



**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	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
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      Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name: Dr. Jodi Welsch		
			Title: Professor/Program Director		
			Phone: 301-687-3096		
			Email: <a href="mailto:jwelsch@frostburg.edu">jwelsch@frostburg.edu</a>		
President/Chief Executive			Type Name:		
			Signature: <i>Ronald Nowaczynski</i>		Date:
			Date of Approval/Endorsement by Governing Board:		

December 15, 2022

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

Dear Secretary Fielder,

Frostburg State University (FSU) proposes a Bachelor of Science in Elementary/Special Education dual certification program. Currently, there are two existing dual certification majors at FSU: 1) Early Childhood/Elementary Education and 2) Elementary/Middle School Education. The new dual certification program includes 129 credits of coursework and field experiences, focused on both general and special education at the elementary level (the additional nine credits over 120 are necessary for a program that prepares candidates for two grade bands of teacher certification). The program must also meet the approved program requirements from the Maryland State Department of Education, as well as providing evidence of meeting the Council for the Accreditation of Educator Preparation Elementary standards for beginning educators and the Council for Exceptional Children standards for special education professionals.

Additionally, the new dual certification option provides preparation in special education for elementary candidates who, upon completion, will be prepared for certification in general education for grades 1-6 and in special education for grades 1-8. The proposed major would also be desirable for new teachers and prospective employers, given documented needs for general education teachers who are highly qualified in the areas of special education as well as certified special education teachers, both at the state and national levels.

<b>Proposal Title:</b>	New academic program proposal		
<b>Program Title:</b>	Elementary/Special Education Dual Certification		
<b>Award Level:</b>	Bachelor's Degree		
<b>CIP:</b>	131001	<b>HEGIS:</b>	080800

We would appreciate your support of the proposal for the Elementary/Special Education dual certification. If you have any questions, please do not hesitate to contact me or our Assistant Vice President for Analytics, Dr. Sara-Beth Bittinger at [sbittinger@frostburg.edu](mailto:sbittinger@frostburg.edu).

Sincerely,



Traki L. Taylor, Ph. D.  
Provost and Vice President for Academic Affairs

pc: Dr. Emily Dow, Assistant Secretary, Academic Affairs, MHEC  
Dr. Sara-Beth Bittinger, Interim Assistant Vice President for Analytics, FSU  
Dr. Boyce Williams, Dean of the College of Education, FSU

**GUIDELINES FOR PROPOSING  
NEW ACADEMIC DEGREE PROGRAMS, NEW STAND-ALONE CERTIFICATE PROGRAMS, AND  
SUBSTANTIAL MODIFICATIONS**

**Frostburg State University (FSU) proposes a Bachelor of Science in Elementary/Special Education**

**A. Centrality to Institutional Mission and Planning Priorities:**

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

Frostburg State University (FSU) proposes a Bachelor of Science in Elementary/Special Education program to provide students the opportunity to earn dual certification in Elementary/Special Education. Currently, there are two existing dual certification majors at FSU: 1) Early Childhood/Elementary Education and 2) Elementary/Middle School Education. The new dual certification degree program includes 129 credits of course work and field experiences focused on both general and special education at the elementary level. Additionally, it provides preparation in special education for elementary candidates who upon completion will be prepared for certification in general education for grades 1-6 and in special education for grades 1-8. The proposed major would also be desirable for new teachers and prospective employers, given documented needs for both general education teachers who are highly qualified in the area of special education as well as certified special education teachers, both at state and national levels.

A major that includes Special Education also meets the mission of the University. Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The course work and field experiences provided in the new major reflect the intention to provide candidates with the knowledge, skills and dispositions necessary to meet the needs of diverse students in Maryland schools and classrooms.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

An undergraduate major that includes special education also helps to meet the strategic goals of the university, the College of Education, the Department of Educational Professions, and the PreK-9 teacher education program. The University strives to develop students' acquisition and application of knowledge, providing experiences in which students can excel. The new major would continue to address the current teacher shortage, especially in the areas of Special Education, as a step to meet the needs of the region, through outreach and engagement. The proposal also addresses strategic priorities to address enrollment needs and meet workforce demands. At the college and department level, all elementary and special education coursework is aligned with the model core teaching standards for teachers from the Interstate Teacher Assessment and Support Consortium (InTASC, 2013), as evidence of effective teacher preparation. The Elementary major requirements meet the CAEP Elementary (2018) standards. The special education coursework and field experiences would address the Council for Exceptional Children's Initial Practice Based Preparation Standards for Special Educators (2020) for K-12 .

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.

The University is committed and will adequately support the implementation of the new major for the next five years and beyond. This commitment is demonstrated with the allocation of the new tenure-track position, which has been advertised to support the implementation of the program for the fall 2023. This position would be connected to the delivery of courses, supervision for field experiences and the oversight of Special Education

accreditation activities. Tuition and fees will support the proposed program over the next five years as demonstrated in Section L.

Additionally, adequate institutional support for funding is demonstrated by the state investment of \$83 million in capital funding for the construction of a new Education and Health Sciences Center (EHSC) on FSU's main campus. This facility will house the proposed Bachelor of Science in Elementary/Special Education program. Groundbreaking occurred in August 2020 and the facility is slated to open in spring 2023. The EHSC will provide a high-tech learning environment for students in the proposed program.

4. Provide a description of the institution's a commitment to:
  - a) ongoing administrative, financial, and technical support of the proposed program

Recognition by a specialized professional association is required for the program, in the form of standards-based evidence of candidate performance. The College of Education supports these activities through the allocation of funds for a program liaison, who oversees data collection, analysis and reporting. The program financial support will be provided as part of the yearly College and Department budget. Existing technical infrastructure is adequate to support the program.

- b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

The program implementation is long-term, with a permanent tenure-track faculty dedicated to the ongoing course and field experience offerings to ensure candidates are able to complete the degree within a reasonable time frame.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
  - a) The need for the advancement and evolution of knowledge

Frostburg's Elementary Education major currently prepares candidates for certification in grades 1-6. The proposed new dual certification major with Special Education will allow pre-service teachers to advance their knowledge of methods that will allow them to meet the needs of their students with learning differences within the general classroom and to serve as special educators within the school environment. The focus certification band for Special Education is grades 1-8.

- b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

Qualified special educators are necessary to ensure that all students have the right and opportunity to learn. Diverse teachers are needed to effectively teach students from all backgrounds. Many pre-service teachers have expressed the desire to strengthen their knowledge and skills in working with students who have a variety of needs. The goal of this new major is to recruit teacher candidates from under-represented groups and to prepare all new teachers to work effectively with all students in inclusive classrooms.

A brief from the Maryland Equity Project (Janulis, 2017, <https://education.umd.edu/maryland-teacher-pipeline>) identifies Special Education as a consistent high need area in education in the nation. A 2021 report from the Federal Department of Education identified a teacher shortage in Maryland for all grade levels, including at the elementary levels (<https://www.ndm.edu/sites/default/files/pdf/MD-Teacher-Shortage.pdf>). The Maryland State

Department of Education (MSDE) also identifies a state-wide critical teacher shortage for Special Education teachers. The number of undergraduates enrolled in Special Education majors in Maryland Approved Programs (MAP) was highest in 2015 and have been steadily dropping over time. One exception is the integrated Elementary and Special Education at Towson University.

Given that Frostburg is one of eleven public institutions in the state that provides traditional undergraduate teacher education preparation, the addition of a special education major would certainly help to address teacher shortages. Currently, Maryland Approved Programs for teacher certification do not produce enough graduates to fill all teaching vacancies across the state. The 2022 Teacher Workforce Supply, Demand and Diversity study indicated that 50% of those who apply for Maryland certification are not prepared by teacher preparation programs in the state. In addition, special education across the elementary grades continues to be identified as a critical shortage area. The availability of this new major could make Frostburg State University graduates more viable and desirable hires if they wish to teach in the state.

- c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

A Bachelor of Science dual certification in Elementary/Special Education program is not currently offered at any historically black institution in Maryland. Frostburg State University's teacher education faculty have a history of collaboration with Coppin State University for the past several years on embedding culturally responsive practices into our current teacher education programs. There is potential future opportunity to leverage this partnership to strengthen capacity at Coppin State University.

2. Provide evidence that the perceived need is consistent with the **Maryland State Plan for Postsecondary Education**.

The 2022 Maryland State Plan for Higher Education directs institutions of higher education to partner with government agencies to meet the needs of Maryland students. In this case, Frostburg State University's new major for dual certification in Elementary and in Special Education would help to address critical shortage area identified by MSDE. **Goal 2** of the plan (**Success:** Promote and implement practices and policies that will ensure student success) is most applicable to the proposed major, as the new program would ensure that candidates are well prepared as educators for students with diverse needs at the elementary grades. Within the area of student success, both **Priority 5** (Maintain the commitment to high-quality postsecondary education in Maryland) and **Priority 7** (Enhance the ways postsecondary education is a platform for ongoing lifelong learning) would be met by the Elementary/Special Education Dual Certification major, as the proposed major would focus on exemplary teacher preparation in a high need area, meeting rigorous standards for both Elementary and Special Education and providing a variety of experiences in classroom and therapeutic settings. Teachers are life-long learners. Graduates from the new major would be well positioned for state level certification in two areas and poised to continue their education in areas such as Special Education, Curriculum and Instruction, Literacy or Educational Leadership.

### **C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:**

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: *mid-level management*) for graduates of the proposed program.

Upon completion of the Maryland Approved Program at FSU, submission of the state-required performance assessment (EdTPA) and receiving passing scores on the Praxis tests for elementary and special education, graduates of the proposed major will be eligible for the Standard Professional Certificate I in Elementary (Grades 1-6) and Special Education (Grades 1-8). These new teachers can be hired to teach in the general

classroom with a variety of student, as well as inclusive classrooms that would include students with IEP's and 504 plans, to provide specified accommodations. New teachers can serve as educators working in self-contained classrooms with students who have specific learning, emotional and behavioral needs. Certified special educators also serve as case managers in public schools and can be employed by both public and private programs and therapeutic settings that serve diverse learners.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

At the federal level, the US Bureau of Labor Statistics (<https://www.bls.gov/emp/tables/employment-by-major-industry-sector.htm>), there has been a continued increase in the number of jobs in the education sector.

	Employment 2011	Employment 2021	Employment 2031	Change from 2011-2021	Change from 2021-2031
Educational Services	3,249.6	3,589.3	4026.5	339.7	437.2

Based on the occupational projections for elementary teachers in the state of Maryland from 2018-28, provided by Department of Labor, Licensing and Registration (<https://www.dlrr.state.md.us/lmi/iandoproj/maryland.shtml>) over 4,000 new teachers for the elementary/primary grades will be needed by the year 2028. Over 500 teachers working in special education are needed during that same time period.

Occ. Code	Occupational Title	Employment		
		2018	2028	Change
25-2052	Special Education Teachers, Kindergarten and Elementary School	3,681	4,200	519
25-2021	Elementary School Teachers, Except Special Education	30,076	34,402	4,326
25-2000	Preschool, Primary, Secondary, and Special Education School Teachers	88,672	101,652	12,980
25-3099	Teachers and Instructors, All Other	10,398	11,926	1,528

**D. Reasonableness of Program Duplication:**

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

Frostburg State University is the only 4-year institution in the Western Maryland region. As a Maryland Approved Program, the State Department of Education recognizes the institution as qualified to prepare

teachers. Currently, a decrease in enrollment in teacher education has been evident over the past few years. For the current Elementary major, during the period of 2017 - 2022, less than 20 candidates have graduated from the Elementary Education program at Frostburg State University each year. The new major would potentially increase enrollment in undergraduate teacher education at the University.

Other programs different from this proposal include the University of Maryland Eastern Shore Special Education program that prepares teachers to work with students from first through eighth grade (1-8) and sixth through twelfth (6-12) grade, and the Coppin State program allows the graduate to teach learners with disabilities from Pre-K through eighth grade.

