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December 9, 2019

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

Dear Secretary Fielder:

The Department of Educational Professions requests the creation of a new Special Education area of concentration to the existing Elementary Education program. The expanded experience would be desirable for new teachers and prospective employers, as there are documented needs for general education teachers to be highly qualified in the area of special education. In addition, this concentration is unique for elementary programs in the state of Maryland and would serve as a recruitment tool for Frostburg's teacher education programs.

The attached proposal is specifically for the following:

Proposal Type:	New Area of Concentration
Program:	Elementary Education
Proposed Area of Concentration:	Special Education
Award Level:	Bachelor's Degree
CIP:	131202

If you have any questions, please do not hesitate to contact me or our Assistant VP for Analytics, Dr. Sara-Beth Bittinger at sbittinger@frostburg.edu.

Yours truly,

A handwritten signature in black ink that reads 'Elizabeth A. Throop'.

Dr. Elizabeth Throop
Provost and Vice President for Academic Affairs

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



Cover Sheet for In-State Institutions

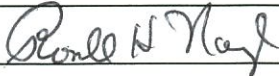
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Frostburg State University
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Each action below requires a separate proposal and cover sheet.

- | | |
|--|---|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input checked="" type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input type="radio"/> Yes	Payment <input type="radio"/> R*STARS	Payment	Date
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check	Amount: 250.00	Submitted: 12/9

Department Proposing Program	Educational Professions		
Degree Level and Degree Type	Bachelor's of Science		
Title of Proposed Program	Elementary Education: Special Education Concentration		
Total Number of Credits	137		
Suggested Codes	HEGIS: 80200.00	CIP: 13.1202	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online)		
Program Resources	<input type="radio"/> Using Existing Resources <input checked="" type="radio"/> Requiring New Resources		
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2021		
Provide Link to Most Recent Academic Catalog	URL: https://www.frostburg.edu/academics/undergraduate-catalog.php		
Preferred Contact for this Proposal	Name: Jodi G. Welsch		
	Title: Professor		
	Phone: (301) 687-3096		
	Email: jwelsch@frostburg.edu		
President/Chief Executive	Type Name: Ronald Nowaczyk, President		
	Signature: 		Date: 12/09/2019
	Date of Approval/Endorsement by Governing Board:		

Revised 3/2019

Academic Program Proposal_Special Education Concentration for Elementary Education Major

A. Centrality to Institutional Mission and Planning Priorities:

New concentration in Special Education to be added to existing B.S in Elementary Education

This proposal concerns a new concentration within the existing Bachelor of Science degree in Elementary Education at Frostburg State University. The proposed concentration in Special Education would include 30 credits of course work and field experiences focused on Special Education at the elementary level. Currently, Elementary Education candidate complete a 24-hour interdisciplinary concentration one of four areas (Integrated Arts, Language and Literacy, Social Science and Civics and STEM). The purpose of this change in concentration is to provide preparation in special education for elementary candidates who would be certified to teach general education in grades 1-6. The 30-hour Special Education concentration would appear on each graduating candidate's transcript and would provide an endorsement on their state certification. The expanded experience would be desirable for new teachers and prospective employers, as there are documented needs for general education teachers to be highly qualified in the area of special education. In addition, this concentration is unique for elementary programs in the state of Maryland and would serve as a recruitment tool for Frostburg's teacher education programs. A concentration in Special Education also meets the missions and goals for the University, the College of Education, the Department of Educational Professions and the PreK-9 teacher education program. Expanded preparation on special education would fulfill the Interstate New Teacher Assessment and Support Consortium (INTASC) that govern the elementary education program, as well as the University's mission as a student-centered teaching and learning institution featuring experiential opportunities. A special education concentration would align with Frostburg's goals of developing students' acquisition and application of knowledge, providing experiences in which students can excel, as well as meeting the needs of the region, through outreach and engagement. As an added concentration to an existing major, the administrative, financial and technical support for this change is already in place. The instructional workload for this new concentration equates to the full-time workload for an instructor. The University's only special education instructor is located in Hagerstown and coordinates a master's level program. As a result, a new position focused on special education is necessary to support the proposed change.

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

Frostburg's Elementary Education major prepares candidates for certification in grades 1-6. The proposed new concentration in 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. A brief from the Maryland Equity Project (Janulis, 2017, <https://education.umd.edu/maryland-teacher-pipeline>) identifies Special Education as a consistent high need content area in education in the nation. For Maryland, this finding was confirmed in 2016 by the Maryland State Department of Education (MSDE) as a critical teacher shortage in the state for Special Education teachers was reported at that time. The number of graduates in Special Education from Maryland Approved Programs (MAP) was highest in 2011

and saw a significant drop in 2014. As Frostburg State University is one of the 6 institutions that prepares three-fourths of the teacher education graduates in the state, the addition of a Special Education concentration to the Elementary major could help to address this critical shortage area. As only 30-40% of Maryland Approved program graduates are hired by districts in the state, completion of this concentration could make Frostburg Elementary graduates more marketable and desirable hires if they wish to teach in the state. The 2017-2021 Maryland State Plan for Higher Education (<https://mhec.state.md.us/About/Pages/2017StatePlanforPostsecondaryEducation.aspx>) 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 concentration in Special Education for elementary teacher preparation would help to address critical shortage area identified by MSDE.

