

May 16, 2022

Dr. James D. Fielder, Jr.  
Maryland Higher Education Commission  
Secretary of Higher Education  
6 North Liberty Street  
Baltimore, MD 21201

Dear Secretary Fielder:

On behalf of President Charles A. Wight, the faculty, and the entire Salisbury University (SU) community, I am requesting approval to add a new instructional program at SU. Our institution is seeking permission to offer a Bachelor of Science degree in Elementary Education with Dual Certification in Early Childhood Education (PreK-6). The complete proposal for a new instructional program is attached for your review.

If you have any questions, please contact me at 410-548-3374.

Sincerely,



Karen L. Olmstead, Ph.D.  
Provost and Senior Vice President  
for Academic Affairs

Enclosure

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cc Dr. Charles A. Wight, President, Salisbury University  
Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM



**Cover Sheet for In-State Institutions  
New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal	
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*Each action below requires a separate proposal and cover sheet.*

- |                             |   |
|-----------------------------|---|
| New Academic Program        | Substantial Change to a Degree Program            |
| New Area of Concentration   | Substantial Change to an Area of Concentration    |
| New Degree Level Approval   | Substantial Change to a Certificate Program       |
| New Stand-Alone Certificate | Cooperative Degree Program                        |
| Off Campus Program          | Offer Program at Regional Higher Education Center |

Payment Submitted:	Yes No	Payment Type:	R*STARS # Check #	<i>MB</i>	Payment Amount:	Date Submitted:
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Department Proposing Program			
Degree Level and Degree Type			
Title of Proposed Program			
Total Number of Credits			
Suggested Codes	HEGIS:	CIP:	
Program Modality	On-campus	Distance Education ( <i>fully online</i> )	
Program Resources	Using Existing Resources	Requiring New Resources	
Projected Implementation Date	Fall	Spring	Summer <i>MB</i> Year:
Provide Link to Most Recent Academic Catalog	URL:		

Preferred Contact for this Proposal	Name:
	Title:
	Phone:
	Email:

President/Chief Executive	Type	
	Sig	<i>Karen Gustafson</i>
	Date	Date:
	Date of Approval/Endorsement by Governing Board:	

## **A. Centrality to Institutional Mission and Strategic Priorities**

1. Program Description: The Seidel School of Education at Salisbury University (SU) is pleased to submit a proposal for a new Bachelor of Science degree in Elementary Education with Dual Certification in Early Childhood Education (PreK-6). Currently, the Department of Early and Elementary Education offers an Early Childhood Education Program (ECED) leading to teacher licensure in pre-K through grade 3 and an Elementary Education Program (ELED) leading to teacher licensure in grades 1-6 in the state of Maryland. The proposed B.S. in Elementary Education with Dual Certification in Early Childhood Education (PreK-6) program will provide graduates with teacher licensure from pre-kindergarten (age 3) through grade 6 offering additional flexibility for job placement and broader workforce options. The B.S. in Elementary Education with Dual Certification in Early Childhood Education (PreK-6) program provides students, faculty, and staff the opportunity to immerse themselves in a more broadly defined Early Childhood and Elementary experience, drawing from a wider range of perspectives, including Pre-Kindergarten to Grade 6 curriculum, and developmentally appropriate pedagogical practices, with foundations in language development, communication, play and creative expression, physical health and motor development, instructional practices, academic interventions, and assessment of learning.
2. Alignment to Institutional Mission: Salisbury University (SU) is grounded in a tradition of teacher preparation that began in 1925 as the Maryland State Normal School at Salisbury. The proposed B.S. in Elementary Education with Dual Certification in Early Childhood Education (PreK-6) program continues that tradition and supports SU's mission to "empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world" and to "actively contribute to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation" (SU's Mission and Values, 2019). The state of Maryland (and nation) is experiencing the most severe teacher shortage in its history. With the passage of the *Blueprint for Maryland's Future* legislation in 2021, implementation of universal pre-kindergarten will require an additional 8,800 childcare providers be added to the current workforce. With the combination of the teacher shortage and increase to the education workforce, providing this Dual Certification program will help to meet this need in our state and nation.

3. Alignment to Strategic Priorities: The proposed B.S. in Elementary Education with Dual Certification in Early Childhood Education (PreK-6) program includes the voices of home-based preschool providers, practicing teachers, elementary school supervisors, and principals (empowering caregivers and pedagogical practitioners) with a key emphasis on student-focused learning. This approach enhances our local and regional partnerships which addresses SU's Strategic Plan as follows: "Objective 4.3 – Enhance and expand local and regional partnerships and strategic alliances with private, public, and nonprofit organizations" (SU's Strategic Plan Goal 4, 2019). Recent grant awards to expand the Eastern Shore Child Care Resource Center service area, our expanding Professional Development (and partner) School (PDS) network (39 schools across 7 counties), and collaborative grants from the Maryland State Department of Education with local education agencies provides ample opportunities for us to enhance our partnerships in the region and the state. The Seidel School of Education fulfills its mission through several goals, including a focus on "offering high quality, innovative professional programs which are characterized by active learning, and which meet or exceed national standards for excellence" which directly aligns to SU's Strategic Plan: "Objective 3.3 – Develop and articulate an identity that distinguishes SU as an outstanding public regional comprehensive University committed to academic excellence and student success" (SU's Strategic Plan Goal 3, 2019). As a result of our emphasis on excellence, our Elementary Education Program recently received National Recognition from the International Literacy Association, one of only 12 programs in the nation receiving this designation. All our educator preparation programs are nationally accredited by the Association for Advancing Quality in Educator Preparation (2022-2028).
4. Institutional Commitment: The proposed Dual Certification program combines existing courses in the current Elementary and Early Childhood programs into the new major. As such, no additional resources are required to support the new program. SU's existing faculty offer the courses as part of their regular teaching load; therefore, it will not require additional administrative support or increased staffing. Future program growth may necessitate additional faculty. Advising support will be critical to the success of the program but the capacity for advising is available through SU's Academic Advising Center. If enrollments were to grow significantly, more advising support may be necessary. SU is committed to providing additional administrative, financial, and technical support to match increases in

program demand and student enrollments. We also pledge to provide the appropriate support to enable all students officially enrolled in academic programs to complete their degree, even in the unlikely event we phase out approved degrees and stop admitting new students. However, the proposed program is expected to attract students who are interested in expanding teacher licensure and job flexibility across the age continuum of youth from early childhood (PreK) through upper elementary levels (grade 6).

