

McDANIEL COLLEGE

OFFICE OF THE PROVOST

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January 3, 2023

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

Dear Secretary Fielder,

McDaniel College is submitting a new program proposal for development of a new Bachelor of Arts in Early Childhood Education (ECE) program with a target launch date of Fall 2023. This program has been developed in response to the need to increase the teacher pipeline in the state and more specifically in Carroll County, the home county of McDaniel College. Additionally, the implementation of the new *Blueprint for Maryland's Future* calls for expansion of pre-kindergarten for all Marylanders, particularly those historically underserved. As a result, the need for qualified early childhood educators will be a pressing need over the next decade. The McDaniel Board of Trustees has fully endorsed this program.

Upon completion of this proposed program, students will be prepared to take the Maryland state assessments required for early childhood certification for entry into the teaching profession. Graduates from this program will help meet the increased workforce demand for teachers in grades PK-3 and fill teacher vacancies across the state and particularly those in Carroll County.

The ECE curriculum has been approved by the McDaniel faculty and developed to meet the requirements of COMAR, the National Association of Education for Young Children and InTASC standards.

Award Level: Bachelor of Arts
Program: Early Childhood Education
CIP: 13.1210 **HEGIS:** 0823.00

An \$850 check to pay the new program application fee has been sent via mail and should arrive on January 3rd, 2023. A copy of the check # 366001 is also included in the proposal. If you have any questions, please do not hesitate to contact me at wmorris@mcdaniel.edu.

Sincerely,



Wendy Morris, Ph.D.
Acting Provost
McDaniel College

Cc: Angela Sherman, MICUA VP of Academic Affair
Enclosure (fee)



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

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

- | | |
|-----------------------------|---|
| New Academic Program | Substantial Change to a Degree Program |
| New Area of Concentration | Substantial Change to an Area of Concentration |
| New Degree Level Approval | Substantial Change to a Certificate Program |
| New Stand-Alone Certificate | Cooperative Degree Program |
| Off Campus Program | Offer Program at Regional Higher Education Center |

Payment Submitted:	Yes	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (fully online)	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		

Preferred Contact for this Proposal	Name:
	Title:
	Phone:
	Email:

President/Chief Executive	Type Name:
	Signature: <i>Julia Jastrow</i> Date:

	Date of Approval/Endorsement by Governing Board:
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**Bachelor of Arts
Early Childhood Education
New Program Proposal
McDaniel College**

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.

McDaniel College is a premier liberal arts higher education institution located in Westminster, Maryland (Carroll County) with over 150 years of history serving the educational needs of our region and state. The college offers 70 undergraduate majors, including pre-professional specializations and student-designed majors, and over 29 master's degrees and post-bachelor's certificates. Nearly 1800 undergraduate students and 1200 graduate students are served, 73% and 75% of whom, respectively, are Maryland residents. The remaining students represent over 36 states and 14 countries.

McDaniel College is proposing the development of a new undergraduate Bachelor of Arts in Early Childhood Education. This program, which is grounded in the liberal arts with a focus on diversity, equity, and inclusion, will prepare teacher candidates for PK-3 teaching positions in public and private schools. Currently, McDaniel College offers an elementary education major that leads to teacher licensure for grades 1-6. This new early childhood program will provide an additional pathway for prospective and current McDaniel students and enhance the opportunities for transfer students from Carroll Community to obtain a bachelor's degree and seek teacher for ages PK-3.

While new coursework has been developed specifically for the proposed Early Childhood Education major, a large portion of existing coursework which currently exists for the Elementary Education major will also be required for the ECE major. Like all other bachelor's degrees offered at McDaniel, the ECE degree will require 128 credits and will include McDaniel's required courses within our general education program (called the McDaniel Plan). The major itself requires 94 credits. A full view of the program curriculum and requirements are found in the later sections of this proposal.

This new ECE program is being developed to address the growing teacher shortage, particularly the shortages impacting Carroll County and surrounding region. Additionally, this program is a direct response to one of the five priorities of the Maryland Department of Education's *Blueprint for Maryland's Future* which calls for expansion of access to pre-kindergarten for all Maryland students over the next decade.¹ This expansion will undoubtedly result in the need for development of a qualified pipeline of teachers to meet this demand.

The development of this program is a direct extension of McDaniel's mission and our guiding first principles outlined below:

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

¹ Maryland State Department of Education (MSDE). *Blueprint Pillar 1: Early Childhood Education*. Retrieved December 29, 2022, <https://blueprint.marylandpublicschools.org/ece/>.

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.

