

Centenary University

Technical Competencies

Within this document are the technical competencies for each of Centenary University's programs.

*Centenary University and the Disability Services Office are committed to providing access to students with disabilities and ensuring compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Therefore, reasonable accommodations are available to students with disabilities. All requests for accommodations must be made through the Disability Services Office (dso@centenaryuniversity.edu). It is important to note that per ADA guidelines accommodations cannot fundamentally alter the curriculum of a program. Additional information may be accessed online at: <https://www.centenaryuniversity.edu/academics/disability-services/>.

Table of Contents

Animal Health	6
Observation.....	6
Communication.....	6
Students must be able to:.....	6
Sensory and Motor Function	7
Intellectual	7
Behavioral/Social	7
Biology (including concentrations):	8
Observation.....	8
Communication.....	8
Students must be able to:.....	8
Sensory and Motor Function	9
Students must be able to:.....	9
Intellectual	9
Students must be able to:.....	9
Behavioral and Social Attributes.....	9
Business/Accounting:.....	10
Criminal Justice	10
Observation.....	10
Communication.....	10
Students must be able to:.....	10
Sensory.....	10
Behavioral	10
Education Department:.....	11
Environmental Science:.....	11
Observation.....	11
Communication.....	11
Students must be able to:.....	11
Sensory and Motor Function	12
Students must be able to:.....	12
Intellectual	12
Students must be able to:.....	12

Behavioral and Social Attributes.....	12
Students must be able to:.....	12
Equine Science:	13
Observation.....	13
Communication.....	13
Intellectual	13
Behavioral/Social	13
Equine Studies Department:.....	14
Observation.....	14
Communication.....	14
Motor	14
Intellectual	15
Behavioral/Social	15
Additional Technical Requirements.....	15
Exercise Science	15
Observation.....	15
Communication.....	15
Students must be able to:.....	16
Sensory and Motor Function	16
Students must be able to:.....	16
Intellectual	16
Students must be able to:.....	16
Behavioral and Social Attributes.....	17
Students must be able to:.....	17
Forensic Science:.....	17
Observation.....	17
Communication.....	17
Students must be able to:.....	18
Sensory and Motor Function	18
Students must be able to:.....	18
Intellectual	18
Students must be able to:.....	18
Behavioral and Social Attributes.....	18

Students must be able to:	19
Health Science.....	19
Observation.....	19
Communication.....	19
Students must be able to:	19
Sensory and Motor Function	20
Students must be able to:	20
Intellectual	20
Students must be able to:	20
Behavioral and Social Attributes.....	20
Students must be able to:	21
Humanities Department:	21
Medical Laboratory Science	21
Observation.....	21
Students must be able to:	21
Communication.....	22
Sensory and Motor Function	22
Students must be able to:	22
Intellectual	22
Students must have the ability to:	23
Behavioral and Social Attributes.....	23
Students must be able to:	24
Professional Writing:.....	24
Psychology	24
Observation.....	24
Communication.....	25
Students must be able to:	25
Technical Knowledge	25
Intellectual	25
Behavioral and Social Attributes.....	26
Public Health:	26
Observation.....	26
Communication.....	26

Students must be able to:	27
Sensory and Motor Function	27
Students must be able to:	27
Intellectual	27
Students must have the intellectual ability to:	27
Behavioral and Social Attributes.....	28
Students must be able to:	28
Social Work	28
Technical Standards	28
Field Placement Eligibility	29
Sociology	29
Observation.....	29
Communication.....	29
Sensory.....	29
Students must be able to:	29
Behavioral	30
Theatre Arts: Technical Theatre.....	30
General Theatre Information:.....	30
Scenic:	30
Lighting:.....	32
Sound:	33
Appendix 1:	35
Educator Disposition Assessment	35

*Students with documented disabilities who may require accommodations to meet these Technical Standards should contact the Disability Services Office for assistance.

Animal Health

Centenary University Animal Health major has an ethical responsibility for the safety of animals, faculty, and staff with whom students interact and interrelate. All students are expected to carry out the tasks that are required in both foundational and advanced science courses, laboratories, clinical experiences either without accommodation(s) or with those accommodation(s) that are reasonable in the range of settings and circumstances in which the educational program is based. Safety and well-being are therefore essential factors in establishing requirements involving the physical, cognitive, and emotional abilities of candidates for admission, promotion, and graduation. The technical skills required in this program at an undergraduate level mirror those required by veterinary colleges, graduate programs, and industry standards. A candidate for the Animal Health degree must demonstrate abilities and skills in five areas: observation, communication, motor, intellectual, and behavioral/social.

These skills encompass academic and non-academic technical standards essential to Centenary University Animal Health Program.

If accommodations are needed to meet the technical standards, the university will determine if the accommodations are reasonable, including safety and the educational process, including all coursework, clinical experiences and internships deemed essential to graduation.

Observation

- Able to observe and make assessments from required demonstrations, labs, and experiments, including but not limited to animal/patient demonstrations, and radiographic and other graphic and diagnostic images.
- Perceive and interpret signs of fear, aggression, and other potentially dangerous behaviors exhibited by horses and other species.
- Able to utilize equipment properly for observation (*i.e.*, microscopy), participate in, and conduct experiments within the laboratory, instructional setting, and/or healthcare facility as required by the Animal Health Program.

Communication

- Able to communicate effectively, efficiently, and in a timely manner with all members of the university and community, either independently or through the use of an intermediary. If a student uses an intermediary, the intermediary is permitted to function only as an information conduit and may not serve in an integrative or evaluative role.
- Able to communicate clearly, effectively, and efficiently with the handlers of the animals being treated, either independently or through the use of an intermediary. If a student uses an intermediary, the intermediary is permitted to function only as an information conduit and may not serve in an integrative or evaluative role.

Students must be able to:

- communicate via person to person and electronic communications.
- communicate theoretical, experimental or clinical findings as required by the program with faculty, peers, patients/clients, or other professionals.
- present information to the class using visual media aids. During presentations, students must be able to respond to questions in a manner that reflects the norms of professional discourse.

Sensory and Motor Function

- Able to stand, bend, and stoop
- Able to lift a minimum of 25 pounds
- Able to interact with animals which includes restraining an animal safely and properly
- Able to move quickly if needed to prevent personal injury caused by animals
- Able to manipulate instruments, supplies and equipment efficiently to complete necessary tasks required for the care of the animal.
- Able to engage in procedures involving grasping, pushing, pulling, and holding
- Able to execute movements to complete classroom activities or provide instruction for a proxy to complete the task. These tasks may include, but are not limited to standard use of the equipment, instruments, apparatus, or tools required by the appropriate area of study, practice, internship, or research.
- Able to manipulate small, sensitive materials in a controlled manner in a laboratory setting.

Intellectual

- Students must have the intellectual ability to exercise sound judgment and to complete all task and responsibilities in a timely and professional manner
- Able to obtain, retrieve, analyze, and integrate information efficiently and accurately
- Possess the ability to measure, calculate, reason, analyze, hypothesize, and synthesize ideas into final deliverables
- Able to perceive three-dimensional relationships and understand spatial relationships
- Able to absorb and process information from faculty, peers, patients/clients, supervisors, and/or from the scientific literature, as components of problem solving and critical thinking
- Able to acquire information from experiences and demonstrations conveyed through coursework, lecture, group seminar, small group activities, field trips, laboratories, clinical experiences, internships, and other. These may include, but are not limited to laboratory dissection and demonstrations, microbial cultures, microscopic images of microorganisms and tissues in normal and pathologic states
- Able to collect and understand information from a variety of sources such as, computer information systems (including email, databases, literature searches and data retrieval), written documents (including graphs/figures, tables, journal articles), films, slides, videos, and other electronic media.
- Able to work in a manner that is safe for themselves and others, and respond appropriately to emergencies and urgent situations.
- Able to follow universal precautions against contamination and cross-contamination with infectious agents, toxins, chemicals, and/or other physical or biological hazards.