<u>Campus</u>	<u>Academic Year</u>	<u># program completers in Elementary Education Major</u>
Frostburg State University	2021-2022	3
	2020 - 2021	6
	2019 - 2020	3
	2018 - 2019	12
	2017 - 2018	3

2. Provide justification for the proposed program.

The table below presents the available data for undergraduate majors enrolled in Special Education programs at other Maryland institutions in the last 5 years.

<u>School:</u>	<u>Degree Level</u>	<u>Program Name</u>	<u>CIP</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Coppin	Bachelors	Special Education	131001	18	12	13	10	5
Towson	Bachelors	Special Education	131001	107	102	80	84	78
Towson	Bachelors	Early Childhood/Special Education	131017	87	103	115	141	143
UMD-College Park	Bachelors	Special Education	131001	54	50	46	44	29
UMD-Eastern Shore	Bachelors	Elementary/Special Education	131001	45	43	39	37	30
Hood	Bachelors	Elementary/ Special Education	131099	67	64	53	35	33

The following table shows the total number of graduates who completed a bachelor's degree program in Special Education over the past 5 years.

	<u>Program</u>	<u>CIP</u>	<u>Total Number of Special Education Graduates (2015-2019)</u>
Coppin State University	Bachelor's in special education	131001	4
Towson University	Bachelor's in special education	13001	108
Towson University	Bachelor's in early childhood/Special Education	131017	160
University of Maryland, College Park	Bachelor's in special education	131001	89
UMD – Eastern Shore	Bachelors in Elementary/Special Education	131001	22
Hood College	Bachelors in Elementary/Special Education	131099	70
Washington Adventist University	Bachelors in Elementary /Special Education	139999	44

This data confirms the demand for special education teachers will not be met at the current rate. For this reason, it is important to provide opportunities for teachers in preparation programs. Further the existing offerings in the state demonstrate a need for an elementary-level special education focus. Towson is the only one public institution in Maryland (Towson University) that is similar by dually preparing teachers for both elementary and special education certification major.

Other programs different from this proposal include the University of Maryland Eastern Shore Special Education program that prepares teachers to work with students from first through eighth grade (1-8) and sixth through twelfth (6-12) grade, and the Coppin State program allows the graduate to teach learners with disabilities from Pre-K through eighth grade.

**E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)**

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

The data related to Historically Black Institutions (Coppin University and University of Maryland-Eastern Shore) and their Elementary or Special Education programs is provided above in Section D. The combined recent numbers of graduates from these two institutions do not contribute sufficiently to meet the projected state need for Special Education teachers in this area. In addition, the new major at FSU



is unique for the geographic area and would not likely compete with programs at these two HBI's, which are located some distance from the Western Maryland region.

#### **F. Relevance to the identity of Historically Black Institutions (HBIs)**

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

With FSU's location and demographics having a positive impact in rural areas in Western Maryland and surrounding areas, the program indicates a high likelihood that it will not have negative impacts on the uniqueness and institutional identities of HBIs.

#### **G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):**

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The current Elementary curriculum includes coursework and field experiences which prepare candidates for certification in the general elementary school grades (1-6). The existing Elementary Education major has been recognized by the CAEP as meeting the CAEP Elementary Standards (2018) and has contributed to the CAEP accreditation efforts of the College of Education. In order to develop content knowledge, candidates complete recommended courses within the University's General Education Program, and prerequisite courses in Education. Each candidate is also required to meet the rigorous requirements for program entry, continuation and exit involving the elementary components of the two existing dual majors that include elementary preparation. The major program of study includes foundations courses in educational psychology, content-specific courses in pedagogy, multiple courses focused on literacy education ( as required by MSDE), opportunities for application during more than 120 days of supervised field experience in local schools. Candidates are expected to leave the program with the necessary knowledge, skills and dispositions for effective beginning teaching. The new major is established in order to prepare graduating educators with additional expertise in meeting the needs of diverse learners.

The proposed Elementary/ Special Education major was developed by Elementary undergraduate faculty, as well as the single master's level Special Education faculty member. The P-9 program committee, the Initial Certification Leadership Council and the Department of Educational Professions Faculty assembly also approved the proposed dual certification major. The College of Education Curriculum Committee is in support of the proposal. The focal areas and program of study for the new major has also been reviewed by the PDS Advisory Group and a focus group of special education specialists from program partner districts. The proposal was approved by the College of Education Curriculum Committee. The proposed major was approved by the University Program Advisory Group, Academic Affairs Committee, Institutional Priorities Committee and the Faculty Senate during the Fall 2022 semester.

Once University, MHEC and MSDE approvals have been completed, the program information will be added to the undergraduate academic catalog for the Fall 2023, to inform students of the program of study for both Elementary and Special Education requirements. Recruitment efforts will be planned once the program has been fully approved. A search for the required faculty member will be conducted in the Spring 2023 semester.

More than 120 credits are required for this dual certification major. The number of credits is a result of attempts to meet the requirements for the university for the General Education Program, as well as expectations from the Maryland State Department of Education, CAEP K-6 Elementary Teacher Preparation Standards (2018)

and the CEC K-12 Initial Preparation Standards (2020). These requirements and standards must be met for both elementary and special education, under both national and state accreditation requirements.

In order for candidates to meet the field experience requirements for the FSU Teacher Education programs and the state certification requirements, field placements in both special education classrooms and general elementary classrooms will be part of the major expectations. Candidates must complete required field experiences in primary (1-3), intermediate (4-5) grades and special education (1-8). Students must complete any school district requirements (application, fingerprinting, background check, drug testing, etc.) in order to qualify for an internship placement. The Office of Clinical and Field Experience, Elementary/Special Education program faculty and supervisors will work closely with partner programs to identify possible field experiences specific to special education. Candidates will have four field experiences as part of the major:

- **Apprenticeship:** During the Apprenticeship semester, candidates will be enrolled in a field experience course that will include at least 45 hours of time in a special education setting, by shadowing a special educator, observing a special education self-contained classroom, assisting in a specialized program or therapeutic setting and delivering a lesson to students with diverse needs.
- **Assistantship:** As an assistant, candidates will be assigned to a general elementary classroom and qualified mentor teacher for a period of at least 15 days. Prior to and during the field experience, the candidate will collaborate with a peer partner to design and deliver specific content lessons and a unit of study that would be appropriate for the grade level. The partners will engage in co-teaching and will share responsibilities as both lead and assisting teachers during their lessons. At least 1 teaching observation will be completed by the University Supervisor, along with other internship evaluations shared between the Mentor and Supervisor.
- **Internship I:** During Internship I, candidates will complete a long-term field experience of at least 30 days, in either an Elementary or Special Education setting. The Elementary placement would involve inclusive classrooms, which would include students with specific learning needs and identified accommodations. Within the Special Education placement, the candidate will be mentored by a special education professional and would be working in a variety for settings, including inclusive classrooms, self-contained classrooms, small group and therapeutic settings. Candidates will be able to determine their preference for either focus experience and the scheduled placement would be dependent on available placements. During this placement, candidates will design and deliver a 5-lesson unit of study and will focus on the development of classroom management skills during the field experience. Many lessons and units will be completed under the direction of the mentor teacher. At least 2 teaching observations will be completed by the University Supervisor, along with other internship evaluations shared between the Mentor and Supervisor
- **Internship II:** The final internship will consist of at least 70 days in an assigned experience, either in Elementary grades or in Special Education specific settings. The Elementary placement would involve inclusive classrooms, which would include students with specific learning needs and identified accommodations. Within the Special Education placement, the candidate will be mentored by a special education professional and would be working in a variety for settings, including inclusive classrooms, self-contained classrooms, small group and therapeutic settings. Candidates will be able to determine their preference for either focus experience and the scheduled placement would be dependent on available placements. At least 4 teaching observations will be completed by the University Supervisor, along with other internship evaluations shared between the Mentor and Supervisor. In addition, the candidate will also complete and submit for scoring an EdTPA portfolio. The EdTPA version (Elementary Literacy, Elementary Math or Special Education) will be determined by the field placement.

The current faculty who are responsible for the core courses in the Elementary Education major will continue to offer those courses. These faculty members have prior experience teaching in the elementary grades and are highly qualified in their areas of expertise, specifically in the areas of content, pedagogy, assessment practice and management at the elementary grades. All courses for special education (SPED) are new courses for undergraduates and will be offered by a faculty member with background and experience in special education within the 1-8 grade band.

The instructional workload for the Special Education courses and field supervision equates to the need for a full-time faculty member. This new faculty member will be hired to provide the expertise necessary for the major courses, field supervision, program oversight and to support general education faculty in incorporating special education content into existing courses, using the co-teaching model. The University's only special education faculty member is located in Hagerstown and currently has a full teaching load with both M.Ed core courses and master's level Special Education courses.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The goals of the proposed Elementary/Special Education dual major align with the following goals of the College of Education, as follows:

1. Provide candidates with the knowledge and skills and model dispositions that lead to academic excellence, service, research, and other professional activities.
2. Promote the tools needed for candidates to develop the ability to reflect and use data to make informed decisions.
3. Deliver engaging and stimulating experiences to promote professional development and lifelong learning.
4. Create supportive learning environments that promote community outreach and collaboration with community needs and future employers.
5. Recruit and retain diverse and high-quality students, faculty, staff and administrators.

InTASC and Council for Accreditation of Education Preparation (CAEP) standards for Teacher Education will also be aligned with the new major. The major will also meet the CAEP Elementary Teacher Preparation Standards (2018) and the Council for Exceptional Children's K-12 Initial Preparation Standards (2020).

### **CAEP Elementary Teacher Preparation Standards (2018)**

#### Standard 1 – Understanding and Addressing Each Child's Learning Needs

Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.

- 1a. Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.
- 1b. Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.
- 1c. Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.

#### Standard 2 – Understanding and Applying Content and Curricular Knowledge For Teaching

Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.

- 2a. Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.
- 2b. Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.
- 2c. Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.
- 2d. Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.

### Standard 3 – Assessing, Planning and Designing Contexts for Learning

Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation and promote students social and emotional development.

- 3a. Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.
- 3b. Candidates use assessment results to improve instruction and monitor learning.
- 3c. Candidates plan instruction including goals, materials, learning activities and assessments.
- 3d. Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.
- 3e. Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.
- 3f. Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.

### Standard 4 – Supporting Each Child's Learning Using Effective Instruction

Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

- 4a. Candidates use a variety of instructional practices that support the learning of every child.
- 4b. Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.
- 4c. Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.

- 4d. Candidates provide constructive feedback to guide children’s learning, increase motivation, and improve student engagement.
- 4e. Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.
- 4f. Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.
- 4g. Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child’s learning.

Developing As a Professional

Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

- 5a. Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner’s development and growth.
- 5b. Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.
- 5c. Candidates participate in peer and professional learning communities to enhance student learning.

**Council for Exceptional Children Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K-12 Standards, 2020)**

Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines

Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

Component 1.1: Candidates practice within ethical guidelines and legal policies and procedures.

Component 1.2: Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.

Component 1.3: Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.

Standard 2: Understanding and Addressing Each Individual’s Developmental and Learning Needs

Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual’s strengths and needs.

Component 2.1: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.

Component 2.2: Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.

### Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge

Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

Component 3.1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.

Component 3.2: Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.

### Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making

Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

Component 4.1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.

Component 4.2: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.

Component 4.3: Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

### Standard 5: Supporting Learning Using Effective Instruction

Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

Component 5.1: Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.

Component 5.2: Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.

Component 5.3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.

Component 5.4: Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.

Component 5.5: Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.

Component 5.6: Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

#### Standard 6: Supporting Social, Emotional, and Behavioral Growth

Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

Component 6.1: Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.

Component 6.2: Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.

Component 6.3: Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

#### Standard 7: Collaborating with Team Members

Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

Component 7.1: Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.

Component 7.2: Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.

Component 7.3: Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.

Component 7.4: Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.