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

Based on the occupational projections for elementary teachers in the state of Maryland from 2012-2022, provided by Department of Labor, Licensing and Registration (<http://www.dllr.state.md.us/lmi/iandoproj/occgroup25.shtml>) over 8,000 new teachers for the elementary/primary grades will be needed by the year 2022. Over 600 teachers working in special education are needed in tat same time period.

<u>Occ. Code</u>	<u>Occupational Title</u>	<u>Employment</u>			<u>Openings</u>	
		<u>2012</u>	<u>2022</u>	<u>Change</u>	<u>Replacement</u>	<u>Total</u>
25-2052	Special Education Teachers, Kindergarten and Elementary School	2,976	3,135	159	508	667
25-2021	Elementary School Teachers, Except Special Education	24,757	27,764	3,007	5,447	8,454
25-2000	Preschool, Primary, Secondary, and Special Education School Teachers	157,93	168,860	11,067	36,209	47,276
25-3099	Teachers and Instructors, All Other	10,678	11,277	599	1,823	2,422

D. Reasonableness of Program Duplication:

This proposal is for a modification in an existing program, not a new program. For the Elementary major, during the period of 2014- 2019, candidates graduated from the Elementary Education program at Frostburg State University.

<u>Campus</u>	<u>Academic Year</u>	<u># program completers</u>
Frostburg State University	2018 - 2019	12
	2017 - 2018	3
	2016 -2017	5

	2015- 2016	7
	2014-2015	16
	2013-2014	22

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

<u>School:</u>	<u>Degree Level</u>	<u>Program Name</u>	<u>CIP</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Coppin	Bachelors	Special Education	131001	1	2	1	2	0
Coppin	Masters	Special Education	131099	8	5	3	3	4
Towson	Bachelors	Special Education	131001	47	36	17	22	28
Towson	Bachelors	Integrated Elementary Education-Special Ed	131017	103	106	85	95	89
Towson	Masters	Special Education	131001	45	65	39	46	31
UMBC	Bachelors	Pre-Special Education	131001	0	0	0	0	0
UMD-College Park	Bachelors	Special Education	131001	30	28	23	20	16
UMD-College Park	Masters	Special Education	131001	48	44	59	45	35
UMD-Eastern Shore	Bachelors	Pre-Special Education	131001	0	0	0	0	0
UMD-Eastern Shore	Masters	Special Education	131001	3	2	3	5	2

This data confirms the demand for elementary teachers will not be met at the current rate. For this reason, it is important to provide opportunities for elementary level teachers in preparation programs. It also appears that there is a need for an elementary-level special education focus, as a few institutions in Maryland are providing additional knowledge and experiences in special education in the form of a bachelor's degree major or minor, with no concentrations at the undergraduate level.

<u>School:</u>	<u>Program</u>	<u>CIP</u>	<u>Total Average Number of Graduates (2013-2017)</u>	<u>Concentration in Special Education?</u>

Bowie State University	Bachelors in Elementary Education	13.1202	16	Early Childhood/Special Education Major
Coppin State University	Bachelors in Elementary Education	13.1202	5	Special Education Major
Frostburg State University	Bachelors in Elementary Education	13.1202	18	no
Salisbury University(with UMES)	Bachelors in Elementary Education	13.1202	121	no
Towson University	Bachelors in Elementary Education	13.1202	147	Early Childhood & Special Education Major
University of Maryland, College Park	Bachelors in Elementary Education	13.1202	80	Special Education: Elementary/Middle Special Education Major
Morgan State University	Bachelors in Elementary Education	13.1202	17	no
Loyola University, Maryland	Bachelors in Elementary Education	13.1202	37	Special Education Minor
Mount St. Mary's University	Bachelors in Elementary Education	13.1202	29	Elementary/Special Education Major
Washington Adventist University	Bachelors in Elementary Education	13.1202	4	Elementary/Special Education major

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

The data related to Historically Black Institutions and their Elementary Education programs is provided in the following table. These results indicate that Bowie and Coppin have a similar major but not a concentration. The numbers of graduates from these institutions do not contribute sufficiently to meet the projected state need for teachers in this area.

<u>School</u>	<u>Program and CIP</u>	<u>Average # of graduates (2013-2017)</u>	<u>Concentration/ Specialization in Special Education?</u>
Bowie State University	Bachelors in Elementary Education 13.1202	16	Early Childhood/Special Education Major

Coppin State University	Bachelors in Elementary Education 13.1202	5	Major is offered
Salisbury University (with UMES)	Bachelors in Elementary Education 13.1202	121	No
Morgan State University	Bachelors in Elementary Education 13.1202	17	No

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

It is not anticipated that the proposed Special Education concentration will affect the institutional identities and mission of HBIs.

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

The Elementary major includes a Bachelor of Science degree in Elementary Education, which prepares candidates for certification in the general elementary school grades (1-6). The existing Elementary Education major has been recognized by the Association for Childhood Education International (ACEI) and has contributed to the accreditation of the College of Education by NCATE. Each candidate is required to meet the rigorous requirements for program entry, continuation and exit across the three Phases of the Elementary Education program, as well as the University's requirements for the General Education Program. The major program of study includes foundations courses in educational psychology, content-specific courses in pedagogy, multiple courses focused on reading education, opportunities for application in 120+ days of supervised field experience in local schools and the expectation that candidates' will leave the program with the necessary knowledge, skills and dispositions for effective beginning teaching. The new concentration is established in order to prepare graduating educators with additional expertise in meeting the needs of diverse learners in the mainstream classroom.