Behavioral/Social

- Students must demonstrate maturity, respect, and tolerance required for collaborative teamwork and other professional and socio-cultural interactions
- Demonstrate a high commitment to professional behavior such as competence in the major, compassion, integrity, lifelong learning, interpersonal skills, and promotion of the public good

- Demonstrate calm and effective responses, especially in emergency situations
- Able to fully utilize intellectual abilities, exercise good judgment and promptly complete all responsibilities of the Animal Health major
- Able to both elicit and convey information to faculty, staff, and peers in a timely and effective manner, using both oral and written formats
- Develop mature, sensitive, non-judgmental, non-prejudiced and effective relationships with faculty, supervisors, peers, patients/clients, and other professionals in the academic community.
- Able to take corrective action based on instructor and peer feedback and guidance
- Maintain and exhibit professional behavior at all times. That includes honesty, integrity, responsibility, accountability, compassion and respect for others.
- Understand and comply with ethical standards for the conduct of research
- Demonstrate emotional stability to function effectively under stress and to adapt to changing environments.

Biology (including concentrations):

All students are expected to carry out the tasks that are required in both foundational and advanced science courses, laboratories, clinical experiences either without accommodation(s) or with those accommodation(s) that are reasonable in the range of settings and circumstances in which the educational program is based.

These skills encompass academic and non-academic technical standards essential to Centenary University Biology Program and Biology with Concentration in Forensic Science Program.

Observation

The ability to observe is required for demonstrations, visual presentations in lectures, laboratories, field trips, clinical experiences and/or internships. Students must be able to observe, utilize equipment properly for observation (*i.e.*, microscopy), participate in, and conduct experiments within the laboratory, instructional setting, and/or healthcare facility as required by the Biology Program or Biology with Concentration in Forensic Science Program.

Communication

Students must be able to communicate effectively and efficiently in both oral and written English, either independently or through the use of an intermediary. If a student uses an intermediary, the intermediary is permitted to function only as an information conduit and may not serve in an integrative or evaluative role.

Students must be able to:

- communicate via person to person and electronic communications.
- communicate theoretical, experimental or clinical findings as required by the program with faculty, peers, patients/clients, or other professionals.
- present information to the class using visual media aids. During presentations, students must be able to respond to questions in a manner that reflects the norms of professional discourse.

Students must possess communication skills at a level sufficient to accomplish, in a timely manner, all administrative requirements and to meet the performance expectations of the faculty in all areas of the curriculum.

Sensory and Motor Function

Students must possess motor and sensory capacity to perform activities required for the Biology program.

Students must be able to:

- execute movements to complete classroom activities or provide instruction for a proxy to complete the task. These tasks may include, but are not limited to standard use of the equipment, instruments, apparatus, or tools required by the appropriate area of study, practice, internship, or research.
- go outdoors to perform and complete activities.
- manipulate small, sensitive materials in a controlled manner in a laboratory setting.

Intellectual

Students must have the intellectual ability to exercise sound judgment and to complete all task and responsibilities in a timely and professional manner.

Students must be able to:

- measure, calculate, reason, analyze, hypothesize, and synthesize ideas into final deliverables.
- absorb and process information from faculty, peers, patients/clients, supervisors, and/or from the scientific literature, as components of problem solving and critical thinking.
- acquire information from experiences and demonstrations conveyed through coursework, lecture, group seminar, small group activities, field trips, laboratories, clinical experiences, internships, and other. These may include, but are not limited to laboratory dissection and demonstrations, microbial cultures, microscopic images of microorganisms and tissues in normal and pathologic states.
- collect and understand information from a variety of sources such as, computer information systems (including email, databases, literature searches and data retrieval), written documents (including graphs/figures, tables, journal articles), films, slides, videos, and other electronic media.
- work in a manner that is safe for themselves and others, and respond appropriately to emergencies and urgent situations.
- follow universal precautions against contamination and cross-contamination with infectious agents, toxins, chemicals, and/or other physical or biological hazards.

Behavioral and Social Attributes

Students demonstrate maturity, respect, and tolerance required for collaborative teamwork and other professional and socio-cultural interactions.

Students must be able to

- develop mature, sensitive, non-judgmental, non-prejudiced and effective relationships with faculty, supervisors, peers, patients/clients, and other professionals in the academic community.
- take corrective action based on instructor and peer feedback and guidance.

- maintain and exhibit professional behavior at all times. That includes honesty, integrity, responsibility, accountability, compassion and respect for others.
- understand and comply with ethical standards for the conduct of research.
- demonstrate emotional stability to function effectively under stress and to adapt to changing environments.

Business/Accounting:

With adequate education, students must be able to:

- Acquire, analyze, and apply qualitative and quantitative information from multiple sources.
- Synthesize information and think critically.
- Communicate effectively, orally and in writing.
- Demonstrate intent and desire to follow relevant ethical standards.

Criminal Justice

Observation

- The ability to analyze, interpret and evaluate materials presented through demonstrations, presentations, lectures, field trips, field experiences and/or internships.

Communication

- Ability to effectively utilize interpersonal skills to communicate with diverse populations that would commonly be found when working in the Criminal Justice System.

Students must be able to:

- communicate effectively with others, both verbally and written, and also demonstrate awareness of own non-verbal communication and how it may be interpreted by others.
- present information to the class using visual media aids.
- participate in role-plays and simulations.

Sensory

- Students must possess motor and sensory capacity to perform activities required for the Criminal Justice Program. They must be able to execute movements to complete classroom activities and laboratory experiments.

Behavioral

- Students must demonstrate maturity, respect, and tolerance required for collaborative teamwork and other professional and socio-cultural interactions.
- Students must demonstrate emotional stability to function effectively under stress and to adapt to changing environments.

Education Department:

Students will be evaluated based on the Educator Disposition Assessment Rubric, which is a valid and reliable formative assessment administered at least three times during a student's program. This rubric is included in appendix 1.

For entrance into the program students must:

- Have a cumulative GPA of a 3.0
- Pass the Praxis I

Note: There are very specific requirements for certification/licensure that students should be monitoring. These requirements can be found at <https://www.nj.gov/education/license/>.

Environmental Science:

All students are expected to carry out the tasks that are required in both foundational and advanced science courses, laboratories, clinical experiences either without accommodation(s) or with those accommodation(s) that are reasonable in the range of settings and circumstances in which the educational program is based.

These skills encompass academic and non-academic technical standards essential to Centenary University Environmental Science Program.

Observation

The ability to observe is required for demonstrations, visual presentations in lectures, laboratories, field trips, or internships. Students must be able to observe, participate in, and conduct experiments within the laboratory, instructional setting, and/or other facility as required by the Environmental Science Program.

Communication

Students must be able to communicate effectively and efficiently in both oral and written English, either independently or through the use of an intermediary. If a student uses an intermediary, the intermediary is permitted to function only as an information conduit and may not serve in an integrative or evaluative role.

Students must be able to:

- communicate via person to person and electronic communications.
- communicate theoretical, experimental or clinical findings as required by the program with faculty, peers, patients/clients, or other professionals.
- present information to the class using visual media aids. During presentations, students must be able to respond to questions in a manner that reflects the norms of professional discourse.

Students must possess communication skills at a level sufficient to accomplish, in a timely manner, all administrative requirements and to meet the performance expectations of the faculty in all areas of the curriculum.

Sensory and Motor Function

Students must possess motor and sensory capacity to perform activities required for the Environmental Science program.

Students must be able to:

- go outdoors to perform and complete activities.
- safely and responsibly handle environmental samples from various media, including air, soil, and water.
- execute movements to complete course activities or provide instruction for a proxy to complete the task. These tasks may include, but are not limited to standard use of the equipment, instruments, apparatus, or tools required by the appropriate area of study, practice, internship, or research.
- manipulate small, sensitive materials in a controlled manner in a laboratory setting.

Intellectual

Students must have the intellectual ability to exercise sound judgment and to complete all task and responsibilities in a timely and professional manner.