### **B. Critical and Compelling Regional or Statewide Need as identified in the State Plan**

The 2017-2021 Maryland State Plan for Higher Education outlines a variety of strategies that are addressed by the proposed Dual Certification program. In particular, *Strategy 1: Continue to improve college readiness among K-12 students, particularly high school students*, is identified as a critical area addressed by the proposed program. Research from the Early Childhood Longitudinal Study (2010-2011) clearly illustrates the importance of school readiness among first-time kindergarten age children as it lays the foundation for future school success, especially skills related to mathematics and literacy. Improving children's school readiness through early childhood education is also seen as critical in reducing the racial achievement gap in later years (Heckman, 2006; Duncan, et al., 2007) especially for children who come from socioeconomically disadvantaged backgrounds, which addresses Strategy 4 of the State Plan: *Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions*.

### **C. Quantifiable and Reliable Evidence of Market Supply and Demand**

During the current academic year (2021-2022), Maryland has nearly 2,000 teacher vacancies including 80 vacancies in Early Childhood and 148 in Elementary Education (MSDE, 2021). On the Eastern Shore, Elementary Education (#2) and Early Childhood (#3) are among the top 5 teacher vacancies in the region. Additionally, there are over 3,600 Maryland teachers with conditional certification, including 314 in Early Childhood and 580 in Elementary Education (MSDE, 2021). As previously mentioned, with the recent passing of the *Blueprint for the Future of Maryland's Schools* legislation, an additional 8,800 early childhood educators will need to be added to the Maryland teacher workforce to implement universal pre-kindergarten for all 3- and 4-year-olds by 2025. At the national level, there is currently an annual teacher shortage of over

110,000 teachers with a projection of 136,000 vacancies by the year 2030 (Economic Policy Institute, 2019). The proposed Dual Certification program will provide more flexibility to meet the demand to fill the state's teacher pipeline.

#### **D. Reasonableness of Program Duplication**

SU is one of only two USM institutions that serve the residents of the Eastern Shore. We have a strong partnership with our sister institution, University of Maryland Eastern Shore (UMES), with a joint Master's in Teaching (M.A.T.) program leading to secondary education certification in multiple areas and a collaboration to offer Special Education certification from UMES for students at SU. UMES does not offer undergraduate or graduate programs in Early Childhood or Elementary Education. There are no similar programs offered in our geographic region.

#### **E. Relevance to High-demand Programs at HBIs**

No HBIs in Maryland offer an undergraduate degree leading to dual certification in elementary and early childhood education.

#### **F. Relevance to the identity of HBIs**

No HBIs in Maryland offer an undergraduate degree leading to dual certification in elementary and early childhood education.

#### **G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes**

1. How Program was Established and Faculty Oversight: A full course listing with course titles and descriptions is provided in Appendix A. The courses were selected to ensure cohesion of content providing comprehensive pedagogical and development of foundational knowledge and skills across the continuum from early childhood (age 3) through upper elementary levels (grade 6) while limiting content overlap at the early elementary levels (grades 1-3). The proposed Dual Certification program will be housed in the Department of Early and Elementary Education and will be co-managed by the Elementary Education Program Director (Dr. Jeni Davis) and Early Childhood Program

Director (Dr. Konstantine Kyriacopoulos) in consultation with the Department Chair (Dr. Shanetia Clark).

2. Educational Objectives and Learning Outcomes: The proposed Dual Certification program follows a student-centered learning approach that is the hallmark of Salisbury University's approach to postsecondary education (SU Mission and Values, 2019). The educational objectives and student learning outcomes are informed by the content and pedagogy accrediting organizations. For example, the International Literacy Association awarded the Elementary Education program with National Recognition, and the Association for Advancing Quality in Educator Preparation (AAQEP) accredited the education programs. In its final report, the AAQEP review team noted,

The Commission evaluated the program's evidence for each AAQEP standard and determined that all four standards are met. Completers of the program are prepared to work effectively as professional educators who are able to adapt to different contexts and to grow professionally. The Seidel School of Education has the capacity to consistently deliver and continuously improve program quality, and it engages with stakeholders and partners to strengthen the P-20 education system throughout the region.

Across the courses with varied content emphasizing Early Childhood and Elementary Education enhanced by clinical practice in partner schools, the teacher candidates and graduates will obtain and continue to engage with the learning outcomes guided by Specialized Professional Associations (SPAs) and the institution as follows:

***Elementary Education: Student Learning Outcomes***

- Teacher candidate constructs learning opportunities that support individual students' development, acquisition of knowledge and motivation.
- Teacher candidate demonstrates a high level of competence in use of subject matter to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

- Teacher candidate integrates and applies knowledge of instruction and adaptation to develop critical thinking and active engagement in learning.
- Teacher candidate knows, understands, and uses formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
- Teacher candidate knows the importance of establishing and maintaining positive, professional, collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

***Early Childhood Education: Student Learning Outcomes***

- Teacher candidate works to build positive relationships in the atmosphere of a learning community.
- Teacher candidate implements a curriculum that promotes learning and development.
- Teacher candidate uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development.
- Teacher candidate uses ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development.
- Teacher candidate promotes the nutrition and health of children.
- Teacher candidate demonstrates competencies and preparation necessary to promote children's learning and development and to support families' diverse needs and interests.
- Teacher candidate establishes and maintains collaborative relationships with each child's family to foster children's development.
- Teacher candidate establishes relationships with and uses the resources of the children's communities to support learning and development.
- Teacher candidate establishes a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments.
- Teacher candidate demonstrates effective leadership and management skills and practices.



