

ST MARY'S
COLLEGE of MARYLAND

The Public Honors College

OFFICE OF THE PROVOST &

DEAN OF FACULTY

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November 18, 2019

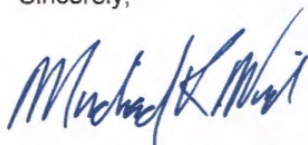
James D. Fielder, Jr., PhD
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder,

St. Mary's College of Maryland respectfully requests permission to add a new certification track in special education, grades 1-8, to our existing Master of Arts in Teaching program. The MAT is a Maryland Approved Program for initial teacher licensure, and this new track has already been approved by our Curriculum Review Committee. We judge this to be a substantial modification to an existing program and have classified it as a new area of concentration.

This new track would require virtually no new resources and would address the critical shortage area of special education teachers in Maryland. For the 2017-18 school year, Maryland hired 130 newly certified special education teachers, grades 1-8. Only 12 of them came from Maryland teacher education programs. The need for this new certification area is self-evident.

Sincerely,



Michael R. Wick, PhD
Provost and Dean of Faculty



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

Institution Submitting Proposal	St.Mary'sCollegeofMaryland
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Each action below requires a separate proposal and cover sheet.

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

Payment <input type="checkbox"/> Yes	Payment <input checked="" type="checkbox"/> R*STARS	Payment \$ 250	Date 12/11/19
Submitted: <input type="checkbox"/> No	Type: <input type="checkbox"/> Check	Amount:	Submitted:

Department Proposing Program	Educational Studies
Degree Level and Degree Type	MAT,certificationareaSpecialEducationgrades1-8
Title of Proposed Program	MasterofArtsinTeachinginSpecialEducation1-8
Total Number of Credits	45
Suggested Codes	HEGIS: EDSP 08 0801 CIP: 13
Program Modality	<input checked="" type="checkbox"/> On-campus <input type="checkbox"/> Distance Education (fully online)
Program Resources	<input checked="" type="checkbox"/> Using Existing Resources <input type="checkbox"/> Requiring New Resources
Projected Implementation Date	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer Year: 2020
Provide Link to Most Recent Academic Catalog	URL: http://www.smcm.edu/catalog/

Preferred Contact for this Proposal	Name: Angela Johnson
	Title: Chair, Educational Studies
	Phone: 240-895-2065
	Email: acjohnson@smcm.edu

President/Chief Executive	Type Name: Tuajuanda Jordan
	Signature: Date: 12.09.19
Date of Approval/Endorsement by Governing Board: Feb. 2020 (Pending)	

Revised 3/2019

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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.

St. Mary's College of Maryland is proposing the addition of elementary special education certification track through the existing, approved MAT.

Students who wish to apply to the MAT to pursue special education certification must complete the undergraduate special education minor. Through the minor, students will be exposed to the federal special education law, including state and local policies and practices, the 13 disability categories protected under the federal law, best practices in teaching and working with students with disabilities, and an in-depth look at the most prevalent disabilities including learning disabilities, autism spectrum disorders, and social/emotional/behavioral disabilities such as ADHD and mental health disorders.

Once in the MAT program, they will take many of the same courses as their elementary general education counterparts but instead of the general education content and pedagogy courses, they will take four different courses covering intellectual and developmental disabilities, inclusion practices, collaboration and communication, and special education methods/assessment. The content of these courses is required by COMAR.

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

This proposed special education certification also supports the [St. Mary's College of Maryland's 2016-2019 strategic plan](#), specifically:

- *Goal 2: Engage students in a rigorous, experiential, flexible, innovative academic environment that capitalizes on our unique geographical location.*
 - *Objective 4: Promote a community and academic environment that **embodies the principles of diversity** and tolerance on which we were founded.*
 - *Tactics: The college will create an inventory of existing coursework for diversity content, pedagogical strategies that focus on diversity, and workshops or other training conducted by staff on a regular basis to promote inclusivity. We will assess students' perceptions of the success of these courses, strategies, and workshops. **We will support the development of courses and experiential learning activities with a primary focus on diversity,***

and incentivize departments to offer experimental diversity courses. Furthermore, we will develop a long-term plan for promoting diversity.

The new MAT courses, along with a newly designed special education minor, support this goal and objective by promoting courses that address neurodiversity and promote inclusivity in the K-12 classroom, home, and community.

A common thread throughout all of the current undergraduate Educational Studies and MAT course work is the importance and benefits of inclusivity, not just for the neurodiverse students but also for their neurotypical classmates, teachers, and families.

SMCM has a strong commitment to promote and support diversity in all forms. This proposed certification program, by its very nature, works to educate future teachers about diverse learners in the school setting.

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.

Because this is not a new stand-alone program, just a new track through an existing program, few resources are needed. The program only requires adding four classes per year to our existing offerings, and the SMCM Department of Educational Studies already has adequate faculty to cover these new classes.

