

Concordia St Paul

Date: 08/03/2016

## ISLO

### ***Academic Writing***

- Writes a focused thesis, which forecasts content and synthesizes main points; assertions are supported by a synthesis of evidence and original insights.
- Integrates purpose, content, style, word choice, references, and structures to meet audience expectations and anticipate audience's questions.
- Writes a clear and appropriate beginning, development, and conclusion using clear and appropriate paragraphing and transitions.
- Constructs sentences correctly with varied length and structure.
- Uses the conventions of edited standard written English.
- Uses multiple resources with appropriate citations; all non-original work is accurately cited.

### ***Aesthetic***

- Relate how artistic expressions reflect philosophical, religious, and social thought in human communities.
- Recognize major forms of artistic expression in their culture.

### ***Citation***

- Introduces outside sources effectively and cites them correctly using the style appropriate to the field.

### ***Civic Values***

- Civic Responsibility
- Participate in civic infrastructure.
- Recognize similarities and differences of institutions across cultures.

### ***Clear Writing***

- Organized, coherent writing appropriate to the audience and free from mechanical and grammar errors.

### ***Critical Thinking***

- Identifies Issue/Problem
- Articulates Multiple Perspectives/Solutions
- Identifies and Assesses Key Assumptions
- Identifies and Assesses Data and Evidence
- Considers the Influence of Context
- Synthesizes Conclusions, Implications and Consequences

### ***Global***

- Describe and interpret various aspects of other cultures relative to their own culture.
- Identify and evaluate a variety of underlying cultural values that influence the diversity of ethics among cultures/countries
- Pose critical questions about global issues and articulate arguments from a variety of global perspectives

### ***Information Literacy***

- Prepare for Research
- Generate Search Strategy and Access Resources
- Evaluate and Process Information
- Transfer and Apply Learning
- Incorporate Information Technology
- Practice Legal and Ethical Use of Information

### ***Interpersonal***

- Conflict Management -- Student demonstrates positive conflict management strategies and effective approaches to interpersonal problem-solving.
- Constructive Criticism -- Student accepts criticism with confidence and delivers criticism with compassion.
- Relationship Development -- Student identifies and demonstrates an understanding of the factors which contribute to interpersonal relationships; such as self-disclosure, perceptions, nonverbal cues, empathy, trust, and language.
- Listening -- Student demonstrates active listening strategies & processes and applies these to various contexts.

### ***Oral Comm Presentation***

- Develops the content into a well-organized oral presentation.
- Delivery uses appropriate language and nonverbals to enhance the fluency of the presentation.
- Verbal and written citations are effectively incorporated into the presentation.
- Effectively tailors the presentation to the audience and responds appropriately to audience feedback.

### ***Physical***

- Students demonstrate an understanding of and consistently implement health-conscious behaviors.

### ***Quantitative Reasoning***

- Translates verbal or written assertions into quantitative data
- Reads and analyzes quantitative data
- Interprets quantitative data
- Supports conclusions using quantitative data

### ***Spiritual***

- Identify and analyze narratives, theological themes, and literary types of the biblical texts
- Relate the Bible to Christian teachings and practice, particularly as these have been conveyed in the Lutheran tradition
- Practice a Lutheran hermeneutic centered in an understanding of the main principles and defining characteristics of the Reformation
- State the central place of the Gospel in the teaching, life, and witness of the Christian church
- Respect those with differing religious traditions and experiences while being faithful to personal beliefs and practices

## **College of Business**

### ***Business Ethics***

- Demonstrate Personal Integrity
- Demonstrate Academic Integrity
- Apply Ethical Standards to Decision Making

### ***Practical Application***

- Apply theoretical concepts to real-life situations

## **Graduate Outcomes**

- Analysis & Application: Formulate creative responses to complex issues through critical analysis.
- Ethics & Professional Behavior: Model ethical and professional behaviors to guide inquiry and practice in a global and diverse society.
- Research & Synthesis: Synthesize theoretical and research concepts from multiple perspectives to inform inquiry and practice.