2. Assessment of Student Achievement of Learning Outcomes: The Seidel School of Education utilizes a centralized assessment system, Watermark Student Learning & Licensure, that supports rigorous assessment of student learning outcomes and signature assessments over the course of the program. Data reports show student progress across the program and help identify areas for program improvement. Additionally, the Seidel School of Education provides annual data reports to the Maryland State Department of Education that includes certification licensure exam pass rates for all program completers, including a robust performance-based assessment that is scored nationally (i.e., edTPA by Pearson).
3. List of Courses with Credit Hours and Course Descriptions: Below is a consolidated list of courses and credit hour requirements. See Appendix A for expanded list of courses with full descriptions.

Completers of the Elementary Education major with Early Childhood Education Certification (Dual majors) will have more than 120 credits upon graduation. Because these students are earning two certifications (Early Childhood: PreK-3 and Elementary: Grades 1-6), then more credits are necessary. According to COMAR, the certification in Early Childhood Education requires “[a] supervised experience in a public or accredited nonpublic school setting at the prekindergarten or kindergarten and primary age/grade level” (13A.12.02.03) and a certification in Elementary Education requires “[a] supervised experience in a public or accredited nonpublic school setting at the appropriate age or grade level” (13A.12.02.04). To accommodate these regulations, this new major will have these supervised experiences in three courses, which are ECED 455 (PreK-K), ELED 422 (Grades 1-3), and ELED 423 (Grades 4-6).

In addition, graduates of this new program would have taken four additional courses (ECED 251: Collaboration and Cooperation in the Early Childhood Community; ECED 352: Integrated Reading and Language Arts, Birth – 4; ECED 356: Play and Creativity in Early Childhood Education; and ECED 366: Integrating Early Childhood Curriculum). The courses are designed to meet the national accrediting agency, National Association for the Education of Young Children (NAEYC), standards. By using the NAEYC standards as a foundation, graduates would have the knowledge, skills, and dispositions to teach young children, particularly those in pre-kindergarten and kindergarten. The curricula of these courses have been approved.

General Education & Pre-program Requirements	59-60 credits
Professional Program Requirements	74 credits
Total	133-134 credits

**Pre-professional Program Requirements:**

MATH 130: Fundamental Concepts I	3
ELED 201: Introduction to Teaching	1
ELED 202: Technology in Education	4
ECED 251: Collaboration and Cooperation in Early Childhood Communities	3

After meeting general education and pre-professional program requirements, students are admitted to the Professional Teacher Education Program where they will enroll in courses to develop knowledge of working with families, engage children in play and creativity in education, enhance their understanding of diversity in education, explore teaching diverse learners, and study literacy, science, social studies, and mathematics pedagogy in a clinically rich experience. This program will offer clinical experiences in an assigned Professional Development (or partner) School (PDS) as required by the Maryland State Department of Education (MSDE) for teacher licensure.

**Professional Program Requirements:**

ECED 352: Integrated Reading and Language Arts Birth-Age 4	4
ELED 305: Learning and Assessment for Diverse Classrooms	4
ELED 317: Integrating Aesthetic Experiences into Teaching and Learning	4
ELED 301: Diversity in Education	4
ELED 302: Integrated Reading and Language Arts Grades K-3	4
ELED 320: Teaching Diverse Learners	4
ELED 340: Building Classroom Community	4
ELED 350: Literature for Children	4
ECED 356: Play and Creativity in Early Childhood Education	4
ECED 366: Integrating Early Childhood Curriculum	4
ELED 330: Integrated Reading and Language Arts 3-6	4
ELED 403: Teaching Science in Elementary Classrooms	4
ELED 405: Teaching Social Studies in Elementary Classrooms	4
ELED 406: Teaching Mathematics in Elementary Classrooms	4
ELED 410: Literacy Assessment and Intervention	4
ECED 455: Early Childhood Education Clinical Practice I	5
ELED 411: Clinical Practice Seminar	4

General Education Requirements

General Education requirements:

- Group III: Humanities and Social Sciences – select from ART, COMM, DANC, THEA, MDFL, MUSC, PPHIL, HONR 211(4 credits)
- Group V: Health Fitness: FTWL 106 (3 credits)

General Education requirements that are fulfilled by the major:

- Group I: English Composition and Literature (2 courses)
  - ENGL 103 (4 credits)
  - General Education IB Literature course (from either ENGL or MDFL Depts.) (4 credits)
- Group II: History (2 courses)
  - HIST 101, 102, or 103 (4 credits)
  - HIST course above 103 (4 credits)
- Group III: Humanities and Social Sciences (3 courses)
  - ANTH, CADR, ECON, or FINA, ENVR, Human GEOG, POSC, SOCI or HONR 112 (3/4 credits)
  - PSYC 250 (4 credits)
- Group IV: Natural Science, Math and Computer Science (4 courses)
  - BIOL 101 (4 credits)
  - PHYS/CHEM 101 (4 credits)
  - GEOG 104 (4 credits)
  - MATH 130 (3 credits)
  - MATH 150 (3 credits)
  - MATH 230 (3 credits)

4. Specialized Accreditation or Graduate Certification Requirements: Official scores on all certification examinations required by the Maryland State Department of Education for teacher licensure must be sent from the testing company to Salisbury University as a requirement for graduation. All educator preparation programs are nationally accredited by the Association for Advancing Quality in Educator Preparation (AAQEP, 2022-2028).

5. Contracting with Another Institution or Non-Collegiate Organizations

Not applicable to this program.

6. Assurance that Program Materials are Clear and Accurate: All publications, including marketing, catalog and website admissions pages are vetted by the Marketing and

Communications Department at SU, which fact-checks all submissions and regularly reviews materials for accuracy.

## H. Adequacy of Articulation

1. Teacher Academy of Maryland (TAM) high school CTE program: The TAM Program requires the completion of four TAM courses (Human Growth & Development, Teaching as a Profession, Foundations of Curriculum & Instruction, the Education Academy Internship) and for students to maintain a cumulative GPA of at least 3.0 with no grade of less than 2.0 in any TAM course. Upon matriculation to SU, students meeting these requirements receive transfer credit for ELED 201: Introduction to Teaching.
2. Associate Degrees: All students transferring to SU with an Associate of Arts (A.A.), Associate of Arts in Teaching (A.A.T.) or an Associate of Science (A.S.) degree from a Maryland community college will fully satisfy SU's General Education requirements. Those transfer students having earned the A.A.T. are automatically admitted into the professional teacher education program.