Within the Special Education concentration, candidates will take a variety of courses to help them develop the knowledge and skills necessary to meet the needs of diverse students in the general classroom. The current faculty who deliver 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. In the Educational Professions department, candidates will take a course from the Early Childhood specialization as well as course in social justice. 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 in the elementary grades. The instructional workload for the

concentration equates to the need for a full-time instructor. The University's only special education instructor is located in Hagerstown and coordinates a master's level program. This new faculty member will need to be hired in order to provide the expertise necessary for the concentration. Outside of Education, candidates will also take 2 courses in Psychology, focused on development. They could also choose to take one elective, in the area of Second Language Acquisition or additional Special Education course focused on special populations of students.

In preparation of this program change, the concentrations were developed by Elementary and Special Education faculty in the Department of Educational Professions. The P-9 program committee, the Initial Certification Leadership Council and the Department of Educational Professions Faculty assembly also approved the proposed concentration. The Concentration has also been reviewed by the Elementary Advisory Group and approved by the College of Education Curriculum Committee. Approval by the University Program Advisory Group, Academic Affairs Committee, Institutional Priorities Committee and the Faculty Senate will be completed during the Fall 2019 semester. Once University and MHEC approval have been met, a search for the required faculty member will be conducted. The program information will be added to the undergraduate academic catalog for the Fall 2021 in order to inform students of the program of study for Special Education, along with the existing Elementary Education major and concentrations. Recruitment efforts will be planned once the program is being officially offered.

The goals of the existing Elementary Education and the proposed concentrations align with the 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.
6. Support efforts to continually reflect and improve on the operations of the College and departments.

For eligibility for certification in the existing Elementary Education program, candidates must complete the approved program requirements as listed and university graduation requirements. In order to be eligible for certification in grades 1-6, graduates must also meet the score requirements on the Praxis II tests, as determined by the Maryland State Department of Education. Therefore, candidates must take the Praxis II required for Elementary certification to become program completers and to graduate from the approved teacher education program. Candidates may 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. The existing Elementary Education program at Frostburg State

University prepares individuals to teach students all elementary education subject areas at grades 1-6, which aligns with the classification code for Elementary Education and Teaching (131202). Graduates from the Special Education concentration will receive an endorsement on their certification from MSDE, as they have completed the required 30 hours of Special Education coursework and experiences. Candidates could also take the Praxis II subject test for Special Education but that would not be required for graduation or certification.

The catalog pages for the Elementary major with the addition of the Special Education concentration are included in Appendix A. The descriptions of the new required courses within the special education concentration are located in Appendix B. The existing Elementary Education program and the proposed new concentration have been designed in order to allow candidates to ensure appropriate time toward degree completion. The 8 semester plans for the Special Education concentration is located in Appendix C.

More than 120 credits are required for the Elementary major with a concentration. 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 Department of Education and CAEP K-6 Elementary Teacher Preparation Standards (2018). The credit requirement for the major with the Special Education concentration is especially high due to the 30 credit requirement for the certification endorsement. These requirements and standards must be met under both national and state accreditation requirements. 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 assessment system with attention to continuous improvement in meeting the CAEP Elementary standards for beginning teachers.

H. Adequacy of Articulation

N/A

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

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 this concentration. The University's only special education instructor is located in Hagerstown and already coordinates a master's level program.

Ongoing training is provided to faculty by the university in both pedagogy and the technology. Frostburg State University recently adopted 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.

<u>Faculty Member:</u> <u>Elementary Education</u> <u>with Special</u> <u>Education</u> <u>concentration</u>	<u>Degree</u>	<u>Rank</u>	<u>Courses in</u> <u>Elementary</u> <u>Education with</u> <u>Special</u> <u>Education</u> <u>Concentration</u> <u>(in bold)</u>	<u>Area of Expertise</u>
Dr. Sally Stephenson	Ed.D. in Curriculum & Instruction (Early Childhood Education, Gifted Education and the Creative Arts	Professor	ECED 443: Adults in the Child's World	Early Childhood, Arts
Dr. Jodi Welsch	Ph.D. in Elementary Education	Professor	Assessment for Reading Instruction; Assistantship Internship I, Leadership seminars	Elementary Reading PreK – 9/ Elementary Program Coordinator
Dr. Emily Milleson	Ed.D. in Curriculum and Instruction	Associate Professor	Reading Instruction, Reading Materials and Motivation	Elementary Reading
Dr. Jodi Nichols	Ed.D. in Curriculum and Instruction	Associate Professor	Foundations of Learning and Teaching	Educational Psychology, Social Studies, Reading, Secondary Methods
Dr. Jamey Tobery Nystrom	Ed.D in Special Education/Leadership	Associate Professor	EDUC 376: Special and Multicultural Education; SPED 407: Educating Students on the Autism Spectrum	Special Education M.Ed Special Education Coordinator (Designated campus is USM-Hagerstown)
Dr. Janet Mattern	Ed.D. in Curriculum and Instruction	Assistant Professor	EDUC 376: Special and Multicultural Education; ECED 443: Adults in the Child's World	Early Childhood, Special Education
Dr. Jennifer Rankin	Ed. D. in Educational Leadership	Assistant Professor	Elementary Mathematics Methods	Mathematics, STEM, Technology

