a controversial ethical issue in sports marketing demonstrating an understanding of the importance of ethics in business marketing.
	2 Students will demonstrate knowledge of differences in marketing across cultures.	2.1 - MKTG 4175 Students will demonstrate the knowledge of differences of Marketing across cultures

Marketing (BBA)	3 Students will be able to demonstrate effective oral communication skills	3.1 - Mktg 4198 Present an effective individual presentation demonstrating acceptable levels of oral communication/confidence/ability to present to an appropriate audience.	
	4 Students will be able to show mastery over marketing Topics	4.1 - ETS exam Students will be able to demonstrate a broad mastery across/over the discipline of marketing. Nationally normed results from the ETS exam have been used as a guideline to determine how we'll students are retaining the key concepts from the major as compared to their peers nationwide.	
Master of Logistics and Supply Chain Management	1 Students will demonstrate the ability to identify appropriate management techniques to solve logistics/supply chain problems	1.1 Develop a process for analyzing the behavior of complex supply chain networks	
		1.2 Develop leadership strategies to solve logistics/supply chain problems when working with multiple functions within/across firm boundaries	
		1.3 Analyze a common supply chain purchasing problem and determine the appropriate strategy	
		1.4 Assess real world organizational logistics strengths and weaknesses via case study methodology	
	2 Students will demonstrate an understanding of analytics and an ability to use quantitative management techniques to solve logistics/supply chain problems	2.1 Analyze a common supply chain inventory management problem	
		2.2 Analyze and solve common supply chain network design issues.	
		2.3 To quantitatively formulate, solve, and interpret mathematical solutions.	
	3 Students will demonstrate a general understanding of business logistics and supply chain management principles.	3.1 Understand the role and impact of purchasing and materials management within the broader context of logistics &supply chain management	
		3.2 Understand the critical components of supply chain management and their impact on the firm and broader supply chain	
		3.3 Determine the appropriateness of various supply chain management models to supply chain problems	
		3.4 Identify core inventory and distribution issues within supply chain management	
		3.5 Identify and evaluate ethical issues and solutions relevant to leading in the logistics and supply chain environment	
	4 Students will demonstrate a general understanding of global logistics and supply chain issues.	4.1 Understand the global trade environment and the resources needed to develop, operate and sustain competitive advantages through the logistics/supply chain function in global markets.	
		4.2 Analyze and evaluate the global logistics strategy for a large, consumer product organization	

	Curriculum and Instruction (MED)	Standard 4: Knowledge of Students Program completers will demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors.	Knowledge of Students Element 4.1 Completers demonstrate knowledge of major learning and developmental theories and how they explain student learning. Element 4.2 Completers exhibit ability to meet the diverse needs of students. Element 4.3 Completers provide evidence of an understanding of the cultural and linguistic contexts of learning.
		Standard 6 Knowledge of Assessment Program completers will demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning.	Standard 6 Knowledge of Assessment Element 6.1. Completers exhibit knowledge of assessment that enables appropriate analysis and evaluation for facilitating student learning and effective instruction. Element 6.2. Completers demonstrate understanding of principles of assessment design. Element 6.3. Completers demonstrate the ability to use diagnostic, formative, and summative assessments to differentiate instruction, and to provide timely and effective feedback to improve student learning.
	Early Childhood Education (BS)	1 Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging.	1.1 demonstrate their understanding of young children's characteristics and needs and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging.
		2 Candidates understand and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families.	2.1 demonstrate understanding of the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families.
		3 Candidates understand the goals, benefits, and uses of assessment and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals.	3.1 demonstrate understanding of goals, benefits, and uses of assessment and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals.
		4 Candidates understand that know, understand, and use a wide array of: developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.	4.1 demonstrates understanding of a wide array of: developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.
		5 Candidates know the essential concepts, inquiry tools, and structure of content areas; identify resources to deepen understanding; and design, implement, and evaluate meaningful, challenging curriculum that promotes learning	5.1 demonstrate understanding of the essential concepts, inquiry tools, and structure of content areas; identify resources to deepen understanding; and design, implement, and evaluate meaningful, challenging curriculum.
	Early Childhood	1 To understand the importance of observing, documenting, and assessing to support children and families.	1.1 demonstrate an understanding of responsible assessment through systematic observations, documentation, and other effective strategies, in partnership with families and other professionals, to positively influence the development and learning.
		2 To understand the value of building family and community relationships to support development and learning.	2.1 demonstrate an ability to establish partnerships with children's families and communities which are respectful, reciprocal, & empowering