We are led by our first principles to provide:

- *a foundation of knowledge about the past and present so that students may be informed about the world.*
- *various approaches to knowledge and personal achievement so that students can think critically about, respond creatively to, and form sensitive, intelligent decisions concerning the world and its future.*
- *instruction in fundamental skills so that students can express themselves for their own satisfaction and to the larger community.*
- *solid and respected professional programs for the committed student, and, more importantly,*
- *a liberal arts education as an integral part of professional training so that students will be more flexible, more successful, and happier in the world of work.*

Alignment to Planning Priorities

The program also comes at a critical time in education when there is a growing local, state, and national teacher workforce shortage. The shortage is expected to increase at all levels; however, *The Blueprint for Maryland's Future* legislation passed in 2021 which calls for the implementation of universal pre-kindergarten will create additional need for highly qualified teachers for grades PK – 3.

McDaniel College has offered teacher preparation for over 100 and we are proud of the role we play as an educational partner in our region and state to build a highly qualified teacher workforce. This ECE program is not only strongly aligned with our mission, but it builds on our strength of our education programs and decades of success placing students in the classroom. This program is also aligned with our newly developed *2020-2027 Strategic Plan – Reaching New Heights*.

McDaniel's recently adopted strategic plan outlines four (4) goals. This new ECE program aligns with goals 1,3 and 4.

Strategic Plan Goals:

1. **STUDENT ATTRACTION, ACHIEVEMENT AND OUTCOMES:** Provide a rich, engaging experience for students at all levels to increase student satisfaction, academic quality, and the value proposition of the institution.
2. **EMPLOYER OF CHOICE:** Attract and maintain top-quality talent that supports the college's mission and value.
3. **COMMUNITY PARTNERSHIPS:** Expand alliances within the city of Westminster and the region to enhance the student and employee experience.
4. **REVENUE GENERATION, ENHANCED BUSINESS OPERATION AND GOVERNANCE:** Identify programs and operations to increase revenue, maximize resources, modernize practices, and improve integration.

More specifically, the development of the ECE program aligns with the following strategies identified within the plan.

- a. Offer majors, certifications, credentialing, and skill development to meet student and employer demand
- b. Become more transfer-friendly institution
- c. Develop new graduate and undergraduate programs and explore potential for additional program synergy between the graduate and undergraduate level.

In addition to the strategic plan, the college was recently awarded the Maryland State Department of Education Teacher Collaborative Grant. Funds from this grant are being used to elevate the teaching profession through a variety of supports and activities with Carroll County Public Schools (CCPS), McDaniel’s primary professional development partner school system. As per the strategic plan goal regarding partnerships, the grant has strengthened the already strong relationship with CCPS, and this support will continue by adding early childhood pre-service teachers to support CCPS classrooms. CCPS hires many McDaniel graduates and will be pleased to have a broader group of prospective teachers who are looking to live and work in Carroll County.

The design of the program incorporates diversity, equity, and inclusion and as a result provides opportunities for additional partnerships with private childcare providers as well as Head Start and The Judy Center to broaden the experiences of our pre-service teachers. These partners serve a high number of underrepresented and underserved students and the experiences that our students will gain via these partnerships will be critical to building a pipeline of ECE teachers.

2. Provide a description of the institution’s commitment to:

- a) ongoing administrative, financial, and technical support of the proposed program**
- b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

McDaniel College is committed to ongoing administrative, financial, and technical support of this program. In the past year, we have invested significant time and resources to conduct a comprehensive feasibility study to identify the administrative, financial, and technical support needs required to develop this program. The institution has also developed a five-year budget model which considers institutional needs, including faculty positions, as well as needs for ongoing operational support. The McDaniel Board of Trustees has provided full support and approval for this program.

The newly designed Early Childhood major combines coursework from the existing Elementary Education program with 10 new courses which have been developed as part of this major. As a result of having current resources and seat capacity in the overlapping courses, only one new faculty position will be needed to teach in the program and provide advising specific to Early Childhood majors. McDaniel College has committed resources for course development, faculty salaries and operational support for this program.

Departments outside of Education that offer required courses in areas such as science, social studies and psychology have also reviewed the proposal and can support the projected enrollment increases in existing courses within current staffing levels. The Early Childhood program is designed to incorporate the McDaniel Plan requirements and allows for graduation in four years. This supports the “Finish in Four” goal of the college.

Given the anticipated occupational growth, current and projected teacher shortages, and the new Blueprint legislation, which is calling for expansion of pre-kindergarten access, we anticipate enrollment sufficient to support and sustain this program. Further, our ability to leverage resources currently in existence has created program efficiencies which provide a stable foundation for the development and implementation of this program. However, like our commitment to other programs offered at McDaniel, students are ensured that sufficient time will be allowed for enrolled students to complete this program or transfer, should they be faced with the need to do so.