3. Explain how the institution will:

- a) provide for assessment of student achievement of learning outcomes in the program
- b) document student achievement of learning outcomes in the program

Accreditation is required in order for our graduating candidates to be eligible for certification by the State of Maryland. Analysis of program data will be part of the existing College of Education's Quality Assurance System, with attention to continuous improvement in meeting the CEC Initial Preparation Standards K-12 and CAEP Elementary Teacher standards. If candidates have met the learning outcomes for the program, they will be eligible for certification in the State of Maryland. The major will also be approved by MSDE, to be recognized as a Maryland Approved Program.

Candidates must complete the approved program requirements as listed in the catalog and meet university graduation requirements. Specific gatekeeping requirements ensure that candidate's performance is monitored during their degree progress. Candidates must successfully complete courses and field experiences, as well as achieve acceptable performance on internal program assessments, in order to progress to the following semester. These course and field-based assessments include Intern Performance Ratings, Dispositions Evaluations, Instructional Unit assessments, as well as other assessments related to planning, instruction and assessment in both Elementary and Special Education outcomes. Entrance and Exit Interviews around internship experiences must be passed. Once a candidate completes all program exit requirements, they will be eligible for graduation and recommended for certification by the State of Maryland. The degree and program requirements for the Elementary/Special Education major are listed below.

### **PreK-9 Teacher Education Programs at Frostburg State University**

The Educational Professions Department offers three elementary education majors: Early Childhood/Elementary major leading to eligibility for certification in PreK through grade 6, Elementary for certification in grades 1-6, **Elementary/Special Education for grades 1-6 and special education 1-8** and Elementary/Middle for certification in grades 1-9.

### **Eligibility for Teacher Certification in Maryland**

For eligibility for teacher certification, candidates must complete the approved program requirements, university graduation requirements and state-required assessments demonstrating the knowledge and skills of a specialized content area according to the requirements of the Maryland State Department of Education. Candidates must demonstrate the knowledge and skills required by the Maryland State Department of Education in order to gain certification.

Candidates may apply for a certificate of eligibility directly to the Maryland State Department of Education or the personnel office of a county offering employment.

### **Approved Program**

Since CAEP (Council for the Accreditation of Educator Preparation) nationally recognizes FSU's teacher education programs and the Maryland State Department of Education has approved FSU's teacher education programs, the Department of Educational Professions authorizes the Registrar's Office to affix an approved program stamp on official transcripts upon satisfactory completion of all requirements.

### **Special Admission Criteria**

In addition to the requirements set forth in the summaries of requirements for majors in Early Childhood/Elementary, Elementary, **Elementary/Special Education**, Elementary/Middle, applicants must meet admission requirements in order to be accepted into and complete each phase of the education program.



## **Accreditation**

Teacher Education Programs are approved by the State of Maryland under the Redesign for Teacher Education. Colleges, schools and departments of education are accredited by the Council for the Accreditation of Educator Preparation (CAEP). Individual education programs are recognized by professional content area associations which offer national recognition for being compliant with national standards.

## **Program Entrance Requirements**

1. Completion of at least 45 credit hours.
2. Cumulative GPA of at least 2.5 (including all grades from transfer institutions).
3. Meeting basic skills requirements set by the Maryland State Department of Education through qualifying scores on PRAXIS CORE, SAT, ACT or having a cumulative GPA of 3.0 including all grades from transfer institutions.
4. Grade of C or better (or P) in all required Professional Education Sequence courses, including transfer equivalents, designated by program.
5. Grade of C or above in ENGL 101/111 or equivalent and Math Core Skills course.
6. Grade of C or above in MATH 206 or 207 or transfer equivalent
7. Positive recommendation of advisor.
8. Twenty (20) documented hours of working with diverse populations.
9. Declaration of a major.
10. Declaration of a specialization or concentration
11. Negative result on current TB test.
12. Completion of Consent and Release form.
13. Fingerprinting as a background check is required. For more information, contact the Office of Clinical and Field Experiences.

## **Assistantship Admission Requirements**

1. Cumulative FSU GPA of at least 2.5.
2. Cumulative GPA of at least 2.5 in the Professional Education Sequence, designated by program.
3. Grade of C or better (or P) in all required Professional Education Sequence courses, including transfer equivalents, designated by program.
4. Grade of C or better in ENGL 308 or equivalent.
5. Positive recommendation of advisor.
6. Seventy-five percent or 18 credits of specialization or concentration completed.
7. Grade of C or better in MATH 206 and MATH 207 or transfer equivalents.
8. Acceptable rating on professional dispositions evaluation.

## **Internship I Admission Requirements**

1. Successful completion of field work courses.
2. Cumulative FSU GPA of at least 2.5.
3. GPA of at least 2.5 in Assistantship courses
4. Grade of C or better (or P) in all required Professional Education Sequence courses, including transfer equivalents, designated by program.
5. Grade of C or better in ENGL 308 or equivalent (Sec/P-12 only).
6. Grade of C or better in MUSC 350 or EDUC 333 and HPED 309 (P-9 only).
7. Successful completion of an entrance interview/conference.

8. Acceptable rating on professional dispositions evaluation.

### **Internship II Admission Requirements**

1. Cumulative FSU GPA of at least 2.60.
2. Cumulative GPA of at least 2.75 in the Professional Education Sequence, designated by program.
3. GPA of at least 2.75 in content major or area of specialization/concentration.
4. Grade of C or better (or P) in all required Professional Education Sequence courses, including transfer equivalents, designated by program.
5. Passing score on Early Childhood Comprehensive Exam (EC/Elem only).
6. Successful completion of Internship I.
7. Negative result on current TB test.
8. Positive recommendation of advisor and approval of program coordinator.
9. Verification of completion of or registration for content knowledge and pedagogy assessments required by the Maryland State Department of Education.
10. Acceptable rating on professional dispositions evaluation.

### **Program Exit Requirements**

1. Submission of a Teacher Performance Assessment that meets institutional standards
2. Successful completion of an exit interview that meets institutional standards.
3. Completion of the PRAXIS II content knowledge and pedagogy assessments required by the Maryland State Department of Education.
4. Successful completion of Internship II field work and seminar.

External assessments are used to verify candidate's preparation and fitness for teacher certification. In order to be eligible for certification in grades 1-6, graduates must also meet the score requirements on the Praxis subject tests, as determined by the Maryland State Department of Education, including the Elementary Education: Content Knowledge for Teaching (7811), the Teaching Reading: Elementary Education (5205) and submit scores for EdTPA. In the area of Special Education for grades 1-8, candidates must complete the Special Education Core Knowledge and Applications (5354). These assessments are required for candidates to become FSU program completers and to graduate from the approved teacher education program. Candidates will apply for a certificate of eligibility directly to the Maryland State Department of Education or may apply for a Standard Professional Certificate I through the personnel office of a county offering employment.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

As a dual certification major, the proposed major requires a 24-hour Special Education specialization, with at least 6 additional credits in a Special Education field experience. The descriptions of the new required courses within the Special Education specialization are provided below. The proposed new major has been designed to allow candidates to ensure appropriate time toward degree completion. The major requirements can be completed within 8 semesters, with a course load of 15-17 credits per semester.

### **See Appendix A: Elementary/Special Education Dual Certification Major Courses Course Title, Credits and Description**

#### **Course Title, Credits and Description**

## Elementary/Special Education Dual Certification Major

### Requirements for Major

#### **Completion of GEP (38 - 41 hours)**

##### a. Core Skills (9)

###### i. ENGL 101/111 (3)

Description: Addresses the processes of composition and develops intermediate skills in writing essays with an argumentative edge. Based on readings for diverse audiences, prepares students for writing documented essays. Every semester. Students may not withdraw unless withdrawing from the University. Core Skill 1.

###### ii. MATH 109/110 (3)

Description: For the non-math major; less rigorous than MATH 380. Elementary probability theory; collection, organization and analysis of data; descriptive statistics; the normal and binomial distributions; introduction to inferential statistics; and applications. Every semester. Prerequisite: a passing score on the Mathematics Placement test administered by the University or DVMT 095. MAY NOT BE USED TO SATISFY THE REQUIREMENTS FOR A MAJOR OR MINOR IN MATHEMATICS. MAY BE USED TO FULFILL CORE SKILL 3.

###### **OR MATH 119 (3)**

Description: Functions and their graphs, inverse functions, solutions of equations and inequalities, polynomial and rational functions, exponential and logarithmic functions, systems of equations and matrices. Every semester. Prerequisite: A passing score on the Mathematics Placement Test administered by the University or a grade of B or better in DVMT 100. MAY NOT BE USED TO SATISFY THE REQUIREMENTS FOR A MAJOR OR MINOR IN MATHEMATICS. MAY BE USED TO FULFILL CORE SKILL 3.

###### iii. Advanced Writing course (3) - ENGL 308/309/310/312/300/330/338/339

Description: Development of advanced skills in writing based on reading for social science audiences. Preparation of extended papers; attention to research tools and documentation. Students may receive credit for only one of the following: 308, 309, 310 or 312. Every semester. Prerequisites: C or better in ENGL 101 or 111; and at least 42 credits or permission of Chair. Core Skill 2

##### b. **Modes of Inquiry (29-32) including two 4-credit natural science courses. The following courses are recommended within the GEP.**

###### i. ART 110 Visual Imagery (3)

Description: An introduction to the visual arts through theory and practice; exploring basic aesthetic concepts, modes of visual communication, expressive meaning of various materials, theoretical components and symbol systems. Admission priority for Early Childhood and Elementary Education majors. Every semester. GEP Group A.

###### ii. HIST 100/111 The Contemporary World Historical Perspective (3)

Description: A consideration of major historical developments of the last century in diverse areas of the world that illuminate contemporary problems. Every semester. GEP Group B or F.

###### iii. ENGL 150/250 Introduction to Literature (3)

Description: A thematic study of literature, looking across genres and cultures at contemporary topics. Continued development of writing skills. Every semester. GEP Group B.

###### iv. BIOL 109 Human Biology and the Environment (4)

Description: Study of the human species with emphasis on the interdependence of humans, other forms of life, and the physical environment. Three hrs. lecture, 2 hrs. lab. Not for majors or minors. Every semester. GEP Group C.

###### v. PHSC 203 Physical Science(4)

Description: Physical phenomena and their role in modern society: basic concepts of physics, chemistry, and astronomy, with energy and environment as the unifying theme. Three hrs. lecture and 3 hrs. lab. Every semester. Intended for education majors. GEP Group C.

###### vi. SOCI 100/111 Introduction to Sociology (3)

Description: Systematic introduction to the study of society. Basic concepts, methods of study, and theories about societal structures and processes. Every semester. Not open to students who have credit for former SOCI 201. GEP Group D.

###### vii. PSYC 150/151 Introduction to Psychology (3)

Description: Introduction to the methodology, theories, and applications of the science of animal and human behavior. Every semester. GEP Group D.

###### viii. IDIS 150 First Year FSU Colloquium

Description: Fostering a Sense of Understanding through exploration of a current issue, theme, problem, person or persons, cultural or historical period, world area or national region, or other unifying principle through interdisciplinary study, discussion, and activities. Every semester. To be completed within first 45 hours or soon after transfer is applicable. GEP Group E.

###### ix. GEOG 104/114 Human Geography (3)

Description: Earth-sun relations, map reading and interpretations, landforms, elements of weather and climate, and climate regions. Three hrs. lecture and 2 hrs. lab. Every semester. GEP Group C.

### **Additional Required Courses for Elementary Majors (16 hours)**

#### 1. MATH 206 Problem solving for Elementary Teachers I (3)

Description: Heuristics of problem solving, set theory, functions, estimation, measurement, numeration systems, rational numbers and elementary number theory. Emphasis on students constructing and expanding their mathematical knowledge using modern technologies and pedagogies to investigate questions and solve problems. Learning activities include collecting and analyzing data from simple experiments, identifying mathematical models for the data and using these models to make predictions which can then be tested. Admission priority will be given to Early Childhood Education and Elementary Education majors. Every semester. Prerequisite: a grade of C or better in either MATH 102/119 or MATH 109/209. MAY NOT BE USED TO SATISFY THE REQUIREMENTS FOR A MAJOR OR MINOR IN MATHEMATICS.

