



MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM**
- SUBSTANTIAL EXPANSION/MAJOR MODIFICATION**
- COOPERATIVE DEGREE PROGRAM**
- WITHIN EXISTING RESOURCES or** **REQUIRING NEW RESOURCES**

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

McDaniel College

Institution Submitting Proposal

Fall 2017

Projected Implementation Date

Bachelor of Arts

Elementary Education Major

Award to be Offered

Title of Proposed Program

Suggested HEGIS Code

Suggested CIP Code

Education Department

Margaret C. Trader, Ph.D.

Department of Proposed Program

Name of Department Head

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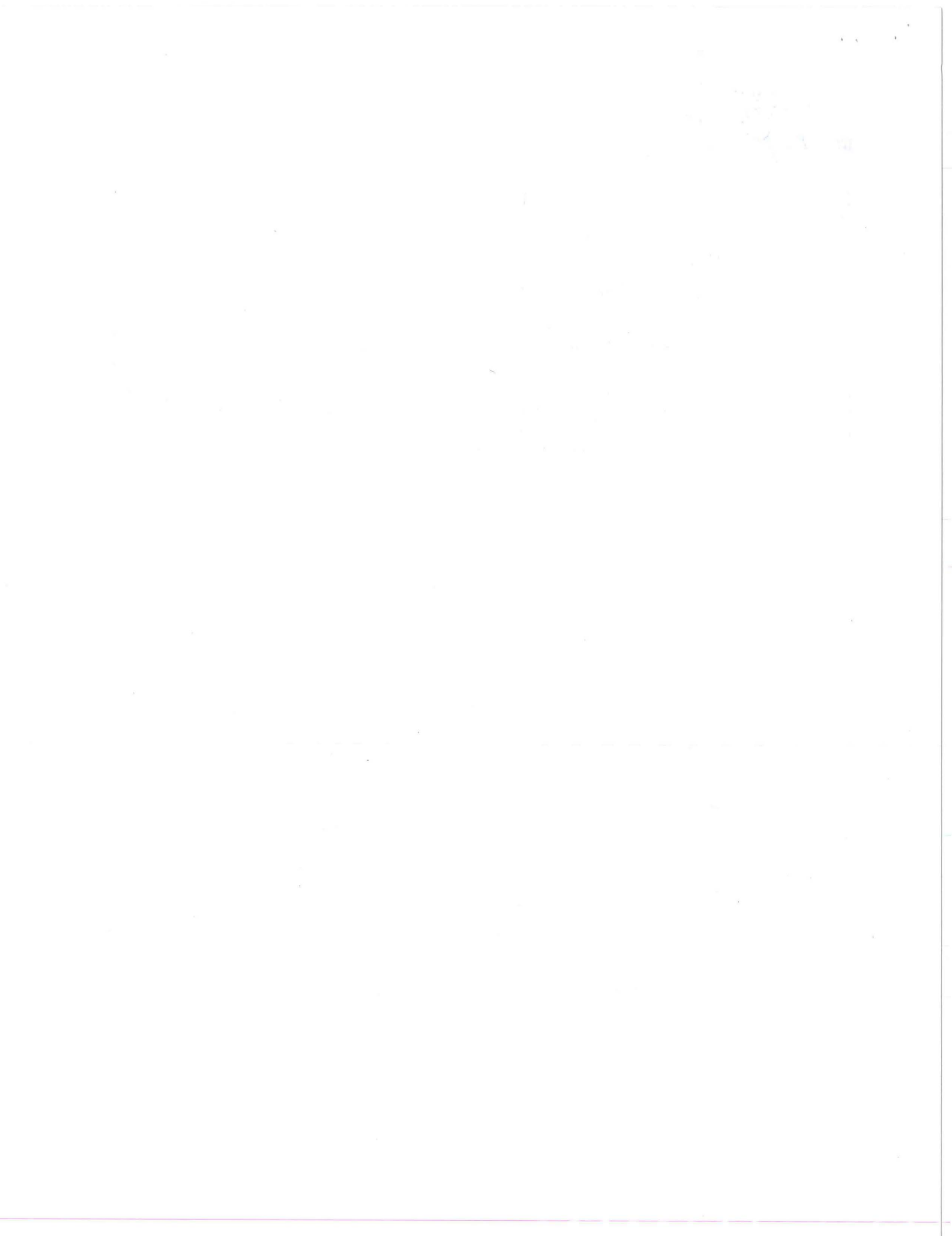
Signature and Date

President/Chief Executive Approval

1/17/17

Date Endorsed/Approved by Governing Board

Date



ELEMENTARY EDUCATION PROGRAM PROPOSAL

A. Centrality to institutional mission statement 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.

Institutional Mission

McDaniel College is a diverse student-centered community committed to excellence in the liberal arts and sciences and professional studies. With careful mentoring and attention to the individual, McDaniel changes lives. We challenge students to develop their unique potentials with reason, imagination, and human concern. Through flexible academic programs, collaborative and experiential learning, and global engagement, McDaniel prepares students for successful lives of leadership, service, and social responsibility.

McDaniel College has offered an elementary education certification program approved by the Maryland State Department of Education (MSDE) for over thirty years. This program has been offered as a minor in education and has provided the coursework and experiences necessary to address the requirements for both MSDE and the National Council for the Accreditation of Teacher Education (NCATE) approval. This proposal is to create an elementary education major that will better serve the candidates at McDaniel College and meet additional requirements identified by the new accreditation organization, the Council for the Accreditation of Educator Preparation (CAEP). The proposed elementary education major at McDaniel College is a program that integrates theory and practice in a carefully structured series of courses and experiences. The required 89.5 credit hours in the major will be designed to prepare candidates to meet the diverse needs of students in elementary classrooms (See Section B), whereas the remaining general education requirements will round out the educational program for a minimum total of 128.5 credit hours.

In keeping with the Institutional Mission of McDaniel College, the elementary education major demands *excellence in the liberal arts and sciences and professional studies* by complying with the standards mandated by the Maryland State Department of Education for initial teaching certification as well as the Elementary Education Standards of the Council for the Accreditation of Educator Preparation (CAEP). To enter the final full-time professional semester, candidates must present a minimum GPA of 2.75 in the elementary education major with no grade below a C and a cumulative GPA of 2.75 or better. Additionally, the major incorporates 30 hours of coursework and experiences that support the Integrated Liberal Arts requirements of the McDaniel Plan, the primary curricular structure of the undergraduate program. The curriculum includes a comprehensive program of general education (The Integrated Liberal Arts), a rigorous program in the major, and electives and a range of special opportunities (See section B). *With careful mentoring and attention to the individual*, college-based and school-based clinical faculty guide the practice and skill development of candidates as they gradually assume more responsibility in the classroom from their first practicum experience to their final full-time internship.

The elementary education major focuses on *collaborative and experiential learning* and supports candidates through a well-structured Professional Development School model of instruction and

practice. The elementary education major clearly *prepares students for successful lives of leadership, service, and social responsibility.*

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

The elementary education major supports the McDaniel College strategic goal of preparing students *for successful twenty-first century careers.* Specifically, the major fulfills the commitment that all undergraduate candidates *will complete more than one experiential learning opportunity.* The major requires candidates to complete 2 hours in a Professional Development School twice a week in the spring of the 2nd year; 7.5 hours a week in a Professional Development School classroom in the fall of the 3rd year, the spring of the 3rd year, and the fall of the 4th year; as well as a minimum of 85 hours in a final full-time professional semester. These experiential learning opportunities enable candidates to develop skills, profit from feedback, and hone their craft in preparation for assuming the role of an elementary classroom teacher upon program completion.

McDaniel College has a well-established Professional Development School (PDS) network in Carroll County Public Schools and has partnered with the following ten elementary Professional Development School sites for candidate field and clinical experiences: Cranberry Station Elementary School, Eldersburg Elementary School, Elmer Wolfe Elementary School, Linton Springs Elementary School, Mt. Airy Elementary School, Parr's Ridge Elementary School, Sandymount Elementary School, Taneytown Elementary School (on hiatus), William Winchester Elementary School, and Winfield Elementary School.

B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

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

The McDaniel Plan provides a liberal education that combines a comprehensive program of general education and a rigorous program in the major, complemented by electives and a range of special opportunities. Many courses may be counted in fulfillment of more than one requirement. Of the 128.5 total program credits required for graduation, candidates must complete 51-59 general education credits as part of the McDaniel Plan, 30 of which overlap with the proposed 89.5-credit elementary education major, fulfilling requirements in both areas.