Dr. Jennifer Bishoff	Ed.D. in Educational Leadership and Administration	Assistant Professor	Elementary Science Methods	Science, Secondary Education
Dr. Sarah O'Neal	Ed.D in Early Childhood Education	Assistant Professor	Elementary Social Studies Methods	Social Studies, Early Childhood
Dr. Christina Durham	Ed. D. in Curriculum and Instruction	Lecturer	Students, Teachers and Learning Environments; Process and Acquisition of Literacy	Educational Foundations, Reading

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

Since this proposal concerns an existing program, no additional library resources are required. Currently the holdings for the Elementary program at the Ort Library are adequate for faculty and student needs. One of the opportunities available to the Elementary program is the wide variety of electronic journals for education. Faculty and candidates are provided the opportunity to access a wide variety of sources that might have been difficult to access in the paper format. .

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

The current facilities are adequate to meet the requirement of this change to the existing program. Existing courses in the programs of study would be delivered in buildings used by College of Liberal Arts and Sciences. Courses offered by the Department of Educational Professions would be offered in Framptom Hall and the planned Education and Health Sciences building. The classroom, faculty and student spaces in both buildings, as well as and technology available across campus would be appropriate for the delivery of the special education concentration in the Elementary Education program.

All Elementary grade teachers must be technologically fluent; therefore, technology integration is a key component of the Elementary Education program. All of the classrooms utilized for the Elementary program are technology enabled classrooms, with SmartBoards, Interactive touch screens, computers and Internet access. In addition to the Instructional Technology computer laboratory in Framptom Hall, Elementary candidates use document cameras, digital cameras, iPads, etc. within the technology course that is required of all elementary majors. In both the teaching laboratory and the candidates' field experiences, video is used to allow candidates to review and evaluate their own teaching. Candidates are required to integrate interactive technology into several of the unit planned and delivered during the field experiences. All instructors in the Elementary program use the FSU email system, PAWS and Canvas, the web-based instructional

delivery platform, in order to provide technology enhanced course instruction. Faculty training on these tools is provided by the Instructional Technology staff.

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

The proposed concentration within the existing Elementary Education major at Frostburg State University would potentially increase the enrollment in this major, as the new concentration is unique to institutions in the State of Maryland. Grant funding has not been sought. There are no contracts or other external funding sources. See Table 1 for Resources generated by this proposal.

Table 1: Resources					
Resources Categories	Year 1 FY2021	Year 2 FY2022	Year 3 FY2023	Year 4 FY2024	Year 5 FY2025
1. Reallocated Funds					
2. Tuition/Fee Revenue (c+g below)	\$57,556	\$176,985	\$302,349	\$433,871	\$784,714
a. #F.T Students In-state	4	12	20	28	38
FT Students Out-of-state	1	3	5	7	17
b. Annual Tuition and Fees Rate In-state	8,918	9,141	9,369	9,604	9,844
Annual Tuition and Fees Rate In-state	21,884	22,431	22,992	23,567	24,156
Annual Full Time Revenue (axb)	57,556	176,985	302,349	433,871	784,714
d. # Part Time Students	0	0	0	0	0
e. Credit Hour Rate In-State	262	269	275	282	289
Credit Hour Rate Out-of-State	530	543	557	571	585

f. Annual Credit Hours	0	0	0	0	0
g. Total Part Time Revenue (dxexf)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources - Fees	125	375	625	875	1,375
Total (add 1-4)	\$57,681	\$177,360	\$302,974	\$434,746	\$786,089

There would be new expenditures for this proposal. A new faculty position would be required in order to deliver the new courses that are part of the concentration. Current Elementary faculty would continue to teach the core course in the major and would serve as instructors for the exiting courses which are included concentration. The current coordinator for the Elementary major would continue to serve in this role. There would be no needed changes in support staff, equipment, library resources, new or renovated space or other expenses. See Table 2 for additional information.

Table 2: Expenditures					
Expenditure Categories	Year 1 FY2021	Year 2 FY2022	Year 3 FY2023	Year 4 FY2024	Year 5 FY2025
1. Total Faculty Expenses (b +c below)	\$81,000	\$84,079	\$86,601	\$89,199	\$89,809
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	60,000	61,800	63,654	65,564	67,531
c. Total Benefits	21,000	22,279	22,947	23,636	22,279
2. Total Admin Support Staff Expenses (b+c below)	0	0	0	0	0
4. Equipment					
5. Library					
6. New or Renovated Space					
7. Other expenses	20,000	20,000	20,000	20,000	20,000
TOTAL (Add 1 – 7)	\$101,000	\$104,079	\$106,601	\$109,199	\$109,809

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

The program is currently operating under the CAEP Elementary standards (2018), with key assessments that provide evidence for those standards. In addition to assessments in each course, teacher candidates are also required to demonstrate content and pedagogical knowledge through completion of key assessment within the program. The National Council for Accreditation of Teacher Education (NCATE) requires that program be recognized by specialized professional organizations. In the Elementary program, with the proposed concentrations, candidates will meet the assessment standards for the Association of Childhood Education International (ACEI). The current program was recognized by ACEI in 2015. The key assessments for this program include the following:

- Praxis II scores for both pedagogical and content knowledge
- Content lesson plans and an evaluation to assess content knowledge in the Elementary grades
- Instructional unit and external performance assessment (EdTPA)
- Unit evidence for instructional and classroom management
- Internship evaluation, including a dispositions rating
- Reading case study
- Reflection on a Service learning experience in the field Portfolio based on InTASC standards

Within the College of Education, candidates must meet all entrance, continuation and exit requirements. The proposed concentrations would be included as part of these requirements, as candidates must identify their concentration prior to program entry. In order to continue in the program, candidates must provide evidence of successfully completing a portion of the required program of study for the selected concentration. At program exit, candidates must have completed all the required 24 hours in the concentration. Upon graduation and meeting the requirements for the program and the concentration, the area of concentration would appear on the candidate's degree transcript.