Early Childhood Education (MED)	3 To promote positive development and learning through the development, implementation, and assessment of meaningful, challenging curriculum	3.1 design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental learning outcomes.
	4 To develop the knowledge, skills, and dispositions of an Accomplished Teacher in Early Childhood Education as defined by NAEYC.	4.1 justify the development of the knowledge, skills, and dispositions of an accomplished teacher as defined by NAEYC through the compilation of a Standards-Based Assessment Portfolio.
Educational Leadership (EDS - Tier II)	1. Improve capacity for professional learning as a change strategy for the discipline desired mental model movement.	PLOv Develop, implement and assess a professional development plan addressing a significant student achievement challenge, collaborative culture and a related professional mental model.
	2. Expand the types and uses of change strategies for the discipline desired mental model movement.	CSOv Research, plan and implement a variety of change strategies to maximize sustainable change in professional mental models.
	3. Improve the effectiveness of the discipline teamwork during collaborative team meetings.	EMOv Organize, manage and lead a collaborative team to consensus using effective meeting strategies.
	4. Using systems thinking, make connections between student learning outcomes and a vision of desired mental models of adults for sustained positive change.	ACMMOv Align student achievement problem and related targeted professional mental model using systems thinking.
	5. Apply systems thinking to improving the fit among disciplines and leadership change initiative components using a presentation of results, discussion of findings and reflective meeting on collaborative work.	PRMOv Model participant-centered presentation with active engagement for a collaborative culture.
	6. Apply Leadership Change Initiative components and disciplines vision and teamwork.	LCIOv1-4 Apply systems thinking to a specific student learning problem and related targeted professional mental model.
	7. Balance residency activity for range and depth of experiences.	RAOv Demonstrates growth in leadership performance capacity through personalized leadership development activities.
	8. Improve the application of discipline personal mastery in the change strategy professional learning.	RROv Demonstrates growth in leadership performance capacity through candidate's reflective thought.
	9. Improve ownership of learning through habits of mind addressing the discipline desired mental model for personalization.	HM1 -- HM16 Demonstrates growth in habits of mind during the program for both mentor and candidate assessments.
	1 Educational Leaders have the ability to develop, articulate, and steward an educational vision.	1 promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
	1. Examine compliance requirements and management processes Examine compliance and management in the school setting	OMOv Contribute to and participate in school management systems based on legal compliance.
	2 Educational leaders promote the success of all students by: promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, designing comprehensive professional growth plans.	2 provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff.

Educational Leadership (MED - Tier I)	2. Examine the teacher evaluation process Examine the process and implementation of the teacher evaluation system	TEOv Participate in the formative and summative teacher evaluation system including work with peer observation and coaching, feedback and appropriate professional learning.
	3 Educational Leaders have ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	3 promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
	3. Examine continuous improvement Examine and participate in the school's continuous improvement process	CIOv Describe the school's organization for the continuous improvement process for teaching and learning and participate in different stages of the process.
	4 Educational Leaders have ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	4 promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
	5 Educational leaders have knowledge and ability to promote the success of all students by acting with integrity, fairly, and ethically	5 promote the success of all students by acting with integrity, fairly, and in an ethical manner.
	6 Educational Leaders have ability to promote the success of all students by understanding, responding to, and influencing larger context political, social, economic, legal, and cultural context.	6 promote the success of all students by understanding, responding to, and influencing the larger context political, social, economic, legal, and cultural context.
	7 Educational Leaders synthesize knowledge, and develop the skills identified in Standards 1-6 through: substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel.	7 synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6.
Instructional Technology (MED)	TPACK 1 Visionary Leadership	TPACK 1 Demonstrate visionary leadership Candidates demonstrate the knowledge, skills, and dispositions to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the organization.
	TPACK 2 Teaching, Learning & Assessment	TPACK 2 demonstrate teaching, learning & assessment Candidates demonstrate the knowledge, skills, and dispositions to effectively integrate technology into their own teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment.
	TPACK 3 Digital Learning Environments	TPACK 3 demonstrate how to plan and utilize digital learning environments. Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments.
	TPACK 4 Digital Citizenship & Responsibility	TPACK 4 demonstrate knowledge of digital citizenship and responsibility Candidates demonstrate the knowledge, skills, and dispositions to model and promote digital citizenship and responsibility.

	TPACK 5 Professional Learning & Program Evaluation	TPACK 5 demonstrate professional learning and program evaluation Candidates demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning.
	TPACK 6 Candidate Professional Growth & Development	TPACK 6 demonstrate professional growth and development Candidates demonstrate the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences.
	AASL Standard 1 Teaching for Learning	AASL Substandard 1.1 demonstrate knowledge of learners and learning Library media candidates will be able to demonstrate knowledge of learners and learning as well as model and promote collaborative planning and instruction in multiple literacies and inquiry-based learning. They will demonstrate their ability to enable members of the learning community to become effective users and creators of ideas and information. They will design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain, and share knowledge.
		AASL Substandard 1.2 implement the principles of effective teaching and learning Library media candidates will implement the principles of effective teaching and learning that contribute to an active, inquiry-based learning approach. They will make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. Candidates will demonstrate their ability to document and communicate the impact of collaborative instruction on student achievement.
		AASL Substandard 1.3 demonstrate an understanding of their role as instructional partner Library media candidates will model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. They will acknowledge the importance of participating in curriculum development, engaging in school improvement processes, and offering professional development to other educators as it relates to library and information use.
		AASL Substandard 1.4 integrate twenty-first century skills and learning standards Library media candidates will advocate for twenty-first century literacy skills to support the learning needs of the school community. They will demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL Standards for the 21st-Century Learner as well as state curriculum standards. Candidates will employ strategies to integrate multiple literacies with content curriculum. They will integrate the use of emerging technologies as a means of effective and creative teaching which supports P-12 students' conceptual understanding, critical thinking, and creative processes.