Major Program Plan

Required Content Source	Course	Credit	Required Content Source	Course Overlap with McDaniel Plan	Credit
CAEP Elem Stds 2.b	MAT 2242 Mathematical Structures I	4	McDaniel Plan (SCH);COMAR .04.A.2.a,b,&d	EDU 1141 Teaching and Learning in a Diverse Society	4
COMAR 04.A.2.f; MSDE; CAEP 2.a & e	EDU 2015 Literacy Processes and Acquisition	4	McDaniel Plan (SCH);COMAR .04.A.2.a&b	PSY 2209 Developmental Psychology	4
CAEP 2.a	EDU 2115 Literacy Processes and Acquisition Practicum	0	McDaniel Plan (SCH); COMAR 04.A.1.a; CAEP Elem Std 2.d	HIS 2224 Becoming American	4
CAEP Elem Std 2.d ; COMAR 04.A.1.a	PSI 2201 American Political Institutions	4	McDaniel Plan (SIE); CAEP 2.c	GSC 1112 The Earth	4
CAEP Elem Stds 2.b	MAT 3342 Mathematical Structures II	4	McDaniel Plan (QR); MSDE; CAEP Elem Stds 2.b	MAT 1106 Mathematical Excursions	4
COMAR 04.A.2.c; 1.a; CAEP Elem Std 2.d & e	EDU 3311 Teaching Elementary Social Studies	3	McDaniel Plan (SIL); CAEP 2.c	Choice of 2: BIO 1111, CHEM 1101, ENV 1131, GSC 1111, PHY 1101	8
CAEP 2.e	EDU 3111 Teaching Elementary Social Studies Practicum (2.5 hours/week)	.5	McDaniel (Jan Term; MC)	EDU 2100 Internship in an Ethnically Diverse Setting	2
COMAR 04.A.2.g & i	EDU 3324 Balanced Literacy Instruction and Materials	4			
CAEP 2.a & e	EDU 3124 Balanced Literacy Instruction and Materials Practicum (5 hrs./week)	1			
COMAR 04.A.2.c	EDU 3310 Teaching Elementary Science	3			
CAEP 2.e	EDU 3110 Teaching Elementary Science Practicum (2.5 hrs./week)	.5			
COMAR	EDU 4205 Assessment	4			

Proposed Four-Year Elementary Education Plan

04.A.2.e&h	for Literacy Instruction				
CAEP 2.a	EDU 4105 Assessment for Literacy Instruction Practicum (5 hrs./week)	1			
COMAR 04.A.2.c; CAEP Elem Stds 2.b & e	EDU 3314 Teaching Elementary Mathematics	3			
CAEP Elem Stds 2.b	EDU 3114 Teaching Elementary Mathematics Practicum (5 hrs./week)	1			
CAEP 2.e	EDU 3XXX Teaching with Technology	3			
McDaniel Plan; COMAR 04.A.1.a	EDU 4XXX Teaching Writing with Children's Literature	4			
McDaniel Plan; COMAR 04.A.1.a; CAEP 2.e	EDU 4XXX Creating Inclusive Classrooms: Education Field Seminar	3			
CAEP 2.e	EDU 41XX Creating Inclusive Classrooms: Education Field Seminar Practicum (2.5 hrs. /week)	.5			
COMAR 04.A.3.a	EDU 4425 Final Internship	12			
Total Credit Hours		59.5	Total Credit Hours		30
TOTAL: 89.5 Credits					

Yr	Fall	Spring
1	FYS (4 cr) Intro to College Writing (4 cr) 2 nd Language (4 cr) Elective (4 cr) 16 Credits	Global Citizen-INW (4 cr) SIL/SIE – Choice (4 cr) 2 nd Language (4 cr) EDU 1141 Teaching and Learning in a Diverse Society – SCH (4 cr) 16 Credits
2	PSY 2209 Developmental Psychology – SCH (4 cr) SIL/SIE – Choice (4 cr) HIS 2224 Becoming American – MC/SCH (4 cr) EPE-Health-related (.5 cr) Creative Expression (4 cr) 16.5 Credits	MAT 2242 Mathematical Structures I (4 cr) EDU 2015 Literacy Processes and Acquisition (4 cr) EDU 2115 Literacy Processes and Acquisition Practicum (2 hours twice week - 0 cr) PSI 2201 American Political Institutions (4 cr) Global Citizenship-IW/IN (4 cr) EPE-Physical Education (.5 cr) 16.5 Credits
Jan Term – EDU 2100 Internship in an Ethnically Diverse Setting - MC (2 cr)		
3	GSC 1112 The Earth – SIL/SIE (4 cr) MAT 3342 Mathematical Structures II (4 cr) EDU 3311 Teaching Elementary Social Studies (3 cr) EDU 3111 Teaching Elementary Social Studies Practicum (2.5 hours twice week - .5 cr) EDU 3324 Balanced Literacy Instruction and Materials (4 cr) EDU 3124 Balanced Literacy Instruction and Materials Practicum (5 hours twice week - 1 cr) 16.5 Credits	MAT 1106 Mathematical Excursions – QR (4 cr) EDU 3310 Teaching Elementary Science (3 cr) EDU 3110 Teaching Elementary Science Practicum (2.5 hours twice week - .5 cr) EDU 4205 Assessment for Literacy Instruction (4 cr) EDU 4105 Assessment for Literacy Instruction Practicum (5 hours twice week - 1 cr) Textual Analysis (ENG rec.) (4 cr) 16.5 Credits

4	EDU 4XXX Teaching Writing with Children's Literature (4 cr)	EDU 4425 Final Internship
	EDU 3314 Teaching Elementary Mathematics (3 cr)	
	EDU 3114 Teaching Elementary Mathematics Practicum (5 hours twice week - 1 cr)	
	EDU 4XXX Creating Inclusive Classrooms: Education Field Seminar (3 cr)	
	EDU 41XX Creating Inclusive Classrooms: Education Field Seminar Practicum (2.5 hours twice week -.5 credits)	
	EDU 3XXX Teaching with Classroom Technology (3 cr)	
	Elective (2 credits)	
16.5 Credits	12 Credits	
Total Credits		128.5

Course Descriptions and Requirements

EDU 1141 Teaching and Learning in a Diverse Society (4 cr.)

An overview of education in the United States, including identification of pupil characteristics at all three educational levels: elementary, middle, and high school. The course includes psychology of teaching and learning, related educational foundations, and a research-based introduction to current issues in education. This course places a strong emphasis on understanding how students differ in their approaches to learning and creating instructional opportunities that are adapted to diverse learners in order to meet individual needs. Incorporation of selected multimedia and technology and structured observations in elementary and secondary schools are included.

McDaniel Plan: Social, Cultural, and Historical Understanding

Sample Assignments: Collaborative Research Project, School Visit, Observation Reaction Paper, Educator Interview, Journal Article Critiques, Blackboard Discussions

PSY 2209 Developmental Psychology (4 cr.)

The study of developmental changes from the prenatal period through adolescence, with particular emphasis on how physical, cognitive, and social-emotional development interact in forming the whole person. Special attention will be given to theoretical perspectives, the contexts within which development operates (home/ school), and the applications of research on current topics. A number of themes guide the integration of the material. These themes, which are emphasized throughout the course, are: 1) the interaction between biology and environment throughout development, 2) the ways in which children affect their own development, 3) the continuity and discontinuity of development, 4) the mechanisms that underlie developmental change, 5) the impact of the sociocultural context of development, 6) individual differences in development, and 7) the use of research findings to promote children's welfare.

Prerequisites: PSY 1106 or EDU 1141 for Elementary major

McDaniel Plan: Social, Cultural, and Historical Understanding

Sample Assignments: Collaborative Experiential Activities, Research Project and Oral Presentation, Content Assessments, Research Paper

MAT 1106 Mathematical Excursions (4 cr.)

Insight into the way mathematicians approach problems in other disciplines, through the study of some of the following topics with applications: sets, counting techniques, discrete probability, number theory, modular arithmetic, graph theory, finance, and logic. The course is designed for non-mathematics majors.