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

This program has already been approved by the SMCM Curriculum Review Committee on October 11, 2019, and the SMCM Faculty Senate on October 31, 2019.

Again because this is not a stand-alone program, the administrative, financial and technical support for the existing MAT will be adequate to support this new track.

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

The program is only one year long, and SMCM has the resources to support it indefinitely, so any students who begin the program will be able to complete it.

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
 - b. Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
 - c. The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

As we document below, the state is experiencing a critical shortage of special education teachers.

2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).

The Maryland State Plan for Postsecondary Education identifies a state-wide goal that “at least 55% of Maryland’s adults age 25 to 64 will hold at least an associate’s degree by the Year 2025.” (Annotated Code of Maryland, Education Article §10-205(A))” (p. 20).

The state is working to achieve this goal through the three domains of access, success, and innovation. This proposed program addresses several strategies across domains.

“ACCESS: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

“Strategy 1 Continue to improve college readiness among K-12 students, particularly high school students” (p. 29):

The summary of strategy 1 (p. 30) notes there are high remediation rates for college students which indicates that many students are not “college ready” when they enroll in post-secondary education. This proposed program is designed to train and prepare elementary special education teachers in the early identification and remediation of students with learning and other disabilities, as identified in IDEA, with the goal of these students a) not falling irreparably behind their peers academically, and b) helping them to be college ready. Early intervention is critical for students who have learning challenges.

“SUCCESS: Promote and implement practices and policies that will ensure student success.

“Strategy 6 Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.

“Strategy 7 Enhance career advising and planning services and integrate them explicitly into academic advising and planning” (p. 47).

Strategy 6 describes “focused pathways” as a way to support students who are making degree choices. “While many students devote time in college to exploring interests and fields of study, other students are more interested in focused and efficient pathways to a degree. Colleges and universities should offer focused degree plans for students with highly specific goals” (p.57).

This proposed program will provide an additional focused degree plan in special education, an area in which many students have asked for more courses and program offerings and one in which we lose students to other institutions because we do not offer a special education certification.

Strategy 7 is already addressed within our program as the professors are also the academic advisors so we are able to accurately and efficiently guide our students not only through the academic portion of our program but we also provide them with career guidance through individual advising meetings as well as through instructor and peer-supported resume creation and interview practice.

“INNOVATION: Foster innovation in all aspects of Maryland higher education to improve access and student success.

“Strategy 8 Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.

“Strategy 9: Strengthen and sustain development and collaboration in addressing teaching and learning challenges” (p. 65).

SMCM already has a strong and vibrant partnership (strategy 8) with St. Mary’s County Public Schools for both our undergraduate and graduate school placements. Our current MAT graduates are in high demand with SMCPs, with the superintendent noting last year that he would be happy to hire any one of our graduates.

Strategy 9 is supported through our newly established [Center for Inclusive Teaching and Learning](#). The CITL uses current and institutional research to “identify professional development opportunities for instructors and create programming that improves teaching effectiveness” ([Mission](#)). Additionally, the faculty in the Department of Educational Studies currently use research-based best practices in instruction and model

a variety of teaching modalities, not only to support our students as they are learning but also to provide them with strategies of their own when they begin to teach in their own classrooms.

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.

Graduates of this program will hold Maryland Standard Professional Certificates and will be eligible to be hired as new teachers, starting at the master's pay grade

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

According to the [Bureau of Labor and Statistics Occupational Outlook Handbook](#), the demand for special education teachers nationwide will continue to be strong with an expected 8% increase in need from 2016-2026. That is an [estimated 13,900](#) additional special education kindergarten and elementary school jobs.

Employment projections data for special education teachers, 2016-26

Occupational Title	SOC Code	Employment, 2016	Projected Employment, 2026	Change, 2016-26 Percent	Numeric	Employment by Industry
Special education teachers	—	439,300	472,600	8	33,300	—
Special education teachers, preschool	25-2051	29,200	32,500	11	3,300	 xlsx
Special education teachers, kindergarten and elementary school	25-2052	188,900	202,800	7	13,900	 xlsx
Special education teachers, middle school	25-2053	89,300	95,700	7	6,300	 xlsx
Special education teachers, secondary school	25-2054	131,900	141,600	7	9,700	 xlsx

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

Source: [Bureau of Labor and Statistics Occupational Outlook Handbook](#)

In a 2017 report ([Carver-Thomas & Darling-Hammond](#)) special education teacher turnover (13% annually) was found to be highest among all subject area teachers with the exception of English language development teachers (19% annually).

“Teacher shortages in special education have been severe and persistent. In every year of the 1990s, more than 30,000 special education positions were filled by uncertified teachers, and in 2000–01, over 47,000 (or 11%) of those filling special education positions were not certified to teach in the subject area. A recent study of teacher shortages found that, in 2015–16, 48 states plus the District of Columbia reported special education teacher shortages, with these being the most severe shortages for most states.