## **Student Development Outcomes**

### ***Appreciation of Differences***

- Work effectively with others, despite differences, to address issues collaboratively and equitably
- Recognize advantages of moving outside existing "comfort zone"

### ***Civic Engagement & Social Responsibility***

- Develop a civic identity and commitment to continued action
- Develop a sense of responsibility and contribute to the development of a positive community

### ***Leadership Exploration & Development***

- Formulate an ethical framework
- Foster a constructive team climate

***Responsibility & Accountability***

- Identify and discuss life-long learning opportunities
- Take initiative

***Social & Emotional Growth***

- Develop increased self-awareness and self-confidence
- Establish and maintain healthy relationships

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| <b>Graduate Teacher Education</b>             |
| <b>Program Outcome</b><br>No Program Outcomes |

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| <b>Kinesiology and Health Science</b>   |
| <p><b>PSLO</b></p> <p><b><i>Kinesiology and Health Science Outcomes</i></b></p> <ul style="list-style-type: none"> <li>• Evaluate and use educational research for professional decision-making leading to enhanced quality of patient care.</li> <li>• Students will synthesize, summarize, and compare/contrast information from multiple sources in formation of a new idea, while simultaneously demonstrating an understanding of intellectual property.</li> <li>• Students will gain the necessary skills to conduct safe exercise testing and create exercise prescriptions for members of diverse populations focused on health, disease prevention, and chronic disease management.</li> <li>• Students will demonstrate professional attributes including prompt and regular attendance, class participation and engagement, and appropriate use of media.</li> <li>• Students will demonstrate advanced knowledge of exercise principles, strength and conditioning concepts, and nutritional influences on the body's physiological adaptation to exercise.</li> <li>• Students are able to evaluate movement patterns throughout the lifespan, and can further understand biomechanical implications of sport and fitness skill performance.</li> <li>• Students will synthesize, summarize, and compare/contrast information from multiple sources in formation of a new idea, while simultaneously demonstrating an understanding of intellectual property.</li> <li>• Students will demonstrate professional attributes including prompt and regular attendance, class participation and engagement, and appropriate use of media.</li> <li>• Students will synthesize, summarize, and compare/contrast information from multiple sources in formation of a new idea, while simultaneously demonstrating an understanding of intellectual property.</li> <li>• Students will demonstrate professional attributes including prompt and regular attendance, class participation and engagement, and appropriate use of media.</li> <li>• Students are able to evaluate movement patterns throughout the lifespan, and can further understand biomechanical implications of sport and fitness skill performance.</li> <li>• Students will synthesize, summarize, and compare/contrast information from multiple sources in formation of a new idea, while simultaneously demonstrating an understanding of intellectual property.</li> <li>• Students will gain the necessary skills to conduct safe exercise testing and create exercise prescriptions for members of diverse populations focused on health, disease prevention, and chronic disease management.</li> <li>• Students will demonstrate advanced knowledge of exercise principles, strength and conditioning concepts, and nutritional influences on the body's physiological adaptation to exercise.</li> <li>• Students are able to evaluate movement patterns throughout the lifespan, and can further understand biomechanical implications of sport and fitness skill performance.</li> </ul> <p><b>Community Health Science BA</b></p> <ul style="list-style-type: none"> <li>• Students can effectively relate to and communicate with diverse populations within the health care field.</li> <li>• Students will be able to analyze the social, cultural, environmental, and political influencers on the health of individuals and populations.</li> <li>• Apply classroom learning to current public health issues and develop strategies to improve the health status for individuals and populations.</li> </ul> <p><b>Exercise Core</b></p> |

- Students will demonstrate professional attributes including prompt and regular attendance, class participation and engagement, and appropriate use of media.
- Students will synthesize, summarize, and compare/contrast information from multiple sources in formation of a new idea, while simultaneously demonstrating an understanding of intellectual property.
- Students will demonstrate advanced knowledge of exercise principles, strength and conditioning concepts, and nutritional influences on the body's physiological adaptation to exercise.
- Students will gain the necessary skills to conduct safe exercise testing and create exercise prescriptions for members of diverse populations focused on health, disease prevention, and chronic disease management.
- Students are able to evaluate movement patterns throughout the lifespan, and can further understand biomechanical implications of sport and fitness skill performance.