Students must be able to:

- measure, calculate, reason, analyze, hypothesize, and synthesize ideas into final deliverables.
- absorb and process information from faculty, peers, patients/clients, supervisors, and/or from the scientific literature, as components of problem solving and critical thinking.
- acquire information from experiences and demonstrations conveyed through coursework, lecture, group seminar, small group activities, field trips, laboratories, clinical experiences, internships, and other. These may include, but are not limited to laboratory dissection and demonstrations, microbial cultures, microscopic images of microorganisms and tissues in normal and pathologic states.
- collect and understand information from a variety of sources such as, computer information systems (including email, databases, literature searches and data retrieval), written documents (including graphs/figures, tables, journal articles), films, slides, videos, and other electronic media.
- work in a manner that is safe for themselves and others, and respond appropriately to emergencies and urgent situations.
- follow universal precautions against contamination and cross-contamination with infectious agents, toxins, chemicals, and/or other physical or biological hazards.

Behavioral and Social Attributes

Students must demonstrate maturity, respect, and tolerance required for collaborative teamwork and other professional and socio-cultural interactions.

Students must be able to:

- take corrective action based on instructor and peer feedback and guidance.
- develop mature, sensitive, non-judgmental, non-prejudiced and effective relationships with faculty, supervisors, peers, patients/clients, and other professionals in the academic community.
- maintain and exhibit professional behavior at all times. That includes honesty, integrity, responsibility, accountability, compassion and respect for others.
- understand and comply with ethical standards for the conduct of research.

- demonstrate emotional stability to function effectively under stress and to adapt to changing environments.

Equine Science:

Centenary University Animal Health major has an ethical responsibility for the safety of horses, faculty, and staff with whom students interact and interrelate. Safety and well-being are therefore essential factors in establishing requirements involving the physical, cognitive, and emotional abilities of candidates for admission, promotion, and graduation. The technical skills required in this program at an undergraduate level mirror those required by veterinary colleges, graduate programs, and industry standards. A candidate for the Animal Health degree must demonstrate abilities and skills in five areas: observation, communication, motor, intellectual, and behavioral/social.

If accommodations are needed to meet the technical standards, the university will determine if the accommodations are reasonable, including safety and the educational process, including all coursework, clinical experiences and internships deemed essential to graduation.

Observation

- Able to observe and make assessments from required demonstrations, labs, and experiments, including but not limited to animal/patient demonstrations, and radiographic and other graphic and diagnostic images.
- Perceive and interpret signs of fear, aggression, and other potentially dangerous behaviors exhibited by horses and other species.

Communication

- Able to communicate effectively, efficiently, and in a timely manner with all members of the university and community
- Able to communicate clearly, effectively, and efficiently with the handlers of the animals being treated
- Motor
- Able to stand, bend, and stoop
- Able to lift a minimum of 25 pounds
- Able to restrain an animal safely and properly
- Able to move quickly if needed to prevent personal injury caused by animals
- Able to manipulate instruments, supplies and equipment efficiently to complete necessary tasks required for the care of the animal.
- Able to engage in procedures involving grasping, pushing, pulling, and holding

Intellectual

- Able to obtain, retrieve, analyze, and integrate information efficiently and accurately
- Possess the ability to measure and calculate accurately
- Perceive three-dimensional relationships and understand spatial relationships

Behavioral/Social

- Demonstrate a high commitment to professional behavior such as competence in the major, compassion, integrity, lifelong learning, interpersonal skills, and promotion of the public good

- Demonstrate calm and effective responses, especially in emergency situations
- Able to fully utilize intellectual abilities, exercise good judgment and promptly complete all responsibilities of the Animal Health major

Able to both elicit and convey information to faculty, staff, and peers in a timely and effective manner, using both oral and written formats

Equine Studies Department:

Centenary University Equine Studies major, including Riding Skills classes, and Riding Teams has an ethical responsibility for the safety of students, horses, faculty, and staff with whom students interact and interrelate. Safety and well-being are therefore essential factors in establishing requirements involving the physical, cognitive, and emotional abilities of candidates for admission, promotion, and graduation. The technical skills required in this program at an undergraduate level mirror similar equine related programs that include horseback riding and riding teams/clubs at the university level. A candidate for the Equine Program must demonstrate abilities and skills in five areas: observation, communication, motor, intellectual, and behavioral/social.

If accommodations are needed to meet the technical standards, the university will determine if the accommodations are reasonable, including safety and the educational process, including all coursework, clinical experiences and internships deemed essential to graduation.

Observation

- Perceive and interpret signs of fear, aggression, and other potentially dangerous behaviors exhibited by horses.

Communication

- Able to communicate through verbal and written means in an effective, efficient, and in a timely manner with all members of the university
- Understand and readily respond to audio cues while on horseback without losing track of their course while on horseback
- Students must be able to effectively warn other riders of their approach or position in the arena

Motor

- Able to stand, bend, and stoop
- Able to lift a minimum of 25 pounds
- Able to restrain an animal safely and properly
- Able to move quickly if needed to prevent personal injury caused by animals
- Safely mount a horse from the mounting block without physical assistance
- Able to ride astride in all mounted classes and assume standard
- positions required by whichever form of riding they are undertaking.
- Perform all tasks either in the saddle or on the ground
- without losing balance, becoming overly winded, dizzy, light-headed or faint.
- Able to properly examine and clean the hoof of a horse.
- Able to use and properly control standard grooming equipment.
- Able to safely bridle or halter a horse independently.

- Able to regularly work in an environment where dust, hay and
- grasses are prevalent and cannot be reduced.

Intellectual

- Able to obtain, retrieve, analyze, and integrate information efficiently and accurately
- Possess the ability to measure and calculate accurately
- Perceive three-dimensional relationships and understand the spatial relationships

Behavioral/Social

- Demonstrate a high commitment to professional behavior such as competence in the major, compassion, integrity, lifelong learning, interpersonal skills, and promotion of the public good
- Demonstrate calm and effective responses, especially in emergency situations
- Able to fully utilize intellectual abilities, exercise good judgment and promptly complete all responsibilities of the Equine Studies major, Riding Skills class or Team requirements
- Able to both elicit and convey information to faculty, staff, and peers in a timely and effective manner, using both oral and written formats

Additional Technical Requirements

- Students must wear footwear designed specifically for riding in English tack. The
- footwear must completely enclose the foot and have at least a 3/4 inch heel
- Students must wear helmets that are ASTM/SEI certified. Helmets must have
- verification that they hold such certification

Exercise Science

All students are expected to carry out the tasks that are required in both foundational and advanced science courses, laboratories and clinical experiences.

These skills encompass academic and non-academic technical standards essential to Centenary University Exercise Science Program.

Observation

- The ability to observe behaviors and movements is required for demonstrations, visual presentations in lectures, laboratories, field trips, clinical experiences and/or internships. They must be able to evaluate performance of self and others critically, and process sensory information from people and from the environment.
- Students must be able to observe, participate in, and conduct experiments within the laboratory, instructional setting, and/or healthcare facility as required by the Exercise Science Program.

Communication

Students must possess communication skills at a level sufficient to accomplish, in a timely manner, all administrative requirements and to meet the performance expectations of the faculty in all areas of the curriculum.

- Students must be able to communicate effectively and efficiently in both oral and written English, either independently or through the use of an intermediary. If a student uses an intermediary, the intermediary is permitted to function only as an information conduit and may not serve in an integrative or evaluative role.

Students must be able to:

- communicate effectively with others, both verbally and written, and also demonstrate awareness of own non-verbal communication and how it may be interpreted by others.
- communicate theoretical, experimental or clinical findings as required by the program with faculty, peers, patients/clients, or other professionals.
- present information to the class using visual media aids.
- respond to questions in a manner that reflects the norms of professional discourse.

Sensory and Motor Function

Students must possess motor and sensory capacity to perform activities required for the Exercise Science Program. They must be able to execute movements to complete classroom activities or provide instruction for a proxy to complete the task. These tasks may include, but are not limited to standard use of the equipment, instruments, apparatus, or tools required by the appropriate area of study, practice, internship, or research.

Students must be able to:

- move in a timely manner to various classrooms and locations required for class/clinical experiences and maintain self properly in a classroom situation for extended periods of time.
- participate successfully in a structured manipulative movement or in an exploratory learning activity involving handling objects of various size, weight, and height.

Intellectual

Students must have the intellectual ability to exercise sound judgment and to complete all task and responsibilities in a timely and professional manner.