## I. Adequacy of Faculty Resources

1. The proposed Dual Certification program courses will be taught by SU's faculty from the Seidel School of Education. Collectively, these faculty have decades of experience in teacher preparation.

Faculty Member	Academic Rank	Terminal Degree	Degree Granting Institution	Area of Expertise	Status	Courses Taught
Browne, Niya	Adjunct Faculty	M.Ed.	Salisbury University	Educational Leadership; Elementary Education	PT	ELED 201
Burgess, Claudia	Professor	Ph.D., Curriculum	University of Illinois – Urbana Champaign	Mathematics Education	FTTT	ECED 451 ELED 340 ELED 390 ELED 406
Carroll, Karen	Adjunct Faculty	M.Ed.	Grand Canyon University	Education Specialist	PT	ELED 301
Chen, Chin-Hsiu	Associate Professor	Ph.D., Early Childhood Education	University of Victoria, Canada	Early Childhood Education	FTTT	ECED 251 ECED 356
Clark, Shanetia	Associate Professor	Ph.D., Curriculum	Pennsylvania State University	Curriculum & Instruction; Language &	FTTT	ELED 317 ELED 302 ELED 330

		and Instruction		Literacy Education		ELED 350 ELED 411
Connery, Cathrene	Associate Professor	Ph.D., Philosophy in Educational Thought and Sociocultural Studies	University of New Mexico	Language, Literacy & Sociocultural Studies; Bilingual & TESOL Education	FTTT	ELED 302 ELED 317 ELED 330 ELED 350
Davis, Jeni	Associate Professor	Ph.D., Curriculum and Instruction	University of Missouri at Columbia	Curriculum & Instruction; Elementary Science Education	FTTT	ECED 452 ELED 403
Dean, Patricia	Associate Professor	Ph.D., Curriculum and Instruction	Pennsylvania State University	Curriculum & Instruction; Language & Literacy; Early Childhood Education	FTTT	ELED 302 ELED 350 ELED 366
Elburn, Sara	Adjunct Faculty	M.Ed.	Johns Hopkins University	Technology for Educators	PT	ELED 201
Ennis, Bonnie	Adjunct Faculty	Ed.D.	Wilmington University	Innovation & Leadership	PT	ELED 406
Ferraro, Elaine	Adjunct Faculty	M.Ed.	University of South Florida	Reading Education K12	PT	ELED 410
Finneran, Mary Louise	Assistant Clinical Professor	M.Ed.	Salisbury University	Early Childhood Education	FTNTT	ECED 352 ECED 356 ELED 302
Flores, Brian	Assistant Professor	Ph.D., Literacy Studies	University of South Florida	Literacy Studies	FTTT	ELED 302 ELED 330 ELED 410
Gasior, Paul	Adjunct Faculty	M.Ed.	Salisbury University	Teaching & Learning with Technology	PT	ELED 201
Genareo, Vincent	Associate Professor	Ph.D., Philosophy	University of North Dakota at Grand Forks	Teacher Education; Teaching & Learning	FTTT	ELED 305

King, Patricia	Assistant Clinical Professor	M.Ed.	McDaniel College	Education & Deaf Education	FTNTT	ELED 320 ELED 340 ELED 411
Kyriacopoulos, Konstantine	Assistant Professor	Ph.D., Curriculum and Instruction	University of Washington	Curriculum & Instruction	FTTT	ECED 453 ELED 301 ELED 340 ELED 405
O'Neal, Elaine	Assistant Clinical Professor	Ed.D.	Wilmington University	Innovation & Leadership	FTNTT	ELED 302 ELED 330 ELED 340 ELED 410
Pennerman, Althea	Associate Professor	Ph.D., Instructional Design Development	University of South Alabama	Instructional Design & Development	FTTT	ELED 301 ELED 320 ELED 411
Sessoms, Diallo	Associate Professor	Ph.D., Instructional Technology	University of Virginia at Charlottesville	Instructional Technology	FTTT	ELED 202

2. Demonstrate On-going Pedagogical Training for Faculty: SU's Office of Instructional Design & Delivery (ID&D) provides professional development in pedagogy and instructional technologies. They provide ongoing online and face-to-face workshops on the Canvas learning management system, plagiarism detection service, lecture capture software, and more. ID&D distributes a weekly newsletter during the academic year that shares evidence-based best practices for traditional, hybrid, and online learning environments. ID&D offers a multi-week "Soaring with Online Learning" faculty development program focused on the design, development, and instructional delivery of hybrid or fully online courses. SU has an institutional membership to the National Center for Faculty Development & Diversity (NCFDD) that allows all faculty to participate in programs intended to provide mentoring and support for success in the Academy. SU also has an institutional membership for content delivered through LinkedIn Learning that provides content in a variety of supportive technology tools. Additional professional development opportunities are provided through the Faculty Development Committee and Faculty Learning Communities (FLCs), such as the Distance Education FLC and Scholarship of Teaching and Learning FLC. Finally, the institution hosts two annual

faculty development events – one in August to kick off the beginning of the academic year and a Teaching & Learning conference in the Spring where faculty present on evidence-based best practices they have used in their courses.

## **J. Adequacy of Library Resources**

SU's libraries have existing resources to completely support the proposed Dual Certification program. The holdings include several relevant academic journals available through electronic access via online database subscriptions, including (but not limited to) Academic Search Complete, JSTOR, and ProQuest. Sample titles include *Early Childhood Education Journal*, *Early Childhood Research Quarterly*, *The Elementary School Journal*, and *The Reading Teacher* to name a few. In addition to the main library, The Ernie Bond Curriculum Resource Center (CRC) is housed in Conway Hall where the Seidel School of Education is located. The CRC supports the teaching, research, educational, and professional needs of faculty, staff and students by maintaining a quality collection of children's literature and other relevant, program-based materials, program support provided by a dedicated education librarian, and a repository of special collections including Environmental Literacy (emphasizing the Green Earth Book Award winners), History of American Literacy, Caldecott and Newbery award winners, Holocaust Education and Human Rights, Big Books and a large menagerie of 100+ puppets (for PreK and early elementary classroom instruction). Both library locations provide workspace for students, access to computers, a scan and print station, laminators, and other useful technologies. In summary, no new library resources are required to support this proposed program.