Library Media Specialist (MED)	AASL Standard 2 Literacy and Reading	AASL Substandard 2.1 demonstrate their knowledge of children's, young adult, and professional literature Library media candidates will demonstrate that they are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages in order to support reading for information, pleasure, and lifelong learning.
		AASL Substandard 2.2 demonstrate strategies to promote and model reading Library media candidates will use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.
		AASL Substandard 2.3 demonstrate respect for diversity Library media candidates will demonstrate the ability to develop a collection of reading and information materials in both print and digital formats that support diverse development as well as cultural, social, and linguistic needs of P-12 students and their communities.
		AASL Substandard 2.4 demonstrate an understanding of literacy strategies for P-12 students Library media candidates will collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.
	AASL Standard 3 Information and Knowledge	AASL Substandard 3.1 demonstrate an understanding of efficient and ethical information-seeking behavior Library media candidates will identify and provide support for diverse student information needs. They will model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes. Candidates will collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.
		AASL Substandard 3.2 provide and support access to information Library media candidates will support flexible, open access for library services. They will demonstrate their ability to develop solutions for addressing physical, social, and intellectual barriers to equitable access to resources and services. Candidates will facilitate access to information in print, non-print, and digital formats. They will model and communicate the legal and ethical codes of the profession.
		AASL Substandard 3.3 demonstrate appropriate use of information technology Library media candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources. They will model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.
		AASL Substandard 3.4 demonstrate an understanding of research and knowledge creation Library media candidates will use evidence-based action research to collect data. They will interpret and use data to create and share new knowledge to improve practice in school libraries.

AASL Standard 4 Advocacy and Leadership	AASL Substandard 4.1 demonstrate the ability to network with the library community Library media candidates will demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information. They will participate and collaborate as members of a social and intellectual network of learners.
	AASL Substandard 4.2 demonstrate an understanding of and commitment to professional development Library media candidates will model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources. They will plan for ongoing professional growth.
	AASL Substandard 4.3 demonstrate an understanding of their leadership role in the educational community Library media candidates will be able to articulate the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives. Utilizing evidence-based practiced and information from education and library research, they will communicate ways in which the library program can enhance school improvement efforts.
	AASL Substandard 4.4 model advocacy for the school library program Library candidates will identify stakeholders within and outside the school community who impact the school library program. They will develop a plan to advocate for school library and information programs, resources, and services.
AASL Standard 5 Program Management and Administration	AASL Substandard 5.1 demonstrate their ability to develop and manage a quality school library collection Library media candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. They will organize school library collections according to current library cataloging and classification principles and standards.
	AASL Substandard 5.2 demonstrate their understanding of professional ethics Library media candidates will practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. They will educate the school community on the ethical use of information and ideas.
	AASL Substandard 5.3 manage personnel, funding, and facilities in the school library setting Library media candidates will apply best practices related to planning, budgeting, and evaluating human, information, and physical resources. They will organize library facilities to enhance the use of information resources and services and to enhance equitable access to all resources for all users. Candidates will develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

		AASL Substandard 5.4 demonstrate an understanding of strategic planning and assessment Library media candidates will communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. They will make effective use of data and information to assess how the library program addresses the needs of their diverse communities.
Middle Grades Education (BS)	1 The candidate will understand major concepts related to young adolescent development and provide opportunities to support student development and learning for all young adolescents.	1 demonstrate knowledge of young adolescent development when making curricular decisions, planning and implementing instruction, participating in programs, and providing healthy, effective learning environments for all young adolescents.
	2 The candidate will understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develop all young adolescents' competence in subject matter.	2 use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes for all young adolescents.
	3 The candidate will understand major concepts underlying the foundations of middle level programs and schools and work within these organizational components.	3 demonstrate understanding of the philosophical foundations of developmentally responsive middle level programs and schools and work successfully in effective organizational practices and structures.
	4 The candidate will understand, use, and reflect on major concepts, principles, theories, and research related to data-informed instruction and assessment and employ a variety of developmentally appropriate instructional strategies.	4 use a variety of instructional strategies, information literacy skills, & technologies to meet the learning needs of all young adolescents
	5 Candidate will understand their complex roles as teachers of young adolescents and engage in practices to develop competence as professionals.	5 work successfully with colleagues, families, community agencies, and community members and serve as an informed advocate for all young adolescents and for developmentally responsive schooling practices.
Middle Grades Education (MAT)	1 The candidate will understand major concepts related to young adolescent development and provide opportunities to support student development and learning for all young adolescents.	1 demonstrate knowledge of young adolescent development when making curricular decisions, planning and implementing instruction, participating in programs, and providing healthy, effective learning environments for all young adolescents.
	2 The candidate will understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develop all young adolescents' competence in subject matter.	2 use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes for all young adolescents.
	3 The candidate will understand major concepts underlying the foundations of middle level programs and schools and work within these organizational components.	3 demonstrate understanding of the philosophical foundations of developmentally responsive middle level programs and schools and work successfully in effective organizational practices and structures.
	4 The candidate will understand, use, and reflect on major concepts, principles, theories, and research related to data-informed instruction and assessment and employ a variety of developmentally appropriate instructional strategies.	4 use a variety of instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents.
	5 Candidate will understand their complex roles as teachers of young adolescents and engage in practices to develop competence as professionals.	5 work successfully with colleagues, families, community agencies, and community members and serve as an informed advocate for all young adolescents and for developmentally responsive schooling practices.