McDaniel Plan: Quantitative Reasoning

Sample Assignments: Unit Assessments, Probability Application Project, Research Paper and Poster, Practice Problems

MAT 2242 Mathematical Structures I (4 cr.)

An introduction to selected topics in mathematics, including sets, operations involving sets, number and numeration, operations and algorithms involving whole numbers, integers, rational numbers and algebra. In addition the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation will be a major emphasis of the course.

Sample Assignments: Problem Solving Journal, Homework Sets, Biweekly Formative Assessments, Three Summative Assessments, Standards-Based Math Project

Prerequisite: EDU 1141

MAT 2242 Mathematical Structures II (4 cr.)

A continuation of an introduction to selected topics in mathematics. This course includes the development of the following topics: algebra, geometry, measurement, statistics, and probability. This course does not count toward the major in Mathematics, and is open to those students preparing to teach in elementary school. This course does not meet the National Science and Mathematics requirement.

Prerequisite: Admission to the Elementary Education major

Sample Assignments: Problem Solving Journal, Homework Sets, Biweekly Formative Assessments, Summative Assessments, Math Projects (Book Review/Reflection, Connecting to the Real World, Connecting to the CCSS)

EDU 3314 Teaching Elementary Mathematics (3 cr.)

This course will focus on the content, pedagogy, and pedagogical-content knowledge related to elementary school mathematics instruction; instructional issues related to learning, and the use of technology and mathematics teaching and learning. The Standards for Mathematical Practice and content domains of the Common Core State Standards (CCSSO, 2010) will guide and strongly influence the focus of the course. A school-based practicum in a Professional Development School (PDS) is an important component of this course.

Prerequisites: Admission to the Elementary Education major; grade of C or higher in MAT 1106, MAT 3342, EDU 3324/3124, EDU 3311/3111, EDU 3310/3110, and EDU 4205/4105

Co-requisite: EDU 3114

Sample Assignments: Math Lessons, Math Intervention Project, Authentic Math Assessment, Worthwhile Mathematical Task, Weekly Journal Entries

EDU 3114 Teaching Elementary Mathematics Practicum (1 cr.)

This course is a field practicum in an elementary Professional Development School to accompany EDU 3314 Teaching Elementary Mathematics. One full day/2.5 hours twice per week. For Elementary Education majors only.

Co-requisite: EDU 3314

EDU 3XXX Teaching with Technology (3 cr.)

This course develops a candidate's TPACK (technological, pedagogical content knowledge) by demonstrating and implementing classroom technologies in content-specific examples. Topics include state and national technology and content standards, technologies for presentation and collaboration, technologies for content delivery, and technologies for assessment. Using hardware, software, and online resources, candidates will create and evaluate a variety of technology resources, reflect on how to incorporate them into their teaching, and create activities to implement the technology in their teaching practice.

Prerequisite: Admission to the Elementary Education major

Sample Assignments: Lesson Seed Website, ActiveInspire or SMARTNotebook Lesson, Annotated Bibliography, Research Paper and Presentation, Web-Based Teaching Project, Technology Assessment, SNB/AI Lesson Revision, Content Assessment

EDU 2015 Literacy Processes and Acquisition (4 cr.)

This course examines the acquisition of reading, the foundations of reading development, and the interactive nature of the reading process. The course content addresses cognitive development, language acquisition, phonological awareness, phonics, and vocabulary knowledge in relationship to literacy acquisition. Candidates will also explore the three purposes for reading and various text formats within a balanced literacy program.

Prerequisite: EDU 1141

Co-requisite: EDU 2115

Sample Assignments: Guided Observations, Early Literacy Lessons (Phonological Awareness and Phonics), Reading Process Case Study, Summative Assessments, Text Syntheses

EDU 2115 Literacy Processes and Acquisition Practicum (0 cr.)

This course is a field practicum in an elementary Professional Development School to accompany EDU 2015 Literacy Processes and Acquisition. Two hours/twice per week. Elementary Education majors only.

Co-requisite EDU 2015

EDU 3324 Balanced Literacy Instruction and Materials (4 cr.)

This course examines theoretical and practical issues related to the design and implementation of a comprehensive balanced literacy program. Candidates will critically analyze and implement developmentally appropriate instructional practices for phonemic awareness, word identification, comprehension, vocabulary, fluency, and writing. The course content addresses the organization and management of balanced literacy instruction and incorporates the selection and strategic use of effective instructional materials.

Prerequisites: Admission to the Elementary Education major

Co-requisite: EDU 3124

Sample Assignments: Literacy Lessons, Instructional Technology Book Study, Blendspace Unit Project, Summative Assessments

EDU 3124 Balanced Literacy Instruction and Materials Practicum (1 cr.)

This course is a field practicum in an elementary Professional Development School to accompany EDU 3324 Balanced Literacy Instruction and Materials. One full day/2.5 hours twice per week. For Elementary Education majors only.

Co-requisite: EDU 3324

EDU 4205 Assessment for Literacy Instruction (4 cr.)

This course examines research-supported informal and formal literacy assessment techniques, processes, and instruments within an interactive assessment-instruction framework. The course content incorporates administration, scoring, interpretation, and reporting procedures for a variety of assessment tools. Candidates will analyze and select valid, reliable assessments to screen, diagnose, monitor progress, and measure literacy achievement. Effective instructional intervention techniques for primary and intermediate learners will also be addressed. Candidates will apply intervention techniques and the assessment-instruction process to a case study of a struggling primary reader.

Prerequisites: Admission to the Elementary Education major, grade of C or higher in EDU 3324/3124, EDU 3311/3111, and MAT 3342

Co-requisite: EDU 4105

Sample Assignments: Early Literacy Assessment Project, Early Literacy Case Study, Research Poster, Intermediate Literacy Assessment Project, Intermediate Diagnostic Lesson, Text Syntheses

EDU 4105 Assessment for Literacy Instruction Practicum (1 cr.)

This course is a field practicum in an elementary Professional Development School to accompany EDU 4205 Assessment for Literacy Instruction. One full day/2.5 hours twice per week. For Elementary Education majors only.

Co-requisite: EDU 4205

EDU 4XXX Teaching Writing with Children's Literature (4 cr.)

Candidates engage in analysis and interpretation of adult and children's literature to identify mentor texts as models for composing and teaching personal narrative and explanatory informational writing. Building on the reading-writing connection, candidates apply a writer's lens to analyze elements of craft and literary devices in mentor texts and plan literature-based craft lessons that address varied disciplines, purposes, genres, and audiences. Candidates explore authentic inquiry from a developmental perspective, learning strategies for generating focused questions, locating information in multimodal sources, analyzing and evaluating evidence, synthesizing information from varied media, and organizing relevant ideas for presentation. All instructional decisions are grounded in an understanding of writer, textual, and contextual factors, with the goal of designing the optimal learning context for each writer.

Prerequisites: Admission to Elementary Education major; grade of C or higher in MAT 1106, MAT 3342, EDU 3310/3110, EDU 3311/3111, EDU 3324/3124, and EDU 4205/4105

Sample Assignments: Writing Portfolio, Mentor Author Study, Multimodal Digital Inquiry Project, Craft Lesson, Essay Analyses

GSC 1112 The Earth (4 cr.)

This course is a study of the Earth's cosmic place, history, and systems. Topics will include observations of objects on the Celestial Sphere, formation of the solar system and the Earth, and

modern Earth's global systems – geological, hydrological, atmospheric, and biological. We will also analyze human impacts on the planet and ponder its future.

McDaniel Plan: Scientific Inquiry Embedded Lab

Choice of two science courses from the following:

a. BIO 1111, b. CHE 1101, c. ENV 1131, d. GSC 1111, e. PHY 1101

a. BIO 1111 Principles of Biology (4 cr.)

This course is intended for prospective science majors and is required before all Biology courses at the 2000 level or above. It focuses on unifying themes and principles including evolution and the relationship of structure to function. The laboratory emphasizes basic skills and is an integral component of the semester. Course includes laboratory.

Required before any Biology courses at the 2000 level or above; may be taken in either the first or second semester.

McDaniel Plan: Scientific Inquiry with Laboratory

b. CHE 1101 Introductory Chemistry (4 cr.)