Students must be able to:

- measure, calculate, reason, analyze, hypothesize, and synthesize ideas into final deliverables. It is also essential that students are able to absorb and process information from faculty, peers, patients/clients, supervisors, and/or from the scientific literature, as components of problem solving and critical thinking.
- acquire information from experiences and demonstrations conveyed through coursework, lecture, group seminar, small group activities, field trips, laboratories, clinical experiences, internships, and other. These may include, but are not limited to laboratory dissection and demonstrations, microbial cultures, microscopic images of microorganisms and tissues in normal and pathologic states.
- use a computer effectively.
- collect and understand information from a variety of sources such as, computer information systems (including email, databases, literature searches and data retrieval), written documents (including graphs/figures, tables, journal articles), films, slides, videos, and other electronic media.

- follow universal precautions against contamination and cross-contamination with infectious agents, toxins, chemicals, and/or other physical or biological hazards.
- work in a manner that is safe for themselves and others, and respond appropriately to emergencies and urgent situations.
- receive, process, and comprehend information displayed in print, lecture, and audio-visual formats, follow instructions, adhere to safety precautions and recognize potentially dangerous situations and how to minimize risk to self and others.
- maintain privacy and confidentiality of peers, faculty, staff, and clients.

Behavioral and Social Attributes

Students must demonstrate maturity, respect, and tolerance required for collaborative teamwork and other professional and socio-cultural interactions.

Students must be able to:

- develop mature, sensitive, non-judgmental, non-prejudiced and effective relationships with faculty, supervisors, peers, patients/clients, and other professionals in the academic community.
- accept and give constructive feedback.
- maintain and exhibit professional behavior at all times. They must demonstrate honesty, integrity, ethics, responsibility, accountability, compassion and respect for others. This includes respect for others' rights and property.
- understand and comply with ethical standards for the conduct of research.
- demonstrate emotional stability to function effectively under stress and to adapt to changing environments.

Forensic Science:

All students are expected to carry out the tasks that are required in both foundational and advanced science courses, laboratories, clinical experiences either without accommodation(s) or with those accommodation(s) that are reasonable in the range of settings and circumstances in which the educational program is based.

These skills encompass academic and non-academic technical standards essential to Centenary University Forensic Science Program.

Observation

The ability to observe is required for demonstrations, visual presentations in lectures, laboratories, field trips, clinical experiences and/or internships. Students must be able to observe, participate in, and conduct experiments within the laboratory, instructional setting, and/or healthcare facility as required by the Forensic Science Program.

Communication

Students must be able to communicate effectively and efficiently in both oral and written English, either independently or through the use of an intermediary. If a student uses an intermediary, the intermediary is permitted to function only as an information conduit and may not serve in an integrative or evaluative role.

Students must be able to:

- communicate via person to person and electronic communications.
- communicate theoretical, experimental or clinical findings as required by the program with faculty, peers, patients/clients, or other professionals.
- present information to the class using visual media aids. During presentations, students must be able to respond to questions in a manner that reflects the norms of professional discourse.

Students must possess communication skills at a level sufficient to accomplish, in a timely manner, all administrative requirements and to meet the performance expectations of the faculty in all areas of the curriculum.

Sensory and Motor Function

Students must possess motor and sensory capacity to perform activities required for the Forensic Science program.

Students must be able to:

- manipulate small, sensitive materials in a controlled manner in a laboratory setting.
- execute movements to complete classroom activities or provide instruction for a proxy to complete the task. These tasks may include, but are not limited to standard use of the equipment, instruments, apparatus, or tools required by the appropriate area of study, practice, internship, or research.

Intellectual

Students must have the intellectual ability to exercise sound judgment and to complete all task and responsibilities in a timely and professional manner.

Students must be able to:

- measure, calculate, reason, analyze, hypothesize, and synthesize ideas into final deliverables.
- absorb and process information from faculty, peers, patients/clients, supervisors, and/or from the scientific literature, as components of problem solving and critical thinking.
- acquire information from experiences and demonstrations conveyed through coursework, lecture, group seminar, small group activities, field trips, laboratories, clinical experiences, internships, and other. These may include, but are not limited to laboratory dissection and demonstrations, microbial cultures, microscopic images of microorganisms and tissues in normal and pathologic states.
- collect and understand information from a variety of sources such as, computer information systems (including email, databases, literature searches and data retrieval), written documents (including graphs/figures, tables, journal articles), films, slides, videos, and other electronic media.
- work in a manner that is safe for themselves and others, and respond appropriately to emergencies and urgent situations.
- follow universal precautions against contamination and cross-contamination with infectious agents, toxins, chemicals, and/or other physical or biological hazards.

Behavioral and Social Attributes

Students must demonstrate maturity, respect, and tolerance required for collaborative teamwork and other professional and socio-cultural interactions.

Students must be able to:

- develop mature, sensitive, non-judgmental, non-prejudiced and effective relationships with faculty, supervisors, peers, patients/clients, and other professionals in the academic community.
- take corrective action based on instructor and peer feedback and guidance.
- maintain and exhibit professional behavior at all times. That includes honesty, integrity, responsibility, accountability, compassion and respect for others.
- understand and comply with ethical standards for the conduct of research.
- demonstrate emotional stability to function effectively under stress and to adapt to changing environments.

Health Science

All students are expected to carry out the tasks that are required in both foundational and advanced science courses, laboratories, clinical experiences either without accommodation(s) or with those accommodation(s) that are reasonable in the range of settings and circumstances in which the educational program is based.

These skills encompass academic and non-academic technical standards essential to Centenary University Health Science Program.

Observation

The ability to observe is required for demonstrations, visual presentations in lectures, laboratories, field trips, clinical experiences and/or internships. They must be able to evaluate performance of self and others critically, and process sensory information from people and from the environment.

Students must be able to observe, participate in, and conduct experiments within the laboratory, instructional setting, and/or healthcare facility as required by the Health Science Program.

Communication

Students must be able to communicate effectively and efficiently in both oral and written English, either independently or through the use of an intermediary. If a student uses an intermediary, the intermediary is permitted to function only as an information conduit and may not serve in an integrative or evaluative role.

Students must be able to:

- communicate effectively with others, both verbally and written, and also demonstrate awareness of own non-verbal communication and how it may be interpreted by others.
- communicate theoretical, experimental or clinical findings as required by the program with faculty, peers, patients/clients, or other professionals.
- present information to the class using visual media aids.
- respond to questions in a manner that reflects the norms of professional discourse.

Students must possess communication skills at a level sufficient to accomplish, in a timely manner, all administrative requirements and to meet the performance expectations of the faculty in all areas of the curriculum.

Sensory and Motor Function

Students must possess motor and sensory capacity to perform activities required for the Health Science Program. They must be able to execute movements to complete classroom activities or provide instruction for a proxy to complete the task. These tasks may include, but are not limited to standard use of the equipment, instruments, apparatus, or tools required by the appropriate area of study, practice, internship, or research.

Students must be able to:

- move in a timely manner to various classrooms and locations required for class/clinical experiences and maintain self properly in a classroom situation for extended periods of time.
- participate successfully in a structured manipulative movement or in an exploratory learning activity involving handling objects of various size, weight, and height.

Intellectual

Students must have the intellectual ability to exercise sound judgment and to complete all task and responsibilities in a timely and professional manner.

Students must be able to:

- measure, calculate, reason, analyze, hypothesize, and synthesize ideas into final deliverables. It is also essential that students are able to absorb and process information from faculty, peers, patients/clients, supervisors, and/or from the scientific literature, as components of problem solving and critical thinking.
- acquire information from experiences and demonstrations conveyed through coursework, lecture, group seminar, small group activities, field trips, laboratories, clinical experiences, internships, and other. These may include, but are not limited to laboratory dissection and demonstrations, microbial cultures, microscopic images of microorganisms and tissues in normal and pathologic states.
- use a computer effectively.
- collect and understand information from a variety of sources such as, computer information systems (including email, databases, literature searches and data retrieval), written documents (including graphs/figures, tables, journal articles), films, slides, videos, and other electronic media.
- follow universal precautions against contamination and cross-contamination with infectious agents, toxins, chemicals, and/or other physical or biological hazards.
- work in a manner that is safe for themselves and others, and respond appropriately to emergencies and urgent situations.
- receive, process, and comprehend information displayed in print, lecture, and audio-visual formats, follow instructions, adhere to safety precautions and recognize potentially dangerous situations and how to minimize risk to self and others.
- maintain privacy and confidentiality of peers, faculty, staff, and clients.