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**
 - b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
 - c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**
- 2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.**

There are two compelling needs for this proposed program that align with the State Plan.

1. *The need to build a teacher workforce pipeline in response to the growing teacher shortage and the Blueprint's plan to expand access to pre-kindergarten.* McDaniel's proposed program is built on the foundation of community partnerships to recruit and educate students who will choose to live and work in the state, more specifically in the Carroll County region. With the current and projected teacher shortage coupled with the expansion of pre-kindergarten mandated in the Blueprint legislation, McDaniel's ECE program will play a significant role in assisting in developing a statewide and local pipeline of highly qualified early childhood educators.
2. *The need to advance diversity in the teacher workforce to improve student outcomes for students of color.* The need to increase the number of diverse educators to reflect the growing diversity in Maryland schools is critical to student success. The imperative to have teachers of color teaching and mentoring students of color is based on a growing body of research that points to the positive impact that a more diverse teacher population has on student achievement. According to MSDE, black students who have only one black teacher by the time they are in the 3rd grade are more likely to enroll in college. College enrollment rates more than double if they have two black teachers.² McDaniel's program focus on diversity, equity, and inclusion responds to this need throughout the curriculum. Further, McDaniel has been successful in recruiting students of color, with nearly 40% of our entering freshman identifying as BIPOC. This new program will improve access for students of color and underrepresented minority groups who are

² Teach Maryland. MSDE. Accessed December 29, 2022, <https://teach.maryland.gov/Pages/blueprint.aspx>.

looking to enter the teaching profession and will increase the number of BIPOC educators in schools.

The needs outlined above for McDaniel’s Early Childhood Program respond specifically to the the state plan Goal – Student Success and priority 7.

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

Priority 7: Enhance the ways postsecondary education is a platform for ongoing lifelong learning.

Access to early childhood programs are critical for improving school readiness and establishing a solid foundation for lifelong learning and success, particularly for students who are historically underserved. Maryland’s Blueprint speaks directly to the importance of this access and is calling for increased access to pre-kindergarten. This program is a direct response to the Blueprint and the Maryland State Plan for Postsecondary Education related to improving student success and closing the achievement gap.³

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.**
- 2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**
- 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.**
- 4. Provide data showing the current and projected supply of prospective graduates.**

The US is experiencing unprecedented teacher shortages which have been exacerbated by Covid-19 and are expected to continue. Current data from the National Center for Education Statistics indicates that 44% of public schools report teaching vacancies, half of which are due to resignations.⁴ The shortage concerns have grown since Covid-19 as more teachers report they are considering leaving the profession. According to a recent National Education Association (NEA) survey, 55% of survey respondents report that they are “thinking about leaving the profession sooner than planned”.⁵

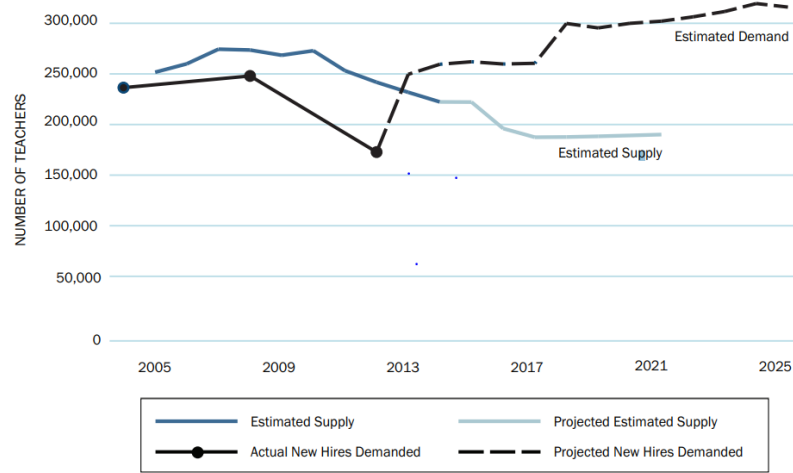
The below figure provides a reality check on the severity of the problem and demonstrates the growing gap between teacher supply and demand.

³ Temple, J., Ou.S., Reynolds, A. (2022, June). *Closing Achievement Gaps Through Preschool to Third Grade Programs*. <https://www.frontiersin.org/articles/10.3389/feduc.2022.871973/full>

⁴ National Center for Education Statistics. (2022, March 3,) U.S. Schools Report Increased Teacher Vacancies Due to COVID-19 Pandemic, New NCEs Data Show. Retrieved from https://nces.ed.gov/whatsnew/press_releases/3_3_2022.asp.