## **K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources**

1. Physical Facilities and Infrastructure: Delivery of the proposed program will be in existing physical space and is not contingent on additional resources. There are six dedicated instructional methods laboratories in Conway Hall for the exclusive use by the Seidel School of Education, including labs for early childhood, mathematics, science, English language arts, social studies, and educational technology. Storage rooms are attached to each instructional lab with adequate supplies and manipulatives available to support instruction. Faculty offices and administrative staff are also located in Conway Hall, which centralizes student support within one building.

2. Access to Distance Education: Conway Hall has six Windows-based computer labs and two Mac labs that are available to students, and faculty may reserve each lab for classroom instruction. The math and science instructional labs each have ten iPads and ten Chromebooks for student use. All students and faculty utilize SU’s email and cloud computing services through Office 365 and all faculty in the Seidel School of Education use the *MyClasses* (Canvas LMS platform) to support distance education. Conway Hall is also outfitted with three state of the art distance learning classrooms with installed sound systems, microphones, and off-site camera access.

**L. Adequacy of Financial Resources**

1. Financial Resources: The proposed program does not require reallocated funds. As previously stated, current faculty will provide instruction as part of their existing faculty loads; therefore, it will not require any additional instructional or administrative support or increased funding at this time. Future program growth may necessitate additional clinical faculty that would be covered by revenue generated from the program (see Table 2).

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1.Reallocated Funds <sup>1</sup>	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue <sup>2</sup> (c+g below)	\$132,024	\$166,476	\$206,028	\$254,260	\$296,996
a. #F.T. Students	12	15	18	22	25
b. Annual Tuition/Fee Rate (FY21 Resident Rate) *	\$10,396	\$10,604	\$10,816	\$11,032	\$11,252
c. Annual Full Time Revenue (a x b)	\$124,752	\$159,060	\$194,688	\$242,704	\$281,300
d. # Part Time Students	2	2	3	3	4
e. Credit Hour Rate *	\$303	\$309	\$315	\$321	\$327
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	\$7,272	\$7,416	\$11,340	\$11,556	\$15,696
3. Grants, Contracts, &	\$0	\$0	\$0	\$0	\$0



Other External Sources <sup>3</sup>					
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$132,024	\$166,476	\$206,028	\$254,260	\$296,996

\*Calculated with a 2% annual increase

7. Program Expenditures: Additional clinical faculty will be required to facilitate the clinical field experiences and supervision of teacher candidates in their field placements. This would begin with a part-time adjunct faculty to support the proposed Dual Certification program with an increase from 0.25 FTE to 1.0 FTE as the program grows to establish a full cohort of majors. No additional administrative or support staff would be necessary for program implementation.

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	\$14,062	\$15,262	\$31,134	\$47,634	\$64,783
a. # FTE (Clinical Faculty)	0.25	0.25	0.50	0.75	1.0
b. Total Salary (\$45,000 base +2% annual increase)	\$11,250	\$11,475	\$23,409	\$35,815	\$48,709
c. Total Benefits	\$2,812	\$3,787	\$7,725	\$11,819	\$16,074
2. Total Administrative Staff Expenses (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Total Support Staff Expenses (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0

c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 7)	\$14,062	\$15,262	\$31,134	\$47,634	\$64,783

**M. Adequacy of Provisions for Evaluation of Program**

1. Evaluation of Courses, Faculty, and Outcomes: The Seidel School of Education has a long tradition of assessment, accreditation, and continuous improvement. All faculty members are evaluated every year by their department chairs and all programs undergo a comprehensive academic program review process every 7 years with guidance from SU’s Office of University Analysis, Reporting, and Assessment. Recently, the Elementary Education and Early Childhood programs received full accreditation by the Association for Advancing Quality in Educator Preparation (2022-2028) and the Elementary Education program received national recognition by the International Literacy Association (2022-2027).
2. Educational Effectiveness, Student Retention, Student/Faculty Satisfaction: SU provides the opportunity for all students to participate in course evaluations anonymously at the end of each semester, which provides feedback used by academic departments in the improvement of the curriculum and in the promotion and tenure process of faculty. Course evaluations evaluate the instructor and course content. The Seidel School of Education also has a schoolwide Unit Assessment Committee that ensures all courses are reviewed on a regular basis for alignment with stated student learning outcomes. The Seidel School of Education leadership team regularly reviews student enrollment and retention data to identify any potential barriers to student success.

**N. Consistency with State’s Minority Student Achievement Goals**

Any student who meets the SU admissions requirements can choose to pursue the proposed Dual Certification program. SU has been a “test-optional” institution for more than a decade. Studies

show that ending SAT and ACT requirements can result in a more diverse applicant pool without reducing graduation rates (Inside HigherEd, 2018). SU's Strategic Plan (Goal 2) emphasizes a "campus culture of inclusive excellence, support, and collaboration" and (Goal 3) to "support access, affordability and academic excellence" as core values. More specifically, *Objective 3.1 - Improve access and reassess enrollment goals utilizing strategies developed in the Strategic Enrollment Plan*, and *Strategy 3.1.7 - Increase access to teacher education programs to address critical teacher shortage areas in Maryland and the region while improving the quality of PreK12 instruction for collegiate success* provide the backdrop for ensuring success for minority students. Additionally, the Seidel School of Education has established several collaborative programs aimed at meeting local educator workforce needs and diversifying the teaching pool. For example, the *Women Who R.I.S.E (Reach and Inspire Students through Education) program* is a collaboration with Pocomoke High School in Worcester County. This is a dual enrollment "Grow Your Own" model for developing a pipeline of female teachers of color while still in high school in which they receive mentorship, coursework, and educational experiences on SU's campus. Additional wraparound supports help ensure success with high school to college transitions in the form of a College & Career Readiness Bootcamp offered online during the academic year and face-to-face on campus during the summer months.

