

COLLEGE OF EDUCATION: Degree, Certificate, or other Programs

College	Department	Degree, Certificate, or other Credential	Program	Specialized Accreditor	Student Learning Outcomes
College of Education	Teaching, Learning and Professional Development	BS	Early Childhood/Special Education	Council for the Accreditation of Educator Preparation (CAEP)	<p>Candidates will demonstrate:</p> <ul style="list-style-type: none"> • Knowledge, skill, and ability to articulate planning of instruction and assessments • Knowledge, skill, and ability to analyze their teaching and assess student learning • Knowledge, skill, and ability of specific theories of child development to support student learning related to practice Ability to make connections to research as it relates to cognitive, social, emotional, and physical development • Mastery of high-level practice through their clinical experiences • Knowledge, skill and ability to problem solve using reflective activities to analyze and adjust instruction to make appropriate accommodations for all learners • Use of academic language as it relates to theory and practice in written and oral assessments • Knowledge, skill, and ability to coordinate and adjust instruction to address the individual needs of exceptional learners
College of Education	Teaching, Learning and Professional Development	BS	Elementary Education	Council for the Accreditation of Educator Preparation (CAEP)	<p>Candidates will demonstrate:</p> <ul style="list-style-type: none"> • A knowledge base that includes a multi-disciplinary academic program of study, a knowledge of pedagogy and a knowledge of learners and their characteristics • Knowledge of education theory, effective curriculum, instruction and assessment practices, current and relevant issues in education, ethics, and professionalism • Instructional practices reflective of sound knowledge of content, educational theories, and evidenced-based instructional strategies specific to the field of elementary education • Instructional planning, classroom management and assessment skills in a classroom setting • Intercultural competence in addressing civic, social, environmental and economic issues • Proficiency in being a reflective practitioner as well as in interpersonal, oral and written language skills

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College of Education	Teaching, Learning and Professional Development	BS	Sport Management	N/A	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and skill to complete the content area of knowledge needed for careers in Sport Management • Demonstrate knowledge and skill to discuss the principles of interpersonal communication, mass communications, and interaction with the public, particularly as they relate to the sport agency. • Demonstrate knowledge and skill to explain why budget and finance in sport is a critical component of all sports related industries, including familiar with sound financial control, its methods and principles. • Demonstrate knowledge and skill to describe the legal concepts in those areas that they are most likely to encounter in the workplace. • Demonstrate knowledge and skill of economic principles in the sports industry in the national economy and, as a result, it is shaped by external economic influences, and contributes to the shaping of the national economy. • Demonstrate knowledge and skill to be familiar with and discuss sports activities and governing agencies, their authority, organizational structure and functions. • Demonstrate in-depth practical knowledge and skills of sport industry through internships that bridge between classroom learning and practical application in sport settings, explore career options, develop management skills, and gain a greater understanding of the total operation of sports organizations.
College of Education	Department of Counseling	MA	Counseling Psychology	N/A	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of major theoretical counseling approaches • Exhibit knowledge and skill to the use of diagnostic statistical process to development, implement, and review treatment plans • Demonstrate skill and ability to use data software application to plan and complete clinical research. • Demonstrate skill and ability the ability to use and interpret various interest inventories, aptitude tests, and other measures related to education and career choices
College of Education	Department of Counseling	MA	Mental Health Counseling	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of major theoretical counseling approaches. • Demonstrate an understanding of the use of DSM 5 (Diagnostic Statistical Manual, Edition 5) • Demonstrate data software application & skills necessary to plan & complete a research paper. • Demonstrate the ability to use & interpret various interest inventories, aptitude test, and other measures related to education and career choices.

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College of Education	Department of Counseling	MA and Certificate	School Psychology	Council for the Accreditation of Educator Preparation (CAEP)	<p>Candidates will demonstrate:</p> <ul style="list-style-type: none"> • Knowledge and application of data-based decision making to address the needs of p-12 students • Knowledge and application of using consultation and collaboration practices to address the needs of p-12 students • Knowledge and application of developing academic intervention skills to address the needs of p-12 students • Knowledge and application of developing social/emotional/behavioral/mental health intervention skills to address the needs of p-12 students • Knowledge and application of system/ school-wide practices that promote Learning in p-12 schools • Knowledge and application of preventive and responsive services helpful to support students in p-12 schools • Knowledge and application of practices that promote family and school collaboration in planning activities for p-12 students • Knowledge and application of practices that promote diversity and cultural proficiency when planning activities for p-12 students • Knowledge and application of skills in research and program evaluation helpful to address the issues in p-K schools • Knowledge and application of practices that promote legal, ethical and professional practice in the field of school psychology
College of Education	Teaching, Learning and Professional Development	MAT	Teaching	Council for the Accreditation of Educator Preparation (CAEP)	<p>Candidates will demonstrate:</p> <ul style="list-style-type: none"> • Evaluate the cognitive, emotional, and philosophical developments of children and youth • A mastery of the knowledge of theory and practice necessary to apply InTASC and Maryland’s Essential Dimensions of Teaching to student learning • Skills related to effective lesson planning and classroom management • Create appropriate learning environments • Effective teaching methods, pedagogy and best practices that address learning styles of a diverse population • Alternative approaches for changing behavior and increasing achievement of students • Appropriate techniques for integrating assessment, instruction technology, curriculum and research • Conduct research and annotate research studies related to community, schools, classrooms, teachers, youth and parents • Proficiency in a certifiable subject area
College of Education	Teaching, Learning and Professional Development	M.Ed.	Culturally Responsive Teacher Leadership	N/A	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of major theories related to literacy development • Demonstrate knowledge, skills and ability to manage literacy instruction and programs (includes balanced literacy approaches, technology integration, and material selection).