According to past research, two primary factors drive special education teacher shortages: (1) too few special education teachers are being prepared, and (2) too many leave each year” (p. 13).

The report also notes that while special education teacher turnover is about the same for Title I versus non-Title I schools, the turnover rate for special education teachers in high-minority schools is greater (19.9%) than for those in low-minority schools (10.8%) and they are more likely to be “alternatively certified” (p. 13) at a rate 3.5 times higher than special education teachers in low-minority schools.

Carver-Thomas, D. & Darling-Hammond, L. (2017). Teacher turnover: Why it matters and what we can do about it. Palo Alto, CA: Learning Policy Institute.

A recent study (Billingsley & Bettini, 2019) reports that “appropriate attrition” (p. 699) happens due to retirement or involuntary attrition due to lack of fit for the job, 67% of special education teachers leave the field voluntarily and for reasons that “may be amenable to remediation” (p. 699).¹

As of 9/2/2019 (the day before classes begin for students in Maryland), many districts are still looking for special education teachers to fill positions. Many of these listings have been posted since the early spring of 2019. Six examples are noted below.

Calvert County Public Schools has four special education teacher openings in various grade levels but all covered under this proposed certification program.

- *Special Education Teacher/Grade 1 - 8*
- *Special Education Teacher/Grade 6 - Adult*
- *Special Education Teacher/Grade 6 - Adult*
- *Special Education Teacher/Infant - Grade 3*

Charles County Public Schools has one position for a special education teacher (age level not identified).

Baltimore City Public Schools has one position for an elementary special education teacher.

Howard County Public Schools has two positions supported by our program.

- *Special Education Teacher*
- *Special Education/Birth-Grade 3*

Montgomery County Public Schools had 19 full-time and six part-time special education teacher openings.

¹ Billingsley, B., & Bettini, E. (2019). Special education teacher attrition and retention: A review of the literature. *Review of Educational Research*, 89(5), 697–744. doi: 10.3102/0034654319862495

Caroline County Public Schools had openings for an undesignated number of special education teachers.

It is clear from the data presented that there is an immediate and on-going need for special education teachers at all levels. It is critical that opportunities are provided to certify new special education teachers to help not only with the growing need but also to address issues of teacher retention.

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

Special education elementary/middle (grades 1-8) is identified as a critical shortage area in Maryland in the following:

- The 2016-18 Maryland Teacher Staffing Report (for 2016-17)
- The Teacher Shortage Areas Nationwide Listing 1990–1991 through 2017–2018 (for 2017-18)
- The US Department of Education Teacher Shortage Areas dashboard (for 2018-19 and 2019-20).

In addition, Maryland has an ongoing need to import special education teachers. According to the Maryland P12 dashboard, in 2017-18, Maryland public schools hired 130 newly certified special education teachers grades 1-8, and only 12 of them were prepared in Maryland. In 2016-17, the numbers were slightly better: 66 newly certified hires, of whom 17 were prepared in-state.

Given these patterns, it is clear that there is a market for graduates of this new certification area.

4. Provide data showing the current and projected supply of prospective graduates.

Among students already planning to do our MAT program, 5 said they would definitely switch to special education as their primary certification area if it were an option, and 5 more said they might switch. Furthermore, there are students at SMCM who have not declared interest in our MAT because they want to become special educators and were planning to pursue teacher licensure elsewhere, but who will be drawn back to our program if this

certification is offered. We also believe there is a market of potential career switchers who would be attracted to this program.

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.

A review of seven state school programs (MEd and MAT) in Maryland (all significantly larger than SMCM) revealed programs that were similar in scope and credits to SMCM's program, although some schools did not have a research component. Three smaller, non-public schools were also reviewed. Two of them were similar to the state schools in programming. Only Notre Dame of Maryland University has a similar accelerated ten-month program but their tuition and fees are higher than SMCM.

All of the schools appeared to offer their graduate program courses in a traditional sequence of coursework where students take courses first and then after one or two semesters, complete their internship. Some of the programs have more than one internship requirement but the sequence of coursework with the internship(s) is linear. This is unlike [SMCM's program](#), which starts in the summer with preliminary course work for five weeks culminating in a week-long literacy enrichment camp for at-risk students, followed by five weeks in their first internship placement where they experience the beginning of year activities and start in the classroom when the students start, thereby being able to build relationships and be an integral part of the classroom from the first day. For the rest of the ten-month program, SMCM students rotate between coursework and their internship which allows them to integrate theory into practice and revisit and revise their pedagogy throughout the experience. The program culminates in a public presentation and defense of their student-designed action research project.

State schools

[University of Maryland](#)

The University of Maryland College of Education has a 36-credit [Master of Arts in Special Education](#) program. Like the proposed SMCM program, it has a research component. It appears to be less prescriptive than the SMCM program as students design their program with an advisor ("A Program of Study is developed with the advisor and must include 600 level coursework"). There is a culminating comprehensive exam. The University of Maryland offers a Bachelor of Science in Elementary/Middle Special Education.