**2. MATH 207 Problem solving for Elementary Teachers II (3)**

Description: A continuation of MATH 206. Basic concepts of geometry, including measurement ideas, probability and statistics. Technological tools such as spreadsheets, geometric software and statistical packages will be used. Admission priority will be given to Early Childhood Education or Elementary Education majors. Every semester. Prerequisite: C or better in MATH 206. MAY NOT BE USED TO SATISFY THE REQUIREMENTS FOR A MAJOR OR MINOR IN MATHEMATICS.

**3. 4 credit laboratory science elective (4) – GEOG 103/113 Physical Geography (recommended)**

Description: Earth-sun relations, map reading and interpretations, landforms, elements of weather and climate, and climate regions. Three hrs. lecture and 2 hrs. lab. Every semester. GEP Group C.

**4. MUSC 350 Music and Creative Interaction for the Elementary Classroom (3)**

Description: Classroom use of music skills for children from pre-school through sixth grade. Emphasizes the elements and skills of music and provides opportunity to develop and apply teaching strategies to the teaching of music through moving, singing, listening, playing, reading, creating and creative interaction. Designed for the elementary education major. Every semester. Prerequisite: sophomore standing.

**OR EDUC 333 Integrated Arts in the Elementary Classroom (3)**

Description: Integrated Arts in the Elementary Classroom is designed to prepare candidates to integrate the arts into learning experiences in the elementary classroom. The course includes current theory in arts integration; background information on the elements of the creative arts; experiences with visual art, music and movement, creative writing, children's literature, creative dramatics and puppetry; and planning arts-enhanced lessons appropriate for grades 1-6. Arts integration will be related to multicultural learning, differentiation for student learning, including gifted education, and educational technology. Every semester. Prerequisite: EDUC 100 or permission of instructor.

**5. HPED 309 Wellness and the Whole Child (3)**

Description: Principles and practices of educating the whole child within the Whole School, Whole Community, Whole Child (WSCC) Model. Emphasis on skills-based health education at the elementary school level. Topics include social-emotional learning (SEL), infusing movement into Common Core lessons, school wellness policies, and teaching sensitive topics. Every semester, summer.

**Requirements for Special Education Specialization (24 hours)**

**1. Required Courses (6 credits)**

**a. PSYC 150 General Psychology (GEP)**

Description: Introduction to the methodology, theories, and applications of the science of animal and human behavior. Every semester. GEP Group D

**b. PSYC 210 Child Development**

Description: Detailed review of the biological, cognitive, and socio-emotional aspects of development, from conception through childhood. More depth than PSYC 208. Every semester. Prerequisite: PSYC 150/151 with a "C" or better.

**OR PSYC 208 Lifespan Development**

Description: Survey of human development from conception to death, emphasizing biological, cognitive, and socio-emotional development. An overview for understanding how humans change across the lifespan. Less depth than PSYC 210 or PSYC 212. Variable. Prerequisite: PSYC 150/151 with a "C" or better.

**2. Required Advanced Courses (9 credits)**

**a. EDUC 376 Special and Multicultural Education**

Description: Acquaints students with historical and legislative basis of special education in public schools. Characteristics of exceptional children, including social emotional, sensory, behavioral, physical, cognitive, and language. Understanding of eligibility determination as well as specifically designed instruction needed for equitable access of the curriculum. Understanding the influence of culture on learning and instruction. Every semester. Prerequisite: Admission to Apprenticeship.

**3. Required Courses in Special Education (12 credits)**

**a. SPED 205 Supporting Students with Diverse Needs (3)**

Description: Develop knowledge, skills, and dispositions to support diverse learners with academic and social emotional needs in the classroom. Identify evidence-based practices focus on identification strategies, functional behavior assessments, positive behavior supports,

behavior intervention plans, academic interventions, self-regulation strategies, management of the classroom environment, and social emotional learning supports. Review relevant theories and research on supporting positive behavior change for students exhibiting challenging behaviors. Required for Elementary/Special Education. Variable. Prerequisite: EDUC 100.

**b. SPED 390 Field Experience in Special Education (3 credits; taken during Apprenticeship)**

Description: Supervised field experiences for Elementary/Special Education candidates in inclusive classroom settings grade 1 through 8, as well as specialized settings and programs. Develop knowledge skills, and dispositions of age-appropriate environments. Includes analyses of children's needs. Enable candidates to plan classroom environments which provide access to the curriculum, participation in classroom instruction, and support for all children in the classroom. Includes some class work. Required for Elementary/Special Education, Special Education specialization candidates only. Graded P/F. Variable. Prerequisite: Admission to Apprenticeship.

**c. SPED 305 Assessment and Evaluation in the Inclusion Classroom (3; taken during Assistantship)**

Description: Overview of basic concepts, ethical concerns, legal issues, and typical procedures related to the assessment and monitoring of exceptional individuals. Develop skills in the use of appropriate assessment instrument. Identify strategies that consider the influence of diversity on assessment practices and inclusion of students with exceptional learning needs. Required for Elementary/Special Education, Special Education specialization candidates only. Variable. Prerequisite: Admission to Assistantship; concurrent enrollment in Assistantship courses

**d. SPED 405 Instructional-Strategies for Students with Learning Differences (3; taken during Internship I)**

Description: Identify educational needs of exceptional children related to preventive and remedial education. Focus on appropriate strategies for four types of students with special needs: student with disabilities, gifted and talented learners, culturally and linguistically diverse individuals, and students at risk for school failure. Prepare candidates for the role as an instructional leader in the areas of inclusion, advocacy, and collaboration. Required for Elementary/Special Education, Special Education specialization candidates only. Variable. Prerequisite: Admission to Internship I; concurrent enrollment in Internship I courses.

**e. SPED 415 Collaborative Problem Solving and Application through Evidence Based Practices (3; taken during Internship II)**

Description: A problem-solving professional learning approach to explore high leverage practices in Special Education including behavioral interventions, family engagement, and specially designed instruction for the diverse learner. This course offers a forum to explore current and critical topics in order to collaboratively problem solve to meet the individualized education plan. Required for Elementary/Special Education, Special Education specialization candidates only. Variable. Prerequisite: Admission to Internship II; concurrent enrollment in Internship II courses.

**Professional Education Sequence (56 hours) See admission requirements**

**1. Pre-Entrance (10 credits)**

**a. EDUC 100 Introduction to Teacher Education (1)**

Description: Analysis of education in America and the potential roles to be played both in schools and in the wider community. A preliminary self-assessment of how the students' interests and abilities match the demands of the educational profession. Observations with reflections. Every semester. Required: taken prior to admission to Apprenticeship. Recommended: taken within first 2 semesters at Frostburg State University.

**b. EDUC 201 Students, Teachers and Learning Environments (3)**

Description: A study of students, teachers and learning environments, including the philosophical and historical foundations of the American educational system. Basis for further study in education, including topics on legal and ethical issues and diversity. Every semester. Prerequisite: EDUC 100. May be taken Pre-entrance or concurrently with Apprenticeship

**c. EDUC 202 Foundations of Learning and Instruction (3)**

Description: The learning and teaching process in the American educational system. Human growth and development of students birth-21, learning theories and styles, instructional strategies and adaptations. Controlled observations in educational settings. Every semester. May be taken Pre-entrance or concurrently with Apprenticeship. Recommended to be taken after EDUC 201.

**d. EDUC 325 Educational Technology (3)**

Description: Provides opportunities for experiences and practice in using technology tools for educators. Emphasis on the use of technology within the context of accomplishing authentic tasks. Every semester. Must be completed prior to Internship I. Prerequisite: completion of at least 12 credit hours. Tech. fluency.

## 2. **Apprenticeship (7 hours)**

### a. EDUC 200 Teaching and Professional Assessment Laboratory (1)

Description: Through a series of live or video-recorded teaching sessions, students acquire skill in assessing their own strengths and weaknesses as teachers. Students will write instructional objectives, prepare lesson plans and teach a series of 10-minute lessons to their peers. Includes screening for selected teaching proficiencies. This course is required in all teacher education programs. Graded P/F. Every semester. Prerequisite: admission to Apprenticeship.

### b. EDUC 376 Special and Multicultural Education (3)

Description: Acquaints students with historical and legislative basis of special education in public schools. Characteristics of exceptional children, including social emotional, sensory, behavioral, physical, cognitive, and language. Understanding of eligibility determination as well as specifically designed instruction needed for equitable access of the curriculum. Understanding the influence of culture on learning and instruction. Every semester. Prerequisite: Admission to Apprenticeship.

### c. REED 323 Process and Acquisition of Reading (3)

Description: Process of language development, including impact of phonemic awareness, and how the brain responds to reading acquisition. Practical applications of research in language development, acquisition and use. Understanding of the role of experiential background, prior knowledge, motivation and personal significance to emerging readers. Every semester. Prerequisite: Admission to program.

## 3. **Assistantship (14 hours; completed over 1 semester)**

### a. ELED 307 Teaching Assistantship (1)

Description: Supervised assisting at the early childhood, elementary and middle school levels. Joint supervision by school system and university personnel. Daily, full-day field clinical experience. Graded P/N. May only be repeated once, upon approval of the program coordinator. Every semester. Prerequisite: Admission to Assistantship; concurrent enrollment in Assistantship courses.

### b. EDUC 401 Assistantship Seminar (1)

Description: Analysis of planning, instruction and assessment components of effective teaching at the assistantship level. Management strategies for student behavior, curriculum, material selection and resources. Reflective self and peer evaluation of teaching performance in the classroom. Every semester. Prerequisites: Admission to Apprenticeship and concurrent enrollment in ELED 307.

### c. ELED 471 Math Curriculum, Methods & Assessment (3)

Description: Planning, constructing and organizing curriculum; types of curricula. Methods, materials, content and assessment for teaching P-8 mathematics. Every semester. Prerequisite: Admission to Assistantship; concurrent enrollment in Assistantship courses.

### d. ELED 474 Science Curriculum, Methods & Assessment (3)

Description: Planning, constructing, and organizing curriculum; types of curricula. Methods, materials, content and assessment for teaching P-9 science. Every semester. Prerequisite: Admission to Assistantship; concurrent enrollment in Assistantship courses.

### e. ELED 475 Social Studies Curriculum, Methods & Assessment (3)

Description: Planning, constructing and organizing curriculum; types of curricula. Methods, materials, content and assessment for teaching P-9 social studies. Every semester. Prerequisite: Admission to Assistantship; concurrent enrollment in Assistantship courses.

### f. REED 473 Reading Instruction (3)

Description: Knowledge of best practices and instructional strategies that focus on the purposes for reading. How to use a balanced program of phonics, semantics and syntactics in teaching reading. Methods, materials and content for teaching reading in grades P-9. Knowledge of early identification and intervention strategies for low-achieving readers. Every semester. Prerequisite: Admission to Assistantship; concurrent enrollment in Assistantship courses.

#### 4. **Internship I** (13 hours; completed over 1 semester)

##### a. EDUC 402 Internship I Seminar (1)

Description: Analysis of planning, instruction and assessment components of effective teaching at the Internship I level. Management strategies for student behavior, curriculum, materials selection and resources. Reflective self and peer evaluation of teaching performance in the classroom. Every semester. Prerequisites: Admission to Internship I and concurrent enrollment in ELED 494.

##### b. ELED 494 Teaching Internship I: P-9 (6)

Description: Supervised practicum at the early childhood, elementary and middle school levels. Joint supervision by school system and university personnel. Daily, full-day clinical experience. When taken during the fall semester, includes a multiple-day, beginning-of-school experience. Graded P/N/F. May only be repeated once, upon approval of the program coordinator. Every semester. Prerequisite: Admission to Internship I; concurrent enrollment in Internship I courses

##### c. REED 420 Assessment for Reading Instruction (3)

Description: Understanding of the use of national, state, local and classroom reading assessment data to make ongoing instructional modifications as a strategy for prevention and intervention. Understanding of a variety of reading assessments and curriculum adjustments. Communicating assessment data about individual student reading performance to appropriate sources. Every semester. Prerequisite: Admission to Internship I, concurrent enrollment in Internship I courses.