⁵ Walker, Tim, (2022, February 1), *Survey: Alarming Number of Educators May Soon Leave the Profession*, National Education Association. Retrieved December 29,2022 from <https://www.nea.org/advocating-for-change/new-from-nea/survey-alarming-number-educators-may-soon-leave-profession>.

Figure 1. Projected Teacher Supply and Demand



Note: The supply line represents the midpoints of our upper and lower bound teacher supply estimates (see Figure 10 in the report for full analysis).
 Source: U.S. Department of Education, multiple databases (see Appendix A in full report).

Source: Learning Policy Institute Research Brief (2016, September). A Coming Crisis in Teaching? Teacher Supply, Demand and Shortages in the US.⁶

The Bureau of Labor Statistics projects 63,100 annual job openings nationally between 2021 and 2031 specifically for preschool teachers, the targeted level of teacher preparation that this new proposed program will provide. In Maryland, the projected rate of job growth in this field is 41% with an estimated 1,650 annual job openings between 2020 and 2030. This far exceeds the national job growth rate of 15%.⁷ In 2022, according to MHEC degree completion data, 10 schools in Maryland granted 223 students with bachelor’s degrees in early childhood education, this is down slightly from the prior year which was most likely an impact of Covid-19. Tables 1 and 2 below provide details of early childhood bachelor program trends in enrollment and degree awards by school. Based on the BLS projections and the data provided through MHEC, Maryland is simply not producing enough graduates to meet the projected demand. This gap will only widen if we do not mount a multi-faceted response to increase the workforce pipeline, particularly if the goals of the *Blueprint* are to be realized.

Table 1. Early Childhood Bachelor’s Program Enrollment Trends by School⁸

Enrollment Trends	Program Description	2017	2018	2019	2020	2021
Bowie State University	EARLY CHILDHOOD EDUCATION	103	108	109	128	135
Coppin State University	EARLY CHILDHOOD EDUCATION	74	87	92	84	78

⁶ Learning Policy Institute Research Brief (2016, September). A Coming Crisis in Teaching? Teacher Supply, Demand and Shortages in the US. Retrieved from https://learningpolicyinstitute.org/sites/default/files/product-files/A_Coming_Crisis_in_Teaching_REPORT.pdf

⁷ National Center for O*NET Development. *O*NET OnLine*. Retrieved December 22, 2022, from <https://www.onetonline.org/link/localtrends/25-2011.00?st=MD>

⁸ MHEC. Fall Enrollment Trends by Program. Retrieved from <https://mhec.maryland.gov/publications/Pages/research/index.aspx>

Frostburg State University	EARLY CHILDHOOD ELEMENTARY EDUCATIO ⁹	188	203	172	151	137
Hood College	EARLY CHILDHOOD EDUCATION	23	21	16	24	17
Salisbury University	EARLY CHILDHOOD EDUCATION	171	180	208	201	188
Stevenson University	EARLY CHILDHOOD EDUC:LIBERAL ARTS &	78	60	51	49	39
Towson University	EARLY CHILDHOOD EDUCATION	105	102	93	97	87
Univ. of MD, College Park	EARLY CHILDHOOD ED&EARLY CHLDHOOD S	115	93	85	92	106
Washington Adventist University	EARLY CHILDHOOD/SPC EDUC	23	28	28	11	4
Total Enrollment		880	882	854	837	791
Source: Maryland Higher Education Commission						

Table 2. Early Childhood Bachelor Program Degree Award Trends by School ⁸

Degree Trends	Program Description	2018	2019	2020	2021	2022
Bowie State University	EARLY CHILDHOOD EDUCATION	16	10	13	23	9
Coppin State University	EARLY CHILDHOOD EDUCATION	13	16	18	11	6
Frostburg State University	EARLY CHILDHOOD ELEMENTARY EDUCATION	50	39	42	38	50
Hood College	EARLY CHILDHOOD EDUCATION	8	9	4	7	7
Salisbury University	EARLY CHILDHOOD EDUCATION	48	39	48	58	49
Stevenson University	EARLY CHILDHOOD EDUC:LIBERAL ARTS & TECH	27	18	15	22	9
Towson University	EARLY CHILDHOOD EDUCATION	79	70	63	70	65
University of Maryland - College Park	EARLY CHILDHOOD ED&EARLY CHLDHOOD SPC ED	32	24	21	23	26
Washington Adventist University	EARLY CHILDHOOD/SPC EDUC	11	4	9	8	2
Total Degrees Awarded		284	229	233	260	223
Source: Maryland Higher Education Commission						

In a July 2022 presentation to the Maryland Board of Education, the Maryland State Superintendent of Schools shared additional statistics related to current critical teacher shortages in Maryland. This data showed that at the beginning of the 2022 school year, there were 104 early childhood teacher openings across the state, an additional data point which indicates that Maryland schools are not meeting the current need which will only worsen with the roll out of the