The first half of the two-semester, introductory chemistry sequence is designed primarily for those students interested in majoring in the sciences. The course includes an introduction to the scientific method and its application to the study of chemistry and the properties of matter. The structure of matter at the atomic level is then presented in detail from the standpoint of modern atomic and molecular theory. This includes a description of the electronic structure of atoms and their relation to the periodic table, mass relationships, ionic and covalent bond formation and the theories used to explain molecular shape and molecular interactions. Finally, the major classes of chemical reactions and their associated energy changes will be explored. This will include techniques used to balance chemical equations and the use of stoichiometry to make quantitative predictions. The laboratory focuses on the observation of physical properties of matter and chemical reactions by conventional and instrumental methods, and the application of these observations in a problem-solving environment. Course includes a 3-hr laboratory.

Co-requisite Chemistry 1001 Rec. Mathematics Co-requisites MAT 1001 and MAT 1002

McDaniel Plan: Scientific Inquiry with Laboratory

Sample Assignments: Collaborative In-class Projects (e.g., Periodic Table, Composition of Compounds, Colligative Properties, Gas Laws, etc.), Content Assessments

c. ENV 1131 Environmental Problem Solving (4 cr.)

This course is the introductory course for environmental science. An interdisciplinary study of environmental problems that considers world populations, energy, air and water pollution, sustainable agriculture, biodiversity and environmental health. Class discussion will center on solutions including technical and human behavioral modifications that can lead to the sustainable use of our environment.

McDaniel Plan: Scientific Inquiry with Embedded Laboratory

d. GSC 1111 Introductory Astronomy (4 cr.)

This course provides an overview of the field of astronomy. Students will study the history of astronomy; tools and methods used by astronomers; age, distance, size, and temperature scales encountered in the science of the cosmos; motions of celestial objects; composition, characteristics, and development of the planets, Sun, galaxies, and other astronomical bodies;

and current events and discoveries, as well as the role of the space program. Cross-listed with Physics 1111.

McDaniel Plan: Scientific Inquiry with Embedded Lab

Sample Assignments: Content Assessments, Homework Application Assignments

e. PHY 1101 General Physics I (4 cr.)

This course is the first in the two-semester introductory, calculus-based General Physics sequence. The course will introduce students to the fundamental ideas that govern kinematics and dynamic motion for both linear and rotational systems, concepts of energy and momentum, simple harmonic motion, wave phenomena and sound, and fluid statics and dynamics. The laboratory component of the course is aimed at developing data collection and analysis skills through a series of experiments in mechanics and must be enrolled in separately.

Co-requisite PHY 1001 General Physics I Lab and MAT 1117 or permission of the instructor

McDaniel Plan: Scientific Inquiry with Laboratory

Sample Assignments: Homework Sets, Lab Reports, Content Assessments

EDU 3310 Teaching Elementary Science (3 cr.)

Candidates acquire the knowledge, skills, performances, and dispositions essential for teaching science at the elementary school level, developing proficiency with the central concepts and resources in the integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas (Life, Physical, Earth and Space Sciences, Engineering Design, and Technology and Applications of Science). Drawing on evidence-based pedagogy, candidates implement best practices with contemporary curricular materials to maximize student engagement in the discipline and learning environment.

Prerequisites: Admission to Elementary Education major; grade of C or higher in MAT 3342, EDU 3311/3111, and EDU 3324/3124

Co-requisite: EDU 3110

Sample Assignments: Science Lessons, Lesson Observations, Digital Science Notebook, Blackboard Discussions

EDU 3110 Teaching Elementary Science Practicum (.5 cr.)

This course is a field practicum in an elementary Professional Development School to accompany EDU 3310 Teaching Elementary Science. One-half day/2.5 hours per week. For Elementary Education majors only.

Co-requisite: EDU 3310

HIS 2224 Becoming American (4 cr.)

An examination of significant cultural, political, and social themes in the history of the United States from 1600 to 1866. Emphasis is placed upon critical reading and written analysis of primary and secondary sources.

McDaniel Plan: Multicultural; Social, Cultural, and Historical Understanding

Sample Assignments: Online Reflections, Historiographical Essay, Bibliography, Interpretive Essay, Content Assessments, Paper

PSI 2201 American Political Institutions (4 cr.)

An examination of the organization of the American government and its relationships to political life. Such topics as the constitutional context, the importance of interest groups, the influence of

the media, voter behavior, and the executive, legislative, and judicial branches will also be considered. Sustained attention and special focus is directed to the development and growth of the modern Presidency.

McDaniel Plan: Social, Cultural, and Historical Understanding

Sample Assignments: Research Paper, Film Critique, Content Assessments

EDU 3311 Teaching Elementary Social Studies (3 cr.)

Candidates acquire the knowledge, skills, performances, and dispositions essential for teaching social studies at the elementary school level, developing proficiency with the central concepts and resources in Civics, Economics, Geography, and History. Drawing on evidence-based pedagogy, candidates implement best practices with contemporary curricular materials to maximize student engagement in the discipline and learning environment.

Prerequisites: Admission to Elementary Education major

Co-requisite: EDU 3111

Sample Assignments: Social Studies Lessons, Lesson Observations, Unit Plan with Lesson Plans, Humanities Resource Presentation, Blackboard Discussions, Reflections

EDU 3111 Teaching Elementary Social Studies Practicum (.5 cr.)

This course is a field practicum in an elementary Professional Development School to accompany EDU 3311 Teaching Elementary Social Studies. One-half day/2.5 hours per week. For Elementary Education majors only.

Co-requisite: EDU 3311

EDU 4XXX Creating Inclusive Classrooms: Education Field Seminar (4 cr.)

Candidates reflect purposefully on practicum experiences to make explicit connections between teacher preparation coursework and applications of coursework in the field. This course will focus on creating positive, inclusive learning environments for all students, including, but not limited to those with special needs and exceptionalities (such as students with disabilities, English Language Learners, Gifted and Talented, etc.); asset-based language; effective classroom management; legal, moral, and ethical issues related to teaching; and instructional methods using the principles of Universal Design for Learning. All course experiences will link learning theory with research to support evidence-based best practices in the field. Candidates will integrate curricular standards within and across disciplines (i.e. literacy, mathematics, science, social studies, health and physical education, and the core arts) to create collaborative learning experiences for all students.

Prerequisites: Admission to Elementary Education major; grade of C or higher in MAT 1106, MAT 3342, EDU 3310/3110, EDU 3311/3111, EDU 3324/3124, and EDU 4205/4105

Co-requisite: EDU 41XX (Creating Inclusive Classrooms Practicum)

Sample Assignments: Analysis of Personal Biases, Action Research/Service Learning Project, Student Behavior Assessment, IEP and 504 Plans and Meetings, Reflection Papers

EDU 41XX Creating Inclusive Classrooms: Education Field Seminar Practicum (1 cr.)

This course is a field practicum in an elementary, secondary, or PreK-12 Professional Development School to accompany EDU 4XXX Creating Inclusive Classrooms: Education Field Experience Seminar. One-half day/2.5 hours per week. For Elementary Education majors, Secondary Education minors, and PreK-12 minors only.

Co-requisite: EDU 4XXX (Creating Inclusive Classrooms)

EDU 4425 Final Internship (12 cr.)

This course is a full-time teaching internship in a Professional Development School (PDS). The experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and extracurricular involvement of the professional teacher.

Prerequisites: Admission to Elementary Education major, a "C" or better in all Education required courses, completion of major requirements leading to the final full-time internship, and permission of the Education Department.

Sample Assignments: Seminars, Service Learning Project, Standards-Based Portfolio, Technology Project

EDU 2100: Internship in an Ethnically Diverse Setting

The purpose of the Jan Term Internship in an Ethnically Diverse Setting is to provide candidates with an internship experience in a more diverse setting than nearby Professional Development Schools can provide. The three-week Jan Term requirement provides an additional experience that is critical to a teacher's success in the classrooms of most communities. It also assists candidates in meeting Interstate New Teacher Assessment and Support Consortium (InTASC) Standard #2: Learning Differences -*The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

McDaniel Plan: Jan Term and Multicultural

2) *Provide the educational objectives and intended student learning outcomes.*

- Candidates apply knowledge of cognitive, linguistic, physical, affective, and sociocultural aspects of child development to identify the unique strengths, needs, talents, and interests of their learners. They use their understanding of individual differences, diverse cultures, and equitable access to provide inclusive, culturally responsive instruction that meets rigorous standards.
- Candidates demonstrate in-depth knowledge of the research, concepts, skills, best practices, and curricula in literacy, mathematics, science, and social studies and apply this knowledge to meet national, state, and local professional standards in grades 1-6. They use their knowledge of content and pedagogy to connect and integrate disciplines, designing authentic interdisciplinary contexts for diverse learners.
- Candidates apply knowledge of evidence-based assessment, designing, selecting, and administering authentic formative and summative assessments for varied purposes. They analyze and interpret data to identify student strengths and needs, establish learning goals, plan and differentiate instruction, monitor progress, measure achievement, and determine program effectiveness.
- Candidates design and create the optimal learning environment for each child. They implement a wide variety of instructional strategies and opportunities to foster student self-efficacy, intrinsic motivation, active engagement, positive behavior, and collaborative learning.