Middle Grades Education (MED)	1 The Middle Level masters candidate will understand and analyze major concepts related to young adolescent development and provide opportunities to support student development and learning for all young adolescents.	1 analyze research about and apply knowledge of young adolescent development when making curricular decisions, planning and implementing instruction, participating in programs and providing healthy, effective learning environments for all young adolescents.
	2 The Middle Level masters candidate will understand and analyze the central concepts, standards, research, and structures of content to plan and implement curriculum that develop all young adolescents' competence in subject matter.	2 analyze related research and use their knowledge and available resources to: design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes for all young adolescents.
	3 The Middle Level masters candidate will understand and analyze major concepts underlying the foundations of middle level programs and schools and work within these organizational components.	3 analyze relevant research and demonstrate understanding of the philosophical foundations of developmentally responsive middle level programs and schools and work successfully in effective organizational practices and structures.
	4 The Middle Level masters candidate will understand and analyze the major concepts, principles, theories, and research related to data-informed instruction and assessment and employ a variety of developmentally appropriate instructional strategies.	4 analyze related research and use a variety of instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents.
	5 The Middle Level teacher candidates will understand their complex roles as teachers of young adolescents analyze relevant research, and engage in practices to develop competence as professionals.	5 analyze research related to the middle level professional educator and serve successfully in that role advocating for all young adolescents and developmentally responsive school practices and working effectively with families and communities.
Reading, Language, and Literacy (MED)	1 Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.	1.1 Communicate major theories and empirical research that describe: the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components.
		1.2 Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers and inform educators and others about this historically shared knowledge base in reading and writing education.
	2 Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.	2.1 Use foundational knowledge and instructional approaches to design or implement an integrated, comprehensive, and balanced curriculum.
		2.2 Use appropriate and varied instructional approaches and support classroom teachers and education support personnel to implement instructional approaches to meet the needs of all students.
	3 Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.	3.1 Select, develop, administer, and interpret assessments and use assessment information to plan and evaluate instruction.
		3.2 Select, develop, administer, and interpret assessments, use assessment information to plan and evaluate instruction, and communicate assessment results and implications to a variety of audiences.
	4 Candidates create and engage their students in literacy practices that develop: awareness, understanding, respect,	4.1 Use a literacy curriculum and engage in instructional practices that recognize, understand, and value the forms of diversity that exist in our globalized communities and their importance in learning to read and write.

	and a valuing of differences in our society.	4.2 develop and implement strategies to advocate for equity of students with diverse backgrounds and special learning needs.
	5 Candidates create a literate environment that fosters reading and writing by integrating: foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.	5.1 Use evidence-based strategies and routines to support reading and writing instruction and optimize students' use of: traditional print, digital, and online resources in reading and writing instruction.
		5.2 Model for and support teachers and other professionals in designing environments that are low risk and include: choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
	6 Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.	6.1 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
		6.2 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.
Secondary Education (MAT)	1 The teacher candidate understands how learners grow and develop, recognizes patterns of learning & designs appropriate learning experience	1.1 design and implement developmentally appropriate learning experiences taking into account how learners grow and develop
		1.2 use understanding of individual differences and diverse cultures to ensure inclusive learning environments that enable each learner to meet high standards.
	2 The teacher candidate understands the central concepts, tools of inquiry of the discipline and teaches and created meaningful experiences	2.5 connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic, local and global issues
	3 The teacher candidate plans instruction that supports every student in meeting rigorous learning goals	3.6 use multiple methods of assessment to engage learners in their own growth, to monitor learner progress and to guide the learners' decision making
		3.7 plan instruction that supports every student in meeting rigorous learning goals by drawing upon content knowledge areas, curriculum and cross-disciplinary skills.
		3.8 use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
	1. Teacher candidates use their knowledge of disabilities and learner development to design meaningful learning experiences.	Outcome 1.1 Learner Development and Individual Learning Differences Teacher candidates will use their understanding of individual learning differences to respond to the needs of students with disabilities in authentic settings by having 80% of students score proficient or exemplary on their assessment of student teaching.
	2. Candidates will create inclusive, and culturally responsive learning environments.	Outcome 2.1 Learning Environments Teacher candidates will collect data on the success of behavioral interventions and develop and implement an evidence-based behavior intervention plan based on individual student needs and motivation with 80% or more teacher candidates will score "meets expectations" or "exceeds expectations" on the FBA/BIP rubric .