⁸ MHEC Degree and Certificates Awarded by Program. Retrieved from <https://mhec.maryland.gov/publications/Pages/research/index.aspx>

Blueprint. McDaniel’s proposed program will be a local and statewide asset to improving the teacher pipeline of early childhood educators.¹⁰

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.**
- 2. Provide justification for the proposed program.**

According to the MSDE program inventory, there are nine other programs in the state which offer a bachelor’s degree in early childhood education when cross referencing cip codes 13.1210 and 13.1209. The list of programs can be found in Table 2 above this section. If approved, McDaniel will be one of only three four-year institutions west of the Baltimore metropolitan region to offer this degree.

McDaniel College is situated in Carroll County and is the only 4-year institution in the county. The closest colleges and universities that offer Early Childhood Education are Hood College and Stevenson University, located approximately 30-to-40-minute drive from Westminster depending on traffic patterns. While these institutions are relatively close to McDaniel geographically, McDaniel College is strongly aligned with Carroll County Public School System as a primary partner and has been for many years. Having a local ECE program which is built on a partnership between the school system and a local four-year higher education institution is a highly effective strategy to recruit and retain prospective students who are seeking a teaching career and who want to live and work in a community like Carroll County.

McDaniel has had great success with building a pipeline of teachers for the state of Maryland, specifically Carroll County Public School system. Over the past five years, our data show that we have had 160 students successfully complete our existing teacher preparation programs, pass the required assessments, and entered the teaching profession. Seventy five percent of those entering teaching took positions in the state of Maryland. Forty percent of those working in the state of Maryland remained in Carroll County to teach. The below data collected through our program assessment process also show that we are not only successful in building the teacher pipeline, but 93% of our completers who enter teaching remain in the profession for five years or more. The impact of McDaniel’s success in building a teacher pipeline with high teacher retention for the state and more specifically Carroll County is strong justification for program approval.

Table 3. McDaniel Teacher Preparation Program Completer Data

	Total 2011-12 Completers	Total 2012-13 Completers	Total 2013-14 Completers	Total 2014-15 Completers	Total 2015-2016 Completers
Number of completers	54	44	40	28	33
Completers entering teaching	44/49 = 89.8%	35/40 = 87.5%	32/33=97%	24/27=89%	26/28=93%

¹⁰ Choudhary, M. (2022, July 26). Maryland’s Teacher Workforce: Supply, Demand, and Diversity [Memorandum]. Maryland State Department of Education. <https://www.marylandpublicschools.org/stateboard/Documents/2022/0726/TabGBlueprintAndDataDeepDiveTeacherPipelineAndDiversity.pdf>

Completers teaching five years or after	39/44 = 88.6%	33/35 = 94.2%	31/32=96.8%	21/24=87.5%	25/26=96%
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During the time we were investigating need for this program, we met with three of several school partners including CCPS, our primary partner. Of the three partner schools that we met with, all three indicated that ECE is a program at the top of the list they would like to see McDaniel consider developing. Their interest in this program is in direct response to the expectation set forth by the Blueprint for schools to expand early childhood access which will in turn trigger the need for school systems to hire more ECE teachers. Additionally, Carroll Community College has an associate degree program in early childhood education. Having a local transfer option will also eliminate barriers for students interested in continuing their education to seek a bachelor’s degree and Maryland certification and who may want to live and work in a geographically rural (population <500 sq. mile) community like Carroll County.

McDaniel’s proposed ECE program will make a positive contribution across the state and more specifically in Carroll County to increase the teacher pipeline, responding to the need for additional high quality early childhood education teachers being driven by the Blueprint’s plans for expanding access to prekindergarten over the next decade.

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.

There are two HBIs which offer ECE programs in the state – Bowie State University and Coppin State University. Both are public institutions located in the Baltimore metropolitan area with primary school partnerships with urban schools. McDaniel does not believe that our proposed program will have impact on these programs, primarily due to the geographic location and difference in focus that McDaniel offers as a liberal arts institution located in a geographically rural community.

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.

McDaniel does not believe our program will impact the uniqueness and institutional identity of any HBI programs. While McDaniel serves a healthy population of students of color, we attract students who are choosing McDaniel for the small, geographically rural, liberal arts experience. The HBIs which offer ECE programs are in the Baltimore metropolitan area, and these institutions have strong partnerships with urban schools, providing a very different educational experience than what McDaniel’s program will provide due to our location in a small, geographically rural community and having a strong partnership with Carroll County Public Schools.

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.