### **Exercise Science BS**

- Students will develop the ability to synthesize scientific-based learning, including research behind current theory and the anatomical and physiological elements of human movement within the exercise science field.

### **ExerSci-Athl Trainer emph BA**

- Students analyze the prevention and rehabilitation of injuries for individuals within diverse populations.

### **Healthcare Administration (BA)**

- Effectively synthesize main ideas to formulate a new idea while appropriately referencing sources.
- Effectively relate to and communicate with diverse populations.
- Ability to make sound ethical decisions surrounding the complexities of the health care field and related responsibilities.
- Develop a framework for critical thinking and decision-making as it relates to the health care field.
- Develop effective communication skills in leadership and organizational situations.
- Evaluate current and future health care trends and apply knowledge in a changing health care environment.

### **MA Sport Management**

#### ***Sport Management MA***

- Demonstrate leadership and managerial competencies necessary for effective sport management practice.
- Demonstrate the ability to apply, analyze, and evaluate essential sport management principles associated with sport marketing, finance, and/or facility and event management.
- Evaluate current sport management trends and analyze their relevance and implications on sport management professionals.

### **MS Exercise Science**

#### ***Exercise Science MS***

- Students will demonstrate advanced knowledge of the physiological, psychological, and biological effects of life-long habitual physical activity (including acute and chronic exercise). Specifically students will address, how various modes of exercise and physical activity stimuli affect cellular/systematic function, quality of life, disease prevention and management, aging, and the limits of human performance.
- Students will gain the necessary skills to conduct safe clinical exercise testing and use the information (as well as a medical history and needs analysis) to create exercise prescriptions for members of diverse populations focused on health, disease prevention, and chronic disease management.
- Students will gain the necessary tools to evaluate basic and complex movement patterns throughout the lifespan, and can further understand biomechanical and neuromuscular implications of the aging process as well as sport and fitness skill performance.

### **MS Orthotics & Prosthetics**

#### ***Orthotics-Prosthetics MS***

- Evaluate and measure patients, select appropriate components, and utilize knowledge and skills in anatomy, pathology, biomechanics, kinesiology, pathomechanics, material science and social sciences to provide comprehensive orthotic and prosthetic care.
- Analyze patient information to formulate a prescription, design, fabricate, and fit orthoses and prostheses for members of diverse populations.
- Demonstrate the ability to apply, analyze, and evaluate clinical information to enhance evidence-based practice within clinical patient management, and further use research-based evidence as justification of orthotic and prosthetic treatment interventions.
- Communicate clearly and effectively with individuals, families, groups and colleagues of diverse sociocultural backgrounds.
- Demonstrate proficiency in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains as necessary to provide effective patient care.
- Apply decision making skills to moral and ethical issues and dilemmas within the field, and further demonstrate critical thinking skills necessary for resolving ethical dilemmas in the field.

- Analyze the necessity of effective interdisciplinary practice to advance the orthotic and prosthetic fields, and further utilize critical thinking to formulate creative responses to complex issues within the field.

**Orthotics & Prosthetics (BS)**

- Ability to effectively analyze, design, and construct appropriate orthotics/prosthetics.
- Evaluate and use educational research for professional decision-making leading to enhanced quality of patient care in orthotics and prosthetics.
- Students effectively evaluate movement patterns throughout the lifespan, and can understand biomechanical implications of sport and fitness skill performance.
- Develop a framework for critical thinking and decision-making as it relates to the orthotic and prosthetic fields.

**Sport Management (BA)**

- Students effectively demonstrate an ability to present a topic with main and supporting points supported by credible evidence, while captivating the audience through eye contact and a fluent presentation that exhibits a high level of preparedness.
- Students will understand and evaluate the foundational concepts associated with the sport management field, including facility management, ticket sales, marketing, fundraising, and legal elements of sport.
- Students will analyze business principles as it relates to effective decision-making within the sport management field.