Special Education (BS)	3. Teacher candidates will use knowledge of general and specialized curricula to individualize learning.	Outcome 3.1 Curricular Content Knowledge Teacher candidates will use their understanding of curricular content to develop meaningful learning progressions for each student they teach by developing, implementing, and reflecting upon a two week teaching unit with 80% of the teacher candidates scoring overall "meets expectations" or "exceeds expectations" on the teacher work sample rubric.
	4. Teacher candidates will employ multiple methods of assessment and data-sources in making educational decisions.	Outcome 4.1 Assessment Teacher candidates will collect data on the effectiveness of instructional interventions and use the data to more effectively implement evidence-based practices based upon individual learning needs with at least 80% of the teacher candidates scoring overall "meets expectations" or exceeds expectations" on the Progress Monitoring program assessment rubric.
	5. Candidates will select, adapt, and employ a repertoire of evidence-based instructional strategies.	Outcome 5.1 Instructional Planning and Strategies Teacher candidates will analyze a focus learner's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences with 90% of candidates receiving an overall passing score on the edTPA on their first attempt.
	6. Teacher candidates will apply foundational knowledge of the field and the their professional Ethical Principles and Practice Standards.	Outcome 6.1 Foundational Learning and Ethical Practice Teacher candidates explain and cite examples of how foundational knowledge and current issues influence professional practice with 80% or more candidates scoring at the "meets expectations" or "exceeds expectations" on the Foundations Notebook program assessment rubric.
	7. Candidates will collaborate in culturally responsive ways to address the needs of individuals with exceptionalities.	Outcome 7.1 Collaboration Teacher candidates will use collaboration to promote the wellbeing of individuals with exceptionalities across a wide range of settings and collaborators with 80% or more students scoring "meets expectations" or "exceeds expectations" on the Family Professional Partnership Project.
Special Education (EDS)	CEC Advanced Standard 1: Assessment	1.1 Candidates will use valid and reliable assessment practices to minimize bias.
	CEC Advanced Standard 2: Curricular Content Knowledge	2.1 Candidates will use their knowledge of general and specialized curricula to improve programs, supports, and services
	CEC Advanced Standard 3: Programs, Services and Outcomes	3.1 Candidates will facilitate the continuous improvement of general and special education programs, supports, and services.
	CEC Advanced Standard 4: Research and Inquiry	4.1 Candidates will conduct, evaluate, and use inquiry to guide professional practice.
	CEC Advanced Standard 5: Leadership and Policy	5.1 candidates will advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
	CEC Advanced Standard 6: Professional and Ethical Practice	6.1 candidates will use professional ethical principles to inform practice, advance the profession, and perform leadership responsibilities.
	CEC Advanced Standard 7: Collaboration	7.1 Candidates will collaborate with stakeholders to improve programs, services, and outcomes.

Special Education (MAT)	1. Teacher candidates use their knowledge of disabilities and learner development to design meaningful learning experiences.	Outcome 1.1 Learner Development and Individual Learning Differences Teacher candidates will use their understanding of individual learning differences to respond to the needs of students with disabilities in authentic settings by having 80% of students score proficient or exemplary on their assessment of student teaching.
	2. Candidates will create inclusive, and culturally responsive learning environments.	Outcome 2.1 Learning Environments Teacher candidates will collect data on the success of behavioral interventions and develop and implement an evidence-based behavior intervention plan based on individual student needs and motivation with 80% or more teacher candidates will score "meets expectations" or "exceeds expectations" on the FBA/BIP rubric .
	3. Teacher candidates will use knowledge of general and specialized curricula to individualize learning.	Outcome 3.1 Curricular Content Knowledge Teacher candidates will use their understanding of curricular content to develop meaningful learning progressions for each student they teach by developing, implementing, and reflecting upon a two week teaching unit with 80% of the teacher candidates scoring overall "meets expectations" or "exceeds expectations" on the teacher work sample rubric.
	4. Teacher candidates will employ multiple methods of assessment and data-sources in making educational decisions.	Outcome 4.1 Assessment Teacher candidates will collect data on the effectiveness of instructional interventions and use the data to more effectively implement evidence-based practices based upon individual learning needs with at least 80% of the teacher candidates scoring overall "meets expectations" or exceeds expectations" on the Progress Monitoring program assessment rubric.
	5. Candidates will select, adapt, and employ a repertoire of evidence-based instructional strategies.	Outcome 5.1 Instructional Planning and Strategies Teacher candidates will analyze a focus learner's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences with 90% of candidates receiving an overall passing score on the edTPA on their first attempt.
	6. Teacher candidates will apply foundational knowledge of the field and the their professional Ethical Principles and Practice Standards.	Outcome 6.1 Foundational Learning and Ethical Practice Teacher candidates explain and cite examples of how foundational knowledge and current issues influence professional practice with 80% or more candidates scoring at the "meets expectations" or "exceeds expectations" on the Foundations Notebook program assessment rubric.
	7. Candidates will collaborate in culturally responsive ways to address the needs of individuals with exceptionalities.	Outcome 7.1 Collaboration Teacher candidates will use collaboration to promote the wellbeing of individuals with exceptionalities across a wide range of settings and collaborators with 80% or more students scoring "meets expectations" or "exceeds expectations" on the Family Professional Partnership Project.