- Candidates continuously reflect on teaching and learning, analyzing their knowledge, skills, and dispositions from multiple perspectives and evaluating the effects of their decisions on students, families, communities, and colleagues. They demonstrate a strong commitment to continuous professional development and seek opportunities to advance the profession and their own learning.

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

a. Course Overlap with McDaniel Plan Integrated Studies for the Liberal Arts (ISLA)

Of the 89.5 credits proposed for the major, 30 credits fulfill the McDaniel Plan general education requirements. See the highlighted columns for courses that meet major and general education requirements.

Required Content Source	Course	Credit	Required Content Source	Course Overlap with McDaniel Plan	Credit
CAEP Elem Stds 2.b	MAT 2242 Mathematical Structures I	4	McDaniel Plan (SCH):COMAR .04.A.2.a,b,&d	EDU 1141 Teaching and Learning in a Diverse Society	4
COMAR 04.A.2.f; MSDE; CAEP 2.a & e	EDU 2015 Literacy Processes and Acquisition	4	McDaniel Plan (SCH):COMAR .04.A.2.a&b	PSY 2209 Developmental Psychology	4
CAEP 2.a	EDU 2115 Literacy Processes and Acquisition Practicum	0	McDaniel Plan (SCH): COMAR 04.A.1.a; CAEP Elem Std 2.d	HIS 2224 Becoming American	4
CAEP Elem Std 2.d ; COMAR 04.A.1.a	PSI 2201 American Political Institutions	4	McDaniel Plan (SIE); CAEP 2.c	GSC 1112 The Earth	4
CAEP Elem Stds 2.b	MAT 3342 Mathematical Structures II	4	McDaniel Plan (QR); MSDE; CAEP Elem Stds 2.b	MAT 1106 Mathematical Excursions	4
COMAR 04.A.2.c; 1.a; CAEP Elem Std 2.d & e	EDU 3311 Teaching Elementary Social Studies	3	McDaniel Plan (SIL); CAEP 2.c	Choice of 2: BIO 1111, CHEM 1101, ENV 1131, GSC 1111, PHY 1101	8
CAEP 2.e	EDU 3111 Teaching Elementary Social Studies Practicum	.5	McDaniel (Jan Term; MC)	EDU 2100 Internship in an Ethnically Diverse Setting	2

	(2.5 hours/week)				
COMAR 04.A.2.g & i	EDU 3324 Balanced Literacy Instruction and Materials	4			
CAEP 2.a & e	EDU 3124 Balanced Literacy Instruction and Materials Practicum (5 hrs./week)	1			
COMAR 04.A.2.c	EDU 3310 Teaching Elementary Science	3			
CAEP 2.e	EDU 3110 Teaching Elementary Science Practicum (2.5 hrs./week)	.5			
COMAR 04.A.2.e&h	EDU 4205 Assessment for Literacy Instruction	4			
CAEP 2.a	EDU 4105 Assessment for Literacy Instruction Practicum (5 hrs./week)	1			
COMAR 04.A.2.c; CAEP Elem Stds 2.b & e	EDU 3314 Teaching Elementary Mathematics	3			
CAEP Elem Stds 2.b	EDU 3114 Teaching Elementary Mathematics Practicum (5 hrs./week)	1			
CAEP 2.e	EDU 3XXX Teaching with Technology	3			
McDaniel Plan; COMAR 04.A.1.a	EDU 4XXX Teaching Writing with Children's Literature	4			
McDaniel Plan; COMAR 04.A.1.a; CAEP 2.e	EDU 4XXX Creating Inclusive Classrooms: Education Field Seminar	3			
CAEP 2.e	EDU 41XX Creating Inclusive Classrooms: Education Field	.5			

	Seminar Practicum (2.5 hrs. /week)			
COMAR 04.A.3.a	EDU 4425 Final Internship	12		
Total Credit Hours		59.5	Total Credit Hours	
			30	

b. McDaniel Plan General Education Requirements: Writing in the Major

As noted above, the proposed major fulfills 30 general education requirements in the McDaniel Plan departmental writing requirement. The major also satisfies four credits required in departmental writing, developing writing in the major across four required courses. Candidates select the remaining general education courses from a wide variety of offerings.

The departmental writing requirement, Writing in Education, will be fulfilled by the following four courses in the major: EDU 3XXX Teaching with Technology, EDU 4205 Assessment for Literacy Instruction, EDU 4XXX Creating Inclusive Classrooms: Education Field Experience Seminar, and EDU 4XXX Teaching Writing with Children’s Literature.

Writing instruction and applications include the following types of writing:

Teaching

- Unit and lesson plans (literacy, humanities, STEM)
- Reflection papers
- Curriculum writing

Research

- Action research proposals
- Grant proposals
- Journal articles for publication
- Conference proposals
- Literature reviews

Professional Development

- Conference presentations
- Discussion boards
- Web-based sources and resources

Professional Communication

- IEPs/504 plans
- Website design
- Letters and e-mails
- Report cards and progress narratives
- Behavior and academic assessment reports
- Referrals for student assessment, placement, outside agencies, etc.

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

The elementary education major will serve our candidates more effectively, enabling them to meet the new elementary education program requirements established by CAEP. The first columns of the table under 3.a (above) indicates the CAEP standard addressed by each of the courses required for the elementary education major. A request for Program Approval by the Maryland State Department of Education has been submitted concurrently with this request to the Maryland Higher Education Commission.

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

N/A

C. 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: advancement and evolution of knowledge; societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education; the need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.*

We recognize that the State Plan has not specifically identified critical or compelling regional or statewide needs for elementary education programs; however, there is a significant need for this program at McDaniel College. Currently, the elementary education program at McDaniel College is a 75-credit minor. Elementary education candidates must now complete an academic major in addition to their minor. With the projected increase in course requirements based on the new CAEP standards, candidates will no longer be able to complete an elementary education minor and an academic major in 4 years. This situation has created hardships for our candidates and their families, leading to problems with retention. If approved, this major will allow our teacher candidates to focus fully on their discipline and to pursue their desired career path.

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

This directly supports Goal 2 in *Maryland Ready: 2013-2017 Maryland State Plan for Postsecondary Education*, which focuses on college access, affordability, and completion.

D. Quantifiable and reliable evidence and documentation of market supply and demand in the region and State:

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

Despite a robust supply of newly prepared teacher candidates who graduate from Maryland colleges and universities each year, Maryland has been and continues to be a net import state for its teaching workforce. As reported in the *2016-2018 Maryland Teacher Staffing Report*,

Maryland public schools made 6,048 new teacher hires in 2014-2015, including 1,975 new teacher hires with elementary education certification. Of the total new teacher hires, 61% were from out-of-state. Of the new teacher hires with certification in elementary education, 56% were from out-of-state.