For the special education concentration students, they would be encouraged to complete the Praxis II Subject Test for Special Education. However, the 30 credit hours is sufficient for an endorsement on the candidate's state certification and the Praxis test is not currently required for certification.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

Frostburg State University, including the College of Education, affirms its commitment to a campus environment which values human diversity and respects individuals who represent that diversity. Along with the Office of Student Success and Retention, various units within the University coordinate efforts to facilitate the

persistence of all students while focusing on the priority of college completion for under-represented minorities and low -income students.

Within the Department of Educational Professions, targeted initiatives are in place that promote and impact teacher candidates' success. Current recruitment efforts are focused directly on attracting and meeting the needs of diverse student, in order to increase the number of teachers of color that are working in local, regional and state education systems. The departmental Advising Center is designed to support student success, by assisting transfer students with their initial advising, providing students with immediate assistance concerning program and course issues and supporting faculty advisors in problem solving. Additionally, steps are being taken to increase the amount of support provided for students in taking and passing the Praxis exams. If students are struggling, improvement plans are developed for both coursework and field experiences, to assist students in making strides in targeted areas, whether academic in nature or related to professional dispositions. Furthermore, students have strategic placements in internship, whereby they are placed in schools most comparable for those in high need counties. Candidates are also taking part in the Pathways to Partnership grant with Coppin State University, in order to develop their skills as culturally responsive teachers. For the past 3 years, teacher education candidates from Frostburg have participated in short term and long-term field experiences in urban schools.

The following table reports demographic data for Frostburg State University in our undergraduate programs from fall 2015 to fall 2019. These results show significant representation of minority students, especially those students identifying as Black, Hispanic, Asian or multi-racial (40% in fall 2019).

Race/Ethnicity	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19
Unknown	46	37	54	52	31
Black	1529	1533	1483	1446	1309
Amer Ind	12	9	7	10	8
Asian	77	93	106	96	77
Hispanic	253	283	264	232	216
White	2741	2615	2399	2318	2193
NR Alien	91	92	208	298	403
Hawaiian	2	2	1	1	.
2 or more races	210	220	203	185	192
Total					
Undergraduate	4961	4884	4725	4638	4429
Percent					
Minority	41.7%	43.6%	43.5%	42.2%	40.5%

Within the PreK-9 programs, including the Elementary major, diversity provided in the table below. Across majors that include the Elementary components, there have been moderate increases in Black, Hispanic, Asian and Unknown races, while the number of White candidates has decreased. The proposed concentration would allow diverse candidates in the Elementary major to develop the interdisciplinary and content-specific knowledge necessary to meet the needs of students across the state of Maryland.

		Fall 15	Fall 16	Fall 17	Fall 18	Fall 19
ECED, ELED, ELMS	Unknown	4	5	7	5	2
	Black	48	51	48	49	37
	Amer Ind	1	1	0	1	1
	Asian	3	3	4	3	2
	Hispanic	13	15	14	17	15
	White	213	198	193	201	176
	2 or more races	6	5	6	13	21
	Total	288	278	272	289	254
	Percent Minority	24.7%	27.0%	26.5%	28.7%	29.9%

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

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

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

N/A

Appendix A: 2021 Undergraduate Catalog Pages for Elementary Major with Special Education Concentration

Elementary Education Major with Concentrations in Special Education, Integrated Arts, Language and Literacy, Social Science and Civics, STEM and Program Requirements:

Concentrations:	SP. ED.	INTEG. ARTS	LANG. & LIT.	SOC.SCI. & CIV.	STEM
Hours Required in Education:	77-80	59	65	56	60
Hours Required in Other Departments:	60-66	69-72	63-66	69-72	63-66
Total Hours Required:	137 -146	128-131	128-131	125-128	123-126

Requirements for Major in Elementary Education

1. Completion of GEP (38 - 41 hours)
 - a. Core Skills (9) including MATH 109/110 (3) or MATH 119 (3)
 - b. Modes of Inquiry (29-32) including two 4-credit natural science courses.