At about the same time that the *Blueprint for Maryland's Future* was adopted, McDaniel was developing a new strategic plan. As part of this process, McDaniel met with key community stakeholders and partners to solicit feedback on how McDaniel can best meet community need and workforce demand. As part of this process, we met with three regional county school districts, including Carroll County. All partners indicated development of an ECE program as one of the top three programs of interest.

McDaniel then conducted a feasibility study for the ECE program which included reviewing student and workforce demand data; conducting a competitive analysis; evaluating mission alignment; assessing needs for facilities, equipment, and human resources; evaluating delivery models; researching state regulations and accreditation requirements; and identifying internship placement needs and partners. The final phase of this project included development of the curriculum and program model which was led by a member of the McDaniel faculty who has early childhood education and literacy content expertise and our Assistant Dean of Education Programs. The program curriculum was designed and then reviewed by the education department faculty for feedback before being presented to the full faculty for approval. The McDaniel faculty and Board of Trustees have provided full support and approval for this program.

Teacher preparation programs which lead to Maryland certification must also meet COMAR regulations and be approved by the Maryland Department of Education. McDaniel will pursue this approval immediately following MHEC approval. Additionally, many education programs seek recognition from national organizations, and these agencies also mandate prescriptive standards that influence curriculum development. To that end, the ECE program curriculum was designed in alignment with and informed by McDaniel's mission and liberal arts foundation, our McDaniel Plan requirements and learning outcomes, the education departments Conceptual Framework (Appendix A), [COMAR 13a.12.02.03](#) regulations, the National Association for the Education of Young Children (NAEYC) standards, and the Council of Chief School Officers INTASC standards. The InTASC standards outline what teachers should know and be able to do to ensure every PK-12 student reaches the goal of being ready to enter college or the workforce in today's world.

The ECE program will be housed in the existing education department which is overseen by Tracey Lucas, Assistant Dean of Education Programs and Department Chair. A new faculty member will be hired with early childhood education content expertise to implement the program. The faculty member will be hired upon approval of this proposal. Our anticipated hire date is summer 2023. The first ECE courses will be taught in spring 2024.

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

As stated in the prior section, the curriculum and learning outcomes for the new ECE program were developed in alignment with the NAEYC and InTASC standards. A crosswalk of the program outcomes listed below with the NAEYC and InTASC standards and courses where student learning outcomes will be assessed can be found in Appendix B.

McDaniel's Early Childhood Program Outcomes:

- Teacher candidates develop positive, safe and age-appropriate learning environments in both indoor and outdoor spaces
- Teacher candidates will use materials, curriculum and pedagogy that are culturally, linguistically, and developmentally appropriate to scaffold each child's learning and development

- Teacher candidates utilize a variety of ongoing assessments, including formative and summative assessments, to adjust for learning and development
- Teacher candidates model, demonstrate and promote best practices in nutrition, health and mental health for early learners
- Teacher candidates establish positive, communicative, and collaborative relationships with families and the community
- Teacher candidates demonstrate competency in assisting all families, including those with diverse needs, to support their child’s learning and development
- Teacher candidates implement curriculum with a multicultural approach to learning
- Teacher candidates seek out and utilize community resources and partnerships to further support student learning and development

3. Explain how the institution will:

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

Student achievement of learning outcomes at the institutional level is overseen by the Academic Assessment Committee (AAC) as part of McDaniel’s established faculty governance. This committee of five full-time teaching faculty is charged with fostering sound assessment of the College’s academic programs, encouraging the collection of data that leads to action, and collecting departmental assessment plans and reports and responding to them as necessary. In the spring of each academic year, the program will document the degree to which students achieved the learning outcomes in the program by providing a report on the assessment of these outcomes to the AAC, based on the assessment plan submitted earlier in the year. These reports will include the assessment findings as well as a proposed plan for improvement.

Currently, the McDaniel education department has a well-developed assessment and data monitoring system that is aligned to the Council for the Accreditation of Teacher Preparation (CAEP). Each year, the department collects data on four critical transition points in the program including admission, student teaching, program completion, and post-graduation. There are several data points that are monitored at each transition point, including data which is used for assessment of student learning outcomes. As an example, McDaniel utilizes the research validated CPAST observation tool from Ohio State University as one of these measures. Additional measures include program key assessments, surveys and observation tools aligned to the INTASC standards, case studies, and post-graduation employer surveys. These data are reviewed annually by the department and used to make program improvement as well as make any adjustments to the department’s strategic plan. In addition, these data are submitted to the McDaniel College Academic Planning Committee as well as the Graduate Assessment Committee as part of the college’s annual assessment cycle. The department also submits annual reports such as the TPAR report to the Maryland State Department of Education.

