College of Education (EDUC)

Bachelor's - Art Education

- Art Education teacher candidates demonstrate in-depth knowledge of the subject matter that they teach as described in professional (National Art Education Association -- NAEA), state (MSDE), and institutional standards.
- Art Education teacher candidates can effectively plan classroom-based instruction or activities for their roles as teachers. Candidates' knowledge, skills, and dispositions are applied effectively in practice.
- Art Education teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.
- Art Education teacher candidates are able to work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional (NAEA), state (MSDE), and institutional standards.
- Art Education teacher candidates demonstrate proficiency in each of the seven Maryland Teacher Technology Standards.

Bachelor's - Elementary Education

- Elementary Education teacher candidates have in-depth knowledge of the subject matter that they teach as described in professional (Association for Childhood Education International – ACEI), state (MSDE), and institutional standards.
- Elementary Education teacher candidates can effectively plan classroom-based instruction or activities for their roles as teachers. Candidates' knowledge, skills, and dispositions are applied effectively in practice.
- Elementary Education teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.
- Elementary Education teacher candidates are able to work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional (ACEI), state (MSDE), and institutional standards.
- Elementary Education teacher candidates demonstrate proficiency in each of the seven Maryland Teacher Technology Standards.

Bachelor's - Secondary Ed - English (Lang. Arts)

- English Education teacher candidates have in-depth knowledge of the subject matter that they teach as described in professional (National Council of Teachers of English -- NCTE), state (MSDE), and institutional standards.
- English Education teacher candidates can effectively plan classroom-based instruction or activities for their roles as teachers. Candidates' knowledge, skills, and dispositions are applied effectively in practice.
- English Education teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.
- English Education teacher candidates are able to work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional (NCTE), state (MSDE), and institutional standards.
- English Education teacher candidates demonstrate proficiency in each of the seven Maryland Teacher Technology Standards.

Bachelor's - Secondary Ed - Foreign Languages

- Foreign Language Education teacher candidates have in-depth knowledge of the subject matter that they teach as described in professional (American Council on the Teaching of Foreign Languages -- ACTFL), state (MSDE), and institutional standards.
- Foreign Language Education teacher candidates can effectively plan classroom-based instruction or activities for their roles as teachers. Candidates' knowledge, skills, and dispositions are applied effectively in practice.

- Foreign Language Education teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.
- Foreign Language Education teacher candidates are able to work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional (ACTFL), state (MSDE), and institutional standards.
- Foreign Language Education teacher candidates demonstrate proficiency in each of the seven *Maryland Teacher Technology Standards.*

Bachelor's - Secondary Ed - Mathematics

- Mathematics Education teacher candidates have in-depth knowledge of the subject matter that they teach as described in professional (National Council of Teachers of Mathematics -- NCTM), state (MSDE), and institutional standards.
- Mathematics Education teacher candidates can effectively plan classroom-based instruction or activities for their roles as teachers. Candidates' knowledge, skills, and dispositions are applied effectively in practice.
- Mathematics Education teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.
- Mathematics Education teacher candidates are able to work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional (NCTM), state (MSDE), and institutional standards.
- Mathematics Education teacher candidates demonstrate proficiency in each of the seven Maryland Teacher Technology Standards.

Bachelor's - Secondary Ed - Science

- Science Education teacher candidates have in-depth knowledge of the subject matter that they teach as described in professional (National Science Teachers Association -- NSTA), state (MSDE), and institutional standards.
- Science Education teacher candidates can effectively plan classroom-based instruction or activities for their roles as teachers. Candidates' knowledge, skills, and dispositions are applied effectively in practice.
- Science Education teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.
- Science Education teacher candidates are able to work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional (NSTA), state (MSDE), and institutional standards.
- Science Education teacher candidates demonstrate proficiency in each of the seven Maryland Teacher Technology Standards.

Bachelor's - Secondary Ed - Social Studies

- Social Studies Education teacher candidates have in-depth knowledge of the subject matter that they teach as described in professional (National Council for the Social Studies -- NCSS), state (MSDE), and institutional standards.
- Social Studies Education teacher candidates can effectively plan classroom-based instruction or activities for their roles as teachers. Candidates' knowledge, skills, and dispositions are applied effectively in practice.
- Social Studies Education teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.
- Social Studies Education teacher candidates are able to work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional (NCSS), state (MSDE), and institutional standards.
- Social Studies Education teacher candidates demonstrate proficiency in each of the seven Maryland Teacher Technology Standards.

Department of Human Development/Institute for Child Study

Bachelor's - Early Childhood Education

- Early Childhood Education teacher candidates have in-depth knowledge of the subject matter that they teach as described in professional (National Association for the Education of Young Children – NAEYC), state (MSDE), and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject.
- Early Childhood Education teacher candidates can effectively plan classroom-based instruction or activities for their roles as early childhood educators. Candidates' knowledge, skills, and dispositions are applied effectively in practice.
- Early Childhood Education teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.
- Early Childhood Education teacher candidates are able to work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional (NAEYC), state (MSDE), and institutional standards.
- Early Childhood Education teacher candidates demonstrate proficiency in each of the seven Maryland Teacher Technology Standards.

Department of Special Education

Bachelor's - Masters Combined Degree - Special Education

- Special Education teacher candidates have in-depth knowledge of the subject matter that they teach as described in professional (Council for Exceptional Children -- CEC), state (MSDE), and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject.
- Special Education teacher candidates can effectively plan classroom-based instruction or activities for their roles as special educators. Candidates;' knowledge, skills, and dispositions are applied effectively in practice.
- Special Education teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.
- Special Education teacher candidates are able to work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional (CEC), state (MSDE), and institutional standards.
- Special Education teacher candidates demonstrate proficiency in each of the seven Maryland Teacher Technology Standards.