[Towson University](#)

Towson University has a 36-credit [Master of Education in Special Education](#) which is described as "[b]ringing together theory, research, and real-world experience..." Their

program emphasizes of inclusive practices, collaboration and consultation, translation of effective instruction, assessment, research into practice, and cross-categorical disability approach are similar to SMCM. They have a two- or three-year completion option, in contrast to SMCM's 10-month program. There is no research component in this program. Towson offers a bachelor's degree in special education.

[Bowie State University](#)

Bowie State University offers a 36-credit [Masters in Education in Special Education](#). Their website notes that as of January 2019 they were no longer enrolling students who were seeking their initial certification. Their program courses are similar to SMCM but are taken in the more traditional sequence. There is no action research component.

[Frostburg State University](#)

Frostburg State University has a 39-42 credit [Master of Education in Special Education](#) program that has on-line or hybrid formats that differ from SMCM's face-to-face program. There is a research component and the course offerings are similar. They do not offer undergraduate minor or a bachelor's level program in special education.

[Morgan State University](#)

Morgan State University does not offer undergraduate or graduate programs in special education. Their MAT is a 43-credit program similar in scope to the current SMCM MAT.

[Salisbury University](#)

Salisbury University does not offer either a minor, undergraduate degree or graduate degree in special education. Their [five-semester \(one and one-half calendar years\) MAT](#) is in general education only and appears similar in content to the current SMCM MAT. There is no research component.

[Howard University](#)

Howard University has a [36-credit Master of Education](#) program with a concentration in Special Education. Their special education coursework appears similar to the proposed SMCM program. There is an action-research component in the last semester. Howard does not offer an undergraduate program in special education.

Non-public schools

[Goucher College](#)

Goucher College offers a [36-credit Master of Education](#) degree with a specialization in special education that is designed "to help general educators more effectively work with

students with special needs.” They also offer an [MAT with certification in special education](#).

[McDaniel College](#)

Mc Daniel College says on [this page](#) that they offer a fifth-year master's program in secondary education/special education but the [link to the description](#) has nothing about special education opportunities. They offer an [elementary education major](#) but no special education programs.

[Notre Dame of Maryland University](#)

Notre Dame of Maryland University is the only school of the ten reviewed that offered a similar [accelerated \(ten-month\) program](#) with certification in special education. Their estimated tuition and fees (per information on their website) is close to \$27,000 for the program, which is considerably more expensive than SMCM's cost of just over \$21,000.

2. Provide justification for the proposed program.

Students at St. Mary's College of Maryland (SMCM) have been asking for increased opportunities in special education for several years and every year we lose prospective undergraduate and MAT students to other schools because they want to work with students with disabilities; our course offerings, to date, have not supported that cohesively. It is not known, however, how many prospective undergraduates choose institutions other than SMCM because they are unable to focus their studies on special education.

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.

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.

SMCM does not have an HBI close enough that we compete with them. The nearest HBI to SMCM is a more than 90 minute drive.

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.

This proposed program has been in discussion for several years and has become a priority as we watch not only our students leaving SMCM for institutions that offer undergraduate and graduate programming in special education but we also recognize the need for creating special education teachers to address the critical need for them in our schools.

The Educational Studies faculty at SMCM are teacher-scholars, all with terminal degrees in our fields of study, who stay current in the research on teacher education and all of us have (as a condition of our employment) extensive classroom experience teaching in public school systems. The professors who will be teaching the courses in special education have completed graduate course work in special education and/or considerable teaching and administrative experience in special education.

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

This program will be offered via traditional classroom instruction and internship experiences.

As outlined in the current MAT program outcomes below, students who complete the MAT certification in elementary special education are expected to become proficient in the following knowledge, skills, and values:

MAT Program Outcomes

In order to become ethical and highly effective professionals who positively respond to the needs of all learners, MAT students will develop and learn to leverage the following knowledge:

- *Content area/subject knowledge (K1)*
- *Pedagogical knowledge (K2)*
- *Knowledge of developmental, cognitive, linguistic, and socio-affective needs of learners (K3)*

- *Knowledge of particular learner populations whose needs require specialized consideration in order to realize maximized learning (K4)*

In order to become ethical and highly effective professionals who positively respond to the needs of all learners, MAT students will develop and learn to leverage the following skills:

- *How to design and implement differentiated, culturally responsive teaching practice that meets content area goals (S1)*
- *How to assess student learning and adjust instruction (S2)*
- *How to design, implement, and interpret research (S3)*
- *How to develop and nurture inclusive, collaborative relationships in/in support of the learning environment (S4)*
- *How to effectively communicate in speech, possibly through technology-mediated means (S5)*
- *How to effectively communicate in writing, possibly through technology-mediated means (S6)*
- *How to engage in reflective practice (S7)*

In order to become ethical and highly effective professionals who positively respond to the needs of all learners, MAT students will develop and learn to leverage the following values:

- *Ethical practice (V1)*
- *Inclusion (V2)*
- *Professional growth and continuous learning (V3)*

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

These program outcomes are assessed through signature assignments in each course as well as edTPA, direct observation of student teaching interns, and surveys of principals of MAT alums during their first year of teaching. Outcomes will be available through AEFIS, the new data warehouse being adopted by SMCM as of fall 2019.