##### d. REED 425 Materials and Motivations for Reading (3)

Description: Support for long-term motivation of developing readers within a framework of inquiry. Experience a variety of texts, including fiction and nonfiction, to be used in the classroom. Apply strategies for selecting materials, retrieving and evaluating materials. Understanding of accessibility, variety of media, multicultural materials, text features and oral and written responses to literature. Knowledge of the role of parents in supporting reading programs. Every semester. Prerequisite: Admission to Internship I, concurrent enrollment in Internship I courses.

#### 5. **Internship II** (12 hours; completed over 1 semester)

##### a. EDUC 422 Leadership Seminar P-9 (3)

Description: Development of educational leaders in the classroom, school, community, and profession. Elements of developmentally appropriate planning, instruction, assessment and classroom management and the collection of evidence of candidate's practices in the final internship. Management strategies for student behavior, curriculum, material and resources. Professional preparation, critical reflection and advocacy emphasized. Every semester. Prerequisite: Admission to Internship II. Capstone.

##### b. ELED 495 Teaching Internship II: P-9 (9) (Capstone)

Description: Supervised practicum at the early childhood, elementary and middle school levels. Joint supervision by school system and university personnel. Daily, full day clinical experience. When taken during the fall semester, includes a multiple day beginning of school experience. Graded P/N/F. May only be repeated once, upon approval of the program coordinator. Every semester. Prerequisite: Admission to Internship II and concurrent enrollment with EDUC 422. Capstone.

#### 5. Discuss how general education requirements will be met, if applicable.

Candidates are expected to meet all University requirements for the General Education Program and many of these courses are also applied to meet the Elementary requirements. In the Special Education specialization, one GEP course, PSYC 150: Introduction to Psychology, is included in the program of study.

#### **Elementary/Special Education Dual Certification Major Requirements for Major**

##### 2. Completion of GEP (38 - 41 hours)

##### a. Core Skills (9)

i. ENGL 101/111 (3)

ii. MATH 109/110 (3) or MATH 119 (3)

iii. Advanced Writing course (3) - ENGL 308/309/310/312/300/330/338/339

- b. Modes of Inquiry (29-32) including two 4-credit natural science courses. The following courses are recommended within the GEP.
  - i. ART 110 Visual Imagery (3)
  - ii. HIST 100/111 The Contemporary World Historical Perspective (3)
  - iii. ENGL 150/250 Introduction to Literature (3) **OR** ENGL 221 Intro to Literature/Intermediate Composition (3)
  - iv. BIOL 109 Human Biology and the Environment (4) **OR** BIOL 149/159 General Biology I (4)
  - v. PHSC 203 Physical Science(4) **OR** PHYS 215 General Physics (4) **OR** PHYS 261 Principles of Physics I (4)
  - vi. SOCI 100/111 Introduction to Sociology (3)
  - vii. PSYC 150/151 Introduction to Psychology (3)
  - viii. IDIS 150 First Year FSU Colloquium
  - ix. GEOG 104/114 Human Geography (3) **OR** GEOG 110 World Regional Geography (3) **OR** SOCI 305 Racial and Cultural Minorities (3) **OR** INST 150 Introduction to World Religions (3)

**Additional Required Courses for Elementary Majors (16 hours)**

- 6. MATH 206 Problem solving for Elementary Teachers I (3)
- 7. MATH 207 Problem solving for Elementary Teachers II (3)
- 8. 4 credit laboratory science elective (4) – GEOG 103/113 Physical Geography (recommended)
- 9. MUSC 350 Music and Creative Interaction for the Elementary Classroom (3) **OR** EDUC 333 Integrated Arts in the Elementary Classroom (3)
- 10. PHEC 309 Health and Physical Education for the Elementary Classroom (3)

**Requirements for Special Education Specialization (24 hours)**

- 4. **Required Courses (6 credits)**
  - a. PSYC 150 General Psychology (*GEP*)
  - b. PSYC 210 Child Development **OR** PSYC 208 Lifespan Development
- 5. **Required Advanced Courses (9 credits)**
  - a. EDUC 376 Special and Multicultural Education
- 6. **Required Courses in Special Education (12 credits)**
  - a. SPED 205 Supporting Students with Diverse Needs (3)
  - b. SPED 390 Field Experience in Special Education (3 credits; *taken during Apprenticeship*)
  - c. SPED 305 Assessment and Evaluation in the Inclusion Classroom (3; *taken during Assistantship*)
  - d. SPED 405 Instructional-Strategies for Students with Learning Differences (3; *taken during Internship I*)
  - e. SPED 415 Collaborative Problem Solving and Application through Evidence Based Practices (3; *taken during Internship II*)

**Professional Education Sequence (56 hours) See admission requirements**

**Pre-Entrance (10 credits)**

- EDUC 100 Introduction to Teacher Education (1)
- EDUC 201 Students, Teachers and Learning Environments (3)
- EDUC 202 Foundations of Learning and Instruction (3)
- EDUC 325 Educational Technology (3)

**Apprenticeship (7 hours)**



EDUC 200 Teaching and Professional Assessment Laboratory (1)  
EDUC 376 Special and Multicultural Education (3)  
REED 323 Process and Acquisition of Reading (3)

**Assistantship** (14 hours; completed over 1 semester)

ELED 307 Teaching Assistantship (1)  
EDUC 401 Assistantship Seminar (1)  
ELED 471 Math Curriculum, Methods & Assessment (3)  
ELED 474 Science Curriculum, Methods & Assessment (3)  
ELED 475 Social Studies Curriculum, Methods & Assessment (3)  
REED 473 Reading Instruction (3)

**Internship I** (13 hours; completed over 1 semester)

EDUC 402 Internship I Seminar (1)  
ELED 494 Teaching Internship I: P-9 (6)  
REED 420 Assessment for Reading Instruction (3)  
REED 425 Materials and Motivations for Reading (3)

**Internship II** (12 hours; completed over 1 semester)

EDUC 422 Leadership Seminar P-9 (3)  
ELED 495 Teaching Internship II: P-9 (9) (Capstone)

**Other Internship Requirements**

1. Students must complete any school district requirements (application, fingerprinting, background check, drug testing, etc.) in order to qualify for an internship placement

**Other Graduation/Program Exit Requirements**

1. Submission of a Teacher Performance Assessment that meets institutional standards.
2. Successful completion of an exit interview that meets institutional standards.
3. Completion of the Praxis II content knowledge and pedagogy tests required by the Maryland State Department of Education.
4. Successful completion of required field experiences in primary (1-3), intermediate (4-5) grades and **special education (1-8)**.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

The Elementary/Special Education major, as designed will meet the accreditation requirements guided by the CAEP Elementary Standards (2018) and the Council for Exceptional Children's K-12 Initial Preparation Standard (2020). Once approved by the Maryland State Department of Education, the major will be recognized as a "Maryland Approved Program" and will be able to prepare candidates for state level certification. Upon graduation, FSU recommends program completers to MSDE for certification. Candidates are required by MSDE to pass all required Praxis Subject Tests and to submit EdTPA scores.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

No other institutions or organizations are involved in the delivery of the proposed program.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interactions, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources and costs and payment policies.

The institution assures appropriate evidence that the proposed program, including financial aid resources, are provided to students with clear, complete, and timely information in the annual publication of the official [FSU Academic Catalog](#).

FSU's uses a powerful Learning Management System (LMS)-- Canvas--as the foundation for online and traditional learning. This tool plays a key role in supporting the overall educational experience. Resources can be found on the university [website](#). The academic supports services and programs are also on the university [website](#). Students receive information through the first year seminar course and new transfer students receive this information from their academic advisor.

The combination of FSU's Catalog, website, admissions and recruiting materials, and student information system provides students with all of this important information. Transfer agreements are available to prospective students on the university [website](#).

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

The University assures through efforts provided by the Offices of Admissions and Marketing and Communications whose primary focus is to provide accurate advertising, recruiting, and admissions materials, that clearly and accurately reflect the proposed program. Marketing efforts also extend to services available by the Academic Success Network for existing students to support their academic success. The proposed program will be highlighted on the University's digital media presence that includes Instagram, Facebook, YouTube, TikTok and more.

## H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

New articulation agreements and Memorandum of Understanding (MOU) with transfer institutions will be applied to this new major. Articulation agreements with identified Community Colleges would ensure that transfer students are able to seamlessly transfer into the new major at Program Entrance, with some Apprenticeship courses eligible for transfer equivalents. Existing agreements and MOUs with local school districts regarding field experiences will be used to provide the necessary placements for Elementary/Special Education candidates.

The provisionally signed articulation agreement with Allegany College of Maryland is included as Appendix B to this proposal.

## I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of **faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**

The faculty teaching in the elementary major all have teaching experience in the elementary grades and terminal degrees in related fields of education. However, a new faculty hire is necessary to offer the expertise in Special Education required to support the specialization area in the dual certification major.

<u>Faculty Member:</u> <u>Elementary</u> <u>Education</u> <u>/Special</u> <u>Education</u>	<u>Degree</u>	<u>Rank</u>  <u>Status</u>	<u>Undergraduate</u> <u>Courses in</u> <u>Elementary</u> <u>Education or</u> <u>Special</u> <u>Education (in</u> <u>bold)</u>	<u>Area of Expertise</u>
Dr. Jodi Welsch	<b>Ph.D.</b> in Elementary Education	Professor  Full time	REED 420:Assessment for Reading Instruction; EDUC 401:Assistantship EDUC 402:Internship I, EDUC 422:Leadership seminars	Elementary Reading  PreK – 9/ Program Director
Dr. Emily Milleson	<b>Ed.D.</b> in Curriculum and Instruction	Associate Professor  Full time	REED 473:Reading Instruction, REED 425:Reading Materials and Motivation	Elementary Reading
Dr. Jodi Eirich	<b>Ed.D.</b> in Curriculum and Instruction	Associate Professor  Full time	EDUC 202: Foundations of Learning and Teaching	Educational Psychology, Social Studies, Reading, Secondary Methods
Dr. Jamey Tobery Nystrom	<b>Ed.D</b> in Special Education/Leadership	Associate Professor  Full time		Special Education, M.Ed  (Designated campus is USM-Hagerstown)
Dr. Janet Mattern	<b>Ed.D.</b> in Curriculum and Instruction	Associate Professor  Full time	<b>EDUC 376:Special and Multicultural Education</b>	Early Childhood, Early Intervention
Dr. Jennifer Rankin	<b>Ed. D.</b> in Educational Leadership	Associate Professor  Full time	ELED 474: Elementary Mathematics Methods	Mathematics, STEM, Technology

Dr. Jennifer Bishoff	<b>Ed.D.</b> in Educational Leadership and Administration	Associate Professor Full time	ELED 471: Elementary Science Methods	Science, Secondary Education
Dr. Sarah O'Neal	<b>Ed.D</b> in Early Childhood Education	Associate Professor Full time	ELED 475: Elementary Social Studies Methods	Social Studies, Early Childhood
Dr. Christina Durham	<b>Ed. D.</b> in Curriculum and Instruction	Lecturer Full time	EDUC 201: Students, Teachers and Learning Environments; REED 323: Process and Acquisition of Literacy	Educational Foundations, Reading

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

- a) Pedagogy that meets the needs of the students
- b) The learning management system
- c) Evidenced-based best practices for distance education, if distance education is offered

Ongoing training is provided to faculty by the university in both pedagogy based on evidenced-based best practices and the technology. Ongoing pedagogy training is assured through the curriculum alignment for the proposed program with InTASC and Council for Accreditation of Education Preparation (CAEP) standards for Teacher Education. Pedological training and professional development is provided annually through the college and department and guided by our CAEP self-study process. The needs of the students are assessed and then addressed through the self-study process.