Behavioral and Social Attributes

Students must demonstrate maturity, respect, and tolerance required for collaborative teamwork and other professional and socio-cultural interactions.

Students must be able to:

- develop mature, sensitive, non-judgmental, non-prejudiced and effective relationships with faculty, supervisors, peers, patients/clients, and other professionals in the academic community.
- accept and give constructive feedback.
- maintain and exhibit professional behavior at all times. They must demonstrate honesty, integrity, ethics, responsibility, accountability, compassion and respect for others. This includes respect for others' rights and property.
- understand and comply with ethical standards for the conduct of research.
- demonstrate emotional stability to function effectively under stress and to adapt to changing environments.

Humanities Department:

With adequate education, students must be able to do the following:

- Demonstrate the ability to analyze, interpret, and evaluate a variety of texts
- Communicate effectively both orally and in writing in a variety of modalities
- Recognize and be able to discuss multiple elements of cultural meaning in various works
- Analyze and understand the techniques for living a good and meaningful life
- Demonstrate knowledge of and fluency in the conventions of literary and historical research, including print and electronic sources and professional standards of documentation

Medical Laboratory Science

The MLS Program curriculum requires students to participate in diverse, complex and specific experiences critical to the acquisition and practice of essential laboratory professional skills and functions; all culminating in eligibility for certification and licensure as a medical laboratory scientist. Unique combinations of cognitive, psychomotor, affective, physical, and social abilities are required to perform these functions satisfactorily. These standards and functions are necessary to safeguard the health and safety of patients, self, fellow colleagues. The Technical Standards are knowledge, skill, and attitude/behavioral requirements necessary for successful matriculation through the MLS program. These skills also necessary to establish and demonstrate competence in a discipline as complex as diagnostic laboratory medicine. The National Accrediting Agency for Clinical Laboratory Sciences (<http://www.naacls.org>) be made available to prospective students and to the public. The Technical Standards and Essential Functions for the Medical Laboratory Science program are:

Observation

The ability to observe is required for demonstrations, visual presentations in lectures, laboratories, field trips, clinical experiences and/or internships. Students must be able to observe, participate in, and conduct experiments within the laboratory, instructional setting, and/or healthcare facility as required by the Medical Laboratory Science Program.

Students must be able to:

- Identify and distinguish objects macroscopically and microscopically
- Distinguish specific details, including structure, texture and color

Communication

- Students must be able to communicate effectively and tactfully in both oral and written English, either independently or through the use of an intermediary. If a student uses an intermediary, the intermediary is permitted to function only as an information conduit and may not serve in an integrative or evaluative role.
- Students must be able to communicate theoretical, experimental or clinical findings as required by the program with faculty, peers, patients/clients, or other professionals. Students must be able to present information to the class using visual media aids. During presentations, students must be able to respond to questions in a manner that reflects the norms of professional discourse.
- Students must possess communication skills at a level sufficient to accomplish, in a timely manner, all administrative requirements and to meet the performance expectations of the faculty in all areas of the curriculum.
- Must be able to comprehend and respond to both formal and colloquial English, by person-to-person, telephone, and written electronic communication. They must assess appropriately nonverbal and verbal communication with patients, healthcare professionals, and faculty.

Sensory and Motor Function

Students must possess motor and sensory capacity to perform activities required for the Medical Laboratory Science Program. They must be able to execute movements to complete classroom activities or provide instruction for a proxy to complete the task. These tasks may include, but are not limited to standard use of the equipment, instruments, apparatus, or tools required by the appropriate area of study, practice, internship, or research.

Students must be able to:

- Move freely from one location to another in physical settings, including classrooms, laboratories, medical laboratories and healthcare facilities
- Maintain self properly in a classroom situation for extended periods of time
- Operate equipment in the laboratory or healthcare facility
- Lift and move objects of at least 20 pounds
- Demonstrate adequate coordination to perform delicate and controlled manipulations of specimens, instruments, and tools
- Demonstrate the ability to grasp and release small objects safely, such as microscope slides or test tubes
- Perform fine motor movements, such as twisting and turning dials on a microscope
- Manipulate other laboratory materials using pipettes and forceps in order to complete tasks successfully
- Demonstrate the physical and emotional stamina to function in a professional manner in the hospital, classroom and laboratory settings
- Tolerate physically and mentally difficult tasks and long work hours

Intellectual

Students must have the intellectual ability to exercise sound judgment and to complete all task and responsibilities in a timely and professional manner.

Students must be able to measure, calculate, reason, analyze, hypothesize, and synthesize ideas into final deliverables. It is also essential that students are able to absorb and process information from faculty, peers, patients/clients, supervisors, and/or from the scientific literature, as components of problem solving and critical thinking.

Students must be able to acquire information from experiences and demonstrations conveyed through coursework, lecture, group seminar, small group activities, field trips, laboratories, clinical experiences, internships, and other. These may include, but are not limited to laboratory dissection and demonstrations, microbial cultures, microscopic images of microorganisms and tissues in normal and pathologic states.

Students must be able to collect and understand information from a variety of sources such as, computer information systems (including email, databases, literature searches and data retrieval), written documents (including graphs/figures, tables, journal articles), films, slides, videos, and other electronic media.

Students must have the ability to:

- apply knowledge, skills, and values previously learned to new situations
- apply theory to practice and test performance to ensure quality outcomes
- comprehend three-dimensional relationships and to understand the spatial relationships of structures
- identify and distinguish objects macroscopically and microscopically
- read charts, graphs, and instrument scales
- distinguish specific details, including structure, texture and color
- demonstrate sufficient depth perception and spatial awareness and temperature discrimination to perform laboratory tasks efficiently and safely

When appropriate, students must have the ability to follow universal precautions against contamination and cross-contamination with infectious agents, toxins, chemicals, and/or other physical or biological hazards.

Students must be able to work in a manner that is safe for themselves and others, and respond appropriately to emergencies and urgent situations.

Behavioral and Social Attributes

Students must have the emotional and mental health that demonstrates maturity, respect, and tolerance required for collaborative teamwork and other professional and socio-cultural interactions.

Students must be able to develop mature, sensitive, non-judgmental, non-prejudiced and effective relationships with faculty, supervisors, peers, patients/clients, and other professionals in the academic community.

Students must be able to demonstrate emotional stability to function effectively under stress and to adapt to changing environments.

Students must be able to:

- project an image of professionalism, including appearance, dress, and self-confidence
- examine and adjust personal behavior when it interferes with productive individual or peer relationships
- maintain composure under stressful circumstances or during heavy workload
- prioritize requests and work concurrently on at least two different tasks
- maintain alertness and concentration during a normal work shift
- abide by professional standards of practice
- engage in patient care delivery in all settings and deliver care to all patient populations including but not limited to children, adolescents, adults, individuals with disabilities, medically compromised patients and vulnerable children or adults
- accept responsibility for learning, exercising good judgment, and promptly complete all responsibilities efficiently and accurately
- take corrective action based on instructor or preceptor feedback and guidance
- maintain and exhibit professional behavior at all times. That includes honesty, integrity, responsibility, accountability, compassion and respect for others.
- understand and comply with ethical standards for the conduct of research.

Professional Writing:

With adequate education, students must be able to:

- Acquire, interpret, and apply information from multiple sources.
- Communicate effectively, orally and in writing, in a variety of modalities.
- Synthesize information and think critically.
- Demonstrate intent and desire to follow relevant ethical standards.

Psychology

All students are expected to carry out the tasks that are required in all classes.

These skills encompass academic and non-academic technical standards essential to Centenary University Undergraduate Psychology Program.

Observation

The ability to observe is required for students to be able to complete qualitative, scientific observational reports. The ability to observe is necessary in their professional careers, so building that skill as an undergraduate is beneficial to them. They will need to observe: lecture material, body language, and other behaviors in order to successfully complete the qualitative reports. This skill will help them learn to understand their clients in the therapeutic setting.