#### **O. Relationship to Low Productivity Programs**

The proposed program is not related to an identified low productivity program.

#### **P. Adequacy of Distance Education Programs**

No distance learning is proposed at this time.

## Appendix A

Course Title	Semester Credit Hours	Course Description
<b>General Education Requirements Fulfilled by Major</b>		
IA (Composition), IB (Literature), IIA (World History), IIB (History), IIIB (Social Science), IVA (Lab Science), IVB (Non-Lab Science), IVC (Mathematics)		
<b>Pre-Professional Program Requirements</b>		
<ul style="list-style-type: none"> <li>• Complete a minimum of 49 hours in the early childhood /elementary education program with an overall GPA 2.50 or higher (including transfer courses). Any courses older than seven years are subject to review for acceptance toward fulfilling degree requirements.</li> <li>• Maintain a 2.75 GPA or greater in the required pre-professional courses. The Praxis Core is no longer required by the State of Maryland for admittance in the teacher education program. However, the Maryland State Department of Education requires teacher candidates who graduate with an overall GPA of 3.0 or greater to take the Praxis Core or submit other qualifying scores.</li> <li>• Exhibit appropriate professional program candidate dispositions. Professional dispositions are the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator’s own professional growth.</li> <li>• Submit a Professional Teacher Education Program application to the education advisor by the established deadline set by <u>Early and Elementary Education</u> Department. The online application must be submitted prior to the semester the candidate wishes to enroll in professional education courses.</li> </ul>		
Earn a GPA of 2.75 or Higher with Grades of C or Better in the Following:		
BIOL 101 – Fundamentals of Biology	4	Introduces students to the principles inherent to life, with a broad overview of the cell, the organism and the community in which living things exist. This Web-enhanced course requires significant online work. Does not satisfy biology major requirements. One hour lecture, two hours online and two hours laboratory per week. Meets General Education IVA or IVB.
CHEM 101 – Physical Science OR PHYS 101 – Physical Science	4	Introduces students to the fundamental concepts of the physical sciences. The course will emphasize practical applications, especially those which integrate all of the natural sciences. The course assumes an understanding of college algebra and is recommended for elementary education majors who have not successfully completed PHYS 101. Three hours lecture, two hours laboratory per week. Meets General Education IVA or IVB.

		<p>Recommended Prerequisites MATH 130 is recommended for elementary education majors.</p> <p>May Not Receive Credit for Both Credit may not be received for both CHEM 101 and PHYS 101.</p>
<p>ECED 251 – Collaboration and Cooperation in Early Childhood Communities</p>	3	<p>Emphasizes family-school-community partnerships that promote children’s ability to develop and learn. Examines family systems and their roles in the development of young children. Explores many of the challenges faced by today’s diverse families and identifies collaboration and involvement practices to meet their needs. Focuses on ethical behavior and professional responsibilities as they relate to young children, their families and communities. Includes clinical experiences.</p> <p>Three hours per week.</p> <p>Prerequisites Declared early childhood education or dual certification major. Must be taken the semester prior to applying to the Professional Teacher Education Program. Corequisites ELED 202.</p>
<p>ELED 201 – Introduction to Teaching</p>	1	<p>Provides a comprehensive orientation to the teaching profession. The theoretical content and field-based experience help candidates gain an informed overview of the dimensions of public education in the United States. Examine and critique historical, philosophical and intellectual foundations of the American education system that includes school organization and governance, ethical and legal matters, social roles, curriculum, major trends, and current educational issues. Develop a broad understanding of teaching certification and licensure and reflect on personal interests in a teaching career.</p> <p>One hour per week.</p>
<p>ELED 202 – Technology in Education</p>	4	<p>Emphasizes the role of technology for teaching and learning in pre-K-6 classrooms. Provides experiences with computer-based and mobile applications. Explores traditional and emerging technologies that enhance the learning experience for students, including digital images, video, Internet and interactive technologies as a means of developing meaningful learning experiences. Addresses Maryland state technology standards for teachers as well as national technology standards for teachers and students. Includes clinical experiences.</p> <p>Three hours per week with enhancement.</p> <p>Prerequisites Declared elementary education, early childhood or dual certification major. Must be taken during semester prior to applying to the Professional Teacher Education Program.</p>

		Corequisites Early Childhood and Dual Certification Major: ECED 251.
ENGL 103 – Composition and Research	4	A course in college-level academic writing. Focus on argument, critical reading and writing, and information literacy. Three hours per week with enhancement. Meets General Education IA (required c or better).
General Education IB Literature course (from either ENGL or MDFL Depts.)	4	
GEOG 104 – Earth and Space Science	4	An introductory course in earth and space science for prospective elementary school teachers. An examination of the physical character of the Earth and its place in the solar system. This course is intended for elementary education majors. Three hours lecture, two hours laboratory per week. Meets General Education IVA or IVB. May Not Receive Credit for Both GEOG 104 and GEOG 105
HIST 101 – World Civilizations OR HIST 102 – World Civilizations OR HIST 103 – First-Year Seminar in World History	4	HIST 101: Examination of global progress in major civilizations from prehistoric times to the present emphasizing the economic, social, cultural, intellectual and political trends motivating human beings. Three hours per week with enhancement. Meets General Education IIA or IIB. Note: HIST 101 and HIST 102 do not have to be taken in sequential order.  HIST 102: Examination of global progress in major civilizations from prehistoric times to the present emphasizing the economic, social, cultural, intellectual and political trends motivating human beings. Three hours per week with enhancement. Meets General Education IIA or IIB. Note: HIST 101 and HIST 102 do not have to be taken in sequential order.  HIST 103: Topics change each semester. Requires extensive reading, writing and class discussion on a topic in world history. Four hours per week.