With regard to technology, Frostburg State University utilizes the Canvas learning management system and training sessions on this system are continually provided. All training and professional development of education faculty reflect evidence-based best practices, in order to meet the needs of all students.

Frostburg State University assures professional development in effective instructional design and teaching practices through the Center for Teaching Excellence (CTE). The CTE provides all new faculty with a teaching orientation as well as continuing professional development throughout the academic year. In addition, the Department of Educational Professions and the College of Education provide further professional development in teaching and learning practices in accordance with their CAEP accreditation standards.

**J. Adequacy of Library Resources** (as outlined in COMAR 13B.02.03.12).

- 1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The Lewis J. Ort Library currently holds approximately 300,000 monographic and serial bound volumes in its collection, as well as over 17,500 audiovisual items and other media (DVDs, maps, etc.) materials. The Library also subscribes to 195 journals, magazines, and newspapers in print, microfilm, and electronic formats and provides access to approximately 75 online databases that cover a variety of academic disciplines and include over 72,000 full text journals, magazines and newspapers; another 70,000-plus peer-reviewed open access resources are linked to citations from these databases. Over 245,000 electronic books and 29,000 on-demand streaming videos are also available to students, faculty and staff. Specific database subscriptions supporting education research paid for by the Library include *Education Research Complete* (EBSCO), *ERIC*, *JSTOR*, *Nexis Uni* (formerly *LexisNexis Academic*), *Primary Search* (EBSCO), *Professional Development* (EBSCO), *ProQuest Dissertations & Theses Global*, *Teacher's Reference Center* (EBSCO), and *Web of Knowledge*. The subscription costs for these databases exceeds \$55,000 in FY 2023.

The Library's title holdings for monographs and multi-media materials in the relevant subject areas associated with the Department of Educational Professions' general and special programs total over 30,000 titles, including all formats (e.g., monographs, microforms, DVD/Videos, etc). The Library also houses a collection of print resources published specifically for children – the Juvenile Collection that includes 4,682 titles of fictional and non-fictional children's books. As a member of the Federal Depository Library Program, the Ort Library receives approximately 32% of all U.S. government documents published each year. Currently, nearly 60% of the Federal material received is electronically accessible from the Library's catalog. The Library also receives 100% of all Maryland State documents.

The Library's annual process to ensure measures and resources are adequate to support the proposed program include use of the operating funds to ensure ongoing payment of current periodical and serial subscriptions, and to provide financial resources to faculty who recommend book titles and audiovisual materials to enhance and update the program collections for their academic departments. In FY 2023, the Department of Educational Professions faculty has been allocated \$1500 for the purchase of print monographs and audiovisual materials. Over \$5000 of Ort Library's periodicals/serials budget is expended to continue 21 annual subscriptions associated with the department.

The Lewis J. Ort Library is one of 17 institutions participating in the University System of Maryland and Affiliated Institutions (USMAI) Consortium of Libraries, a collaborative resource sharing group currently managing two information and document delivery systems: *CatalogUSMAI*, and *OneSearch*. Using the Request feature of *catalogUSMAI* or *OneSearch*, FSU students and faculty can borrow monographs located in other USMAI libraries by placing requests to have them sent to the Ort Library where they can be charged out as easily as items in FSU's collection. For those materials that students and faculty cannot obtain in-house from the Library's print collections or electronically through *CatalogUSMAI* or *OneSearch*, traditional interlibrary loan (ILL) services are an alternative, extending access to the holdings of thousands of libraries in the United States.

The home page of the library is found here: <https://www.frostburg.edu/library/index.php>

**K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment** (as outlined in COMAR13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

The current facilities, infrastructure and equipment at FSU which support the teacher education programs are adequate for the proposed major. The new Education and Health Sciences building (to open Spring 2023) will provide appropriate space for instruction, technological resources and faculty/staff offices.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

- a) An institutional electronic mailing system, and
- b) A learning management system that provides the necessary technological support for distance education

This program is designed for face to face implementation, with some opportunities for blended instruction, using resources such as Canvas and Cisco Webex tools. All faculty and candidates have access to the FSU email system.

**L. Adequacy of Financial Resources with Documentation** (as outlined in COMAR 13B.02.03.14)

**Narrative explanation must accompany each category. Please use this resource page: [https://mhec.maryland.gov/institutions\\_training/Documents/acadaff/acadproginstapprovals/table1resources.pdf](https://mhec.maryland.gov/institutions_training/Documents/acadaff/acadproginstapprovals/table1resources.pdf)**

- 1. Complete **Table 1: Resources and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

<b>Elementary Special Education</b>					
<b>TABLE 1: RESOURCES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	FY2023	FY2024	FY2025	FY2026	FY2027
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue	63,706	194,943	331,410	473,263	854,534
a. Number of F/T Students In-state	4	12	20	28	38
a. Number of F/T Students Out-of-state	1	3	5	7	17
b. Annual Tuition/Fee Rate In-state	9,786	9,982	10,182	10,386	10,594
b. Annual Tuition/Fee Rate Out-of-state	24,562	25,053	25,554	26,065	26,586
c. Total F/T Revenue (a x b)	63,706	194,943	331,410	473,263	854,534
d. Number of P/T Students In-State	0	0	0	0	0

d. Number of P/T Students Out-of-State	0	0	0	0	0
e. Credit Hour Rate In-State	281	289	298	307	316
e. Credit Hour Rate Out-of-State	598	616	634	653	673
f. Annual Credit Hour Rate	32	32	32	32	32
g. Total P/T Revenue In & Out-of-State	0	0	0	0	0
(d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
<b>TOTAL (Add 1 – 4)</b>	<b>63,706</b>	<b>194,943</b>	<b>331,410</b>	<b>473,263</b>	<b>854,534</b>

**Table 1 Resources: Budget Narrative**

1. Reallocated Funds: NA
2. Tuition/Fee Revenue: Full-time status. 20 percent out-of-state, 80 percent in-state
3. Grants, Contracts & Other External Sources: NA
4. Other Sources: NA
5. Total: Sum of total tuition and fees.

<b>TABLE 2: EXPENDITURES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	FY2023	FY2024	FY2025	FY2026	FY2027
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	87,750	90,383	93,094	95,887	98,763
a. # FTE	1.00	1.00	1.00	1.00	1.00
b. Total Salary	65,000	66,950	68,959	71,027	73,158
c. Total Benefits	22,750	23,433	24,135	24,860	25,605
2. Admin. Staff (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. Support Staff (b + c below)	2,159	2,223	2,290	2,359	2,430
a. # FTE	0.10	0.10	0.10	0.10	0.10
b. Total Salary	2,000	2,060	2,122	2,185	2,251
c. Total Benefits	159	163	168	173	179
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)	89,909	92,606	95,384	98,246	101,193
Surplus	(26,203)	102,337	236,026	375,017	753,341

**Table 2 Expenditures: Budget Narrative**

1. Faculty: A new faculty position is required to deliver the new courses, to supervise candidates in special education placements, and co-teach with methods instructors. Current Elementary faculty will continue to teach the core course in the Elementary major and serve as instructors for the exiting courses, which are part of the Elementary major. The new faculty member will serve as the liaison for Special Education, focus on program assessments, data collection and analysis, as well as meeting accreditation requirements.
2. Admin. Staff: NA
3. Support Staff: NA
4. Equipment: NA
5. Library: NA
6. New or Renovated Space: NA
7. Other Expenses: NA
8. Total: A new faculty position is the only expenditure expected for this proposal.

**M. Adequacy of Provisions for Evaluation of Program** (as outlined in COMAR 13B.02.03.15).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Evaluation of Faculty: Student evaluations are collected for each course through the University’s learning management system (Canvas) using a standard form that is used across all courses. Student evaluation scores and accompanying narratives are aggregated and presented to the instructor, by course. Frostburg State University has an institutionalized process of assessing student-learning outcomes in the majors. The Student Learning Assessment Advisory Group (SLAAG) and Graduate Learning Assessment Advisory Group (GLAAG) operate at the institutional level and focus of student learning outcomes following the timelines for the Institutional Effectiveness Cycle

The College of Education and the Department of Educational Professions has an existing Quality Assessment System and the accreditation activities associated with specialized professional associations, as well as



InTASC and CAEP standards. This new major will become part of that existing process of data collection, analysis, reporting and continuous improvement.

9. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

The program review schedule serves as the foundation for assessment initiatives through its identification of priorities for the coming cycle. Halfway through the cycle, the Office of Assessment and Institutional Research (AIR) collects information on the status of assessment activities using a midterm review template. Programs undergoing review in any given year must submit the Program Review Self-Study, External Review Report, and Certificate to AIR.

**N. Consistency with the State's Minority Student Achievement Goals** (as outlined in COMAR13B.02.03.05).

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

Frostburg State University is a public institution that is committed to a campus environment that values human diversity and represents individuals who represent diversity. It is a multi-cultural campus where diversity is highly valued. The program and university have established goals to recruit and support the minority population. This is reflected in the University's Core Value Statement: "Frostburg State University is committed to developing cultural competence and cultivating understanding and respect for a diversity of experiences and worldviews that encourage each person's ability to "take the perspective of the other." Frostburg State University has initiatives to increase diversity in faculty and staff. The university has established a University Council on Diversity, Equity, and Inclusion (UCDEI) that is led by the University President.

**O. Relationship to Low Productivity Programs Identified by the Commission:**

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

The Elementary Education major has been identified as a low productivity program, with less than 15 candidates graduating in the last 3 years. The major is being considered for suspension. Elements of the major, such as the courses and field experiences will remain active, as they serve the other two dual certification majors (Early Childhood/Elementary and Elementary/Middle Grades) and will be reallocated to support the new dual certification major.

**P. Adequacy of Distance Education Programs** (as outlined in COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.
2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

This program proposal will support an on-campus face-to-face modality.

## Appendix A: Elementary/Special Education Dual Certification Major Courses

### Course Title, Credits and Description

#### Elementary/Special Education Dual Certification Major

#### Requirements for Major

##### **Completion of GEP (38 - 41 hours)**

##### c. Core Skills (9)

##### i. ENGL 101/111 (3)

Description: Addresses the processes of composition and develops intermediate skills in writing essays with an argumentative edge. Based on readings for diverse audiences, prepares students for writing documented essays. Every semester. Students may not withdraw unless withdrawing from the University. Core Skill 1.

##### ii. MATH 109/110 (3)

Description: For the non-math major; less rigorous than MATH 380. Elementary probability theory; collection, organization and analysis of data; descriptive statistics; the normal and binominal distributions; introduction to inferential statistics; and applications. Every semester. Prerequisite: a passing score on the Mathematics Placement test administered by the University or DVMT 095. MAY NOT BE USED TO SATISFY THE REQUIREMENTS FOR A MAJOR OR MINOR IN MATHEMATICS. MAY BE USED TO FULFILL CORE SKILL 3.

##### OR MATH 119 (3)

Description: Functions and their graphs, inverse functions, solutions of equations and inequalities, polynomial and rational functions, exponential and logarithmic functions, systems of equations and matrices. Every semester. Prerequisite: A passing score on the Mathematics Placement Test administered by the University or a grade of B or better in DVMT 100. MAY NOT BE USED TO SATISFY THE REQUIREMENTS FOR A MAJOR OR MINOR IN MATHEMATICS. MAY BE USED TO FULFILL CORE SKILL 3.

##### iii. Advanced Writing course (3) - ENGL 308/309/310/312/300/330/338/339

Description: Development of advanced skills in writing based on reading for social science audiences. Preparation of extended papers; attention to research tools and documentation. Students may receive credit for only one of the following: 308, 309, 310 or 312. Every semester. Prerequisites: C or better in ENGL 101 or 111; and at least 42 credits or permission of Chair. Core Skill 2

##### d. **Modes of Inquiry (29-32) including two 4-credit natural science courses. The following courses are recommended within the GEP.**

##### i. ART 110 Visual Imagery (3)

Description: An introduction to the visual arts through theory and practice; exploring basic aesthetic concepts, modes of visual communication, expressive meaning of various materials, theoretical components and symbol systems. Admission priority for Early Childhood and Elementary Education majors. Every semester. GEP Group A.