Special Education (MED)	CEC Advanced Standard 1: Assessment	1.1 Candidates will use valid and reliable assessment practices to minimize bias.
	CEC Advanced Standard 2: Curricular Content Knowledge	2.1 Candidates will use their knowledge of general and specialized curricula to improve programs, supports, and services for all students.
	CEC Advanced Standard 3: Programs, Services and Outcomes	3.1 Candidates will facilitate the continuous improvement of general and special education programs, supports, and services.
	CEC Advanced Standard 4: Research and Inquiry	4.1 Candidates will conduct, evaluate, and use inquiry to guide professional practice.
	CEC Advanced Standard 5: Leadership and Policy	5.1 Candidates will provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies
	CEC Advanced Standard 6: Professional and Ethical Practice	6.1 Candidates will use professional ethical principles to inform practice, engage in lifelong learning and advance the profession.
	CEC Advanced Standard 7: Collaboration	7.1 Candidates will collaborate with stakeholders to improve programs, services, and outcomes for students and families.
Teacher Leadership (EDS)	Building Collaborative Cultures Teacher Leaders work to build and strengthen collaborative cultures with all stakeholders in school communities in order to foster school improvement.	Building Collaborative Cultures LO 2. Candidates who complete the program are teacher leaders who work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment. LO 7. Candidates who complete the program are teacher leaders who demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.

Program	Goal	Outcome
Art Therapy (MA)	1 Develop knowledge of Art Therapy approaches and demonstrate fundamental understanding of the clinical practice and delivery of Art Therapy	1.1 Students will be able to demonstrate Art Therapy approaches and fundamental skills applied to the clinical practice of Art Therapy with various populations and age groups.
	2 To develop and demonstrate the understanding of fundamental Art Therapy principles, theoretical perspectives, and practice	2.1 Students will be able to articulate and demonstrate the theoretical perspectives and basic principles of Art Therapy through research papers, creative piece assignments, as well as clinical practice during field experiences.
	3 Develop and complete a master's level thesis/final project that demonstrates scholarly research and study in the field of Art Therapy	3.1 Students will be able to produce a thesis that demonstrates the ability to research and report in a scholarly fashion an ethical study which protects participants, conveys cultural sensitivity, and contributes to the field of research in Art Therapy.
	4 Demonstrate ethical practice through competent and sensitive delivery of Art Therapy with an appreciation and respect of multicultural diversity	4.1 Demonstrate ethical practice of Art Therapy that recognizes sensitivity to diversity and competency in multicultural issues.
Athletic Training (BS)	1 Athletic training students will demonstrate appropriate skill in injury/illness prevention and wellness protection.	1.1 Interpret relevant fitness/testing procedures to minimize the risk of injury/illness
		1.2 Facilitate prevention strategies to minimize injury/illness risk
	2 Athletic training students will be skilled in clinical evaluation and diagnosis of injuries, illnesses, and pathologies.	2.1 Utilize evidence-based techniques to perform clinical evaluations based on relevant pathology
		2.2 Differentiate appropriate special/diagnostic tests to develop differential diagnoses of the injury, illness or condition
	3 Athletic training students will distinguish appropriate immediate and emergency care strategies.	3.1 Demonstrate appropriate immediate and emergency medical care within the scope of athletic training practice
	4 Athletic training students will design and implement therapeutic interventions.	4.1 Interpret patient's needs to appraise and administer the appropriate evidence-based therapeutic intervention (i.e., modalities, rehabilitation, medication)
	5 Athletic training students will support organizational and professional health.	5.1 Develop policies and procedures in the administration of athletic training and health care facilities
		5.2 Utilize effective communication strategies and appropriate medical terminology
Exercise Science (BS)	1 Exercise Science students will demonstrate skills in health status identification, fitness assessment, and exercise prescription appropriate with the standards set forth by ACSM and NSCA.	1.3262 Conduct safe and effective fitness tests and health risk appraisals.
		1.3262 Identify health risks through the use of medical histories, physical examinations, and appropriated laboratory tests.
	2 Exercise Science students will design and organize health and fitness programs for a wide range of: apparently healthy individuals (low risk), athletic populations, and/or various special populations (moderate to high risk).	2.4203 Develop safe and effective exercise programs for normal & special populations.
		2.4213 Utilize scientific principles involving periodization to develop daily sports training sessions and seasonal training programs.
	3 Exercise Science students will demonstrate a basic understanding of nutritional concepts utilized in healthy energy balance.	3.2200 Conduct a 3 day diet recall for a perspective client.
		3.2323 Conduct applied practical nutritional assessments for respective client scenarios.