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

In order to be eligible for admission to the MAT elementary special education program, students must first complete the minor in special education (or its equivalent):

- *EDUC 336: Exceptionality: Introduction to Special Education (4)*
 - *Prerequisites: PSYC 101: Intro to Psychology and EDUC 206: Education in America*
- *EDUC/PSYC 368: Educational Psychology (4)*
 - *Prerequisites: PSYC 101: Intro to Psychology and EDUC 206: Education in America*
- *One course with a developmental focus chosen from the following two:*
 - *PSYC 331: Infant and Child Development (4) (preferred)*
 - *This course is required for students who wish to pursue early childhood/elementary certification and recommended for students who wish to pursue elementary certification.*
 - *PSYC 230: Lifespan Development (4)*
 - *This course is typically recommended for students who wish to pursue K-12 certification in Art, Music, or Theater but it is acceptable for students pursuing elementary certification.*
- *EDUC 296: Language Acquisition and Phonemic Awareness (4)*
- *EDUC 331-Topics in Behavior and Related Disorders (4)*
 - *Prerequisite: PSYC 101: Intro to Psychology*
- *EDUC 339-Learning Disabilities (4)*
 - *Prerequisite: PSYC 101: Intro to Psychology*

Below are the required MAT courses for the proposed elementary special education certification

- *GR01-Summer session*
 - *EDUC 500-Practicum in Teaching At-Risk Students (3)*
 - *EDUC 510-The Teacher as Researcher: Diverse & Underperforming Learners (2)*
 - *EDUC 530. Instructional Design: The Curriculum Planning Process, Part I (2)*
 - *EDUC 540-An Introduction to Classroom Management (1)*
 - *EDUC 620-Technology in the Classroom, Part I (3)*
 - *EDEL 760-Literacy Assessment (3)*
 - *EDUC 600-Internship in Public Schools, Part I (2)*
- *GR02-Fall session*
 - *EDUC 610-The Teacher as Researcher: Assessment & Data-Driven Decision-Making (3)*
 - *EDEL 660-Literacy Methods and Materials for Teaching Reading (6)*

- *EDUC 650-Inclusion in School and Community (3)*
- *EDUC 655-Intellectual and Developmental Disabilities (3)*
- *GR03-Winter session*
 - *EDUC 730-Instructional Design: The Curriculum Planning Process, Part II (1)*
 - *EDUC 750-Special Education Methods, Assessment, and IEP Writing (3)*
 - *EDUC 755-Collaboration, Communication, and Conflict Resolution: Considerations for Special Education (3)*
 - *EDUC 700-Internship in Public Schools, Part II (6)*
- *GR04-Spring session*
 - *EDUC 711-The Teacher as Researcher, Action Research Analysis (2)*

Course number	Course name and credits	Course catalog description
Undergraduate courses (Special Education minor)		
EDUC 206	Education in America (4)	This multidisciplinary foundations course involves the examination of education from historical, social, cultural, philosophical and policy perspectives. The class focuses in particular on the conditions in high-poverty, high-minority schools, and on how more schools could be more equitable than they are at present. A required field experience component is built into this course, in addition to time spent in class.
EDUC 296	Language Acquisition and Phonemic Awareness (4)	This class will provide future teachers and parents with the theory, research and best practices related to the developmental nature of learning to read and write and to the individual differences that come into play in the learning process. An introduction to language structures including spoken syllables, phonemes, graphemes and morphemes as applied to both first- and second-language acquisition, typical development, and exceptionalities will be provided, as well an overview of the contributions of neuroscience to our understanding of the phases of literacy development. In addition, we will examine language and culture in the classroom as related to debates and policy about identity, dialects,

		equality, code switching, and Standard/Mainstream English. There is a field experience component required for this class. This course is a prerequisite for elementary candidates to the MAT and fulfills a Maryland certification requirement in the teaching of reading. A required field experience component is built into this course, in addition to time spent in class.
EDUC 331	Behavior and Related Disorders (4)	This course will explore three particular types of exceptional needs that influence an individual's behavior: Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorders, and Emotional/ Behavioral Disorders. In addition, this course will consider how these needs can manifest in the classroom and other learning contexts and the ways in which teachers may respond to those needs. There will be some consideration of the long-term influence of these disorders on the individual's life.
EDUC 336	Exceptionality: An Introduction to Special Education (4)	An examination of individuals with special needs such as intellectual disabilities, giftedness, physical disabilities, and behavioral disorders. The emphasis is on causation, psychological and biological aspects of the exceptionality and current educational and therapeutic approaches. This course fulfills the Maryland certification requirement for a minimum of three credits in special education. A required field experience component is built into this course, in addition to time spent in class.
EDUC 339	Learning Disabilities (4)	This course is concerned with defining, diagnosing and remediating learning disabilities. Major emphasis is on the basic psychological processes of understanding and using written or spoken language: sensory-motor, auditory and visual processing and language development. In addition, a variety of curriculum materials in special education are examined.
EDUC 368	Educational Psychology (4)	This course explores the teaching/learning process. Students analyze various factors that affect the process: developmental and learning