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

**Course List, Credits, and Descriptions
Total Credits in Major - 94**

Course Title	Credit Hours	Course Description
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EDU 1141 Teaching and Learning in a Diverse Society	4	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.
BIO 1111 Principles of Biology & BIO 1101 (lab)	4	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.
PSY 2209 Developmental Psychology OR SWK 2214 HBSE: Infancy to Adolescence	4	<p>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 application of research to current topics.</p> <p>Prerequisites Education 1141, First Year Seminar 1111, or Psychology 1106.</p> <p>HBSE (Human Behavior and the Social Environment) courses examine the richness and diversity of the human experience over the life span from a person-in-environment perspective. Theoretical frameworks ranging from Freud to Feminism are examined. Functional and dysfunctional patterns of coping and adaptation are identified.</p> <p>SWK2214 focuses on the period between infancy and adolescence. It can be taken before, after, or concurrently with SWK2225. Social issues such as learning differences, teen suicide, and eating disorders are explored within a sociohistorical context.</p>
PHY 1122 Fundamentals of Physical Science	4	This course introduces the basic principles of physical science for students intending to teach at the elementary or middle school level. It is an introduction to the phenomena, concepts, and theories of physical science, including matter and its interactions, motion and stability, energy, and waves and their applications. Students will understand not only the physical science content, but also engage in the science and engineering practices and develop an understanding of science as a system through the crosscutting concepts.
EDU 2XXX Early Childhood Theory and Practice New Course	4	This course presents an overview of theory and best practice for developmentally appropriate environments, materials, and curriculum in the early childhood setting. Course topics include program models for early childhood education, types and stages of play, program design that incorporates play as

		<p>a core teaching practice to extend learning across age levels, and creation of a physically and emotionally safe learning environment. Candidates will plan, implement, and assess developmentally appropriate and culturally responsive activities to foster children’s cognitive, physical, social, emotional, and linguistic development.</p> <p>Prerequisite: EDU-1141 with a grade of C or higher - Must be completed prior to taking this course.</p>
EDU 2XXX Early Childhood Theory and Practice Practicum New Course	0	<p>A two hour twice a week practicum for the semester at a Professional Development School is the field experience.</p> <p>Prerequisite: NA Co-requisite: EDU 2XXX Early Childhood Theory and Practice</p>
HIS 2224 Becoming an American OR HIS 1109 Survey of Modern US History	4	<p>HIS 2224: 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.</p> <p>HIS 1109: An inquiry into the events and forces that have shaped the United States since 1865, including industrialization, urbanization, race relations, reform, social and cultural tensions, and global conflict.</p>
EDU 2015 Literacy Processes and Acquisition	4	<p>This course examines the acquisition of literacy, 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 purposes for reading and various text formats within a responsive literacy program.</p> <p>Prerequisites EDU 1141 with a grade of C or higher Co-requisite EDU 2115</p>
EDU 2115 Literacy Processes and Acquisition Practicum	0	<p>2 to 2.5-hour, twice a week practicum for the semester at a Professional Development School is the field experience.</p> <p>Prerequisites EDU-1141 with a grade of C or higher Co-requisite EDU 2015</p>
EDU 1XXX Introduction to Special Education for Early Childhood and Elementary New Course	4	<p>This course introduces characteristics and evidence-based interventions for children with high and low incidence disabilities and other diverse learning needs ages birth through 12. The course content addresses historical perspectives, regulations, principles of inclusion, early intervention, and curriculum and environmental adaptations. Candidates will investigate the role of the early childhood educator in identification of special needs and participation in the Individualized Family Service Plan/Individualized Education Plan process.</p> <p>Prerequisite: EDU-1141 with a grade of C or higher - Must be completed prior to taking this course</p>