Additional Required Courses for Elementary Majors (16 hours)

1. MATH 206 Problem solving for Elementary Teachers I (3)
2. MATH 207 Problem solving for Elementary Teachers II (3)
3. 4 credit laboratory science elective (4)
4. MUSC 350 Music and Creative Interaction for the Elementary Classroom (3) *or* EDUC 333 Integrated Arts in the Elementary Classroom (3)
5. PHEC 309 Health and Physical Education for the Elementary Classroom (3)

Concentrations

(24-30 hours, at least 2 courses count for GEP or Additional Required Courses)

Requirements for Special Education Concentration (30 hours)

1. **Required Courses (6 credits)**
 - a. PSYC 150 General Psychology (GEP Group D)
 - b. PSYC 210 Child Development OR PSYC 208 Lifespan Development
2. **Required Advanced Courses (9 credits)**
 - a. EDUC 310 Diversity and Social Justice in Education (GEP Group F)
 - b. EDUC 376 Special and Multicultural Education
 - c. ECED 443 Adults in the Child's World (3; taken during Phase II)
3. **Required Courses in Special Education (12 credits)**
 - a. SPED 205 Supporting Students with Special Needs (PreK – 8) (3)
 - b. SPED 390 Field Experience in Special Education (3 credits; taken during Phase I)
 - c. SPED 305 Assessment and Evaluation in the Inclusion Classroom (3; taken during Phase I)
 - d. SPED 405 Instructional-Strategies for Students with Learning Differences (3; taken during Phase II)
4. **Elective Courses (3 credits required; choice of 1 course)**
 - a. ENGL 418 Second Language Acquisition: Theory and Application
 - b. SPED 481 The Gifted Learner

- c. SPED 407 Educating Students On the Autism Spectrum

Requirements for Integrated Arts Concentration (24 hours)

1. **Required courses (17 hours)**
 - a. ART 110 Visual Imagery (*GEP Group A*)
 - b. ART 104 Two-Dimensional Design *or* ART 105 Three-Dimensional Design
 - c. MUSC 100 Introduction to Music Theory *or* MUSC 101 Music Fundamentals
 - d. DANC 110 Dance Appreciation (*GEP Group A*) *or* THEA 110 Introduction to Acting
 - e. MUSC 350 Music and Creative Interaction for the Elementary Classroom Teacher
 - f. EDUC 333 Integrated Arts in the Elementary Classroom
2. **Electives (7 hours)** *May use a course only once*

GROUP I Music

MUSA 111 Class Guitar I
MUSC 319 University Chorale
MUSC 329 Marching Band
MUSC 330 Wind Ensemble
MUSC 331 Brass Ensemble
MUSC 335 String Ensemble
MUSC 336 Guitar Ensemble
MUSC 337 Woodwind Ensemble
MUSC 339 Percussion Ensemble

GROUP II Visual Arts

ART 104 Two Dimensional Design
ART 105 Three Dimensional Design
ART 207 Graphic Design
ART 212 Drawing
ART 216 Illustration

GROUP III Dance

DANC 131 Ballet I
DANC 154 Jazz I
DANC 165 Tap I
DANC 305 Improvisation
DANC 429 Special Topics in Dance

GROUP IV Drama

THEA 104 Theatre
THEA 107 Introduction to Theatrical Vision (*GEP Group A*)
THEA 204 Stagecraft
THEA 210 Voice and Movement
THEA 315 Creative Dramatics

GROUP V Mass Communication

MCOM 100 Radio Workshop
MCOM 101 Television Workshop
MCOM 213 Audio Production
MCOM 250 Announcing and Performing

Requirements for Language and Literacy Concentration (24 hours)

1. **Required courses (6 hours)**
 - a. ENGL 150/250 Introduction to Literature (*GEP Group B*) *or* ENGL 221 Introduction to

- Literature/Intermediate Composition (GEP Group B) Intermediate Composition (GEP Group B)
- b. ENGL 308/309/310/312/300/330/338/339 Advanced Composition (*GEP Core Skills*)
- c. ENGL 221 Introduction to Literature/Intermediate Composition (*GEP Group B*)
- 2. **Required Advanced Courses** (9 hours)
 - a. REED 440 Children's Literature *or* ENGL 276 Adolescent Literature
 - b. EDUC 372 Teaching Writing in the Classroom
 - c. ELED 472 Language Arts Methods
- 3. **Supporting Courses** (3 hours required; choice of 1 course)
 - a. ENGL 418 Second Language Acquisition: Theory and Application
 - b. SPAN 101 Basic Elements of Spanish I
 - c. FREN 101 Basic Elements of French I
 - d. MDFL 111 Intercultural Understanding (*GEP Group F*)
- 4. **Electives** (6 hours) *Select from two different areas; May use a course only once*

GROUP I Reading

ENGL 231 African American Literature
 ENGL 260 British Literature: Beowulf to Present
 ENGL 261 American Literature: Colonial to Present
 ENGL 270 European and Neo-European Literature
 ENGL 271 Asian and African Literature
 ENGL 280 Mythology and Literature
 ENGL 290 Topics in Language and Literature
 ENGL 450 Women and Literature
 EDUC 490 Special Topics in Education- Festival of Children's Literature (*must be taken 3 times*)
 ENGL 276 Adolescent Literature
 REED 440 Children's Literature

GROUP II Writing

ENGL 215 Grammar for Writing
 ENGL 300 Critical Writing about Literature
 ENGL 334 Creative Writing: Fiction
 ENGL 335 Creative Writing: Poetry
 ENGL 336 Journalistic Writing
 ENGL 430 Composing Process

GROUP III Listening, Speaking, Viewing and Visually Representing

CMST 102 Introduction to Human Communication
 CMST 122 Introduction to Public Speaking
 CMST 215 Small Group Communication
 CMST 345 Conflict Management
 CMST 350 Intercultural Communication
 ENGL 418 Second Language Acquisition: Theory and Application