##### ii. HIST 100/111 The Contemporary World Historical Perspective (3)

Description: A consideration of major historical developments of the last century in diverse areas of the world that illuminate contemporary problems. Every semester. GEP Group B or F.

##### iii. ENGL 150/250 Introduction to Literature (3)

Description: A thematic study of literature, looking across genres and cultures at contemporary topics. Continued development of writing skills. Every semester. GEP Group B.

##### iv. BIOL 109 Human Biology and the Environment (4)

Description: Study of the human species with emphasis on the interdependence of humans, other forms of life, and the physical environment. Three hrs. lecture, 2 hrs. lab. Not for majors or minors. Every semester. GEP Group C.

##### v. PHSC 203 Physical Science(4)

Description: Physical phenomena and their role in modern society: basic concepts of physics, chemistry, and astronomy, with energy and environment as the unifying theme. Three hrs. lecture and 3 hrs. lab. Every semester. Intended for education majors. GEP Group C.

##### vi. SOCI 100/111 Introduction to Sociology (3)

Description: Systematic introduction to the study of society. Basic concepts, methods of study, and theories about societal structures and processes. Every semester. Not open to students who have credit for former SOCI 201. GEP Group D.

##### vii. PSYC 150/151 Introduction to Psychology (3)

Description: Introduction to the methodology, theories, and applications of the science of animal and human behavior. Every semester. GEP Group D.

##### viii. IDIS 150 First Year FSU Colloquium

Description: Fostering a Sense of Understanding through exploration of a current issue, theme, problem, person or persons, cultural or historical period, world area or national region, or other unifying principle through interdisciplinary study, discussion, and activities. Every semester. To be completed within first 45 hours or soon after transfer is applicable. GEP Group E.

##### ix. GEOG 104/114 Human Geography (3)

Description: Earth-sun relations, map reading and interpretations, landforms, elements of weather and climate, and climate regions. Three hrs. lecture and 2 hrs. lab. Every semester. GEP Group C.

## **Additional Required Courses for Elementary Majors (16 hours)**

### **11. MATH 206 Problem solving for Elementary Teachers I (3)**

Description: Heuristics of problem solving, set theory, functions, estimation, measurement, numeration systems, rational numbers and elementary number theory. Emphasis on students constructing and expanding their mathematical knowledge using modern technologies and pedagogies to investigate questions and solve problems. Learning activities include collecting and analyzing data from simple experiments, identifying mathematical models for the data and using these models to make predictions which can then be tested. Admission priority will be given to Early Childhood Education and Elementary Education majors. Every semester. Prerequisite: a grade of C or better in either MATH 102/119 or MATH 109/209. MAY NOT BE USED TO SATISFY THE REQUIREMENTS FOR A MAJOR OR MINOR IN MATHEMATICS.

### **12. MATH 207 Problem solving for Elementary Teachers II (3)**

Description: A continuation of MATH 206. Basic concepts of geometry, including measurement ideas, probability and statistics. Technological tools such as spreadsheets, geometric software and statistical packages will be used. Admission priority will be given to Early Childhood Education or Elementary Education majors. Every semester. Prerequisite: C or better in MATH 206. MAY NOT BE USED TO SATISFY THE REQUIREMENTS FOR A MAJOR OR MINOR IN MATHEMATICS.

### **13. 4 credit laboratory science elective (4) – GEOG 103/113 Physical Geography (recommended)**

Description: Earth-sun relations, map reading and interpretations, landforms, elements of weather and climate, and climate regions. Three hrs. lecture and 2 hrs. lab. Every semester. GEP Group C.

### **14. MUSC 350 Music and Creative Interaction for the Elementary Classroom (3)**

Description: Classroom use of music skills for children from pre-school through sixth grade. Emphasizes the elements and skills of music and provides opportunity to develop and apply teaching strategies to the teaching of music through moving, singing, listening, playing, reading, creating and creative interaction. Designed for the elementary education major. Every semester. Prerequisite: sophomore standing.

### **OR EDUC 333 Integrated Arts in the Elementary Classroom (3)**

Description: Integrated Arts in the Elementary Classroom is designed to prepare candidates to integrate the arts into learning experiences in the elementary classroom. The course includes current theory in arts integration; background information on the elements of the creative arts; experiences with visual art, music and movement, creative writing, children's literature, creative dramatics and puppetry; and planning arts-enhanced lessons appropriate for grades 1-6. Arts integration will be related to multicultural learning, differentiation for student learning, including gifted education, and educational technology. Every semester. Prerequisite: EDUC 100 or permission of instructor.

### **15. HPED 309 Wellness and the Whole Child (3)**

Description: Principles and practices of educating the whole child within the Whole School, Whole Community, Whole Child (WSCC) Model. Emphasis on skills-based health education at the elementary school level. Topics include social-emotional learning (SEL), infusing movement into Common Core lessons, school wellness policies, and teaching sensitive topics. Every semester, summer.

## **Requirements for Special Education Specialization (24 hours)**

### **7. Required Courses (6 credits)**

#### **a. PSYC 150 General Psychology (GEP)**

Description: Introduction to the methodology, theories, and applications of the science of animal and human behavior. Every semester. GEP Group D

#### **b. PSYC 210 Child Development**

Description: Detailed review of the biological, cognitive, and socio-emotional aspects of development, from conception through childhood. More depth than PSYC 208. Every semester. Prerequisite: PSYC 150/151 with a "C" or better.

#### **OR PSYC 208 Lifespan Development**

Description: Survey of human development from conception to death, emphasizing biological, cognitive, and socio-emotional development. An overview for understanding how humans change across the lifespan. Less depth than PSYC 210 or PSYC 212. Variable. Prerequisite: PSYC 150/151 with a "C" or better.

### **8. Required Advanced Courses (9 credits)**

#### **a. EDUC 376 Special and Multicultural Education**

Description: Acquaints students with historical and legislative basis of special education in public schools. Characteristics of exceptional children, including social emotional, sensory, behavioral, physical, cognitive, and language. Understanding of eligibility determination as well as specifically designed instruction needed for equitable access of the curriculum. Understanding the influence of culture on learning and instruction. Every semester. Prerequisite: Admission to Apprenticeship.

### **9. Required Courses in Special Education (12 credits)**

a. SPED 205 Supporting Students with Diverse Needs (3)

Description: Develop knowledge, skills, and dispositions to support diverse learners with academic and social emotional needs in the classroom. Identify evidence-based practices focus on identification strategies, functional behavior assessments, positive behavior supports, behavior intervention plans, academic interventions, self-regulation strategies, management of the classroom environment, and social emotional learning supports. Review relevant theories and research on supporting positive behavior change for students exhibiting challenging behaviors. Required for Elementary/Special Education. Variable. Prerequisite: EDUC 100.

b. SPED 390 Field Experience in Special Education (3 credits; taken during Apprenticeship)

Description: Supervised field experiences for Elementary/Special Education candidates in inclusive classroom settings grade 1 through 8, as well as specialized settings and programs. Develop knowledge skills, and dispositions of age-appropriate environments. Includes analyses of children's needs. Enable candidates to plan classroom environments which provide access to the curriculum, participation in classroom instruction, and support for all children in the classroom. Includes some class work. Required for Elementary/Special Education, Special Education specialization candidates only. Graded P/F. Variable. Prerequisite: Admission to Apprenticeship.

c. SPED 305 Assessment and Evaluation in the Inclusion Classroom (3; taken during Assistantship)

Description: Overview of basic concepts, ethical concerns, legal issues, and typical procedures related to the assessment and monitoring of exceptional individuals. Develop skills in the use of appropriate assessment instrument. Identify strategies that consider the influence of diversity on assessment practices and inclusion of students with exceptional learning needs. Required for Elementary/Special Education, Special Education specialization candidates only. Variable. Prerequisite: Admission to Assistantship; concurrent enrollment in Assistantship courses

d. SPED 405 Instructional-Strategies for Students with Learning Differences (3; taken during Internship I)

Description: Identify educational needs of exceptional children related to preventive and remedial education. Focus on appropriate strategies for four types of students with special needs: student with disabilities, gifted and talented learners, culturally and linguistically diverse individuals, and students at risk for school failure. Prepare candidates for the role as an instructional leader in the areas of inclusion, advocacy, and collaboration. Required for Elementary/Special Education, Special Education specialization candidates only. Variable. Prerequisite: Admission to Internship I; concurrent enrollment in Internship I courses.

e. SPED 415 Collaborative Problem Solving and Application through Evidence Based Practices (3; taken during Internship II)

Description: A problem-solving professional learning approach to explore high leverage practices in Special Education including behavioral interventions, family engagement, and specially designed instruction for the diverse learner. This course offers a forum to explore current and critical topics in order to collaboratively problem solve to meet the individualized education plan. Required for Elementary/Special Education, Special Education specialization candidates only. Variable. Prerequisite: Admission to Internship II; concurrent enrollment in Internship II courses.

**Professional Education Sequence (56 hours) See admission requirements**

**6. Pre-Entrance (10 credits)**

a. EDUC 100 Introduction to Teacher Education (1)\

Description: Analysis of education in America and the potential roles to be played both in schools and in the wider community. A preliminary self-assessment of how the students' interests and abilities match the demands of the educational profession. Observations with reflections. Every semester. Required: taken prior to admission to Apprenticeship. Recommended: taken within first 2 semesters at Frostburg State University.

b. EDUC 201 Students, Teachers and Learning Environments (3)

Description: A study of students, teachers and learning environments, including the philosophical and historical foundations of the American educational system. Basis for further study in education, including topics on legal and ethical issues and diversity. Every semester. Prerequisite: EDUC 100. May be taken Pre-entrance or concurrently with Apprenticeship

c. EDUC 202 Foundations of Learning and Instruction (3)

Description: The learning and teaching process in the American educational system. Human growth and development of students birth-21, learning theories and styles, instructional strategies and adaptations. Controlled observations in educational settings. Every semester. May be taken Pre-entrance or concurrently with Apprenticeship. Recommended to be taken after EDUC 201.

d. EDUC 325 Educational Technology (3)

Description: Provides opportunities for experiences and practice in using technology tools for educators. Emphasis on the use of technology within the context of accomplishing authentic tasks. Every semester. Must be completed prior to Internship I. Prerequisite: completion of at least 12 credit hours. Tech. fluency.

## **7. Apprenticeship (7 hours)**

### **a. EDUC 200 Teaching and Professional Assessment Laboratory (1)**

Description: Through a series of live or video-recorded teaching sessions, students acquire skill in assessing their own strengths and weaknesses as teachers. Students will write instructional objectives, prepare lesson plans and teach a series of 10-minute lessons to their peers. Includes screening for selected teaching proficiencies. This course is required in all teacher education programs. Graded P/F. Every semester. Prerequisite: admission to Apprenticeship.

### **b. EDUC 376 Special and Multicultural Education (3)**

Description: Acquaints students with historical and legislative basis of special education in public schools. Characteristics of exceptional children, including social emotional, sensory, behavioral, physical, cognitive, and language. Understanding of eligibility determination as well as specifically designed instruction needed for equitable access of the curriculum. Understanding the influence of culture on learning and instruction. Every semester. Prerequisite: Admission to Apprenticeship.

### **c. REED 323 Process and Acquisition of Reading (3)**

Description: Process of language development, including impact of phonemic awareness, and how the brain responds to reading acquisition. Practical applications of research in language development, acquisition and use. Understanding of the role of experiential background, prior knowledge, motivation and personal significance to emerging readers. Every semester. Prerequisite: Admission to program.

## **8. Assistantship (14 hours; completed over 1 semester)**

### **a. ELED 307 Teaching Assistantship (1)**

Description: Supervised assisting at the early childhood, elementary and middle school levels. Joint supervision by school system and university personnel. Daily, full-day field clinical experience. Graded P/N. May only be repeated once, upon approval of the program coordinator. Every semester. Prerequisite: Admission to Assistantship; concurrent enrollment in Assistantship courses.