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College of Education	Teaching, Learning and Professional Development	M.Ed.	*Elementary Education	N/A	<p>Candidates will demonstrate:</p> <ul style="list-style-type: none"> • A broad knowledge of school curriculum; • An in-depth understanding of current issues in secondary education; • Knowledge and skills of principles of teaching and learning related to classroom practices, procedures, and assessment; • Knowledge and skills of classroom management and supervision; • Knowledge and skills related to school community relations; • Increased comprehension of the foundations of secondary education; • An interdisciplinary conceptualization of the role of the school and the society it serves, including special needs, multicultural, and global populations; • Advanced professional knowledge for this level of activity • Application of advanced pedagogical knowledge to practical situations • Advanced research skills through written document • Practice of professionalism under all circumstances
College of Education	Department of Educational Leadership	M.Ed. and Certificate	Elementary and Secondary School Administration	Council for the Accreditation of Educator Preparation (CAEP)	<p>Candidates will demonstrate:</p> <ul style="list-style-type: none"> • Understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. • Understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation. • Understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult. • Understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions. • Understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others, ethical practice, and approaches to cultivating ethical behaviors in others.

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College of Education	Teaching, Learning and Professional Development	M.Ed.	Reading Education	Council for the Accreditation of Educator Preparation (CAEP)	<p>Candidates will demonstrate:</p> <ul style="list-style-type: none"> • Knowledge of content, educational theories, and evidenced-based instructional strategies • The ability to think systemically in order to manage and monitor student learning • To create and sustain a network of improvement- communities for increased student learning • Practices that support building culturally responsive school cultures with specific skillsets for managing groups, teams and networks to promote change in our most culturally and linguistically divers learning communities • The production of data to analyze, synthesize, and critique evidence of effect teaching, leading, and learning • The use various (re) sources of evidence and data to produce dialogue and discourse for teacher leadership growth • Skills for advocating for the profession as well as underserved communities • Skills for serving as provocateurs of equity at the local, district and national levels
College of Education	Department of Counseling	M.Ed	School Counseling	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	<p>Candidates will demonstrate:</p> <ul style="list-style-type: none"> • Knowledge, skills, and abilities regarding the history, philosophy, and trends in school counseling and educational systems • Knowledge, skills, and abilities regarding theories and processes of effective counseling and wellness programs for individual students and groups of students • Knowledge, skills, and abilities regarding the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning • Knowledge, skills, and abilities regarding the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students • Knowledge, skills, and abilities regarding the critical evaluation of research relevant to the practice of school counseling • Knowledge, skills, and abilities, regarding how the school counseling program relates to the academic mission of the school

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College of Education	Teaching, Learning and Professional Development	M.Ed Certificate	* Secondary Education	N/A	<p>Candidates will demonstrate:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and skills in research techniques and the use of various forms of assessment in the interpretation and evaluation of • best practices as they relate to secondary education; • Technological knowledge and skills related to curriculum design and implementation; • Ability to interpret the curriculum to students and parents and to involve parents and students in the process of curriculum change; • Demonstrate knowledge and skills in recognizing the importance of being a reflective practitioner and the value of theory in practice; and • Demonstrate knowledge and skills as a mentor teacher to assist others in developing effective teaching strategies.
College of Education	Teaching, Learning and Professional Development	M.Ed	Special Education	Council for the Accreditation of Educator Preparation (CAEP)	<p>Candidates will demonstrate:</p> <ul style="list-style-type: none"> • Knowledge and skills related to characteristics of learners with and without exceptional learning needs, including those from culturally and linguistically diverse backgrounds; the implications of those individual differences; and the effects of the child’s milieu • Knowledge of formal assessment instruments used for identification of disability and of informal assessment, diagnosis and evaluation procedures (academic, cognitive, communicative, social, emotional and physical) used for IEP development and ongoing instructional revision • The use of performance-based assessment data is emphasized to monitor ongoing educational progress and to guide instructional decision-making • Knowledge and related to managing student behavior and the support of intercultural and social interaction skill development • Knowledge and use of best practices and technology for effective management and modification of teaching and learning environments to accommodate individual learning needs

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College of Education	Department of Educational Leadership	Ed.D.	Educational Leadership	Council for the Accreditation of Educator Preparation (CAEP)	<p>Candidates will demonstrate:</p> <ul style="list-style-type: none"> • Develop a realistic and functional philosophy and vision of urban educational administration and leadership that incorporate the skills needed to translate that philosophy and vision into effective operation and implementation • Identify, design, and implement innovative programs that improve the nature and quality of instructional practices, student learning, and professional growth development. • Integrate a broad spectrum of educational and community resources by managing, operating, and creating wholesome and rewarding learning environments • Utilize and interpret research and data findings to solve problems that are faced by U.S. school communities.
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