The chart below shows the number of new teacher hires in Maryland public schools with elementary certification over the past five years:

Academic Year	Newly Hired Teachers with Elementary Education Certification
2011-12	1,097
2012-13	1,692
2013-14	1,842
2014-15	1,975
2015-16	1,770

Source: MSDE P-12 Longitudinal Data Systems Dashboard, Teacher Supply

2. *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.*

The *2016-2018 Maryland Teacher Staffing Report* suggests a greater need for elementary education teacher candidates in the future, identifying this as an area of shortage for the first time in many years. The Maryland Department of Labor, Licensing, and Regulation (DLLR) cites elementary teaching (occupational code 25-2021) as a growth field in its occupational projections for the Maryland workforce for 2014-2024, growing from 48,214 positions in 2014 to 62,738 positions in 2024, a growth rate of 30% over a 10-year period. Between the number of newly created positions and the number of teachers who will have to be replaced due to retirements or departures, DLLR projects the average number of openings at 2,513 per year over the next 10 years for elementary school teachers. (Source: DLLR, *Maryland Occupational Projections - 2014-2024 - Workforce Information and Performance*)

3. *Data showing the current and projected supply of prospective graduates.*

A total of 23 Maryland institutions are approved by the Maryland State Department of Education (MSDE) to offer teacher preparation programs that lead to initial certification (referred to as “Maryland Approved Programs”). In the section that follows (E. Reasonableness of Program Duplication), there is a complete inventory of Maryland colleges and universities, both public and private, that offer undergraduate programs in elementary education. Including McDaniel, there are 11 institutions that offer elementary education majors and three institutions that offer elementary education minors. In addition to undergraduate programs, many institutions offer post-baccalaureate and master’s level programs to prepare teachers for initial certification.

Since there are multiple pathways through higher education into teacher certification, some of which are not structured as formal degrees or awards, it is difficult to estimate the number of program completers using sources such as MHEC's Degree Information System. The most accurate data sources are those that quantify the actual number of eligible teacher candidates who are prepared by these programs. These data are published annually by MSDE in its Teacher Supply Dashboards and biennially in its *Maryland Teacher Staffing Report*. In 2014-2015, the year for which the most recent data are available, a total of 2,759 teacher candidates were prepared by Maryland Approved Programs. Of this total, 912 candidates were prepared for primary or dual certification in elementary education (grades 1-6). (Note: This includes candidates in all types of undergraduate and graduate elementary education programs—majors, minors, certificates, master's degrees, and non-degree programs.) Elementary candidates in 2014-2015 are listed by institution in the chart below:

**Supply of Candidates from Maryland Approved Programs by Certification Area
Elementary Education (1-6)**

Maryland Institutions of Higher Education
2014-2015

	Maryland Institution	Teacher Candidates
Total		912
Elementary Education (1-6)	Bowie State University	26
	Coppin State University	6
	Frostburg State University	31
	Goucher College	10
	Hood College	52
	Johns Hopkins University	17
	Loyola University Maryland	57
	Maryland Institute College of Art	0
	McDaniel College	11
	Morgan State University	11
	Mount St. Mary's University	15
	Notre Dame of Maryland University	88
	Peabody Institute of JHU	0
	St. Mary's College of Maryland	11
	Salisbury University	108
	Stevenson University	23
	Towson University	330
University of Maryland Eastern Shore	0	
University of Maryland University College	0	
University of Maryland Baltimore County	21	

	University of Maryland College Park	84
	Washington Adventist University	4
	Washington College	7

Source: MSDE P-12 Longitudinal Data Systems Dashboard, Teacher Supply

The number of elementary education candidates completing Maryland Approved Programs has been relatively stable over the past 10 years:

Academic Year	Newly Prepared Elementary Candidates
2005-06	1,168
2006-07	995
2007-08	930
2008-09	919
2009-10	939
2010-11	1,011
2011-12	962
2012-13	975
2013-14	979
2014-15	912

Source: MSDE P-12 Longitudinal Data Systems Dashboard, Teacher Supply

Both the MSDE and DLLR data that were previously presented show that the annual number of openings in elementary education exceeds the annual number of teacher candidates prepared by Maryland Approved Programs. Of course, newly prepared teacher candidates from Maryland Approved Programs represent only one segment of the potential hiring pool. Other sources of candidates include experienced teachers from Maryland, experienced teachers from outside of Maryland, newly prepared teacher candidates from out-of-state, and teacher candidates from alternative preparation programs. However, there are distinct advantages to hiring Maryland prepared teachers who have been prepared to teach to Maryland’s standards and have completed teaching internships in Professional Development Schools. There are greater assurances of program quality since Maryland candidates have graduated from programs that are approved and continuously reviewed by MSDE. Further, hiring Maryland-prepared teachers reduces the substantial costs associated with out-of-state recruitment and relocation expenses.

McDaniel College has offered an elementary education minor and other teacher preparation programs for the past several decades and, therefore, is already a contributor to the State’s teacher workforce supply. As stated previously, the primary goal of the newly proposed elementary education major is to serve students more effectively, to increase retention and on-time graduation rates, and to align the program with expanded requirements based on the new CAEP standards. The College’s program graduate projections show only modest increases over the next five years, even with the anticipated transition of the program from a minor to a major:

Projected Undergraduate Elementary Education Program Completers at McDaniel College

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
6	6	10	12	14

E. 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.

There are a number of Maryland colleges and universities, both public and private, which offer undergraduate programs in elementary education. The table below lists comparable programs in postsecondary institutions, including the name of the institution, type of institution, type of program, and similarities/differences with the proposed major in elementary education.

College	Public or Private	Undergraduate Program in Elementary Education	Similarities	Differences
Bowie State University	Public	Major in Elementary Education	Field practicum experiences aligned with methods courses; additional liberal arts credits required; Admission to student teaching grade of "C" or better in all professional sequence courses offered in the department.	Require courses in: American Sign Language, Foundations of Education; Admission to Student Teaching requires cumulative grade point average of 2.5 in the major and in all courses completed.
Coppin State University	Public	Major in Elementary Education	Field practicum experiences aligned with methods courses; additional liberal arts credits required	Require courses in History of Education; grades below "C" in certain courses may not be acceptable
Frostburg State University	Public	Major in Elementary Education	Grades of "C" or better	Phase I admission requirements include completion of at least 45 credits; cumulative GPA of 2.5; Four separate areas of concentration: Integrated Arts, Language and Literacy, Social Sciences, Civics, and STEM
Goucher College	Private	Major in Elementary Education	Field practicum experiences aligned with Methods courses;	A concurrent major or minor in another field is required

			additional liberal arts credits required	
Loyola University of Maryland	Private	Major in Elementary Education	Field practicum experiences aligned with methods courses	Elementary education majors are required to: maintain a 2.5 overall average in order to remain in good standing and be eligible for Internship I; complete all required education coursework, including field experience; and achieve a score that meets or exceeds the Maryland composite cutoff on the reading, writing, and mathematics portions of the Praxis Core Academic Skills for Educators prior to beginning the internship.
Morgan State University	Public	Major in Elementary Education	Requires cumulative 2.75 GPA	Admission to the Teacher Education program requires 2 faculty evaluations and completion of 60 credits
Notre Dame University of MD	Private	Major in Elementary Education	Field practicum experiences aligned with Methods courses	E-portfolio required; 3.2 cumulative GPA required for eligibility for student teaching + 3.0 GPA in methods courses; certification eligibility requires cumulative 3.0 GPA + "B" or higher grade in student teaching
St. Mary's College of MD	Public	Minor in Elementary Education	Field practicum experiences aligned with methods courses	Courses are designed as a foundation and prerequisite to the MAT
Stevenson University	Private	Major in Elementary Education	Field practicum Experiences aligned with Methods courses	Candidates develop a portfolio to highlight candidates' knowledge, skills and dispositions related to the InTASC Standards and the Charlotte Danielson Framework; require PHIL 302: Philosophy of Education
Salisbury University	Public	Major in Elementary Education	Requires GPA of 2.75 and grades of at least a "C" for admission to professional program; field practicum experiences aligned with methods courses	Formal application process to be admitted to the major; must have completed 46 credits with minimum 2.5 GPA
Towson University	Public	Major in Elementary Education	Field practicum experiences aligned with methods courses	Separate Department of Elementary Education; 2.75 GPA required in all prerequisite Courses; course requirements are divided into four levels of internship
University of Maryland	Public	Major in Elementary Education	Field practicum experiences aligned with methods courses; requires 2.75 GPA prior to student teaching	Requires initial completion of 45 cr. and minimum 2.75 GPA and 3.0 GPA recommended for best consideration; some courses require minimum grade of "B"; some courses require minimum grade of "C-"; some course groups require 2.7 GPA; formal admission

				includes: 3 letters of recommendation, Satisfactory rating on the College of Education Foundational Competencies, prior experience in the education field with youth in the age range you intend to teach, and a written goal statement
University of Maryland Baltimore County	Public	Minor in Elementary Education	Field experiences for methods courses; professional dispositions monitored and applied	Students complete a major in addition to the education program; field practicum experience in select courses; student must earn an "A" or "B" in all Education courses; students must have a 2.75 GPA to enter the program and 3.0 GPA to enter and stay in final two internship phases
Washington College	Private	Minor in Elementary Education	Students must complete courses required for certification with a "C" or better	Students complete a major (usually Human Development) in addition to the education program; require 3.0 GPA for entry to Education program; must earn "B-" or better during student teaching

2) *Provide justification for the proposed program.*

McDaniel College, a private, liberal arts college, has over a century of tradition in higher education, with exemplary teaching as its core mission. McDaniel College's First Principles and Mission Statement, define a shared purpose, vision, and beliefs that bind the college community. McDaniel College believes that liberally educated men and women think and act critically, creatively, and humanely. They take charge of their lives and develop their unique potentials with reason, imagination, and human concern. They take their place in the global community, understanding their responsibilities to aid individuals and to contribute to the larger society. McDaniel College accepts the challenge to provide an academic and social environment that promotes liberal learning.