	4 Exercise Science students will integrate their knowledge, skills, & abilities in a hands-on manner in a professional allied health setting	4.4206 Demonstrate the ability to integrate content-specific knowledge and applied skills within a professional allied health setting.
		4.4206 Effectively function as a productive team member in a professional allied health setting.
Health Promotion (MS)	1 Health Promotion students will demonstrate competence in conducting evaluation and research related to health education.	1.1 Identify the critical components of any research study including: the issues of validity, reliability, generalizability, variables identification, sampling procedures, etc.
		1.2 Demonstrate critical thinking skills when investigating controversial issues in Human Sexuality.
	2 Health Promotion students will demonstrate competence in planning health education strategies, interventions, and programs.	2.1 Explain the development, implementation, and evaluation of health promotion interventions as they relate to individuals, groups, communities, and organizations.
		2.2 Demonstrate an understanding of the process of planning, implementing, marketing, and evaluating health promotion programs.
	3 Health Promotion students will demonstrate competence in communicating and advocating for health and health education.	3.1 Create an effective marketing campaign for a current health issue.
	4 Health Promotion students will demonstrate competence in administering health education strategies, interventions, and programs.	4.1 Apply epidemiological principles in problem set assignments.
		4.2 Investigate essential administrative functions such as: personnel management, fiscal management, strategic management, marketing, risk management for specific health and human service settings
Human Performance (MS)	1 Human Performance students will demonstrate an understanding of the scientific method of problem solving and inquiry.	1.6803 Identify the critical components of any research study including: the issues of validity, reliability, generalizability, identification of variables, sampling procedures, etc.
		1.6863 Develop, implement, and analyze research with completion of a written thesis.
	2 Human Performance students will demonstrate an understanding of the physiological adaptations that occur during physical activity to assess, design, implement, and evaluate a physical conditioning program specific to each patient and or client.	2.6603 Discuss the function of the muscular, nervous, pulmonary and circulatory systems as they relate to exercise.
		2.6613 Develop safe and effective resistance training programs for normal and athletic populations.
		2.6633 Develop safe and effective speed and agility training programs for normal and athletic populations.
		2.6643 Demonstrate the ability to design and implement valid and effective periodization strategies for various populations.
	3 Human Performance students will demonstrate competence in locating, evaluating, and implementing empirically proven evidence-based techniques into clinical practice.	3.6823 Relate essential administrative functions such as: personnel management, fiscal management, strategic management, market planning, and risk management to their impact on professional clients, staff, and organizations.
		3.6833 Develop professional documents required for organizational approval for conducting scientific studies.

	4 Human Performance students will act in accordance of professional ethics and promote a commitment to lifelong learning.	4.6833 Develop professional documents required for organizational approval for conducting scientific studies.
Kinesiology (MAT)	1 Physical Education graduate students will be prepared to take the Georgia teacher licensure exam (GACE) for Physical Education and Health.	1 Successfully navigate the requirement of the GACE exams for Health & Physical Education.
	2 Physical Education graduate students will be competent in creating, designing, implementing and assessing developmentally appropriate practices for teaching Physical Education and Health.	2 Demonstrate the ability to plan developmentally appropriate instructional units designed to foster the development of a physically educated person.
	3 Physical Education graduate students will be able to determine and differentiate the utility of the diversity in teaching styles utilized by Physical Education and Health practitioners.	3 Research, plan and develop multiple assessments relevant to appropriate psychomotor, cognitive and affective objectives for K-12 Physical Education learners; while also including attention to differentiated assessment.
	4 Physical Education graduate students will be able to apply the National (NASPE) and Georgia (GPS) standards for Physical Education and Health Performance to design and implement healthy, physically active lessons that foster wellness practices preK-12.	4 Successfully navigate student teaching experiences through employing appropriate teaching strategies necessary to meet the needs of diverse learners.
	5 Physical Education graduate students will have the cognitive knowledge, teaching skills, and affective/social strategies to advance into successful, professional educators, contributing community members, and future professional leaders.	5 Develop appropriate managerial and behavioral plans for elementary and secondary learning populations.
		6 Demonstrate the ability to successfully employ self-reflection practices in order to enhance pedagogical content knowledge and practitioner skills.
		7 Plan and implement a developmentally appropriate Health Education unit for students in grades 9-12.
		8 Role model a healthy lifestyle through being both Fitness and Content competent.
Nursing (BSN)	1. Effective Communication	1. Graduates from the BSN program will demonstrate the program goal of communication.
	10. Professional Nursing Practice	10.Students will synthesize concepts from liberal arts & sciences, clinical reasoning, & nursing to form the basis for professional practice
	2. Evidence-Based Practice.	2. The student will incorporate best current evidence with clinical expertise and client preferences and values.
	3. Leadership	3. The student will apply principles of leadership, quality improvement, and client safety to monitor and improve outcomes of nursing care.
	4. Ethics	4. The student will demonstrate professional nursing values of altruism, autonomy, human dignity, integrity and social justice.
	5. Cultural/Spiritual Diversity	5. The student will provide culturally and spiritually sensitive care.
	6. Health Promotion and Disease Prevention	6. Students will apply principles of health promotion, disease, and injury prevention to maximize health outcomes.