		Meets General Education IIA or IIB. May be taken twice under different course title.
HIST 104 or above	4	
MATH 130 – Fundamental Concepts	3	Provides a thorough understanding of the MAThematical concepts covered in grades one through eight. Moves through the mathematical content into the ability to explain the mathematical ideas and relationships. Emphasizes the ability to explain the concepts in everyday language appropriate for the listener, using correct vocabulary, and the ability to demonstrate these ideas using physical models and/or activities. Use of technology is required. Includes non-routine problem solving. Three hours per week. Does not meet General Education requirements. Prerequisites Declared elementary education or early childhood education major. May Not Receive Credit for Both MATH 103 and MATH 130
MATH 150 – Data and Probability Connections	3	Provides prospective teachers with a conceptual understanding of statistics and probability. Includes concepts for which elementary curricula lay a foundation, bivariate data analysis, conditional probability, formal inference, relevant educational software and guidelines for teaching statistics as set forth by the American Statistical Association and the National Council of Teachers of Mathematics. Three hours per week. Meets General Education IVB or IVC. Pre or Corequisites C or better or concurrent enrollment in MATH 130. May Not Receive Credit for Both MATH 150, MATH 155, MATH 213 or MATH 216 (may only receive credit for one)
MATH 230 – Fundamental Concepts II	3	Continuation of the process begun in MATH 130 of preparing prospective elementary school teachers to teach mathematics. Like MATH 130, it fosters a thorough understanding of fundamental mathematics and emphasizes the ability to communicate this. Three hours per week. Meets General Education IVB or IVC. Prerequisites C or better in MATH 130. May Not Receive Credit for Both MATH 104 and MATH 230
PSYC 250 – Psychology of	4	In-depth study of the implications of and issues surrounding the physical, intellectual, social and emotional

<p>Infancy and Childhood</p>		<p>development of children from conception to adolescence.  Three hours per week with enhancement.  Meets General education IIIB or IIIC.  Prerequisites PSYC 101 or 30 credit hours.  May Not Receive Credit for Both PSYC 250 and PSYC 320</p>
<p>General Education IIIB (ANTH, CADR, ECON/FINA, Human GEOG, POSC, SOCI course)</p>	<p>3-4</p>	
<p><b>Professional Program Requirements</b>  In order to be accepted and remain in good standing in the PTEP, candidates must:</p> <ul style="list-style-type: none"> <li>• Complete all required coursework or receive a formal waiver for a math or science course issued by the department.</li> <li>• Earn an overall grade point average of 2.50 or higher including transfer courses that fulfill General Education program requirements.</li> <li>• Earn a pre-professional grade point average of 2.75 or higher with no grade below a C for all required pre-professional program courses.</li> <li>• Successfully complete all professional education courses within 2 attempts (only 1 retake is permitted for professional education coursework).</li> <li>• Demonstrate professional dispositions in keeping with the Seidel School of Education Professional Dispositions Policy.</li> </ul> <p>Earn a GPA of 2.75 or Higher with Grades of C or Better in the Following:</p>		
<p>ECED 352 – Integrated Reading and Language Arts Birth-Age 4</p>	<p>4</p>	<p>Introduces nurturing, teaching and engaging of children in language acquisition and literacy processes in homes and early childhood settings. Designed for early childhood education candidates. Content deals with language development, reading, writing, speaking, listening, visualizing and visually representing for infants, toddlers and young children. Theoretical frameworks focus on brain development and early literacy research. Includes clinical experiences.  Three hours per week with enhancement.  Prerequisites Admission to Professional Teacher Education Program.</p>
<p>ELED 301 – Diversity in Education</p>	<p>4</p>	<p>Reviews theories and aspects of cultural competence most relevant to teaching in diverse classrooms. Explores the ideas of freedom, democracy, justice, equality, equity, and human dignity from the perspective of the self, family, and community. Provides experiences that heighten candidates' diversity awareness and sensitivity. Examines beliefs,</p>



		attitudes, values, and practices that foster cultural and linguistic competence. Includes clinical experiences. Prerequisites: Admission to Professional Teacher Education Program. Three hours per week with enhancement.
ELED 305 – Learning and Assessment for Diverse Classrooms	4	Examines concepts, principles, theories and research related to the teaching and learning of children in grades Pre-K-6. Focuses on research as it relates to learning theories, cognitive processes, motivation and learner differences. Explores formative and summative assessment strategies to support, verify and document student learning and improve teacher performance. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.
ECED 356 – Play and Creativity in Early Childhood Education	4	Emphasizes the value of play and creativity in young children ages birth through 8. Provides a means of experiencing how and why play is essential to children’s social, cognitive, physical and emotional development. Explores the development of children’s creativity and its relationship to play. Addresses the importance of high-quality and meaningful play and creative experience that are integral to developmentally appropriate practice in the early childhood classroom. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.
ECED 366 – Integrating Early Childhood Curriculum	4	Explores the goals and methods for integrating an early childhood curriculum to include social studies, mathematics, science and creative arts that focus on the needs of children birth through age 5. Develops skills related to understanding, planning, implementing and evaluating developmentally appropriate, evidence-based curriculum for young children. Emphasis is on understanding young children’s developmental stages and developing appropriate learning opportunities, interactions and environments that support each child. Includes clinical experiences. Three hours per week with enhancement. Major Prerequisites Dual Certification Major: Admission to Professional Teacher Education Program,
ELED 302 – Integrated Reading and	4	Introduces the teaching of language acquisition and literacy processes for education candidates. Includes language development, word recognition, vocabulary and comprehension through the integrated language arts of