Currently, as all undergraduates must major in a liberal arts field, the education program is offered as a minor. Prospective teacher education candidates choose a content area major, often in the social sciences such as Sociology or Psychology, although candidates have majored in a range of disciplines such as Spanish and Mathematics. Key for elementary teachers is the benefit of more depth and breadth of knowledge.

The initial certification program for Elementary teachers is offered at the undergraduate and graduate levels. The Education Department maintains an assessment system that is flexible enough to evaluate unique program traits and overall unit expectations. All departments are expected to assess student outcomes in light of program goals. McDaniel College also emphasizes the value of college-level instruction. Class sizes are limited, allowing for more specific and individualized feedback. The number of credits for the current elementary education minor (75) exceeds any major; therefore, past and current candidates in the elementary education program have often struggled to complete all of their requirements in eight semesters due to total credits required for a major, McDaniel Plan Integrated Studies for the Liberal Arts (ISLA) requirements, and the elementary education minor. As a result, many candidates must enroll in a

ninth semester, 5th year, to complete their elementary education certification requirements, including the final full-time internship (student teaching). In addition, new CAEP requirements would add even more courses to the current minor. Since the 2011-12 academic year, 45 of the 98 (46%) undergraduate student teachers have been elementary candidates. Twenty-four of these 45 (53%) elementary candidates needed a 9th semester to complete the requirements for certification. The need for the 9th semester is costly to candidates and delays their entrance into the workforce for which they have been prepared. The opportunity for candidates to complete a major in elementary education (89.5 credits), and thus eliminate the need to complete a separate major, would vastly improve candidates' abilities to complete the major and McDaniel Plan ISLA requirements in four years. Additionally, the proposed elementary education major is representative of an interdisciplinary studies major, preparing the candidates with a breadth of knowledge and practical experience.

Elementary Education Minor: Admitted	
Semester/Year	Number of Candidates Admitted
Fall 2011-Spring 2012	7
Fall 2012-Spring 2013	17
Fall 2013-Spring 2014	10
Fall 2014-Spring 2015	4
Fall 2015-Spring 2016	8

Elementary Education Minor: Completers	
Semester/Year	Number of Candidates Admitted
Fall 2011-Spring 2012	8
Fall 2012-Spring 2013	7
Fall 2013-Spring 2014	4
Fall 2014-Spring 2015	9
Fall 2015-Spring 2016	12


F. Relevance to Historically Black Institutions (HBIs)

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

The minor in elementary education has been offered at McDaniel College (formerly Western Maryland College) for almost 40 years. This proposal to convert the elementary education minor to an elementary education major does not impact the ability of Historically Black Institutions (HBIs) to implement or maintain high-demand programs or to impact the uniqueness, institutional identities, and missions of HBIs.

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

See above.

G. If proposing a distance education program, please provide evidence of the  Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

N/A

H. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

Consistent with COMAR 13B.02.03.11, all full-time faculty teaching in the undergraduate elementary education program hold the highest degrees in their fields. In addition, all faculty hold the appropriate teacher certifications related to their areas of instruction and research. All courses in elementary education are currently taught by the full-time faculty, with support from well-qualified and experienced adjunct faculty who serve as liaisons supervising elementary education candidates in their field practicums. In addition, liaisons are supervised and supported by the full-time Coordinator of Teacher Professional Development, who works closely with full-time faculty. Adjunct faculty hold appropriate teacher certifications in their fields, have extensive teaching experience, and hold Master’s degrees in areas relevant to teaching. Full-time faculty and part-time faculty collaborate in teaching, program development, and student academic support.

Currently the full-time faculty, staff, and adjunct faculty, their qualifications, and the courses taught are as follows:

Name	Terminal Degree, Field, and Additional Study	Academic Title/Rank	Status	Courses in Elementary Education
Sharon Craig	Ed.D. in Curriculum and Instruction: Literacy/English Language Arts	Professor of Education	Full-time Faculty	EDU 2015: Literacy Processes and Acquisition; EDU 3324: Balanced Literacy Instruction and Materials; EDU 4205: Assessment for Literacy Instruction
Janet Medina	Psy.D. in School Psychology	Associate Professor of Education	Full-time Faculty	EDU 1141: Teaching and Learning in a Diverse Society
Barbara Swartz	Ph.D. in Mathematics Education	Assistant Professor of Education	Full-time Faculty	MAT 2242: Mathematical Structures I; MAT 3342: Mathematical Structures II; EDU 3314: Teaching Elementary Mathematics; EDU 3XXX: Teaching With Technology
Gay Jewell-Love	M.Ed. in Reading (completed additional 36	Elementary Education Liaison	Part-time Staff	EDU 2115: Field Practicum for EDU 2015; EDU 3124: Field Practicum

	credits in graduate study)			for EDU 3324; EDU 4105: Field Practicum for EDU 4205; EDU 3111: Field Practicum for EDU 3311; EDU 3110: Field Practicum for EDU 3310; EDU 3114: Field Practicum for EDU 3314
Robin Townsend	M.Ed in Exercise Science/Physical Education (completed additional 30 credits and Administration II certification)	Coordinator of Teacher Professional Development	Full-time Administration	EDU 4XXX: Creating Inclusive Classrooms: Education Field Seminar; EDU 4425: Final Internship
Michael Eisenklam	M.S. in Instructional Technology (currently enrolled in doctoral studies)	Adjunct Faculty	Adjunct Faculty	EDU 3310: Teaching Elementary Science
Anna Varakin	M.S. in Reading (completed additional 60+ credits in doctoral studies)	Adjunct Faculty	Adjunct Faculty	EDU 3311: Teaching Elementary Social Studies

I. Adequacy of library resources (as outlined in COMAR 13B.02.03.12)

McDaniel College's Hoover Library contains approximately 378,679 volumes of which 350,535 are unique titles, 15,639 audiovisual volumes, 545 print journals, 38,665 electronic journals, 133,391 eBooks, 25,272 streaming videos, and 1,448,701 microform units. Of these materials, approximately 21,418 titles are related to education and/or associated fields (such as psychology and instructional technology). The Hoover Library website (<http://hoover.mcdaniel.edu>) includes Education Research Guides—general and course specific—that assist students with identifying appropriate education research resources. These include links to education databases and related websites. The guides also provide general assistance with the research process by covering topics such as source selection and evaluation. The College's print collection is available for loan to all McDaniel College students, faculty, staff and other community members. The library's website with the online catalog and electronic databases provide the opportunity for candidates on and off campus to access Hoover Library resources from outside the physical library building. No-fee interlibrary loans and document delivery from other institutions supplement the collection in support of research and classroom projects.

As part of the Carroll Library Partnership, Hoover Library shares an online catalog with Carroll County Public Library and Carroll Community College. Students, faculty, and staff may use, request, and check out titles from any of the three collections. This arrangement makes an additional 700,000 volumes available to the McDaniel College community. McDaniel College students and faculty also have reciprocal borrowing privileges at participating Maryland Independent Colleges and Universities Association (MICUA) and Baltimore Area Library Consortium (BALC) member libraries and at institutions in the Associated College Libraries of Central Pennsylvania (ACLCP).

J. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

The Education Department, Graduate and Professional Studies, and the Psychology Department operate in Merritt Hall which includes 44 offices, 11 classrooms, 23 laboratories and workrooms, 11 seminar or conference rooms, and several storage spaces for a total of 46,036 square feet. All classrooms are equipped with live internet connection, LCD projectors, VCRs, DVDs and computers. Smart Boards are available in several classrooms on each floor. PDS building sites have technology to support instruction. The college has a 4-year replacement policy for faculty and staff computers to assure that equipment is current.

The Education Department benefits from McDaniel College facilities, such as the numerous technology-enhanced classrooms throughout the campus. Access to curriculum and library resources is available to candidates both physically and online through the Hoover College Library. The college-wide use of Colleague provides faculty and students support for student advisement. Student support services are provided through the Student Academic Support (SASS) Office on campus and a Writing Center. The robust Blackboard learning management system supplements all face-to-face classes and delivers all online courses. Instructors and students utilize iDevices, Adobe Connect, Ensemble, classroom clickers, video from Hoover Library databases, and fast Internet connections. The Student Academic Support (SASS) office provides on-loan assistive technology to college students. The Education Department and the InTech Office loan technology to candidates and faculty in support of high quality instruction. The Education Department has adequate information technology resources to support faculty and candidates.

Because the majority of the courses in this proposed program have been offered in the current elementary education minor, McDaniel College does not expect a significant impact on the College's facilities and equipment. Students, faculty and advisors will require time and resources from the Registrar, Student Academic Support Services, and other offices. In addition, office and meeting space was established and should be adequate to support the program's faculty, students and staff.

K. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

TABLE 1: RESOURCES:					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	35,965	35,965	35,965	35,965	35,965
2. Tuition/Fee Revenue (c + g below)	48,494	96,988	145,482	193,976	242,470
a. Number of F/T Students	2	4	6	8	10
b. Annual Tuition/Fee Rate	24,247	24,247	24,247	24,247	24,247
c. Total F/T Revenue (a x b)	48,494	96,988	145,482	193,976	242,470
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	n/a	n/a	n/a	n/a	n/a
f. Annual Credit Hour Rate	n/a	n/a	n/a	n/a	n/a
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts and Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	84,459	132,953	181,447	229,941	278,435

TABLE 2: EXPENDITURES:

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	0	0	3,571	28,602	28,602
a. # FTE			0.167	0.50	0.50
b. Total Salary	0	0	3,300	21,842	21,842
c. Total Benefits	0	0	271	6,760	6,760
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	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	1,644	1,644	1,644	1,644	1,644
5. Library	\$870	\$870	\$870	\$870	\$870
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	33,451	33,451	33,451	33,451	33,451
TOTAL (Add 1 – 7)	35,965	35,965	39,536	64,567	64,567

Table 1 was established using the following assumptions:

1. **Reallocated Funds** from the current education budget includes equipment, library, instructional supplies, office supplies, duplicating, postage, travel reimbursement for teachers, guest lectures, PDS site coordinators, entertainment, field trips and dues/subscriptions.
2. **Tuition and Fee Revenue** includes average tuition, room, and board net after financial aid. The table assumes new F-T students only.

Table 2 was established using the following assumptions:

1. **Faculty** salary and benefits assume 1 new course needed in year 3 (adjunct rate of \$3300), 3 new courses in year 4 (16.67% of each of two full-time faculty salaries + adjunct rate), and 3 new courses in year 5 (another 16.67% of each of two full-time faculty salaries + adjunct rate).
2. **New Administrative Staff** N/A
3. **New Support Staff** N/A
4. **Equipment** assumes 50% of the current Education budget for equipment
5. **Library** assume 50% of the current Education allocation
6. **New or Renovated Space** N/A
7. **Other Expenses** assumes 50% of current education budget for instructional supplies, office supplies, duplicating, postage, travel reimbursement for teachers, guest lectures, PDS site coordinators, entertainment, field trips and dues/subscriptions.

No assumptions have been made for: tuition, room, board rate increases; salary increases; or, general expenditures price increases.

L. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15)

Faculty teaching in the elementary education major will be evaluated in accordance with the faculty evaluation procedures of McDaniel College specified in the McDaniel College Faculty Handbook. Courses are evaluated each semester by students, and aggregated student course evaluations are reviewed by the department chair and the individual faculty member. At the appointed time for reappointment, tenure, promotion, or periodic review, the faculty member critically evaluates his or her performance as a teacher, reviews course evaluations, and provides evidence of effective teaching. The Faculty Affairs Committee reviews the materials presented, rates the candidate's performance, and makes recommendations to the Provost for employment action.

Program outcomes and student learning outcomes will be reviewed annually by the Education Department as a component of the approved assessment system. As a member of the Council for the Accreditation of Educator Preparation (CAEP), McDaniel College is reviewed every seven years as an Educator Preparation Provider (EPP) and in mid-cycle by the CAEP Specialized Professional Association for K-6 Elementary Teachers. This program review and the new CAEP standards have contributed significantly to the content of the new elementary education major and will provide assurance that McDaniel elementary education program completers have the

content and pedagogical knowledge, the high-quality clinical practice, and the skills and dispositions necessary to impact student learning in elementary classrooms.

M. Consistency with the State’s minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

McDaniel College and, thus, the elementary education program as a key element of the Education Department are committed to minority student access and success. In accordance with this commitment, the College and the Education Department have articulated cultural diversity goals.

McDaniel College is committed to building a diverse community. Students of all ages, interests, professions, and backgrounds are encouraged to apply for undergraduate and graduate study. Since 2009, McDaniel has experienced a gradual change in undergraduate demographics. Professional Education Data System (PEDS) Fall 2013 data shows that 73.5% of the undergraduate student body was White, and 22.7% were Other Than White. The majority of students at McDaniel College (58% of the entering class in Fall 2014) come from the State of Maryland which has a minority-majority student population; that is, less than half - 41% - of the preK-12 school population is White. Candidates interact with this diverse population in the courses they take within and outside of the education program and in the numerous activities in which they engage with their peers on campus. Many of these activities are sponsored by the Office of Diversity and Inclusion and Student Academic Support Services. Other activities are initiated by student organizations. McDaniel College actively recruits students to its Education programs through campus events and career fairs throughout the mid-Atlantic region. Potential elementary education undergraduate education candidates are recruited through the Education Department’s participation in on-campus college-sponsored events such as Admitted Student Days, open houses, and special open houses for prospective multicultural students, Family Weekend, and Admissions Office scheduled visits to classes for prospective students. In addition, the Education Department participates in education transfer fairs sponsored by community colleges with diverse populations in Maryland.

All students must complete a range of general education courses to complete the McDaniel Plan Integrated Studies for the Liberal Arts (ISLA). The following requirements specifically address academic cultural diversity and goals:

Global Citizenship. A McDaniel education is multicultural and international in scope. Students must develop an understanding of the world within and beyond the United States to develop into critical, sensitive, respectful, and compassionate global citizens. To fulfill the Global Citizenship requirement, students must take one course with a multicultural focus, and two courses with an international or cross-cultural focus.

- 1. Global Citizenship: Multicultural. Multicultural education will give students an understanding of the cultural pluralism of American society. Multicultural courses focus on the cultures and experiences of diverse groups in the United States that have been historically subordinated or marginalized and defined by such categories as race, gender, sexuality, class, religion, and disability. Students must complete one course with a multicultural focus.*

2. *Global Citizenship: International. International education is a critical component of global education. Students must understand, from contemporary and historical perspectives, their place in the global community and be prepared to navigate ever faster and more complex patterns of social and institutional interaction. International courses examine the perspectives and customs of cultures outside the U.S. or the relationship between the U.S. and world cultures. Students must complete two courses with an international focus. One of these courses must be nonwestern—that is, it must examine the cultures of Asia, Africa, the indigenous Americas, or the Pacific Rim, either exclusively or in explicit comparison with other regions. One of the two courses may be fulfilled by successful completion of an approved program of study abroad.*

All students at McDaniel College must complete a January Term course as one of the McDaniel Plan ISLA requirements. All elementary education candidates must complete *EDU 2100: Internship in an Ethnically Diverse Setting*, which is a January Term course. This course requires candidates to spend three weeks in a racially and ethnically diverse school with a population of at least 40% Non-White students. The course satisfies the Education Department's requirement for a diverse internship experience, completes the institutional requirement for a January term course, and satisfies the Global Citizenship: Multicultural requirement.

- N. Relationship to low productivity programs identified by the Commission:**
N/A