		7. Advocacy	7. Students will recognize the need of advocacy in regulatory, legislative, and public policy that influences the health care system.
		8. Collaboration	8. Students will collaborate with the client and health care team in providing compassionate and coordinated care.
		9. Health Informatics	9. Students will demonstrate competent use of informatics to support clinical decision-making, mitigate errors, and improve outcomes.
Nursing (DNP)		1. Communication	1. The student will model exemplary communication through collaboration, partnerships, presentations, and scholarly writing.
		10. Professional Nursing Practice	10. Students will demonstrate advanced [specialist] levels of: clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.
		2. Evidence-Based Practice	2. The student will transform healthcare outcomes through evidence and scholarly inquiry.
		3. Leadership	3. The student will exhibit leadership to create effective healthcare delivery systems.
		4. Ethics	4. The student will exemplify ethics as a foundation for practice and risk management.
		5. Cultural/Spiritual Diversity	5. The student will use cultural expertise to develop HC models that influence universal health seeking/ Health Promotion behaviors.
		6. Health Promotion and Disease Prevention	6. Students will foster the integration of evidence based clinical prevention & health services for individuals, aggregates, & populations.
		7. Advocacy	7. Students will advocate for social justice & equity in healthcare through leading redesign of regulatory, legislative, and public policy.
		8. Collaboration	8. Students will facilitate multidisciplinary collaboration in the development and implementation of effective healthcare delivery systems.
		9. Health Informatics	9. Students will use informatics for the improvement and transformation of healthcare.
Nursing (MSN)		1. Effective Communication	1. The student will demonstrate effective communication through collaboration, partnerships, presentations and scholarly writing.
		10. Competent Professional Role	10. Graduates from the MSN program will demonstrate the competencies associated with the advanced practice role.
		2. Evidence-Based Practice	2. The student will improve healthcare outcomes using scholarly inquiry and analysis of evidence.
		3. Advanced Leadership	3. The student will demonstrate advanced leadership and management principles to mitigate risk and enhance healthcare delivery systems.
		4. Legal and Ethical Professional Standards	4. The student will model use of legal and ethical professional standards.
		5. Compassionate and Coordinated Care	5. The student will partner with the client in the provision of compassionate and coordinated care, based on respect for the client's pref.

	6. Health Promotion and Disease Prevention	6. The MSN student will use data to monitor and improve the quality and safety of health promotion & disease prevention outcomes.
	7. Advocacy	7. Graduates from the MSN program will advocate for social justice and equity in healthcare.
	8. Collaboration	8. Graduates from the MSN program will collaborate within nursing and inter-professional team members to foster open communication, mutual r
	9. Health Informatics	9. Graduates from the MSN program will demonstrate essential informatics competences to analyze data and evidence-based care practices.
Nursing (RN-BSN)	1 Graduates from the RN-BSN program will demonstrate the program goal of communication.	1 The student will use effective situational communication.
	10 Graduates from the RN-BSN program will demonstrate the program goal of professional nursing practice.	10 Students will synthesize concepts from liberal arts & sciences, clinical reasoning, & nursing to form the basis for professional practice
	2 Graduates from the RN-BSN program will demonstrate the program goal of evidence-based practice.	2 The student will incorporate best current evidence with clinical expertise and client preferences and values.
	3 Graduates from the RN-BSN program will demonstrate the program goal of leadership.	3 The student will apply principles of leadership, quality improvement, and client safety to monitor and improve outcomes of nursing care.
	4 Graduates from the RN-BSN program will demonstrate the program goal of ethics.	4 The student will demonstrate professional nursing values of altruism, autonomy, human dignity, integrity and social justice.
	5 Graduates from the RN-BSN program will demonstrate the program goal of cultural/spiritual diversity.	5 The student will provide culturally and spiritually sensitive care.
	6 Graduates from the RN-BSN program will demonstrate the program goal of health promotion and disease prevention.	6 Students will apply principles of health promotion, disease, and injury prevention to maximize health outcomes.
	7 Graduates from the RN-BSN program will demonstrate the program goal of advocacy.	7 Students will recognize the need of advocacy in regulatory, legislative, and public policy that influences the health care system.
	8 Graduates from the RN-BSN program will demonstrate the program goal of collaboration.	8 Students will collaborate with the client and health care team in providing compassionate and coordinated care.
	9 Graduates from the RN-BSN program will demonstrate the program goal of health informatics.	9 Students will demonstrate competent use of informatics to support clinical decision-making, mitigate errors, and improve outcomes.
Public Health	1 Community Health students will demonstrate competence in planning health education implement health education strategies, interventions, and programs.	1.1 Plan health education programs appropriate for the target audience and setting.
		1.2 Work collaboratively to create program goals and intervention strategies as part of a comprehensive, community based health promotion program to address a major contemporary health issue.
	2 Community Health students will demonstrate competence in assessing individual and community needs for health education.	2.1 The student will be able to conduct an assessment of a community to identify health and social problems and develop strategies to address them.
		2.2 Identify the major health concerns related to physical, mental, and social wellbeing of women.

Public Health (BS)	3 Community Health students will communicate and advocate for health and health education.	3.1 Demonstrate competence in effective oral and written health related communication.
		3.2 Demonstrate proper application of epidemiological concepts in a mock disease investigation
		3.3 Demonstrate ability to use appropriate teaching strategies
	4 Community Health students will conduct evaluation and research related to health education.	4.1 Demonstrate ability to locate, assess, and interpret research findings
		4.2 Correctly interpret sexuality related research from professional literature.
		4.3 Utilize SPSS to analyze and interpret data using appropriate statistical techniques