### **b. EDUC 401 Assistantship Seminar (1)**

Description: Analysis of planning, instruction and assessment components of effective teaching at the assistantship level. Management strategies for student behavior, curriculum, material selection and resources. Reflective self and peer evaluation of teaching performance in the classroom. Every semester. Prerequisites: Admission to Apprenticeship and concurrent enrollment in ELED 307.

### **c. ELED 471 Math Curriculum, Methods & Assessment (3)**

Description: Planning, constructing and organizing curriculum; types of curricula. Methods, materials, content and assessment for teaching P-8 mathematics. Every semester. Prerequisite: Admission to Assistantship; concurrent enrollment in Assistantship courses.

### **d. ELED 474 Science Curriculum, Methods & Assessment (3)**

Description: Planning, constructing, and organizing curriculum; types of curricula. Methods, materials, content and assessment for teaching P-9 science. Every semester. Prerequisite: Admission to Assistantship; concurrent enrollment in Assistantship courses.

### **e. ELED 475 Social Studies Curriculum, Methods & Assessment (3)**

Description: Planning, constructing and organizing curriculum; types of curricula. Methods, materials, content and assessment for teaching P-9 social studies. Every semester. Prerequisite: Admission to Assistantship; concurrent enrollment in Assistantship courses.

### **f. REED 473 Reading Instruction (3)**

Description: Knowledge of best practices and instructional strategies that focus on the purposes for reading. How to use a balanced program of phonics, semantics and syntactics in teaching reading. Methods, materials and content for teaching reading in grades P-9. Knowledge of early identification and intervention strategies for low-achieving readers. Every semester. Prerequisite: Admission to Assistantship; concurrent enrollment in Assistantship courses.

## 9. **Internship I** (13 hours; completed over 1 semester)

### a. EDUC 402 Internship I Seminar (1)

Description: Analysis of planning, instruction and assessment components of effective teaching at the Internship I level. Management strategies for student behavior, curriculum, materials selection and resources. Reflective self and peer evaluation of teaching performance in the classroom. Every semester. Prerequisites: Admission to Internship I and concurrent enrollment in ELED 494.

### b. ELED 494 Teaching Internship I: P-9 (6)

Description: Supervised practicum at the early childhood, elementary and middle school levels. Joint supervision by school system and university personnel. Daily, full-day clinical experience. When taken during the fall semester, includes a multiple-day, beginning-of-school experience. Graded P/N/F. May only be repeated once, upon approval of the program coordinator. Every semester. Prerequisite: Admission to Internship I; concurrent enrollment in Internship I courses

### c. REED 420 Assessment for Reading Instruction (3)

Description: Understanding of the use of national, state, local and classroom reading assessment data to make ongoing instructional modifications as a strategy for prevention and intervention. Understanding of a variety of reading assessments and curriculum adjustments. Communicating assessment data about individual student reading performance to appropriate sources. Every semester. Prerequisite: Admission to Internship I, concurrent enrollment in Internship I courses.

### d. REED 425 Materials and Motivations for Reading (3)

Description: Support for long-term motivation of developing readers within a framework of inquiry. Experience a variety of texts, including fiction and nonfiction, to be used in the classroom. Apply strategies for selecting materials, retrieving and evaluating materials. Understanding of accessibility, variety of media, multicultural materials, text features and oral and written responses to literature. Knowledge of the role of parents in supporting reading programs. Every semester. Prerequisite: Admission to Internship I, concurrent enrollment in Internship I courses.

## 10. **Internship II** (12 hours; completed over 1 semester)

### a. EDUC 422 Leadership Seminar P-9 (3)

Description: Development of educational leaders in the classroom, school, community, and profession. Elements of developmentally appropriate planning, instruction, assessment and classroom management and the collection of evidence of candidate's practices in the final internship. Management strategies for student behavior, curriculum, material and resources. Professional preparation, critical reflection and advocacy emphasized. Every semester. Prerequisite: Admission to Internship II. Capstone.

### b. ELED 495 Teaching Internship II: P-9 (9) (Capstone)

Description: Supervised practicum at the early childhood, elementary and middle school levels. Joint supervision by school system and university personnel. Daily, full day clinical experience. When taken during the fall semester, includes a multiple day beginning of school experience. Graded P/N/F. May only be repeated once, upon approval of the program coordinator. Every semester. Prerequisite: Admission to Internship II and concurrent enrollment with EDUC 422. Capstone.

**Appendix B. Provisionally signed articulation agreement with**

**Allegany College of Maryland**

**Working Draft**

**ACADEMIC PROGRAM ARTICULATION AGREEMENT BETWEEN  
ALLEGANY COLLEGE OF MARYLAND AND  
FROSTBURG STATE UNIVERSITY REGARDING TRANSFER FROM ALLEGANY COLLEGE OF MARYLAND  
Elementary Education AAT or A.S., TO B.S., ELEMENTARY/SPECIAL EDUCATION  
DUAL CERTIFICATION MAJOR**

This Academic Program Articulation Agreement (“Agreement”) is entered into by and between Allegany College of Maryland (the “Sending Institution”) and Frostburg State University (the “Receiving Institution”) (collectively, the “Institutions”) to facilitate the transfer of academic credits from the ELEMENTARY EDUCATION (AAT) or (AS) (CIP: 131202; HEGIS: 496011) for the completion of the B.S. Elementary/Special Education Dual Certification Major (CIP: 131001 HEGIS: 080800)

**A. Qualifying Students**

This Agreement pertains to the transfer of “Qualifying Students”, *i.e.*, those students who:

1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission to the Receiving Institution
4. Have earned a C grade or better in required courses.

**B. Responsibilities of the Institutions**

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer into from the Transferring Institution into the Receiving Institution for the completion of the Program.

2. Courses that the Receiving School will accept credits EDUC towards completion of the Program include:

**REQUIRED COURSES TO BE TRANSFERRED OR TAKEN AT FSU (Main Campus only)**

Sending Institution		Receiving Institution				
ACM CODE	COURSE TITLE	FSU CODE	FSU	CRE DIT HOU	GRADE (could be listed in Provisions)	Applied to Major/G EP
EDUC	Career Analysis in Education ( <i>can be</i>	EDUC 100	1	1		Major
EDUC	Students, Teachers, & the Learning	EDUC 201	3	3		Major
EDUC 204	Foundations of Learning and Instruction	EDUC 202	3	3		
EDUC	Special and Multicultural Education	EDUC 376	3	3		Major
EDUC	Processes and Acquisition of Reading	REED 323	3	3		Major
PSYC 203 ( <i>option – AAT</i> )	Lifespan Development <b>OR</b> Child Development	PSYC 208 PSYC 210		3		Major
PSYC						
MUS	Music for the Elementary Classroom	MUSC	3	3		Major
PHED	Health and PE for Elementary Teachers	HPED 309	3	3		Major

<b>MATH 102 or MATH</b>	Probability & Statistics or College Algebra	MATH 109 or MATH	3	3		Major &
<b>MATH</b>	Problem Solving for Elem. Teachers I	MATH	3	3		Major
<b>MATH</b>	Problem Solving for Elem. Teachers II	MATH	3	3		Major
<b>ENGL</b>	Freshman Composition	ENG 101	3	3		Major &
<b>ENGL</b>	Introduction to Literature	ENGL 150	3	3		Major &
<b>ART</b>	Visual Imagery	ART 110	3	3		Major &
<b>PSYC</b>	General Psychology	PSYC 150	3	3		Major &
<b>GEOG 102 or SOC</b>	Human/World Regional Geography OR Intro to Sociology	GEOG 104/110	3	3		Major &
	Supporting Students with Diverse	SPED 205	3	3		Major

\*\* This course is new to the major, and the department will work with ACM to include it as a transfer credit because it is a 200-level course.

\*Receiving Institution must indicate if course is applied to General Education, Program/Major requirements, or General Elective.

Additional Provisions:

- Students in the Elementary/Special Education Program need to complete 12 credits of natural sciences. Each course needs to have a laboratory component. The third science is applied to FSU’s GEP requirement of IDIS 350. The program recommends candidates take BIO 131 or BIO 101, PHYS 130, and PHYS 132 at ACM.
- Students will be required to take First-year FSU Colloquium. SPCH 101 satisfies that requirement.
- If the students choose to take both GEOG 102 and SOC 101, the GEOG 102 course will be applied to Identity & Difference Requirement in the GEP. The SOC 101 will satisfy the Social Science component of the GEP.
- Students need to complete a 3-credit history course to satisfy the General Education Humanities and the program requirements.
- Upon entry into Apprenticeship phase, fingerprinting as a background check is required and a negative result on current TB test.
- Prior to entering the Professional Sequence, students need to have qualifying scores on PRAXIS CORE, SAT, ACT, or a cumulative GPA of 3.0 on all transfer credits that apply to the program.
- The Receiving Institution shall designate, and shall provide to the Sending Institution, the contact information for a staff person at the Receiving Institution who is responsible for the oversight of the transfer of Qualifying Students. The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

	Sending Institution	Receiving Institution
Name of staff person responsible for oversight	Jennifer Engelbach	Natalie Wagoner
Title of staff person	Executive Director of Enrollment and Advising Services	Director FSU Admissions
Email address	jengelbach@allegany.edu	nmwagoner@frostburg.edu
Telephone Number	301-784-5656	301-687-4201

Should the staff person or position change, the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Additional contact information:

[Role & Responsibilities of persons listed here]	Sending Institution	Receiving Institution
Name of person	Dr. Miha Wood	Dr. Doris Santamaria-Makang



Title of person	Dean for Arts and Sciences	Department Chair Educational Professions
Email address	mwood1594@allegany.edu	dsantamariamakang@fostburg.edu
Telephone Number	301-784-5301	301-687-7018

10. If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions shall adhere to all applicable U.S. Department of Veterans Affairs' regulations, including the regulations governing the awarding prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).
11. Each Institution shall adhere to all applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.
12. Each Institution shall advise students regarding transfer opportunities under this Agreement and shall advise students of financial aid opportunities and implications associated with the transfer.
13. Should either Institution makes changes to program requirements, the institution will inform the partner institution immediately. The articulation agreement should be updated to reflect the changes and forwarded to the Maryland Higher Education Commission.

**C. Term and Termination**

1. This agreement shall be effective on the date that it is signed by the appropriate and authorized representatives of each Institution.
2. Either Institution may, at its sole discretion, terminate this Agreement upon delivering 90 days written notice to the other Institution and the Maryland Higher Education Commission.
3. Both Institutions agree to meet once every 3 year(s) to review the terms of this agreement.

**D. Amendment**

1. This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement and supersedes any prior or contemporaneous agreements or understandings.
2. This Agreement may be modified only by written amendment executed by both Institutions.

**E. Governing Law**

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

**F. Counterparts**

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

**G. Notice of Agreement**

1. The Institutions agree to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.

2. The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department chairs participating in the transfer, offices of the president, registrar's offices, and financial aid offices.

**H. No Third-Party Beneficiaries**

There are no third-party beneficiaries to this Agreement.

**I. Representations and Warranties of the Parties**

Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement, and shall continue to be true and correct during the term of this Agreement:

1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.
2. Each Institution has taken all action necessary for the approval and execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Allegany College of Maryland

By: \_\_\_\_\_  
Cynthia S. Bambara, Ph.D.  
President

\_\_\_\_\_  
Date

Frostburg State University

By: Ronald Nowaczyk  
Ronald Nowaczyk, Ph.D.  
President

12/7/2022  
\_\_\_\_\_  
Date

By: \_\_\_\_\_

Kurt Hoffman, Ed. D.  
Chief Academic Officer

\_\_\_\_\_  
Date

By: \_\_\_\_\_

Traki L. Taylor, Ph.D.  
Provost, Academic Affairs

\_\_\_\_\_  
Date