		theory, motivation, planning, content, methodology and discipline. Attention is also given to human interaction in educational settings through a study of maturation, individual differences, self-concept, group processes and socioeconomic stratification. Lecture and field experience.
PSYC 331 or	Infant and Child Development (4)	A comprehensive examination of physical, social, cognitive, and emotional development from conception through the beginning of adolescence. Special consideration is given to contexts of development (e.g., family, school, peers). Theoretical approaches to child development and empirical and methodological issues in developmental research are considered.
PSYC 230	Lifespan Development (4)	A comprehensive examination of physical, social, cognitive, and emotional developmental processes from conception to death. Various theoretical approaches to human development are considered, as are empirical and methodological issues in developmental research.
MAT courses		
EDUC 500	Practicum in Teaching At-Risk Students (3)	Interns will be placed in one of the public school settings made available during the summer for students at-risk for academic difficulty. This placement is used as a site to practice observation and reflection skills that will be explicitly taught and assessed in other co-requisite courses.
EDUC 510	The Teacher as Researcher: Diverse & Underperforming Learners (2)	In this course, students identify and synthesize current research on effective teaching behaviors, practices, and strategies as it relates to the educational experience of students with diverse racial, socioeconomic, linguistic, and ability backgrounds. Students are guided to identify and develop mechanisms for practically addressing the achievement gap between underperforming and underprivileged students and their typically-achieving, privileged peers. Students will explore these issues through the lens of the work they complete in their Practicum for At-Risk

		students and through study of the policies that inform education in public schools.
EDUC 530	Instructional Design: The Curriculum Planning Process, Part I (2)	Interns will develop the ability to articulate “enduring understandings” (what we want students to know or be able to do) and “essential questions.” They will be given an overview of the processes required for gathering evidence to assess students’ existing knowledge base and skill levels, for then planning strategies to help students develop required knowledge and skills – including the use of national, state, and local outcomes/standards documents. During this first summer session, class sessions will focus on gathering evidence, which dovetails with the practicum and their other classes.
EDUC 540	An Introduction to Classroom Management (1)	The focus in this course will be on the establishment of the classroom environment (rules, routines and procedures which research has shown are crucial to success); how to establish a pattern of consistency in management and disciplinary practices; how to act like the leader in the classroom; and debriefing about what works and what does not as based on experiences in the practicum.
EDUC 620	Technology in the Classroom, Part I (3)	This course focuses on integrating technology into the Pre-K-12 classroom. Learners will follow a best-practices approach to designing instruction that integrates a variety of technologies, from hardware-driven (e.g., interactive whiteboards, filming), to web or application-based technologies (e.g., digital stories, webquests, screencasting, communication tools) in both ethical and inclusive ways. Interns’ learning is aligned to the Maryland Teacher Technology Standards, and principles developed by the New Teacher Assessment and Support Consortium (INTASC).
EDEL 760	Literacy Assessment (3)	This course is designed to provide participants with an overview of the range of assessment strategies available to professional educators concerned with determining how well an individual student is developing in the area of

		literacy, including reading, writing, speaking, and listening. Participants will be introduced to a variety of techniques, both formal and informal, both standardized and teacher-made, and will be asked to apply them in their public school settings in an effort to better plan literacy instruction for all their students, regardless of ability and experience levels. This course fills a Maryland State Department requirement in the area of reading.
EDUC 600	Internship in Public Schools, Part I (2)	Elementary and secondary certification seekers serve as interns in either an elementary, middle or secondary school; early childhood certification seekers serves as interns in early childhood placements. During their time in the schools, students engage in structured observations, work with individual children and small groups of students as directed by their mentor teachers, and develop comfort and skill in working with whole classrooms of students.
EDUC 610	The Teacher as Researcher: Assessment & Data-Driven Decision-Making (3)	This course assists students in using research-based practices to design, implement and interpret various student assessments of learning and to understand the current assessment mandates in public schools. Students are guided in the processes involved in the interpretation of standardized test data, the use of this data for instructional decision-making purposes, and how such data can inform action research initiatives. Students will also develop expertise on commercial assessment and evaluation devices that are used to monitor student learning in the public school environment.
EDEL 660	Literacy Methods and Materials for Teaching Reading (6)	This six-credit block of courses combines the former EDEL 402 and EDEL 260 courses, integrating concepts of children's literature, literacy development, and materials for teaching reading with concepts of literacy instruction more broadly. Students examine the developmental nature of literacy, exploring issues surrounding the development of phonemic awareness, issues of phonics, comprehension, fluency, and vocabulary,