Language Arts Grades K-3		reading, writing, speaking, listening, visualizing and visually representing. Includes clinical experiences. Three hours per week with enhancement. Major Prerequisites Dual Certification Major: Admission to Professional Teacher Education Program,
ELED 317 – Integrating Aesthetic Experiences into Teaching and Learning	4	Introduces aesthetic educational theory as it relates to the aims, curriculum, organization and teaching/learning of the arts (music, drama, dance and visual arts). Presents a basic working knowledge of the arts and the pedagogical strategies used to implement and integrate the arts into and through the pre-K-6 curriculum. Emphasis is placed on state and national standards and curricular integration. A focus is placed on theories that ground creative arts instruction, research-based benefits that are shown to improve academic achievement, and pedagogical strategies that focus on hands-on learning and creativity development. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.
ELED 320 – Teaching Diverse Learners	4	Introduces core concepts and contemporary perspectives in the field of special education. Explores important topics that include the history of special education, current legislation, personnel and procedures, collaboration with parents/guardians and service providers, and needs of diverse learners, including English Language Learners and those who are gifted and talented. Identifies, applies and critiques effective research-based instructional approaches to teaching learners who have different needs. Incorporates realities of inclusive practices and provides opportunities for candidates to triangulate and reflectively apply course content through clinical experiences. Emphasizes the development of a professional disposition that values human differences. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.
ELED 330 – Integrated Reading and Language Arts Grades 3-6	4	Introduces the teaching of language and literacy processes for grades 3-6. Designed for elementary teacher education candidates. Covers content related to continued development of language and vocabulary, and comprehension through the integrated language arts of reading, writing, speaking, listening, visualizing and visually representing. Apply knowledge of reading and writing strategies, as well as oral language development, to design and implement lessons and teaching activities.

		Analyze and respond to classroom situations considering different aspects of diversity and how it is framed within the schooling system. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.
ELED 340 – Building Classroom Community	4	Examines philosophical, theoretical and practical models of classroom management to develop positive learning communities and manage student behavior. Includes assessing stages of group development, analyzing use of classroom space, establishing rules and procedures, communicating effectively with stakeholders, monitoring dimensions of wellness and resiliency, and applying best strategies to create a classroom management plan. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.
ELED 350 – Literature for Children	4	Emphasizes knowledge necessary for an appreciation and understanding of children’s literature, its historical development, major genres in the field, contemporary issues, debates about children and literature written for them, and the literacy terms relevant to the study of literature written for children. In addition to reading critically acclaimed works of both fiction and nonfiction, examine poetry, folklore and digital stories and the relationship between graphic narrative and text. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.
ELED 403 – Teaching Science in Elementary Classrooms	4	Introduces dimensions of science instruction that facilitate student learning in elementary schools. Attention is given to the skills necessary for placing learners in the position of investigator, planning and teaching inquiry-based lessons, and conducting formative and summative assessment. Emphasis is on aligning to state and national science education standards and initiatives, such as STEM education and environmental literacy. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.
ELED 405 – Teaching Social Studies	4	Introduces discipline-based inquiry for promoting democratic citizenship through the social studies. Focuses on building content knowledge and instructional strategies

in Elementary Classrooms		in history, geography, political science, cultural studies and economics. Course objectives and activities are based on the College, Career and Civic Life four-stage model of inquiry from the National Council for the Social Studies and align with Maryland state standards for elementary social studies. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.
ELED 406 – Teaching Mathematics in Elementary Classrooms	4	Emphasizes the teaching of mathematics to students in grades 1-6. Focuses on developmentally appropriate instructional strategies that align to national standards and promote conceptual understandings. Attention is placed on the teaching and learning of mathematics as it relates to research, theory, pedagogy, content, diversity, assessment, technology, literacy and integration. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.
ELED 410 – Literacy Assessment and Intervention	4	Introduces and applies formal and informal literacy assessment tools that can be used to make appropriate instructional decisions for learner differences. Includes information and practices in administering research-based intervention strategies for early literacy, phonemic awareness, phonics, vocabulary, fluency, comprehension and writing. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.
<b>Clinical Practice Requirements</b> <ul style="list-style-type: none"> <li>• Complete a 115-day clinical experience in an assigned Professional Development School (PDS) field placement. Follow the school district and the University calendars to complete requirements.</li> <li>• Requirements to education programs may change due to accreditation requirements. Information about program changes can be verified with the assigned academic advisor.</li> <li>• Complete the following professional education courses with grades of Pass in the Clinical Practice and C or better in the seminar (internship courses may be repeated only once):</li> </ul>		
ECED 455 – Early Childhood Education Clinical Practice I	5	Engages in full-time clinical experience with designated mentors in Professional Development School (PDS) sites, progressively assuming the lead-teacher role in the classroom while planning and co-teaching with the mentor. Direct supervision under the direction of a mentor teacher and University supervisor. One, eight-week, full-time,

		<p>supervised clinical experience in a school. Clinical practice in pre-primary (pre-K or K) or primary (grades 1-3) grade levels. early childhood  Minimum of 30 hours per week for eight weeks.  Corequisites ELED 411.  Major Prerequisites Early Childhood: ELED 410, ELED 301, ECED 451, ECED 452, ECED 453, admission to Clinical Practice. Dual Certification: ELED 403, ELED 405, ELED 406, ELED 410, admission to Clinical Practice.  (P/F)</p>
ELED 411 – Clinical Practice Seminar	4	<p>Complements student teaching internship for elementary/early childhood/dual certification education majors. Integrates theory and practice, facilitates the process of learning to reflect upon one’s teaching, and provides support for candidates making the transition from teacher candidate to professional educator. Meets at school sites on a schedule to be announced as part of SU’s Professional Development School partnership. Includes clinical experiences.  Three hours per week with enhancement.  Prerequisites Admission to Professional Teacher Education Program.  Corequisites Early Childhood: ECED 455, ECED 456.  Elementary: ELED 421, ELED 422. Dual Certification: ECED 455, ELED 422.</p>
ELED 422 – Elementary Education Clinical Practice II	5	<p>Engages in full-time clinical experience with designated mentors in Professional Development School (PDS) sites, progressively assuming the lead-teacher role in the classroom while planning and co-teaching with the mentor. Direct supervision under the direction of a mentor teacher and University supervisor. One, eight-week, full-time, supervised clinical experience in a school. Clinical Practice in lower (grades 1-3) or upper elementary (grades 4-6) grade levels.  Minimum of 30 hours per week for eight weeks.  Prerequisites ELED 403, ELED 405, ELED 406, ELED 410, admission to Clinical Practice.  Corequisites ELED 411.  (P/F)</p>
<p><b>Graduation Requirements</b></p> <ul style="list-style-type: none"> <li>• Official scores on all certification examinations required by the State of Maryland must be sent from the testing company to Salisbury University as a requirement for graduation.</li> <li>• Complete a minimum of 133 credits.</li> </ul>		