With observation comes active listening. Students should use critical thinking during lectures and class discussions so that they can develop and ask probing questions to further their knowledge base. Students will build on the skill throughout their academic career at Centenary. Active listening is an essential skill in the field, so learning to do so will be a benefit in their professional careers.

Communication

Students must be able to communicate effectively and efficiently in both oral and written English, either independently or through the use of an intermediary. If a student uses an intermediary, the intermediary is permitted to function only as an information conduit and may not serve in an integrative or evaluative role.

Students must be able to:

- communicate effectively with others, both verbally and written, in a variety of situations, formal and informal, and also demonstrate awareness of own non-verbal communication and how it may be interpreted by others.
- communicate theoretical, experimental or clinical findings as required by the program with faculty, peers, patients/clients, or other professionals.
- present information to the class using visual media aids.
- respond to questions in a manner that reflects the norms of professional discourse.
- Independently navigate course expectations as required by any professor or mentor.

Students must possess communication skills at a level sufficient to accomplish, in a timely manner, all administrative requirements and to meet the performance expectations of the faculty in all areas of the curriculum.

Technical Knowledge

Students should be able to navigate statistical analyses in order to stay competitive in the field of psychology. To do so, students should understand the presentation of analytical data in a variety of modalities. They should be aware of optimal programs for psychological statistical analysis. Students should ultimately be able to apply commonly used programs, such as Excel and SPSS, to analyze their data.

Students should show an ability to utilize the data, be able to understand which statistical analysis to use, and why, and be able to input and understand the outcomes of data. The student should be able to present said reports in a formal, and informal, manner in class, at symposia, and at conferences.

Intellectual

Students must have the intellectual ability to exercise sound judgment and to complete all task and responsibilities in a timely and professional manner.

Students must be able to

- measure, calculate, reason, analyze, hypothesize, and synthesize ideas into final deliverables. It is also essential that students are able to absorb and process information from faculty, peers, patients/clients, supervisors, and/or from the scientific literature, as components of problem solving and critical thinking.
- acquire information from experiences and demonstrations conveyed through a variety of modalities, such as lectures, discussions, textbooks, and journal articles.
- use a computer effectively.
- collect and understand information from a variety of sources such as, computer information systems (including email, databases, literature searches and data retrieval), written documents

(including graphs/figures, tables, journal articles), films, slides, videos, and other electronic media.

- follow Code of Conduct for Research using the APA guidelines.
- integrate and synthesize theory and the application in real-life situations.
- receive, process, and comprehend information displayed in print, lecture, and audio-visual formats, follow instructions, and critically analyze the information.
- maintain privacy and confidentiality of peers, faculty, staff, and clients.

Behavioral and Social Attributes

Students must have the emotional and mental health that demonstrates maturity, respect, and tolerance required for collaborative teamwork and other professional and socio-cultural interactions.

Students must be able to:

- develop mature, sensitive, non-judgmental, non-prejudiced and effective relationships with faculty, supervisors, peers, patients/clients, and other professionals in the academic community.
- accept and give constructive feedback.
- maintain and exhibit professional behavior at all times. They must demonstrate honesty, integrity, ethics, responsibility, accountability, compassion and respect for others. This includes respect for others' rights and property.
- understand and comply with ethical standards for the conduct of research.
- demonstrate emotional stability to function effectively under stress and to adapt to changing environments.
- work collaboratively in a variety of academic and professional situations.

Public Health:

All students are expected to carry out the tasks that are required in both foundational and advanced science courses, laboratories, clinical experiences either without accommodation(s) or with those accommodation(s) that are reasonable in the range of settings and circumstances in which the educational program is based.

These skills encompass academic and non-academic technical standards essential to Centenary University Public Health Program.

Observation

The ability to observe is required for demonstrations, visual presentations in lectures, laboratories, field trips, clinical experiences and/or internships. They must be able to evaluate performance of self and others critically, and process sensory information from people and from the environment.

Students must be able to observe, participate in, and conduct experiments within the laboratory, instructional setting, and/or healthcare facility as required by the Public Health Program.

Communication

Students must be able to communicate effectively and efficiently in both oral and written English, either independently or through the use of an intermediary. If a student uses an intermediary, the

intermediary is permitted to function only as an information conduit and may not serve in an integrative or evaluative role.

Students must be able to:

- communicate effectively with others, both verbally and written, and also demonstrate awareness of own non-verbal communication and how it may be interpreted by others.
- communicate theoretical, experimental or clinical findings as required by the program with faculty, peers, patients/clients, or other professionals.
- present information to the class using visual media aids.
- respond to questions in a manner that reflects the norms of professional discourse.
- communicate at a level sufficient to accomplish, in a timely manner, all administrative requirements and to meet the performance expectations of the faculty in all areas of the curriculum.

Sensory and Motor Function

Students must possess motor and sensory capacity to perform activities required for the Public Health Program. They must be able to execute movements to complete classroom activities or provide instruction for a proxy to complete the task. These tasks may include, but are not limited to standard use of the equipment, instruments, apparatus, or tools required by the appropriate area of study, practice, internship, or research.

Students must be able to:

- maintain self properly in a classroom situation for extended periods of time.
- participate successfully in a structured manipulative movement or in an exploratory learning activity involving handling objects of various size, weight, and height.

Intellectual

Students must have the intellectual ability to:

- exercise sound judgment and to complete all task and responsibilities in a timely and professional manner.
- measure, calculate, reason, analyze, hypothesize, and synthesize ideas into final deliverables
- absorb and process information from faculty, peers, patients/clients, supervisors, and/or from the scientific literature, as components of problem solving and critical thinking.
- acquire information from experiences and demonstrations conveyed through coursework, lecture, group seminar, small group activities, field trips, laboratories, clinical experiences, internships, and other. These may include, but are not limited to laboratory dissection and demonstrations, microbial cultures, microscopic images of microorganisms and tissues in normal and pathologic states.
- use a computer effectively.
- collect and understand information from a variety of sources such as, computer information systems (including email, databases, literature searches and data retrieval), written documents (including graphs/figures, tables, journal articles), films, slides, videos, and other electronic media.
- follow universal precautions against contamination and cross-contamination with infectious agents, toxins, chemicals, and/or other physical or biological hazards.

- work in a manner that is safe for themselves and others, and respond appropriately to emergencies and urgent situations.
- receive, process, and comprehend information displayed in print, lecture, and audio-visual formats, follow instructions, adhere to safety precautions and recognize potentially dangerous situations and how to minimize risk to self and others.
- maintain privacy and confidentiality of peers, faculty, staff, and clients.

Behavioral and Social Attributes

Students must demonstrate maturity, respect, and tolerance required for collaborative teamwork and other professional and socio-cultural interactions.

Students must be able to:

- develop mature, sensitive, non-judgmental, non-prejudiced and effective relationships with faculty, supervisors, peers, patients/clients, and other professionals in the academic community.
- accept and give constructive feedback.
- maintain and exhibit professional behavior at all times. They must demonstrate honesty, integrity, ethics, responsibility, accountability, compassion and respect for others. This includes respect for others' rights and property.
- understand and comply with ethical standards for the conduct of research.
- demonstrate emotional stability to function effectively under stress and to adapt to changing environments.

Social Work

Technical Standards

- Demonstrate intent and desire to follow relevant ethical standards
- Students will develop the professional demeanor to be successful in the program
- Maintain the standards of behavior established by the university, the BSW Program and the social work profession
- Demonstrate adherence to the NASW Code of Ethics; commitment to social work values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity and competence
- College-level critical thinking and communication skills
- Responsible and accountable behavior (keeping appointments, attending class regularly, submitting assignments on time, etc.)
- The ability to interact in a positive and respectful way with others, including those who are different from oneself
- Self-awareness and maturity necessary to appropriately assist others in the helping process
- Reflection on one's own strengths and limitations as they relate to the social work profession
- Advocate for oneself in an appropriate and responsible manner and to use proper channels for conflict resolution
- Willingness to accept and make use of feedback to enhance professional development
- Manage one's current life stressors appropriately and willingness to seek out appropriate support and professional assistance if personal, mental health and/or substance abuse problems negatively affect one's functioning.