**Sport Psychology (BA)**

- Students will understand and apply psychosocial theories and concepts to diverse sport and exercise populations.

**Nursing**

**Nursing (BS)**

- **Effective Communicator:** Demonstrates effective culturally congruent professional communication and collaboration with patients (support system, families, communities, and population) and interdisciplinary team members to build relationships and promote safe and reliable, relationship-centered care.
- **Accountable Decision-Maker:** Ensures decisions made in practice support global consciousness, social responsibility, ethical awareness, and safeguard the quality and safety of care while maintaining congruency with legal, ethical, professional, and regulatory standards.
- **Advocating Activist:** Analyzes contemporary professional nursing issues that impact healthcare delivery and/or patient outcomes, and advocates for social justice, quality and safe care through cognizance of health policy, finance, and regulatory standards.
- **Resourceful Leader:** Engages others by applying leadership and quality improvement principles to promote delivery of safe and quality care.
- **Effective Informatist:** Utilizes information technology to influence decisions that support efficiency, encourage effective communication, enhance the quality of safety of patient care, and are cost-effective.
- **Prevention Practitioner:** Applies knowledge of protective and predictive health concepts to assess community/population health needs, and address the broad determinants of health by providing culturally congruent levels of prevention to support health promotion and disease/injury prevention to individuals, families, groups, communities and populations across the lifespan.
- **Continuous Learner:** Demonstrates responsibility for continued personal and professional development and advancement of the profession through reflection, self-care, and life-long learning
- **Inquisitive Synthesizer:** Integrates evidence, clinical reasoning, and concepts from various disciplines while synthesizing with health care preferences in the planning, implementing, and evaluation of outcomes.

**Physical Therapy**

**Physical Therapy Doctorate**

***Clinical Reasoning***

- Consistently apply current knowledge, theory, and professional judgment while considering the patient/client perspective in patient/client management. CC5.20

***Communication***

- Expressively and receptively communicate in a culturally competent manner with patients/clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers, and policymakers. CC5.17

***Cultural Competence***

- Identify, respect, and act with consideration for patients'/clients' differences, values, preferences, and expressed needs in all professional activities. CC5.18

***Examination, Evaluation and Diagnosis (7D)***

- Determine dx that guides patient management (7D22)
- Evaluate data from examination to make clinical judgments (7D20)

- Obtain history & information from the patient & other needed sources (7D17)
- Perform a systems review (7D18)
- Tests & Measures (7D19)
- Use ICF (7D21)

### ***Intervention (7D)***

- Competently perform PT interventions to achieve pt goals & outcomes. (7D27)

### ***Management of Care Delivery (7D)***

- Manage the delivery of the plan of care that is consistent with professional obligations and administrative policies and procedures of the practice environment. (7D28)
- Delineate and communicate, and supervise those areas of the plan of care that will be delegated to the PTA. (7D29)
- Monitor and adjust the plan of care in response to patient/client status. (7D30)
- Assess patient outcomes including the use of appropriate standardized tests and measures that address impairments, functional status and participation. (7D31)
- Complete documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies. (7D32)
- Respond effectively to patient/client and environmental emergencies in one's practice setting. (7D33)
- Provide physical therapy services that address primary, secondary and tertiary prevention, health promotion, and wellness to individuals, groups, and communities. (7D34)
- Provide care through direct access. (7D35)
- Participate in the case management process. (7D36)

### ***Participation in Health Care Environment (7D)***

- Assess health care policies and their potential impact on the healthcare environment and practice. (7D41)
- Assess safety risks of patients and the healthcare provider and design and implement strategies to improve safety in the healthcare setting as an individual and as a member of the interprofessional healthcare team. (7D37)
- Participate in activities for ongoing assessment and improvement of quality services. (7D38)
- Participate in the provision of patient-centered interprofessional collaborative care. (7D39)
- Utilize health informatics in the health care environment. (7D40)

### ***Patient Evaluation***

- Evaluate data from the examination (history, systems review, and tests and measures) to make clinical judgments regarding patients/clients. CC5.31

### ***Patient Examination***

- Examine patients/clients by obtaining a history from them and from other sources. CC5.28
- Examine patients/clients by performing systems reviews. CC5.29
- Examine patients/clients by selecting and administering culturally appropriate and age-related tests and measures. CC5.30

### ***Patient Intervention***

- Complete documentation that follows professional guidelines, guidelines required by health care systems, and guidelines required by the practice setting. CC5.42
- Provide effective culturally competent instruction to patients/clients and others to achieve goals and outcomes. CC5.41
- Provide physical therapy interventions to achieve patient/client goals and outcomes. CC5.39

### ***Patient/Client Management Screening (7D)***

- Determine need for referral (7D16)

### ***Practice Management (7D)***

- Participate in practice management, including marketing, public relations, regulatory and legal requirements, risk management, staffing and continuous quality improvement. (7D43)
- Participate in the financial management of the practice setting, including billing and payment for services rendered. (7D42)

### ***Professional Duty***

- Demonstrate professional behavior in all interactions with patients/clients, family members, caregivers, other health care providers, students, other consumers, and payers. CC5.11

- Effectively deal with positive and negative outcomes resulting from assessment activities. CC5.14
- Participate in professional organizations. CC5.16
- Participate in self-assessment to improve the effectiveness of care. CC5.12

***Professional Ethics, Values and Responsibilities (7D)***

- Adhere to legal practice standards (7D1)
- Report abuse (7D2)
- Report fraud (7D3)
- Practice consistent with Code of Ethics (7D4)
- Practice consistent with APTA Core Values (7D5)
- Implement action plan, in response ethical situation, that demonstrates sound moral reasoning congruent with core ethics/values (7D6)
- Communicate effectively with all stakeholders (7D7)
- Respect for patient differences, values, preferences, & expressed needs (7D8)
- Access and critically analyze scientific literature. (7D9)
- Apply knowledge, theory & professional judgment while considering patient & resources (7D10)
- Identify, evaluate & integrate best evidence (7D11)
- Effectively educate others, including participation in clinical education of students (7D12)
- Participate in professional/community organizations and opportunities for volunteerism, advocacy, and leadership (7D13)
- Advocate for profession & healthcare needs of society through legislative & political processes (7D14)
- Identify career development & lifelong learning opportunities, including the role of the physical therapist in the clinical education of physical therapist students (7D15)

***Prognosis and Plan of Care (7D)***

- Create a discontinuation of episode of care plan that optimizes success for the patient in moving along the continuum of care. (7D26)
- Determine components of POC that may, and may not, be directed to the PTA based on (1) needs of the pt, (2) the education, training and competence of PTA's ability, (3) jurisdictional law, (4) practice guidelines, policies, & (5) facility policies. (7D25)
- Determine patient/client goals & expected outcomes & specify expected time to achieve (7D23)
- Establish safe & effective plan of care in collaboration with appropriate stakeholders (7D24)

***Social Responsibility & Advocacy***

- Advocate for the health and wellness needs of society. CC5.64
- Participate and show leadership in community organizations and volunteer service. CC5.65

**Science**

**Applied Science (BS)**

- Acquire and apply skills related to scientific research
- Understand fundamental concepts/ core content
- Demonstrate the ability to reason scientifically
- Communicate scientifically (written)

**Biology**

***Biology Major Outcomes***

- Understand fundamental concepts in biology (Core Content).
- Demonstrate the ability to reason scientifically in biology.
- Acquire and apply skills related to scientific research in biology.
- Demonstrate advanced problem-solving skills using high-order critical thinking in biology.
- Communicate scientifically in biology - Written

- Communicate scientifically in biology - Oral
- Utilize technology to enhance comprehension of the problem situation and results in biology.

## Chemistry

### ***Chemistry Major Outcomes***

- Understand fundamental concepts in chemistry (Core Content).
- Demonstrate the ability to reason scientifically in chemistry.
- Acquire and apply skills related to scientific research in chemistry.
- Demonstrate advanced problem-solving skills using high-order critical thinking in chemistry.
- Communicate scientifically in chemistry - Written
- Communicate scientifically in chemistry - Oral
- Utilize technology to enhance comprehension of the problem situation and results in chemistry.

## Social and Behavioral Sciences

### PSLO

#### ***Social and Behavioral Sciences Outcomes***

- Apply scientific reasoning and critical thinking to understand individuals, groups and communities.
- Communicate the content of the discipline effectively.
- Link theoretical perspectives to applied settings.
- Understand the core content of the discipline.

### Criminal Justice BA

#### ***Criminal Justice Cohort***

- Complete a personal or professional development plan.
- Understand the American criminal justice system in our society

#### ***Criminal Justice Traditional***

- Communicate the content of the discipline effectively.
- Link theoretical perspectives to applied settings.
- Understand the core content of the discipline.

### Family Science BA

#### ***Family Science BA***

- Understand families from a demographic and cultural perspective, and their relationship to other institutions. (FAS440)
- Understand how parents teach, guide, and influence children and adolescents. (FAS443)
- Understand the character and quality of human social conduct and to develop the ability to critically examine ethical questions and issues. (FAS444)
- Understand the development and maintenance of the broad spectrum of interpersonal relationships. To understand the decisions individuals and families make about developing and allocating resources to meet their goals. (FAS451; FAS453)
- Understand the development changes (physiological, psychological, and social aspects) of individuals in families throughout the life span. (FAS447; FAS220; FAS448)
- Understand the dynamic nature and interactions of family systems, as they relate to individuals, groups, organizations, communities, and societies. (FAS401)
- Understand the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs, through the lens of reflective practice. (FAS446)
- Understand the legal definition of the family and laws that affects the status of the family, and to advocate for the well-being of the family. (FAS444)

### Family Science MA

#### ***MA in Family Science***

- To understand families from a demographic and cultural perspective, and their relationship to other institutions.

- To understand how parents teach, guide, and influence children and adolescents.
- To understand the character and quality of human social conduct and to develop the ability to critically examine ethical questions and issues.
- To understand the decisions individuals and families make about developing and allocating resources to meet their goals.
- To understand the development and maintenance of the broad spectrum of interpersonal relationships.
- To understand the development changes (physiological, psychological, and social aspects) of individuals in families throughout the life span.
- To understand the dynamic nature and interactions of family systems, as they relate to individuals, groups, organizations, communities, and societies.
- To understand the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs, through the lens of reflective practice.
- To understand the legal definition of the family and laws that affects the status of the family, and to advocate for the well-being of the family.

**Orthotics & Prosthetics (BS)**

- Ability to make sound ethical decisions surrounding the complexities of the health care field and related responsibilities.

**Psychology BA**

- Apply scientific reasoning and critical thinking to understand individuals, groups and communities.
- Communicate the content of the discipline effectively.
- Link theoretical perspectives to applied settings.
- Understand the core content of the discipline.

**Psychology BS**

- Apply scientific reasoning and critical thinking to understand individuals, groups and communities.
- Communicate the content of the discipline effectively.
- Link theoretical perspectives to applied settings.
- Understand the core content of the discipline.

**Sociology BA**

- Apply scientific reasoning and critical thinking to understand individuals, groups and communities.
- Communicate the content of the discipline effectively.
- Link theoretical perspectives to applied settings.
- Understand the core content of the discipline.

**Teacher Education**

**Birth to Grade 3**

- InTASC Standard 10: Leadership & Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and the community members to ensure learner growth, and to advance the profession.
- InTASC Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- InTASC Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- InTASC Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- InTASC Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- nTASC Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- nTASC Standard 8: Instructional Strategies: The teacher understands and uses 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.

- InTASC Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher and learner decision-making.
- InTASC Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- InTASC Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Child Development (BA)**

- Demonstrates thoughtful content and correct format in all academic writing.
- Uses content knowledge and developmentally appropriate strategies to build meaningful curriculum.
- Understands how to use assessment to support instruction and decisions about curriculum.
- Understands the teacher's role in creating supportive family relationships.
- Understands young children's characteristics and needs and how they influence development and learning.