GROUP IV Teaching English Language Learners

SPAN 101 Basic Elements of Spanish I
 SPAN 211 Spanish Grammar, Composition & Conversation
 FREN 101 Basic Elements of French I
 FREN 102 Basic Elements of French II
 MDFL 111 Intercultural Understanding (*GEP Group F*)
 MDLF 190 Selected Topics in Foreign Language and Literature
 MDLF 290 Selected Topics in Foreign Language and Literature

Requirements for Social Science and Civics Concentration (24 hours)

1. **Required Courses in Social Science** (3 hours)

- a. HIST 103 History of United States, 1492 to 1876 or HIST 104 History of United States, 1876 to present
- 2. Additional required courses in Social Science (18 hours)**
 - a. ECON 200 Basic Economics (*GEP Group D*) or ECON 201/211 Principles of Economics (Macro)(*GEP Group D*)
 - b. GEOG 104/114 Human Geography (*GEP Group D or F*) or GEOG 110 World Regional Geography: Cultural Diversity(*GEP Group D*)
 - c. HIST 100/111 Contemporary World History (*GEP Group B*)
 - d. POSC 110/112 Introduction to American Politics(*GEP Group D*) or POSC 113/114 Introduction to World Politics (*GEP Group D*) or POSC 131 Introduction to Comparative Politics(*GEP Group D*)
 - e. PSYC 150/151 General Psychology (*GEP Group D*) or SOCI 100/111 Introduction to Sociology
 - f. HIST 113 World History, Earliest Times to 1500 or HIST 114 World History 1500 to 1900
- 3. Advanced Electives (3 hours)**

GROUP I History

HIST 306 Medieval Europe
 HIST 310 Ancient Greece and Rome
 HIST 418 Native Peoples of the Americas
 HIST 445 History of Maryland
 HIST 461 History of Colonial America
 HIST 462 Revolutionary America, 1763-1789
 HIST 464 History of Civil War and Reconstruction

GROUP II Geography

GEOG 301 Geography of North America
 GEOG 302 Geography of Maryland
 GEOG 452 Rural Geography

GROUP III Sociology

SOCI 305 Racial and Cultural Minorities (*GEP Group F*)
 SOCI 364 Sociology of Marriage and Family

GROUP IV Political Science

POSC 321 American State and Local Politics

Requirements for STEM Concentration (24 hours)

- 1. Required courses (7 hours)**
 - a. BIOL 149 Biology I (*GEP Group C*)
 - b. MATH 119 College Algebra (*GEP Core Skills*)
- 2. Additional required courses in Science (4 hours required; choice of 1 course)**
 - a. CHEM 150 General, Organic and Biochemistry (*GEP Group C*)
 - b. CHEM 201 Chemistry I (*GEP Group C*)
 - c. PHYS 215 General Physics I (*GEP Group C*)
- 3. Additional required courses in Mathematics (6 hours required; choice of 2 courses)**
 - a. MATH 109 Elements of Applied Probability and Statistics
 - b. MATH 200 An Introduction to Discrete Mathematics
 - c. MATH 340 Fundamental Concepts of Geometry
- 4. Required courses in STEM Education (4 hours)**
 - a. EDUC 340 STEM Education Through A Transdisciplinary Approach (*Phase I admission*)
 - b. EDUC 440 STEM Laboratory (*Phase III admission*)
- 5. Electives in Problem Solving (3 hours)**

GROUP I Technical

CHEM 100/113 Chemistry and Society
ENES 100 Introduction to Engineering Design
GEOG 205 Descriptive Meteorology
GEOG 208 Earth Systems History
GEOG 324 Urban Geography
GEOG 335 Oceanography
GEOG 360 Food Systems

GROUP II Environmental

CMST 365 Environmental Communication
PHIL 315 Philosophy and the Environment
SOCI 345 Sociology of the Environment
SUST 155 Introduction to Sustainability Studies

GROUP III Global Perspectives

CMST 345 Conflict Management
CMST 350 Intercultural Communication (*GEP Group C*)
HLTH 125 Health and Culture (*GEP Group F*)
MDFL 111 Intercultural Understanding (*GEP Group C*)
SOCI 200 Social Problems

Requirements for Special Education Concentration (30 hours)

5. **Required Courses (6 credits)**
 - a. PSYC 150 General Psychology (*GEP Group D*)
 - b. PSYC 210 Child Development OR PSYC 208 Lifespan Development
6. **Required Advanced Courses (9 credits)**
 - a. EDUC 310 Diversity and Social Justice in Education (*GEP Group F*)
 - b. EDUC 376 Special and Multicultural Education
 - c. ECED 443 Adults in the Child's World (3; *taken during Phase II*)
7. **Required Courses in Special Education (12 credits)**
 - a. SPED 205 Supporting Students with Special Needs (PreK – 8) (3)
 - b. SPED 390 Field Experience in Special Education (3 credits; *taken during Phase I*)
 - c. SPED 305 Assessment and Evaluation in the Inclusion Classroom (3; *taken during Phase I*)
 - d. SPED 405 Instructional-Strategies for Students with Learning Differences (3; *taken during Phase II*)
8. **Elective Courses (3 credits required; choice of 1 course)**
 - a. ENGL 418 Second Language Acquisition: Theory and Application
 - b. SPED 481 The Gifted Learner
 - c. SPED 407 Educating Students On the Autism Spectrum