Field Placement Eligibility

- Eligibility for Field Placement (senior-level courses SWS 4050, 4051, 4023, 4060, 4061, 4098)
- Only students who are already admitted to the BSW Program and who are about to enter their senior year can apply for a social work field placement.
- Students must have earned a C- or better in Social Work Practice I and II (SWS 3021 and SWS 3022) and maintain a 2.5 GPA overall in order to be granted a field placement.
- Acceptance into Fieldwork will be based not only on a student's academic performance; consideration will also be given to the student's demonstrated reliability, ethical behavior, capacity for self-reflection and empathy, and ability to develop and maintain cooperative and collegial relationships.
- If there is a concern about placing a student in the field, the Field Director (along with the Program Director and other members of the BSW Program faculty, if appropriate) will meet with the student to discuss the student's suitability to the social work profession and the BSW program. A final decision regarding the student's eligibility for Fieldwork will be made by the Field Director, in consultation with the Program Director and other members of the BSW Program faculty.

On rare occasions, and only with the explicit consent of the Field Director, the Program Director and the Field Instructor, a student on Academic Probation may be allowed to enter or remain in the field on a provisional basis. In such a case, an addendum specifying the agreement will be added to the Field Placement Contract.

Sociology

Observation

- The ability to analyze, interpret and evaluate materials presented through demonstrations, presentations, lectures, field trips, field experiences and/or internships.

Communication

- Able to communicate through verbal and written means in an effective, efficient, and in a timely manner. Any use of a translator or intermediary is permitted as a conduit of information but cannot serve in an integrative or evaluative role.
 - demonstrate awareness of one's own non-verbal communication and how it may be interpreted by others.

Sensory

- Students must possess motor and sensory capacity to perform activities required for the Sociology Program. They must be able to complete classroom activities or provide instruction for a proxy to complete the activity.

Students must be able to:

- present information to the class using visual media aids.
- participate in role-plays and simulations.

Behavioral

- Students must demonstrate maturity, respect, and tolerance required for collaborative teamwork and other professional and socio-cultural interactions.
- Students must demonstrate emotional stability to function effectively under stress and to adapt to changing environments.

Theatre Arts: Technical Theatre

General Theatre Information:

Explain Theatre Hierarchy

- Describe the duties of a producer
- Explain the purpose and duties of the technical director
- Describe the different technical crews needed for a production
- Describe the role of the creative team in a production
- Explain the function of the director in a production
- Explain the duties of the stage manager in a production
- Explain the duties of the different staff positions related to theatrical business

Describe Types of Stages

- Compare and contrast types of stages that are used in theatrical and performance venues (e.g., proscenium, thrust, arena, nontraditional)
- Examine historical influences on theatre venues

Understand Stage Geography

- Identify the different acting areas and technical areas within the theater
- Interpret plan drawings for the architectural elements in a theater (e.g., proscenium arch, gridiron, vestibules, catwalks and beams, fly system)

Explain General Safety Regulation and Procedures

- Evaluate safety hazards in the theater
- Demonstrate the proper care of the shop and stage areas (e.g., fly system, lighting and sound equipment, electrical distribution and safety, etc.)
- Demonstrate safe and efficient use and care of all personal protection equipment (e.g., safety glasses and shields, ear protection, welding gloves and apron, etc.)
- Identify the locations and proper uses of the rinse sink, eye wash station, and first aid kit

Scenic:

Utilize Tools and Equipment Safely

- Identify the tools and equipment used in the theater
- Demonstrate proper use of all tools and backstage equipment

Practice Paint, Dye and Chemical Safety

- Classify items that are required to be placed in the yellow hazardous chemical's cabinet
- Identify different hazards of paints, thinners, cleaners, solvents and other basic chemicals and compounds that are used in the theater and shops

- Demonstrate appropriate protective gear and clothing for safe use of paints, dyes and chemicals
- Demonstrate appropriate handling, cleanup and storage of all paints, dye, chemicals and equipment
- Explain the importance of proper ventilation of shops and stage

Apply Scenic Materials and Hardware

- Compare and contrast different materials and their uses
- Verify the actual measurements of lumber (i.e., 1"x3", 1"x4", & 2"x4")
- Describe the various uses and sizes of different types of materials and hardware
- Explain terminology related to metallic materials (i.e., pipe, flat bar, truss)
- Demonstrate the application of different types of hardware and materials

Construct Scenic Elements

- Practice proper procedures for measuring materials
- Demonstrate proficiency in use of non-powered tools used for the stage
- Demonstrate proper paint application techniques
- Demonstrate proficiency in use of powered tools used for the stage
- Explain the importance and requirement of fire proofing scenic elements
- Select appropriate materials for a scenic element
- Demonstrate correct construction techniques

Build Basic Units of Scenery

- Explain the purpose of a wagon in a theatrical production
- Demonstrate how to build and install window and door units
- Describe the different parts of a stair unit (i.e., stringer, kickboard, and tread)
- Identify the term platform as it relates to the stage
- Demonstrate how to build a 4' x 8' platform for the stage
- Analyze the different types of flats used in set construction
- Describe the different parts of a theatrical flat
- Demonstrate how to build a standard flat used in set construction

Assemble Flats

- Analyze the advantages and disadvantages of hard and soft coverings
- Demonstrate how to hard and soft cover a flat
- Explain how to join two flats together at various angles
- Describe the term "Dutchman" as it relates to set construction
- Demonstrate sizing and repair of a muslin/cotton flat

Understand Production Load In/Out

- Define the terms strike, load out, and load in as they relate to the theater
- Describe the needs of a specific load out
- Explain the process required for a specific load out

Understand Concepts of Scenic Design

- Identify the purpose and history of scenic design

- Research the elements of scenic design
- Utilize industry standard terms related to scenic design
- Compare and contrast the types of scenic design (e.g., box set, unit set)
- Demonstrate the importance of sightlines in a set design and how it affects the audience

Analyze Scenic Designs

- Explain the use of levels and planes in a scenic design
- Discuss the use of flats, wagons, platforms, and ramps in scenic design
- Analyze the different styles of scenic design (e.g., representational, presentational sets, realism, selective realism)
- Analyze a given script for scenic design
- Analyze the purposes of designing for directorial composition
- Examine drops and drapery in scenic design
- Identify the utilization of a unified color palette in all theatrical designs

Create Elevations and Models

- Explain the purpose of elevations in a scenic design
- Demonstrate the steps in building a scale model for a scenic design for the stage
- Create a scale model using a ground plan and elevations in either $\frac{1}{4}$ " or $\frac{1}{2}$ " scale

Utilize Scale Drawings and Ground Plans

- Identify the term rendering as it relates to scenic design
- Identify the term ground plan as it relates to scenic design
- Demonstrate the use of scale in a drawing using $\frac{1}{4}$ " = 1' and $\frac{1}{2}$ " = 1'
- Analyze the purpose of the centerline and plasterline in a ground plan for the stage
- Define the elements of a scenic plan
- Demonstrate how to draw elements of a scenic plan (i.e., walls, doors, archways, windows, stairs, and platforms)
- Describe the use of a section view
- Research new advances in technology that can be applied to scenic design

Lighting:

Explain Lighting Theory

- Describe the basic function of stage lighting (i.e., visibility, directional, practical, background, effect)
- Discuss what it means to properly light the stage

Compare and Contrast Instruments and Equipment

- Compare and contrast features and uses of different types of lighting instruments
- Describe accessories used in stage lighting equipment

Demonstrate Hanging and Focusing Lighting Systems

- Describe and demonstrate the process of safely installing lighting systems
- Explain the purpose of lamp optimization within a fixture's reflector
- Describe and demonstrate the process of focusing various lighting instruments

- Demonstrate how to install color medium (i.e., gel and install a gobo in a lighting instrument)
- Demonstrate how to install a lighting pattern (gobo) in a lighting instrument

Program a Lighting System

- Determine when lighting cues are needed according to the script/director
- Demonstrate correct patching of a stage lighting system
- Determine the timing of the lighting cues according to the script/director
- Demonstrate the keystrokes needed to properly create and save a stage lighting look
- Demonstrate proficiency in operating the school theater's lighting console and software