		<p>while exploring appropriate methods and materials used for teaching students in the elementary classroom to become literate as readers and writers of diverse kinds of texts, as speakers, as listeners and thinkers. Other issues include attention to using textbooks and tradebooks, research on motivation, family literacy, and effect of gender and culture on literacy development. Opportunity is provided to engage in, and analyze, actual and simulated classroom instruction. This course fulfills a Maryland certification requirement in the teaching of reading.</p>
EDUC 650	Inclusion in School and Community (3)	<p>This course will consider the perception of disability in a variety of settings. Of primary consideration is how schools and the community at large acknowledges and responds to the needs of people with disabilities so that they can be full members of school and community. Additionally, the course will address how to meet the instructional, social, and emotional needs of special education students in the general education classroom including strategies for providing modifications, accommodations, and specially-designed instruction.</p>
EDUC 655	Intellectual and Developmental Disabilities (3)	<p>An examination of intellectual and other developmental disabilities, such as Down syndrome, Fragile X syndrome, and others. Discusses identification, treatment, education, classroom interventions, and social supports with an end toward understanding intellectual and developmental disabilities as both biological and social phenomena.</p>
EDUC 730	Instructional Design: The Curriculum Planning Process, Part II (1)	<p>Interns reflect on the implementation of instruction in terms of the curricular planning process as they assume full-time responsibility for their assigned classrooms, completing units of instruction that are designed to meet student needs as determined by data-driving determinations, national/state/local standards, and technology mandates.</p>

EDUC 700	Internship in Public Schools, Part II (6)	All interns complete a full-time internship from January through May in Professional Development Schools. During this time they gradually assume full responsibility for assessing student needs, planning for instruction, implementing lessons, and evaluating student learning. They engage in structured observation tasks, in self-reflection, and in peer-coaching. Additionally, they collect documentation of their movement towards program goals, including INTASC and technology standards, for their electronic portfolios.
EDUC 755	Collaboration, Communication, and Conflict Resolution: Considerations for Special Education (2)	This course provides an introduction to the knowledge and skills needed for working as part of a multidisciplinary team providing services and support for individuals with special needs and their families. Students will consider the relationships between the child, family, community, and educators. Topics studied will include advocacy, problem-solving, and collaboration along with parenting styles, family and community lifestyles, and current family life issues. Effective listening and speaking methods in parent/teacher conferences will be addressed along with effective means of communication and conflict resolution.
EDUC 750	Special Education Methods, Assessment, and IEP Writing (3)	This course provides an introduction to assessment and data-based decision making. Students will be introduced to special education assessment procedures and how the results of those assessments are used to design IEP goals and objectives and plan classroom instruction and research-based interventions for students with educational disabilities.
EDUC 711	The Teacher as Researcher, Action Research Analysis (2)	In this final component of the “Teacher as Researcher” sequence, students focus on analyzing data from their field experience, putting the data into context at the classroom, school, local, state and national levels, reflecting on the research process and its importance to their professional development, and communicating the results of their research projects to the larger

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

All students accepted into the elementary special education program will have completed an undergraduate major of their choice, the college's minor in special education, and [content prerequisites](#) to be prepared to teach Maryland College and Career Ready Standards.

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

Our established MAT program is already a Maryland Approved Program for teacher education; graduates must meet the MSDE teacher certification requirements for their area of focus.

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

Please click [here](#) to see the Intern Memorandum of Understanding between SMCM and St. Mary's County Public Schools. SMCPs will provide high-quality internship opportunities for all candidates in this new certification track.

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 interaction, 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.

Our [current MAT website](#) provides extensive guidance to current and prospective MAT students about all of the above. If approved, details about the elementary special education certification track will be added to the website. The Educational Studies department has created [comprehensive checklists](#) for our undergraduate students as they prepare for admission to the current MAT program and [one for the proposed program](#) has been designed. Educational Studies faculty are readily available for all students for graduate academic advising, however, the structure of the program is such that all students take a similar course schedule throughout the program. All newly approved courses will be added to the [SMCM college catalog](#).

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.

We assure that all advertising, recruiting and admissions materials clearly and accurately represent the proposed program. [Here](#) is our recruiting website; [here](#) is a list of program pre-requisites for all currently approved MAT certification areas (note that there is so much interest in this new program that we have already provided the prerequisite checklist for it, as some students are willing to take a chance on its approval, and plan their undergraduate coursework accordingly); [here](#) is our website for current MAT students, providing them with the information they need for success; [here](#) is our information on how to pay for the MAT; and [here](#) is our new application.

Adequacy of Articulation

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

We have articulation agreements between all Maryland community colleges and our undergraduate programs that feed into our MAT. They are located [here](#).

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 SMCM Educational Studies faculty and staff are well prepared to support this program. We are active scholar-teachers with depth of experience in our relevant disciplines, as can be seen in [this](#) chart.

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

The [SMCM Center for Inclusive Teaching and Learning](#) provides ongoing pedagogy training for faculty. In addition, all faculty in the Department of Educational Studies contribute to research on best practices in teaching and learning; our publications can be reviewed by clicking through to each CV using [this](#) chart.

- b. The learning management system

Educational Studies faculty are already proficient with both Blackboard and Google Classroom; in addition, the [SMCM Center for Inclusive Teaching and Learning](#) as well as the [SMCM Office of Information Technology](#) provide support if needed.

- c. Evidenced-based best practices for distance education, if distance education is offered.

n/a

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.

SMCM has an extensive library, both “bricks and mortar” and on-line that has been more than adequate for our current undergraduate and graduate programs. Each department on campus has a dedicated librarian whose role is to support the department with needs specific to their field.

Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

(as outlined in COMAR 13B.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.

While our current teaching spaces are generally adequate for our current programs, and can easily adapt to the addition of the students who elect to enroll in the proposed program, the Education Studies Department is fortunate to be moving to brand-new academic spaces. A [new academic complex](#) is being constructed, with ground-breaking in the Winter of 2020 and occupancy in time for classes to start in the Fall of 2022. The Educational Studies Department will be in a building specifically designed for our needs.

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 not being offered via distance education.

Adequacy of Financial Resources with Documentation

(as outlined in COMAR 13B.02.03.14)

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.

We estimate that 3 students a year will complete this new MAT certification area. Table 1, summarizing the resulting income, is [here](#).

2. Complete [Table 2: Program Expenditures 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 expenditure category.

No new expenditures are required for this program; we already have adequate faculty to cover the new courses that will be taught. Table 2 is [here](#).

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.

See above for the MAT program outcomes and evaluation system. Additionally, our programs are evaluated for continued accreditation by the Maryland Department of Education every five to seven years.

2. 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.

- *Learning outcomes: see above*
- *Student retention: the [SMCM Department of Institutional Research](#) will provide us with retention data. Given that we anticipate perhaps 5 students a year in this track, we will also informally monitor student retention needs.*
- *Student and faculty satisfaction: We already conduct annual surveys of current students, alums 1, 5 and 10 years out; students in this track would be included in this program.*
- *Cost effectiveness: This program takes advantage of existing resources; we anticipate that it will be exceptionally cost-effective, as it will draw in new students without requiring new full-time faculty or classroom space.*

Consistency with the State's Minority Student Achievement Goals

(as outlined in COMAR 13B.02.03.05).

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

COMAR 13B.02.03.05 specifies that new programs should focus on "Expansion of educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education." Goal 1 of SMCM's [strategic plan](#) is to "Attract intellectually ambitious students who thrive in and respect a diverse, collaborative learning community." Our MAT program is already tightly linked with SMCM's preeminent program supporting underrepresented students, the [DeSousa-Brent Scholars Program](#) (DB). Every MAT cohort since the first DB scholars finished college has had several DB students, and Educational Studies faculty teach, mentor and advise DB students. (3 of the 10 students whose photos are featured on the DB web page are MAT-bound!) The opportunity to offer yet more tracks into teaching will be particularly valuable to DB students and other underrepresented students, given both the deep satisfaction of a teaching career and the economic stability of this pathway.

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 proposed program is not related to identified low productivity programs.

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.

The proposed program is not a distance education program.

Maryland Higher Education Commission

Please do not leave any cells blank. Place a "0" in the cell if no data is applicable for the specific resource category.

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	63708	63708	63708	63708	63708
a. Number of F/T Students	3	3	3	3	3
b. Annual Tuition/Fee Rate	21236	21236	21236	21236	21236
c. Total F/T Revenue (a x b)	63708	63708	63708	63708	63708
d. Number of P/T Students	0				
e. Credit Hour Rate	0				
f. Annual Credit Hour Rate	0				
g. Total P/T Revenue (d x e x f)	0				
3. Grants, Contracts & Other External Sources	0				
4. Other Sources	0				
TOTAL (Add 1 – 4)	63708	63708	63708	63708	63708

Maryland Higher Education Commission

Please do not leave any cells blank. Place a "0" in the cell if no data is applicable for the specific expenditure category.

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)					
a. Number of FTE	.17	.17	.17	.17	.17
b. Total Salary	4000	4000	4000	4000	4000
c. Total Benefits	0				
2. Admin. Staff (b + c below)	0				
a. Number of FTE					
b. Total Salary					
c. Total Benefits					
3. Support Staff (b + c below)	0				
a. Number of FTE					
b. Total Salary					
c. Total Benefits					
4. Technical Support and Equipment	0				
5. Library	0				
6. New or Renovated Space	0				
7. Other Expenses	0				
TOTAL (Add 1 – 7)	4000	4000	4000	4000	4000