Professional Education Sequence (56 hours) See admission requirements for each Phase

PRE PHASE

EDUC 100 Introduction to Teacher Education (1)
EDUC 201 Students, Teachers and Learning Environments (3; Pre-Phase or concurrent with Phase I)
EDUC 202 Foundations of Learning and Instruction (3; Pre-Phase or concurrent with Phase I)
EDUC 325 Educational Technology (3 hours taken Pre-Phase or concurrent with Phase I)

PHASE I: Apprenticeship (7 hours; completed over 1 or 2 semesters)

EDUC 200 Phase I Teaching and Professional Assessment Laboratory (1)

EDUC 376 Special and Multicultural Education (3)

REED 323 Process and Acquisition of Reading (3)

PHASE II: 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)

PHASE II: 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)

PHASE III: 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) and intermediate (4-5) grades.

Appendix B: New Course Descriptions for Special Education Concentration

SPED 205 Supporting Students With Special Needs in PreK-8 Classrooms

3 credits

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. Variable

SPED 305 Assessment and Evaluation in the Inclusion Classroom

3 credits

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. Variable. Prerequisite: Phase I admission or permission of department.

SPED 390 Field Experiences in Special Education

3 credits

Supervised field experiences for Elementary/Special Education candidates in inclusive classroom settings grade 1 through 6. 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. Special Education concentration only. Graded P/F. Variable. Prerequisite: Phase I admission or permission of department.

SPED 405 Instructional Strategies for Students with Learning Differences

3 credits

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. Variable. Prerequisite: Phase II admission or permission of department.

SPED 407 Educating Students on the Autism Spectrum

3 credits

Provide introductory basic information and preparation to the undergraduate student who would be trained to provide instruction and support to students diagnosed in the Autism Spectrum. Define characteristics and current issues for the individuals in the autism spectrum; including behavior, social interactions, communication, and introduction to sensory/motor issues, advocacy for social responsibility and classroom strategies for inclusion, and the identification of global disability issues related to the autism spectrum across the lifespan. Variable.

Elementary Education – Special Education Concentration

2021-Undergraduate Catalog

Semester 1 - Fall				
	Credits	Major	PES	GEP
BIOL 109 or BIOL 149	4			C
ENGL 101 – First-Year Composition	3			CS1
HIST 100 – The Contemporary World	3			B
MATH 109 or MATH 119	3			CS3
ORIE 101 – Intro. to Higher Education	1			
EDUC 100 –Intro to Teacher Education	1		X	
PSYC 150 – General Psychology	3	X		D
Semester Total	18			

Semester 3 - Fall				
	Credits	Major	PES	GEP
EDUC 310 – Diversity and Social Justice	3	X		
EDUC 201 – Stdnts., Teachers, & LE	3		X	
GEOG 104 – Human Geography	3			F
MATH 207 – Problem Solving Elem II	3	X		
PHSC 203 – Physical Science	4	X		E
Semester Total	16			

Semester 5 - Fall				
	Credits	Major	PES	GEP
EDUC 200 – Phase I Teaching Lab	1		X	
EDUC 202 – Foundations of Learning	3		X	
EDUC 325 – Educational Tech Lab	3		TF	
EDUC 376 – Special & Multicultural Ed.	3		X	
EDUC 390 – Field Experience in SPED	3	X		
REED 323 – Process & Acquisition	3		X	
SPED 305 – Assessment and Evaluation	3	x		
Semester Total	19			

Semester 7 - Fall				
	Credits	Major	PES	GEP
SPED 405 – Instructional Strategies	3	X		
EDUC 402 – Internship I Seminar	1		X	
ELED 494 – Teaching Internship I: P-9	6		X	
REED 420 – Assessment for Reading	3		X	
REED 425 – Materials and Motivation	3		X	
Semester Total	16			

Semester 2 - Spring				
	Credits	Major	PES	GEP
ART 110 – Visual Imagery	3	X		A
CHEM 100 or GEOG 103	4			C
ENGL 150 – Intro to Literature	3			B
IDIS 150 – First-Year FSU Colloquium	3			E
MATH 206 – Problem Solving Elem I	3	X		
Semester Total	16			

Semester 4 - Spring				
	Credits	Major	PES	GEP
SPED 205 – Supporting Students	3	X		
ENGL 3xx – Advanced Writing	3			CS2
MUSC 350 or EDUC 333	3	X		
PHEC 309 – Health & Physical Ed.	3	X		
PSYC 210 – Child Development	3	X		
SOCI 100 – Intro. to Sociology	3			D
Semester Total	18			

Semester 6 - Spring				
	Credits	Major	PES	GEP
ECED 443 – Adults in Child's World	3	X		
EDUC 401 – Assistantship Seminar	1		X	
ELED 307 – Teaching Assistantship	1		X	
ELED 471 – Math Curriculum	3		X	
ELED 474 – Science Curriculum	3		X	
ELED 475 – Social Studies Curriculum	3		X	
REED 473 – Reading Instruction	3		X	
Semester Total	17			

Semester 8 - Spring				
	Credits	Major	PES	GEP
EDUC 422 – Leadership Seminar	3		X	
ELED 495 – Teaching Internship II: P-9	9		X	
SPED 418 – Gifted Learner	3	x		
Semester Total	15			