Create a Light Plot

- Determine lighting needs and placement based on a given light plot
- Explain how to use the instrument key on a given light plot

Apply the Design Process to Lighting

- Discuss the importance of given circumstances in a play as it informs light design
- Explain the effect of color used in lighting
- Create a light plot and instrument schedule
- Explain the psychological/emotional impact of light direction on the subject onstage
- Explain the difference between "motivated" and "motivating" light sources
- Compare and contrast lighting for various set designs and performance venues
- Analyze challenges when parameters of the performance venue are changed

Sound:

Explain the Components of a Sound System

- Compare and contrast a live source versus a playback source
- Identify the components of a sound system
- Demonstrate how to set up a basic sound system
- Describe the signal path as it travels through the sound system
- Demonstrate the sequence to power up and power down the sound system
- Identify the different parts of speaker, microphone and patching cables
- Illustrate and label the equipment that is needed in a basic sound system
- Describe mix and signal processing as it relates to audio engineering

Compare and Contrast Microphones

- Compare and contrast different types of microphones and their set up
- Define phantom power and describe its use in certain microphones
- Demonstrate the setup of wired and wireless microphones
- Practice proper handling, general maintenance, and proper care of all types of microphones and cables
- Communicate to performers the proper handling of microphones

Apply Various Signal Levels

- Explain the difference between line level and mic level inputs
- Demonstrate the use of the gain and EQ control in correcting microphone levels

- Describe the use and effect of signal processing, including the use of a compressor
- Demonstrate proper troubleshooting techniques in audio engineering

Demonstrate Recording and Playback

- Demonstrate the skills and techniques that are needed to play back sound through various devices
- Research various copyright rules and regulations as related to audio
- Demonstrate the skills and techniques needed to record and store sound to various devices

Describe the Function of Amplifiers and Speakers

- Describe the function of amplifiers and how they fit into a basic sound system set up
- Explain the function of different types of speakers
- Describe the importance of proper speaker placement

Appendix 1:

Educator Disposition Assessment

Name: _____ Date: _____

Evaluator: _____

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

0-Needs Improvement: minimal evidence of understanding and commitment to the disposition

1-Developing: some evidence of understanding and commitment to the disposition

2-Meets Expectations: considerable evidence of understanding and commitment to the disposition

Disposition	Associated Indicators		
1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by making <i>major</i> errors in language, grammar, and word choice <input type="checkbox"/> Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation <input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic	<input type="checkbox"/> Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors <input type="checkbox"/> Strives to vary oral communication as evidenced of some students demonstrating a lack of participation <input type="checkbox"/> Occasionally uses vocabulary that is either too difficult or too simplistic	<input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment <input type="checkbox"/> Varies oral communication as evidenced by encouraging participatory behaviors <input type="checkbox"/> Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Disposition	Associated Indicators		
2. Demonstrates Effective Written Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Communicates in tones that are harsh or negative as evidenced by fostering negative responses <input type="checkbox"/> Demonstrates <i>major</i> spelling and grammar errors or demonstrates	<input type="checkbox"/> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses <input type="checkbox"/> Demonstrates <i>common</i> errors in spelling and grammar	<input type="checkbox"/> Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses <input type="checkbox"/> Demonstrates precise spelling and grammar

	frequent common mistakes		
--	--------------------------	--	--

Disposition	Associated Indicators		
3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Does not respond to <i>communications</i> and does not submit all assignments <input type="checkbox"/> Fails to exhibit punctuality and/or attendance <input type="checkbox"/> Crosses <i>major</i> boundaries of ethical standards of practice <input type="checkbox"/> Divulges inappropriate <i>personal</i> life issues at the classroom/workplace as evidenced by uncomfortable responses from others <input type="checkbox"/> Functions as a group member with no participation	<input type="checkbox"/> Delayed response to <i>communications</i> and late submission of assignments <input type="checkbox"/> Not consistently punctual and/or has absences <input type="checkbox"/> Crosses <i>minor</i> boundaries of ethical standards of practice <input type="checkbox"/> Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace, but this is kept to a minimum <input type="checkbox"/> Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	<input type="checkbox"/> Responds promptly to <i>communications</i> and submits all assignments <input type="checkbox"/> Consistently exhibits punctuality and attendance <input type="checkbox"/> Maintains professional boundaries of ethical standards of practice <input type="checkbox"/> Keeps <i>inappropriate</i> personal life issues out of classroom/workplace <input type="checkbox"/> Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Disposition	Associated Indicators		
4. Demonstrates a positive and enthusiastic attitude Marzano: 29	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Often complains when encountering problems and rarely offers solutions <input type="checkbox"/> Resists change and appears offended when suggestions are made to try new ideas/activities <input type="checkbox"/> Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions	<input type="checkbox"/> Seeks solutions to problems with prompting <input type="checkbox"/> May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed <input type="checkbox"/> Overlooks opportunities to demonstrate positive affect	<input type="checkbox"/> Actively seeks solutions to problems without prompting or complaining <input type="checkbox"/> Tries new ideas/activities that are suggested <input type="checkbox"/> Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

Disposition	Associated Indicators		
5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Rejects constructive feedback as evidenced by no implementation of feedback <input type="checkbox"/> Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve <input type="checkbox"/> Comes to class unplanned and without needed materials <input type="checkbox"/> Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed	<input type="checkbox"/> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions <input type="checkbox"/> Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement <input type="checkbox"/> Comes to class with some plans and most needed materials <input type="checkbox"/> Aware that lesson is not working but does not know how to alter plans to adjust	<input type="checkbox"/> Accepts constructive feedback as evidenced by implementation of feedback as needed <input type="checkbox"/> Learns and adjusts from experience and reflection as evidenced by improvements in performance <input type="checkbox"/> Comes to class planned and with all needed materials <input type="checkbox"/> Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

Disposition	Associated Indicators		
6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Demonstrates inequitable embracement of all <i>diversities</i> <input type="checkbox"/> Is challenged to create a <i>safe classroom</i> as evidenced by ignoring <i>negative</i> behaviors by students	<input type="checkbox"/> Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i> <input type="checkbox"/> Strives to build a <i>safe classroom</i> with zero tolerance of <i>negative</i> behaviors towards others but needs further development in accomplishing this task	<input type="checkbox"/> Embraces all <i>diversities</i> as evidenced by implementing <i>activities and behaviors</i> with goals of <i>total</i> inclusiveness through cultural, ethnic, and cognitive frames of reference <input type="checkbox"/> Creates a <i>safe classroom</i> with zero tolerance of negativity to others as evidenced by correcting <i>negative</i> student behaviors

Disposition	Associated Indicators		
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus <input type="checkbox"/> Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others <input type="checkbox"/> Rarely collaborates or shares strategies and ideas even when prompted	<input type="checkbox"/> Demonstrates some flexibility <input type="checkbox"/> Maintains a respectful tone in most circumstances but is not consistent <input type="checkbox"/> Shares teaching strategies as evidenced by some effort towards collaboration	<input type="checkbox"/> Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus <input type="checkbox"/> Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others <input type="checkbox"/> Proactively shares teaching strategies as evidenced by productive collaboration

Disposition	Associated Indicators		
8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support <input type="checkbox"/> Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work	<input type="checkbox"/> Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth <input type="checkbox"/> Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	<input type="checkbox"/> Recognizes own weaknesses as evidenced by seeking solutions before asking for support <input type="checkbox"/> Researches and implements most effective teaching styles as evidenced by citing works submitted

Disposition	Associated Indicators		
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Demonstrates immaturity and lack of self-	<input type="checkbox"/> Demonstrates level of maturity to self-regulate after	<input type="checkbox"/> Demonstrates appropriate maturity and

	<p>regulation as evidenced by overreacting to sensitive issues</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily <input type="checkbox"/> Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness 	<p>initial response is one of overreaction to sensitive issues</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates perseverance and resilience (grit) most of the time <input type="checkbox"/> Demonstrates sensitivity to feelings of others most of the time 	<p>self-regulation as evidenced by remaining calm when discussing sensitive issues</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations <input type="checkbox"/> Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness
--	--	--	---

AVERAGE COMPOSITE SCORE ACROSS NINE DISPOSITIONS:

COMMENTS: