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

Institution Submitting Proposal	**COPPIN STATE UNIVERSITY**

Each action below requires a separate proposal and cover sheet.

○ New Academic Program

◉ New Area of Concentration

○ New Degree Level Approval

○ New Stand-Alone Certificate

○ Off Campus Program

○ Substantial Change to a Degree Program

○ Substantial Change to an Area of Concentration

○ Substantial Change to a Certificate Program

○ Cooperative Degree Program

○ Offer Program at Regional Higher Education Center

Payment Submitted:	○ Yes ○ No	Payment Type:	○ R*STARS # JBI15339 ○ Check #	Payment Amount: $50.00	Date Submitted: 7/1/25

Department Proposing Program	**Teaching and Learning**		
Degree Level and Degree Type	**Master of Arts in Teaching (Concentration)**		
Title of Proposed Program	**Early Childhood Education Concentration (MAT)**		
Total Number of Credits	**12**		
Suggested Codes	HEGIS: 0803.12	CIP: 13.9999	
Program Modality	○ On-campus ○ Distance Education (fully online) ○ Both		
Program Resources	◉ Using Existing Resources ○ Requiring New Resources		
Projected Implementation Date (must be 60 days from proposal submission as per COMAR 13B 02.03 03)	○ Fall (X) Spring ○ Summer Year: 2026		
Provide Link to Most Recent Academic Catalog	URL: https://www.coppin.edu/sites/default/files/pdf-library/2021-12/Graduate_Catalog_2017_2018.pdf		

Preferred Contact for this Proposal	Name: **Beryl Harris**
	Title: **Asst. VP Planning & Assessment (Interim)**
	Phone: **410-951-6285**
	Email: **bharris@coppin.edu**

President/Chief Executive	Type Name: **Chanta Haywood, Ph.D.**
	Signature: *Chanta M. Haywood* Date: 5/29/25
	Date of Approval/Endorsement by Governing Board:

Revised 4/2025

June 27, 2025

Dr. Sanjay Rai
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Dr. Rai:

Coppin State University respectfully requests administrative approval to add an Early Childhood Education (ECED) Concentration to the existing **Master of Arts in Teaching** (MAT) program, effective Spring 2026.

Given the critical shortage of teachers in Maryland and across the nation, this addition aims to expand the MAT initial licensure program by offering an Early Childhood Education Concentration. Creating additional pathways to teacher certification will help grow a more diverse pool of educators and enhance support for a broader range of PK–12 students.

This request has been reviewed and approved by all required stakeholders.

Thank you in advance for your administrative approval of this action. Please let me know if any additional information is required to support the approval process.

Proposal Title	Proposal Type	Award Level	CIP Code	HEGIS Code	R*STARS
Early Childhood Education	Addition of Concentration	Master of Arts in Teaching	13.9999	0803.12	JBI15339

Sincerely,

Anthony L. Jenkins, Ph.D.
President

cc: Dr. Chanta Haywood, Provost and Vice President for Academic Affairs
      Dr. Alison Wrynn, Senior Vice Chancellor for Academic and Student Affairs
      Dr. Emily A. A. Dow, Assistant Secretary for Academic Affairs
      Dr. Sadie R. Gregory, Dean, College of Business
      Dr. Candace Caraco, Associate Vice Chancellor for Academic Programs, Academic &
         Enrollment Services and Articulation
      Mr. Beryl Harris, Interim Assistant Vice President for Planning & Assessment

Overview

Coppin State University is an historically black institution located in a dynamic urban setting that serves a multi-generational student population from a wide range of socio-economic backgrounds. CSU was founded as an institution for teacher preparation, and the School of Education (SOE) is committed to continuing our legacy of preparing future generations of teachers who will make a difference in the lives of all students in Baltimore and beyond. We are dedicated to graduating diverse teacher candidates who seek to be positive change agents in the lives of the students they serve with a focus on culturally relevant teaching practices in urban education settings.

There is a critical shortage of teachers in Maryland (and nationally). Therefore, we are seeking to expand our MAT initial licensure program through the addition of an Early Childhood Education (ECED) concentration. Providing additional opportunities and pathways to increase the pool of diverse teacher educators will directly increase the range of PK-12 students served.

On July 14, 2025, we contacted Dr. Jason Keys, Educator Preparation Manager within the Division of Educator Effectiveness at the Maryland State Department of Education (MSDE), to formally notify him of this program addition. Refer to Appendix I for documentation.

A. Centrality to Institutional Mission and Planning Priorities:

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

   CSU proposes to add a 12-credit concentration in Early Childhood Education (PK - 3) to our **existing** Master of Arts in Teaching (MAT) program. The MAT is an initial licensure program that serves those with an earned bachelor's degree seeking teacher certification. The existing, approved program currently offers a concentration in Elementary Education (1-6).

   The courses in the proposed Early Childhood Education (ECED) concentration help prepare prospective early learning teachers to be knowledgeable about milestones to support the neurological, psychological, cognitive, physical, and language development for PK-3 students. In addition, these courses require candidates to engage in continuous instructional planning, evaluation, and professional engagement activities.

   There is a critical shortage of teachers in Maryland (and nationally). Therefore, we are seeking to expand our MAT initial licensure program, which will subsequently increase the range of PK-12 students served.

   Coppin State University seeks to become a leader in urban higher education, recognized nationally for transforming the lives of students from all socio-economic backgrounds. The School of Education (SOE) plans to continue our historic legacy as an HBCU that prepares the next generation of teachers to make a difference in the lives of all students in Baltimore and beyond. We are committed to graduating diverse teacher candidates who seek to be positive change agents in the lives of the students they serve with a focus on culturally relevant teaching practices in urban education settings.

HBCUs play a significant role in our economy and the overall landscape of education. With education being the purpose of CSU's founding, the expansion of our MAT program with this added concentration offers options to those wanting to pursue careers in education from an institution with a long history of preparing highly qualified educators.

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

CSU is an historically black institution in a dynamic urban setting, that serves a multi-generational student population and provides education opportunities while promoting lifelong learning.

Coppin State was founded as an institution for teacher preparation and continues its legacy of producing outstanding educators. Providing additional opportunities and pathways to increase the pool of diverse teacher educators through the addition of an ECED concentration in our MAT program directly aligns with several of CSU's strategic goals, including:

Priority 1: Become a University of Choice

Providing additional, varied content area options leading to teacher certification will allow students interested in numerous content areas to consider CSU's programs.

Priority 3: Strengthen our brand and reputation as a leader in urban higher education.

We are committed to graduating diverse teacher candidates who seek to be positive change agents in the lives of the students they serve with a focus on culturally relevant teaching practices in urban education settings. Providing additional, varied content area options leading to teacher certification will allow us to strengthen our brand and reputation as a leader in urban higher education in the area of teacher preparation.

Priority 5: Enhance our teaching and research excellence.

In the post-Covid era, education continues to evolve. Providing additional, varied content area options leading to teacher certification at the graduate level will allow us to complete and contribute research to numerous areas in the field of education.

In addition, this program addresses several of the Institutional Student Learning Outcomes (ISLOs), including:

1. Written and Oral Communication

- Writing clear expository and persuasive prose;
- Using valid research-based arguments to support written or oral positions;
- Writing and speaking proficiently for various audiences; and
- Expressing ideas in language appropriate to the topic and audience.

2. Analytical Reasoning

- Collecting, analyzing, and interpreting data via computational literacy and scientific reasoning;
- Thinking critically and analytically to respond to various issues, problems, and concerns;
- Applying classical and/or current theories and principles from specific content areas to more general situations and
- Using critical judgments from a combination of evidence and assumptions to reach viable conclusions.

3. Information Literacy

- Using technology proficiently and applying it appropriately and
- Using multiple information sources such as online databases, videotapes, government documents, and journals (e.g., electronic and print periodicals, chapters in books, government documents, archival material, and microfilm) to conduct research and/or to solve problems.

6. Responsive Citizenship

- Understanding one's society and committing to political and civic engagement;
- Understanding and respecting diversity of people, ideas, communities, and cultures;
- Participating in interactions with diverse communities and
- Appreciating and continuing to develop awareness of environmental issues and initiatives.

    The MAT program is vital to the Department of Teaching and Learning in the SOE at Coppin State University. Adding additional concentration areas will help us increase enrollment, while supporting critical shortage areas in PK-12 schools, including early childhood education. Additional certification programs will help us expand educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.

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.

    Increased enrollment will adequately fund the program for the five-year span (and beyond). As noted, the MAT program is established; therefore, additional concentrations will not require significant changes or increases in infrastructure or human capital. Moderate enrollment gains of full-time student revenue from tuition and fees will grow from 15 in year 1 to 45 by year 3.

4. Provide a description of the institution's commitment to:

    a. ongoing administrative, financial, and technical support of the proposed program

        The institution is committed to providing the necessary resources to launch and sustain the proposed concentration as evidenced by other programs. Existing

administrative, financial, and technical support will serve the proposed concentration, which will reside in an existing department, under existing leadership, with existing resources through the University and through the department's student support ventures. The program is committed to a regular review of program viability and will provide or allocate appropriate resources to ensure its success. As noted above, the addition of concentrations to our existing MAT program will not require significant changes or increases in infrastructure or human capital.

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

The university has a rich history of program longevity but is also committed to the success of students and ensuring the efficient operation of programs. The proposed concentration will continue to function as a viable part of the MAT program, and the expectation is that the program will be supported by the institution indefinitely.

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

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

A major challenge facing African Americans, specifically those in urban communities, is centered around how they respond to oppression. Freire (2002) asserted that oppressed minorities can help themselves out of oppression through the development of critical consciousness, which is reflective of an intellectually, socially, emotionally, and politically empowered disposition. The development of a critical consciousness is a crucial component with regard to infusing culturally relevant teaching theory and practice for students in urban environments.

To ensure academic success, teachers need to understand how to serve the diverse populations they will encounter in today's classrooms, including students from various cultural, linguistic, socio-economic, and ability backgrounds. Culturally responsive practices recognize and value students' cultural identities, experiences, and perspectives, which lead to increased student engagement and improved academic achievement. By addressing these differences, educators can create inclusive and equitable learning environments where all students feel valued and supported.

It is extremely important that teachers have a conceptual understanding of culturally relevant teaching practices if they are to improve the academic gap reflected in urban schools. Providing teachers with the understanding that schemata is constructed through an evolutionary process that begins within informal communities helps them to appreciate and value the contributions of culture in their classrooms (Ladson-Billings, 1995; Spindler & Spindler, 1987; Hilliard, 2003). The proposed ECED concentration within the existing MAT program will establish a statewide curriculum designed to help transform teacher education; thus, improve the academic performance of students.

Consistent with the research presented, the new ECED concentration ensures that early learning professionals graduate with the knowledge, skills, and dispositions needed to have positive impacts in teaching African American and urban students. CSU has integrated culturally responsive content in these programs, comprehensively.

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

CSU serves a multi-generational, diverse student population. Currently, enrolled students range in age from 14 to 65 and 98% are students of color. As of 2020-2021, the percentage of K-12 teachers of color is 20.1% nationally; however, according to the National Center for Education Statistics (NCES), as of fall 2022, 50% of students are students of color. Research indicates students of color perform better when they have a teacher that looks like them. Therefore, we need to expand educational opportunities and choices for minority and educationally disadvantaged students. Adding an additional program concentration in Early Childhood Education will allow us to do so.

Additionally, the newly proposed ECED concentration will help to solve societal needs relative to teacher shortages and demands. The Learning Policy Institute Research Brief (2016) reported on the pending crisis regarding teacher supply, demand, and shortages in the US. This brief reported that between 2009-2019, teacher preparation environment dropped 35% and graduation rates from teacher preparation programs dropped 23%. COVID 19 has exacerbated this issue of teacher shortage. A recent PEW Charitable Trust (2020) report indicated a -6.9% change in education employment, nationally, and -11.2% in Maryland. This program will help to support the state's need for qualified, early learning professionals while providing an opportunity to counter trending teacher shortages.

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

Additional certification programs will help us expand educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education. We are committed to graduating diverse teacher candidates who seek to be positive change agents in the lives of the students they serve with a focus on culturally relevant teaching practices in urban education settings.

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

The 2022 Maryland State Plan for Secondary Education highlights many critical components required for student success during and after high school, including those related to the quality of their college experience. Its Goals, Priorities, and Action Items communicates the three phases of the Maryland State's Plan, which includes Access, Success, and Innovation. Although Coppin State's proposed ECED concentration within the MAT program is a post-baccalaureate program, it aligns very seamlessly with many of the strategies, including both the Access and Success Phases of the plan, which are detailed below:

Student Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.

Priority 4: Analyze systems that impact how specific student populations access affordable and quality postsecondary education

The Early Childhood Education concentration within the MAT program establishes practices to *ensure equal education* opportunities using a cutting-edge curriculum that provides content knowledge and pedagogical content knowledge, specifically, to address and challenge the inequality of curriculum. This program promotes, embeds, and assesses indicators of educational relevance of all students, including minority students, which contributes to equity in education. This program also helps to support the *mission and vision of Coppin State University as one of Maryland's HBCUs*. It will prepare early learning professionals with in-depth knowledge of theory and practices to support **outstanding teaching**. **Assessing SLOs** that require the explicit teaching and learning of culturally responsive teaching will be assessed for program improvement and assurance with this program. This program also supports Coppin's mission to create **premier programs** reflective of community needs, collaborate with **external stakeholders,** and promote student persistence.

The Department of Teaching and Learning at Coppin State University is currently supported by several grants, including an Education Support grant that provides funding for licensure testing and testing supports, such as study materials and practice tests. Developing an ECED concentration within the MAT program will help Coppin State, an HBCU, gain a new level of visibility in this high needs area throughout the state and nation.

Student Success: Promote and implement practices and policies that will ensure student success.

Priority 6: Improve systems that prevent timely completion of an academic program

A majority of Coppin State University's student population is comprised of non-traditional students. In fact, 56% (as a percentage of undergraduate students who received Financial Aid) are first-generation, and the average age of all CSU students is twenty-six. This provides a unique opportunity for Coppin to serve its students in multiple ways, including offering a relevant and accessible curriculum. How to best serve our non-traditional student is an ongoing conversation at Coppin and offering the MAT program through a mix of face-to-face and online courses will help support these efforts. In addition, scheduling is geared towards working professionals and all education coursework is offered in the evenings and on weekends. This program will

promote ***academic policies and campus practices*** that provide access to students while helping them to manage home and school responsibilities to foster student success. Reimaging how we utilize Coppin's current technologic resources and academic supports will help to further ensure student success. These include the newly created Education Consultant position dedicated to supporting students in the School of Education and the use of our Eagle Achievement Center, as well as our IT instructional support team, and BlackBoard Ultra/Panapto for instructional delivery and assessment.

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

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

    The MAT in ECED will prepare early childhood education teachers and leaders. Graduates of the program will be eligible for certification from MSDE and have the knowledge and skills to serve effectively as lead teachers in PK-3 school settings. Other positions may include curriculum developers or administrators; thus, they will enter the workforce as mid-level professionals.

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 [Maryland's Teacher Workforce: Supply, Demand, and Diversity Report](https://marylandpublicschools.org/stateboard/Documents/2024/0521/Maryland-Teacher-Workforce-Supply-Demand-and-Diversity-A.pdf) (https://marylandpublicschools.org/stateboard/Documents/2024/0521/Maryland-Teacher-Workforce-Supply-Demand-and-Diversity-A.pdf) disseminated by MSDE on May 21, 2024, there were 63,220 teachers in Maryland Public Schools as of October 2023. After a sharp increase from the 2020-2021 school year to the 2022-2023 school year, teacher attrition rates have begun to stabilize. However, the attrition rates remain high, with 10.7% of Maryland teachers not returning to teaching in the State in the 2023-2024 school year. Vacancy rates have experienced a 9.8% decline in the current school year. However, more work is needed to increase the supply of teachers to meet the needs of Maryland's classrooms. There were 2,144 teacher vacancies in the State in the 2022-2023 school year, but EPPs only produced 1,914 completers in the prior school year, including completers from both traditional and alternative programs.

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.

    According to [Maryland's Teacher Workforce: Supply, Demand, and Diversity Report](https://marylandpublicschools.org/stateboard/Documents/2024/0521/Maryland-Teacher-Workforce-Supply-Demand-and-Diversity-A.pdf) (https://marylandpublicschools.org/stateboard/Documents/2024/0521/Maryland-Teacher-Workforce-Supply-Demand-and-Diversity-A.pdf) disseminated by MSDE on May 21, 2024, the number of Maryland licenses issued annually has steadily declined over the past 5 years.

In the AY 2022-2023, **high poverty schools** had higher percentages of inexperienced teachers, teachers teaching out-of-field, and teachers teaching with emergency or provisional licenses.

In the AY 2022-2023, **schools with a high percentage of students of color** had higher percentages of inexperienced teachers, teachers teaching out-of-field, and teachers with emergency or provisional licenses.

Attrition rates remain highest for Black/African American teachers. In the most recent year, attrition rates fell slightly for all groups, except for Asian teachers.

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

There were 2,144 teacher vacancies in the State in the 2022-2023 school year, but EPPs only produced 1,914 completers in the prior school year, including completers from both traditional and alternative programs. Therefore, the need remains critically high.

Attrition rates remain highest for Black/African American teachers. In the most recent year, attrition rates fell slightly for all groups, except for Asian teachers. Therefore, it is particularly important to increase opportunities for future educators of color.

D. Reasonableness of Program Duplication:

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

Towson University is the only USM school that currently offers a Master of Arts in Teaching (MAT) in Early Childhood Education. According to MHEC (https://mhec.maryland.gov/publications/Pages/research/index.aspx), Towson graduated 4 students in this program in 2024.

Mount St. Mary's University offers a dual MAT in Elementary Ed/Early Childhood Ed. or an MAT in Elementary Ed/Special Ed/Early Childhood (combined program); Stevenson University offers a BS to MS option in Community-Based Education or Integrative Learning to students earning a BS in Early Childhood Ed.

2. Provide justification for the proposed program.

The proposed concentration in Early Childhood Education fills a need for certification programs at the graduate level serving educators in the PK-3 sector. In addition, CSU serves predominantly African American and other underserved students. Expanding programs that directly address the needs of these communities aligns with the USM mission and fills a critical gap in teacher education.

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

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

Expanding the MAT program to include Early Childhood Education (ECED) at Coppin State University, an Historically Black College and University (HBCU) in Baltimore City, has the potential to significantly impact high-demand programs at HBIs by meeting the increasing need for culturally relevant teaching and urban education expertise. As HBIs like Coppin serve predominantly African American and other underserved students, expanding programs that directly address the needs of these communities aligns with their mission and fills a critical gap in teacher education.

1. **Demand for Culturally Relevant Teaching**: Expanding the ECED program would increase the number of educators trained in culturally responsive teaching practices, essential for success in diverse classrooms. Many students in urban settings, like Baltimore City, benefit from teachers who understand and reflect their cultural backgrounds. Culturally relevant teaching practices enhance student engagement, promote self-identity, and improve academic outcomes for minority students. The expansion would support HBIs' broader mission to empower their communities by equipping teachers with the skills needed to address the unique challenges faced by children in urban schools.
2. **Addressing the Urban Education Gap**: Urban education remains a high-demand field due to challenges such as socioeconomic disparities, resource limitations, and diverse linguistic needs. Coppin's focus on urban education within the ECED program would prepare future educators to create equitable learning environments. An expanded ECED program would provide more teachers trained specifically to work in urban environments, equipped with strategies for overcoming educational disparities. As HBIs are particularly attuned to the needs of underserved communities, this expansion could lead to a model of urban-focused teacher preparation that other HBIs may replicate, amplifying their role in urban education reform.
3. **Increasing Access to High-demand Fields**: With the addition of an MAT degree in Early Childhood Education at the graduate level, Coppin would contribute to the pipeline of highly qualified educators of color, addressing both a critical shortage in early childhood educators and the lack of diversity in the teaching profession. The expansion would create more pathways for students at Coppin to enter a high-demand career in teaching, meeting the demands of local school districts and benefiting the HBI community. This expansion could also drive similar initiatives across other HBIs, fostering a network of programs focused on training educators for high-demand roles, thereby broadening the impact and influence of HBCUs in national education.

In summary, the expansion of Coppin State University's ECED program would enhance high-demand programs at HBIs by producing more culturally competent educators, addressing the specific needs of urban students, and preparing a diverse cohort of teachers who can meet the evolving needs of urban education. This initiative aligns with Coppin's commitment to uplift our community and could serve as a model for other HBCUs to consider other similar high-demand programs that serve both local and national educational needs.

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

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

The proposed MAT ECED concentration compliments CSU's identity and will assist the university in meeting its stated missions. Faculty experts in urban education and culturally responsive teaching help to operationalize CSU's uniqueness to explore impactful programs, processes, and ideas to accommodate its minority students. Further, CSU is situated in an urban community with a matching demographic, and this program helps to align the academic needs of minority students grounded in research-based, best practices. The MAT ECED concentration will enhance CSU's impact in fulfilling its mission. HBIs are engaged in creating high-demand programs that serve the workforce demand of their states. CSU, as an HBI, is proposing this new concentration as there is a critical need, especially of African Americans (and minorities, at large), in the workforce, locally and nationally.

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

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

The proposed Early Childhood Education concentration within Coppin State University's Master of Arts in Teaching (MAT) program was designed not only to serve as a pipeline for undergraduate students majoring in Early Childhood - Human Development, but also to provide a certification pathway for individuals who hold bachelor's degrees in non-education fields and wish to pursue a career in early childhood education. This added flexibility makes the program an accessible entry point for those with diverse academic backgrounds, responding to the high demand for early childhood educators trained in culturally responsive practices for urban settings.

Dr. Karen Rogers, Chair of the Department of Teaching and Learning Department and 3 full-time ECED faculty experts on staff, will oversee the program, drawing on their expertise in teacher preparation and curriculum design to ensure candidates are well-prepared for the unique challenges and rewards of early childhood education. Under their guidance, the program will emphasize culturally relevant pedagogy, instructional strategies, and practical classroom management techniques tailored to diverse urban classrooms. This approach will help build a robust pipeline of qualified, dedicated educators ready to make a positive impact in early learning environments.

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

The educational objectives and learning outcomes for Coppin State University's proposed Early Childhood Education concentration within the MAT program are designed to align with the rigor, breadth, and mixed modality of the program (including both in-person and online courses), providing a comprehensive and immersive preparation experience for future early childhood educators.

Educational Objectives:

1. Develop Foundational Knowledge: Equip candidates with a deep understanding of early childhood development, including cognitive, social-emotional, and physical growth from birth through age eight. Candidates will gain expertise in developmental theories and research-based practices relevant to early learning.

2. Master Instructional Strategies: Foster the ability to design and implement effective instructional methods tailored to diverse learning needs. This includes differentiating instruction, utilizing culturally relevant teaching practices, and incorporating strategies for diverse language backgrounds and learning styles.

3. Promote Culturally Responsive and Inclusive Classrooms: Prepare educators to create inclusive, equitable learning environments that respect and reflect students' cultural and linguistic backgrounds. Candidates will develop skills to engage with diverse communities and families effectively.

4. Integrate Assessment and Reflection: Prepare candidates to assess student progress through formative and summative methods, interpret data, and use reflection as a tool for continuous improvement. This includes understanding and applying developmentally appropriate assessment practices in early childhood education.

5. Cultivate Classroom Management Skills: Emphasize positive behavior support and classroom management techniques specific to young learners to create safe, supportive classroom environments that facilitate learning and development.

Learning Outcomes:

Upon completing the program, candidates will be able to:

1. Demonstrate Developmental Expertise: Articulate key principles of early childhood development and apply them to plan, implement, and assess learning experiences that support the holistic development of young children. (ISLO #2: Analytical Reasoning)

2. Design and Deliver Effective Instruction: Develop and deliver lesson plans that are developmentally appropriate, culturally relevant, and differentiated to meet the needs of diverse learners in an urban early childhood setting. (ISLO #1: Oral and Written Communication)

3. Engage in Culturally Responsive Practice: Identify and implement strategies for fostering inclusivity and cultural awareness in the classroom, demonstrating an understanding of how cultural contexts impact learning. (ISLO #6: Responsive Citizenship)

4. Employ Assessment for Learning: Utilize a range of assessment tools to gauge student learning and developmental progress, analyze data effectively, and make informed instructional adjustments to support individual student needs. (ISLO #2: Analytical Reasoning; ISLO #3: Information Literacy)

5. Manage a Dynamic Learning Environment: Apply evidence-based classroom management techniques that foster positive behavior, engagement, and social-emotional growth among young learners. (ISLO #1: Oral and Written Communication; ISLO #2 Analytical Reasoning)

Modality-Driven Rigor:

Since the program is conducted in person, it provides candidates with hands-on, experiential learning opportunities, including in-class simulations, peer feedback sessions, and real-time observation and analysis of teaching practices. Candidates will participate in on-site practicum experiences in early childhood settings, allowing them to practice and refine their skills under direct mentorship. The in-person modality facilitates active discussions, collaborative problem-

solving, and immediate feedback from faculty and peers, ensuring candidates receive personalized guidance and support to meet the program's rigorous standards.

Overall, the program's objectives and outcomes are designed to create a robust foundation for educators who are both theoretically grounded and practically prepared to address the diverse needs of early learners in urban settings.

3. **Explain how the institution will:**
   a) **provide for assessment of student achievement of learning outcomes in the program**

Coppin State University will ensure robust assessment of student achievement in the Early Childhood Education concentration of the MAT program through a combination of rigorous standards, structured program milestones, and the state-required Praxis exams, all designed to measure progress toward, and attainment of, defined learning outcomes.

a) Rigorous Standards
Graduate students at CSU must earn a 'B' or better in all coursework with the exception of one course where a 'C' may be earned.

b) Program Milestone Assessments
The program will include designated milestone assessments aligned with the educational objectives and learning outcomes to ensure candidates are progressing in knowledge, skills, and professional competencies. Milestones will be strategically integrated at key points throughout the program, allowing faculty to evaluate and support students' development. Licensure candidates must successfully complete all requirements listed at each stage for Milestone approval.

MILESTONE I (Admission to the Teacher Education Program)

1. Application to Teacher Education Program
2. GPA of 3.0 (or 2.85+ Praxis CORE Reading and Writing)
   GRAD: at least 9 credits and all pre-requisites successfully completed:
   - 12 credits of math (at UG or GRAD level)
   - 12 credits of science (at UG or GRAD level)
   - SPED 587
   - REED 504
3. Passing Score on Portfolio I (submitted in TK20)
   - Lesson Plan
4. Attendance at Mandatory Teacher Education Program Orientation
5. Passing Score on Praxis CORE Writing
6. Dispositions Evaluation Form – Self
7. Dispositions Evaluation Form – Faculty

At entrance, a review of all student data is conducted to determine if intervention is needed; an intervention plan is implemented that includes appropriate and varied supports to ensure future success and completion.

Aligned to CAEP Standard 3: Candidate Recruitment, Progression, and Support

MILESTONE II (Admission to Internship)

1. Application to Internship
2. GPA of 3.0 (or 2.85+ Praxis CORE Reading; Writing passed at Milestone I)
3. All program coursework successfully completed (except seminar and internship course)
4. Passing Score on Portfolio II (submitted in TK20)
   o Student Profile
   o Classroom Profile
   o Student Preference Survey
   o Unit Plan
   o Planning Reflection & Revision
5. Passing Score on Interview with a Faculty Panel
6. Dispositions Evaluation Form – Self
7. Dispositions Evaluation Form – Faculty
8. Passing Score on Praxis II Exams
   o Content Knowledge
   o Teaching Reading: Elementary

At the end of the semester prior to internship, a holistic review of student data is completed to determine growth, needs, and intervention to ensure success and completion.

Aligns to CAEP Standard 1: Content and Pedagogical Knowledge
Aligns to CAEP Standard 3: Candidate Recruitment, Progression, and Support

MILESTONE III (Exit from Program)**

1. GPA of 3.0 (Writing passed at Milestone I)
2. All program coursework successfully completed
3. Passing Score on Portfolio III (submitted in TK20)
   o Updated Resume
   o Updated Philosophy of Teaching Statement
   o Student Profile
   o Classroom Profile
   o Student Preference Survey
   o Lesson Plan
   o Unit Plan
   o Intervention Study
   o Planning Reflection & Revision
   o Strategy Mini-Lesson
   o Professional Development
   o Team Planning & Meeting
4. Passing Score on Intervention Study
5. Passing Score on Exit Presentation
6. Complete Exit Survey
7. Dispositions Evaluation Form – Self
8. Dispositions Evaluation Form – Faculty
9. Submission of all sections of PPAT exam through July 1, 2025 (ELED and ECED); submission of all sections of edTPA from July 1, 2025 forward (ELED, ECED, and SPED)
10. Passing Scores on Student Teacher Evaluations

**Passing scores on all Praxis exams are required to graduate

At the end of program, data are reviewed to determine readiness for employment

Aligns to CAEP Standard 1: Content and Pedagogical Knowledge
Aligns to CAEP Standard 2: Clinical Partnership & Practice
Aligns to CAEP Standard 3: Candidate Recruitment, Progression, and Support

c) Exit Exam Requirements
As noted in the Milestones, in addition to program-specific milestone assessments, students must successfully pass the state-required Praxis II content knowledge exam for early childhood education. This standardized assessment, required for certification, evaluates candidates' content knowledge and pedagogical skills essential for early childhood educators. Achieving a passing score on the Praxis II content knowledge exam is mandatory for program completion and state certification, ensuring that all graduates meet the rigorous standards established by the state for licensure. Additional exam requirements include the Praxis II Teaching Reading: Elementary, and a PPAT (until June 30, 2025) or edTPA portfolio (as of July 1, 2025) submission.

By integrating milestone assessments and the Praxis exams, Coppin State University will comprehensively evaluate students' mastery of program outcomes, providing meaningful feedback and targeted support to prepare candidates for successful careers in early childhood education. These assessment mechanisms also ensure the program meets state requirements and maintains a high standard of teacher preparation.

> **b) document student achievement of learning outcomes in the program**

Per our current Quality Assurance System (QAS), documentation of student achievement of learning outcomes follows a systematic process of assessing signature assignments, including rubrics and descriptions that are aligned with SOE performance indicators and state and national accreditation standards. These data are collected, analyzed, and disseminated yearly to inform program changes and make other data-driven decisions.

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

Course and Credits	Description
Early Childhood Education Concentration	
ECED XXX – Instructional Strategies and Methods for Effective Teaching (3 credit hours)	This course focuses on research-based instructional strategies and teaching methods specifically for early childhood education, covering grades PreK to 3. Candidates will explore and apply diverse strategies, including differentiated instruction, culturally responsive teaching, and technology integration, to foster inclusive and engaging learning environments. Emphasizing the

	holistic development of young learners, the course provides opportunities for practical application through lesson planning, instructional unit design, and field-based assignments, preparing candidates to effectively support the cognitive, social-emotional, and language development of young children in urban and multicultural classrooms. A classroom practicum in the certification area for 20 full days is required.
ECED XXX – Internship Proseminar (3 credit hours)	This course is offered in conjunction with ECED XXX. Each candidate works on an individual or group problem related to his or her student teaching experience, utilizing basic research procedures, resource persons, and multi-sensory aids. Seminar discussions also include: the functioning of children in the classroom setting, the role of the school in fostering the development of healthy children, and the role of the school in initiating partnership relationships with parents. Mandatory exit interview and presentations are scheduled.
ECED XXX – Internship in Curriculum and Teaching (6 credit hours)	This internship course provides hands-on experience in curriculum development and teaching for early childhood education, focusing on grades PreK to 3 in public school setting. Candidates will engage in a supervised field placement, applying theoretical knowledge to real-world classroom settings. Through collaborative planning, instructional delivery, and assessment practices, interns will deepen their understanding of effective teaching methods, classroom management, and culturally responsive approaches. This immersive experience is designed to strengthen candidates' skills in designing and implementing developmentally appropriate curricula, fostering the academic and social-emotional growth of young learners in diverse early childhood environments. Reflective practice and ongoing feedback from mentors and faculty supervisors support candidates in refining their professional competencies and preparing for a successful career in early childhood education. A classroom internship in the certification area for 15 weeks (80 full days) is required.

This concentration will be housed within the existing Master of Arts in Teaching program that includes the following foundational courses:

Course	Description	Units
CUIN 560	THEORETICAL BASES TCHG & LRNG	3
CUIN 607	MANAGING TCHG/LRN ENVIRON	3
REED 504	PROCESS & ACQU RDG SKILLS	3
REED 505	STRAT & MATERIALS RDG INSTR	3
REED 508	RDG & LIT INSTR EC/ELE GRADES	3
REED 603	DIAGNOSTIC TCHG OF READING	3
SPED 587	TCHG LRNRS W/ EXC IN REG CLASS	3

Total program credits = 33

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

General education requirements are not applicable to the Master of Arts in Teaching degree.

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

The certifications consistent with MSDE requirements for early learning professionals (PK-3) will be required for program completion, which is embedded in course requirements and highlighted in Milestones I, II, and III.

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

N/A

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.**

The proposed Early Childhood Education concentration in the MAT program at Coppin State University is designed to provide students with clear, complete, and timely information through several established resources and guidelines. These resources include the Eagle Guide Student Handbook, Internship Handbook, and the School of Education Field Experience Handbook, all of which offer comprehensive information on curriculum, course and degree requirements, and faculty-student interaction expectations.

Program plans and detailed course syllabi further outline the curriculum and degree requirements, along with clear expectations for technology competencies, technical equipment needs, and use of the learning management system (LMS). Each syllabus includes specific information about required technological skills and resources, ensuring students understand the technical expectations from the outset. Faculty and advisors guide students through the curriculum and degree requirements, offering ongoing support to help them navigate field experiences, internships, and professional development opportunities.

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.**

To ensure that advertising, recruiting, and admissions materials accurately represent the proposed Early Childhood Education concentration within the MAT program, the School of Education will partner closely with the Office of University Relations and the Graduate Admissions Office. These departments will work collaboratively to create materials that clearly and accurately detail the program's curriculum, objectives, and services. This partnership will ensure that all promotional and informational resources, including brochures, web content, and digital media, align with Coppin's standards of transparency and accuracy.

By leveraging the expertise of University Relations in branding and communication, combined with the Graduate Admissions Office's knowledge of prospective students' needs, we are committed to presenting a truthful and comprehensive view of the concentration. This approach will help candidates make informed decisions about enrolling in the program, with a clear understanding of its academic rigor, career opportunities, and support resources.

H. Adequacy of Articulation

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

The proposed Early Childhood Education concentration within Coppin State University's MAT program actively supports articulation with partner institutions, particularly Baltimore City Public Schools, Baltimore County Public Schools, Howard County Public Schools, and Harford County Public Schools, to create pathways for non-certified teachers to achieve certification in early childhood education. These partnerships enable paraprofessionals, aides, and other non-certified staff within these districts to transition smoothly into certified teaching roles by completing the MAT program requirements.

Through this collaboration, Coppin provides a structured pathway that acknowledges prior experience and facilitates a seamless progression into a certified teaching role. This arrangement benefits both the students, who gain a clear certification route, and the school districts, which increase their pool of qualified early childhood educators.

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

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

Coppin State University is looking forward to implementing this program for several reasons. One of them is that the program highlights the expertise and research of faculty. The Department of Teaching and Learning has instructors who are subject matter experts and are excited to prepare future leaders in early childhood education. As this is a new concentration, the courses do not yet have a Hegis Code but include: ECED Methods, ECED Seminar, ECED Internship.

This chart below provides additional details regarding faculty expertise in the proposed concentration.

Faculty	Degree	Area of Expertise	Rank/Status	Courses
Anita Weisburger	Ph.D.	• Curriculum & Instruction Emphasis: Early Childhood Teacher Education	Assistant Professor/Full Time	Methods, Seminar, Internship
Jale Aldemir	Ph.D.	• Curriculum & Instruction Emphasis: Early Childhood Education	Assistant Professor/Full Time	Methods, Seminar, Internship
Octavia Short	Ed.D.	• Educational Leadership	Assistant Professor/Full Time	Methods, Seminar, Internship

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**

Coppin State University is committed to providing ongoing pedagogy training for faculty to ensure they utilize evidence-based best practices that meet the needs of their students. The institution allocates professional development funding to support faculty engagement in a variety of professional growth activities. This funding allows faculty to attend relevant conferences, participate in workshops, join professional organizations, and engage in peer collaboration, all of which promote the continuous improvement of teaching methods.

Through conference attendance and membership in professional organizations, faculty stay current on the latest research and best practices in pedagogy, specifically in areas relevant to early childhood and urban education. Peer collaboration within and beyond the department also fosters the sharing of innovative strategies tailored to diverse student populations. This approach ensures that faculty are well-prepared to deliver effective, inclusive instruction that addresses the unique learning needs of Coppin's students.

b) The learning management system

Faculty and students are assigned and trained to use email accounts, to access the institution's Learning Management System (BlackBoard Ultra), and all other appropriate platforms to support the student's learning experience, including Tk20, PeopleSoft, and Eaglelinks. Additionally, faculty are able to access OIT Help Desk should the additional technology support be needed.

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

For courses offered in the online format, learning resources and competency-based evidence are expected to be submitted to BlackBoard Ultra, a secured web-based learning management system, and Tk20/Watermark, a secured web-based assessment system. Tutorials for Blackboard Ultra and Tk20/Watermark have been developed and are offered systematically throughout the year by the IT Department. Respondus Monitor and LockDown Browser will be utilized for online exams to ensure fairness and integrity.

As an accredited institution currently offering a broad range of face-to-face and online programs, CSU has the full capacity for online delivery and meets C-RAC guidelines.

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

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

The Parlett L. Moore Library, named after the second president of Coppin State University, serves as a center to support students' academic needs as well as a hub where information is gathered and obtained. In addition to being a state-of-the-art library, the CSU Library is a member of the Library Information Management System (LIMS) of the University of Maryland System of Maryland and Affiliated Institutions (USMAI). Furthermore, the library houses over 100,000 items in its collection and houses smart classrooms, labs, 40 public workstations, and several meeting rooms.

K. 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.**

Coppin State University is well-equipped with the physical facilities, infrastructure, and instructional equipment necessary to support the Early Childhood Education concentration within the MAT program. Classroom spaces are designed for interactive learning, with modern instructional technologies such as smart boards, projectors, and computers. Computer labs in each academic building provide students with access to essential software and resources for research, assignments, and practice with educational tools.

To further support education majors, Coppin offers loaner laptops, a valuable resource that ensures all students can engage fully with course materials and assignments both on and off campus. Additionally, faculty have access to classroom sets of iPads that can be borrowed for in-class activities, enhancing hands-on learning and instructional technology skills. Students also benefit from course text libraries that provide access to required textbooks, allowing them to borrow necessary texts and reduce expenses.

For guidance and support, students can meet with faculty or the dedicated Education Consultant either in person or virtually, ensuring flexible access to advising, mentorship, and academic assistance. These facilities, resources, and support systems together will provide a robust foundation for effective learning and teaching in the Early Childhood Education concentration, ensuring students and faculty have the tools needed for success.

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**

Coppin State University ensures that all students and faculty have reliable access to the institution's electronic mailing system. Each student and faculty member receives a university email account upon enrollment or hiring, which serves as the primary means of communication for academic and administrative purposes. This email system is accessible via the web and mobile devices, allowing users to stay connected and receive timely information related to course updates, assignments, and institutional announcements.

   b) **A learning management system that provides the necessary technological support for distance education**

The learning platforms of Blackboard Ultra and TK20 are used to facilitate the distance learning modalities for this department. CSU has used the Blackboard platform for over a decade and instruction through the platform has grown with the addition of synchronous and asynchronous video/recording functions. Third-party web-based applications that work with Blackboard Ultra (Turnitin, Panopto, and Playposit) add creativity, real-time assessment, and multiple access points to content. TK20 is an additional web-based platform used by education faculty in the assessment and management of student learning. Many courses have micro-credentials built into the curriculum, and these assessments are accessed through the TK20. This platform allows faculty to easily evaluate submissions and track assessment data. Blackboard Ultra, TK20, and the other learning applications foster substantive engagement for distance learning as well as supplements to in-person instruction. Additionally, the various Microsoft 365 functions aid in the facilitation of learning activities. Remote access to research databases and instructional resources are available

through the Parlett L. Moore Library's website. Both Microsoft 365 and library resources are conveniently linked throughout Blackboard course pages, along with direct links to technology support through the Office of Information Technology.

Finally, EagleLINKS is, "a user-friendly gateway to access campus systems from a single web page". Available to all students, faculty, and staff of Coppin State University, EagleLINKS makes accessing administrative information and communication a streamlined process. Fully accessible online, students can check grades, register for classes, manage financial aid activities, and monitor their matriculation progress. EagleLINKS also creates a virtual to-do list for students and offers access to the library's website and the ability to purchase from the online bookstore. For faculty and staff, EagleLINKS is just as helpful. Faculty and staff can manage basic human resources information, enter and view grades for students, and review advisees. EagleLINKS accounts are generated upon admittance or hiring to the institution. With EagleLINKS, students can apply, register for classes, manage funding, and purchase textbooks without traveling to campus. Notices and key information for students are also posted to the EagleLINKS homepage.

L. 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.

    Projections are based on current enrollment in the MAT ELED concentration and an anticipated yearly cohort of 10 students. Tuition rates are based on in-state tuition and fees.

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1.Reallocated Funds[1]	0	0	0	0	0
2. Tuition/Fee Revenue[2] (c+g below)	$55050.00	$103,710.00	$133,200.00	$169,770.00	$194,640.00
a. #F.T Students	5	9	10	15	16
b. Annual Tuition/Fee Rate	$6390.00	$6390.00	$6390.00	$6390.00	$6390.00
c. Annual Full Time	$31950.00	$57,510.00	$63,900.00	$95,850.00	$102,240.00

Revenue (a x b)					
d. # Part Time Students	5	10	15	16	20
e. Credit Hour Rate	$385.00	$385.00	$385.00	$385.00	$385.00
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	$23100.00	$46,200.00	$69,300.00	$73,920.00	$92,400.00
3. Grants, Contracts, & Other External Sources[3]	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	$55050.00	$103,710.00	$133,200.00	$169,770.00	$194,640.00

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.

It is anticipated that significant growth in enrollment due to the proposed ECED concentration will warrant one additional faculty member dedicated to the graduate program by year 3.

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	$0	$0	$0		$0
a. # FTE	$0	$0	$0	1.0	$0
b. Total Salary	$0	$0	$0	$75k-$80k	$0
c. Total Benefits	$0	$0	$0	$13,465	$0
2. Total Administrative Staff Expenses (b + c below)	$0	$0	$0	$0	$0
a. # FTE	$0	$0	$0	$0	$0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
3. Total Support Staff Expenses (b + c below)	$0	$0	$0	$0	$0
a. # FTE	$0	$0	$0	$0	$0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
4. Equipment	$0	$0	$0	$0	$0
5. Library	$0	$0	$0	$0	$0
6. New or Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses	$0	$0	$0	$0	$0
TOTAL (Add 1 - 7)	$0	$0	$0	$93,465	$0

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).
  1.   Discuss procedures for evaluating courses, faculty and student learning outcomes.

The curriculum, program faculty, and student learning outcomes will be routinely evaluated throughout the semester, annually, and as required by USM's seven-year periodic review process. The program, courses, and faculty will be evaluated using student surveys and program committee reviews on a regular basis. The faculty are also evaluated by the Department Chair and their peers. The curriculum and assessment tools will be reviewed every five years to determine effectiveness in achieving the proposed program's objectives and outcomes.

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

The Institution systematically evaluates academic programs for their impact on teaching and learning and student success in alignment with Middle States standards. There is an ongoing schedule for program review to ensure Student Learning Outcomes (SLOs) are met and/or data are used for continuous improvement.

N. 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.

Coppin State University, a Historically Black Institution in a dynamic urban setting, serves a multi-generational student population and provides education opportunities while promoting lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.

CSU serves a multi-generational, diverse student population. Currently, enrolled students range in age from 14 to 65 and 98% are students of color.

We are committed to graduating diverse teacher candidates who seek to be positive change agents in the lives of the students they serve with a focus on culturally relevant teaching practices in urban education settings. Providing additional, varied content area options leading to teacher certification will allow us to strengthen our brand and reputation as a leader in urban higher education in the area of teacher preparation.

O. Relationship to Low Productivity Programs Identified by the Commission:
1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

N/A

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)
   1. **Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education**.

N/A

   2. **Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

Coppin State University is committed to adhering to the guidelines set forth by the Council of Regional Accrediting Commissions (C-RAC) to ensure the quality and integrity of its academic programs, including the proposed Early Childhood Education concentration within the Master of Arts in Teaching (MAT) program. In addition, the University complies with all Middle States and CAEP accreditation standards.

1. Institutional Accreditation: Coppin State University maintains accreditation through the Middle States Commission on Higher Education (MSCHE), a member of C-RAC. The university's accreditation status is current, with the next evaluation visit scheduled for 2025-2026. MSCHE

2. Educator Preparation Provider (EPP) Accreditation: The MAT program is approved by the Maryland State Department of Education (MSDE) and nationally accredited by the Council for Accreditation for Educator Preparation. The next evaluation visit is scheduled for spring 2028.

2. Program Development and Approval: The proposed Early Childhood Education concentration has been developed in alignment with the university's mission and strategic goals. The Graduate Studies Council and the Curriculum Standards and Policy Committee (CSPC) oversee the development and approval of academic programs, ensuring they meet established academic standards and policies.

3. Assessment of Student Learning: The university employs systematic assessment methods to evaluate student achievement of learning outcomes. This includes the use of program milestones and state-required Praxis exams to measure competencies in early childhood education. Coppin State University Catalog

4. Faculty Qualifications and Development: Faculty members involved in the MAT program are qualified professionals with expertise in early childhood education. The university supports ongoing professional development, providing funding for faculty to attend conferences, join professional organizations, and engage in peer collaboration to stay abreast of evidence-based best practices.

5. Student Support Services: Coppin State University offers comprehensive support services to students, including academic advising, library resources, and access to technology. The university provides loaner laptops for education majors, computer labs in each academic building, classroom sets of iPads for instructional use, and course text libraries for borrowing required texts. Advising is available both in person and virtually to accommodate student needs.

6. Transparency and Communication: The university ensures that students receive clear and timely information regarding program requirements, faculty interactions, technology expectations, and available resources. This information is disseminated through resources such as the Eagle Guide Student Handbook, Internship Handbook, and the School of Education Field Experience Handbook.

By adhering to these practices, Coppin State University demonstrates its commitment to maintaining the standards outlined by C-RAC, ensuring the proposed Early Childhood Education concentration within the MAT program meets the highest levels of academic quality and integrity.

Appendix I

Re: Request for Guidance on MSDE Alignment for New Areas of Concentration in M.A.T. Program

Jason Keys -MSDE- <jason.keys@maryland.gov>
To Harris, Beryl
Cc Rogers, Karen

Reply | Reply All | Forward
Mon 7/14/2025 2:52 PM

ⓘ You forwarded this message on 7/14/2025 3:11 PM.
Click here to download pictures. To help protect your privacy, Outlook prevented automatic download of some pictures in this message.

Beryl,

100%. You're on the right track. All proposals go to MHEC and then they send everyone to us, and depending on whether or not the provider is accredited, either we review the program (unaccredited providers) or we instruct the provider to follow the accreditor's instructions.

At this point - you can just reach out to CAEP and ask them what the next steps are. They are aware that they are the approval authority for Maryland programs they accredit, and can guide you from here.

We can still meet if you'd like, but that is the next step, in a nutshell. Simply let us know prior to you enrolling students so that we can add your new program to our directory.

- Jay

On Mon, Jul 14, 2025 at 2:43 PM Harris, Beryl <BHarris@coppin.edu> wrote:

Hi, Jason:

Thank you for your prompt response. We have submitted the proposals to MHEC. The response from MHEC, as shown in the attached emails, prompted me to reach out to MSDE. Based on your message below, it seems we should contact CAEP. Would that still apply given that the Areas of Concentration are being added to an existing M.A.T. program?

I will follow up with some proposed meeting dates.

Thank you,

Beryl