GEO 2200 Human Geography: Cultures of the Non-Western World	4	The goal of this course is to explore the cultural geography of non – western developing world. It is based on a multidisciplinary approach, this means thematic topics from subject areas like anthropology, sociology, environmental studies etc. are used to study peoples’ experiences. The course examines among other major questions: Where are these areas geographically located? What are the common and unique characteristics of the cultural environment that have been created? How have these peoples’ cultures impacted the western world and vice versa? Geographic areas and regions studied include Africa, Asia, Latin America, and the Caribbean.
MAT 1106 Mathematical Excursions OR STA 2215 Introduction to Statistics	4	<p>MAT 1106: Explore the way mathematicians approach problem solving through the study of a variety of topics. These topics may include logic, number theory, counting techniques, discrete probability, graph theory, and the mathematics of personal finance. The course is intended for non-Mathematics majors. Students who plan to take Calculus should take MAT-1107. Prerequisites MAT-1001 and MAT-1002 or MAT-1100</p> <p>STA 2215: Basic statistical principles and techniques; summarizing and presenting data, measuring central tendency and dispersion in data, basic concepts of probability and probability distributions, estimation of parameters and testing of hypotheses through statistical inference, linear regression and simple correlation. Not open to students who have completed Mathematics 3324. Prerequisites Mathematics 1001, Mathematics 1002 or placement above MAT 1002.</p>
EDU 3324 Literacy Instruction and Materials	4	<p>This course examines theoretical and practical issues related to the design and implementation of a comprehensive literacy program. Candidates will critically analyze and implement developmentally appropriate instructional practices for phonemic awareness, phonics and word identification, comprehension, vocabulary, fluency, and writing. The course content addresses the organization and management of responsive, evidence-based literacy instruction and incorporates the selection and strategic use of effective instructional materials. For admitted Elementary Education students only.</p> <p>Prerequisites EDU-2015 with a grade of C or higher; minimum required score for Praxis Core, SAT, or ACT or permission of department chair Co-requisite EDU-3124</p>
EDU 3124 Literacy Instruction and Materials Practicum	1	<p>2.5 hours twice a week, this course is a field practicum in an elementary Professional Development School to accompany EDU 3324 Literacy Instruction and Materials. Co-requisite EDU-3324</p>
GSC 1112 The Earth	4	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.
MAT 2242 Mathematical Structures I	4	<p>The course develops prospective teachers' mathematical content knowledge because teaching requires that teachers need to know more than just how to do mathematical procedures, they also need to know why they work and how to utilize representations to explain these ideas. This course enhances student knowledge and deepens understanding of the number system, operations with whole numbers and integers, and how they work together to build algebraic thinking. Through explorations, problem solving, and hands-on experiences, students will develop mathematical practices and make connections within and among mathematical domains. This course does not count toward the major in Mathematics and is recommended for those interested in preparing to teach mathematics at the elementary and secondary levels.</p> <p>Prerequisites EDU-1141</p>
EDU 3XXX Culturally and Linguistically Responsive Instruction for Language Development and Early Literacy New Course	3	<p>This course examines language and literacy acquisition for multilingual and monolingual children. The course content addresses methods for integrating young children's home languages and cultures into the environment and curriculum through materials and literature and fostering oral language and communication skills. Candidates learn and apply techniques and materials that build on children's cultural and linguistic assets to develop reading, writing, speaking, and listening proficiency.</p> <p>Prerequisite: EDU 2XXX Early Childhood Theory and Practice with a grade of C or higher. Minimum required score for Praxis Core, SAT, or ACT or permission of department chair - Must be completed prior to taking this course.</p>
EDU 3XXX Related Arts and Cultural Studies for Early Childhood New Course	3	<p>This course examines theoretical perspectives, concepts, and standards to inform developmentally appropriate, culturally, and linguistically relevant pedagogy in early childhood social studies and related arts. The course content includes history, geography, economics, civics, and politics with a focus on facilitation of disciplinary inquiry and integration of creative arts as a means to reflect upon culture, language, family, community, and history. Candidates investigate, engage in the process of, and apply the use of pretend play, games, storytelling, field trips, and the arts (music, acting and visual art) so that early childhood students develop abilities to understand their own and others' cultures, creativity, counter biases, and make informed decisions as members of society. Candidates will engage in the creative process by creating and integrating original plays, games, stories, and art activities to highlight the history, geography culture, language, community, and history of various cultures.</p> <p>Prerequisite: EDU 3XXX Culturally and Linguistically Responsive Instruction for Language Development and Early Literacy with a grade of C or higher. Minimum required</p>

		score for Praxis Core, SAT, or ACT or permission of department chair - Must be completed prior to taking this course. Recommended Co-requisite: N/A
EDU 3XXX Family and Community in Early Childhood New Course	3	This course presents the theory and research to support family engagement and community partnerships across a variety of early childhood education contexts. The course content addresses the role of socioeconomic conditions, family structures, cultural values, and language diversity in sustaining culturally responsive interactions with family and community members. Candidates explore ways to initiate and sustain respectful, reciprocal relationships with families and partner with community resources to support young children's learning and development. Prerequisite: EDU 3XXX Culturally and Linguistically Responsive Instruction for Language Development and Early Literacy with a grade of C or higher. Minimum required score for Praxis Core, SAT, or ACT or permission of department chair - Must be completed prior to taking this course.
EDU 3XXX Family and Community in Early Childhood Integrated Practicum New Course	0	A two and a half hour twice a week practicum for the semester at a Professional Development School is the field experience. Prerequisite: Minimum required score for Praxis Core, SAT, or ACT or permission of department chair - Must be completed prior to taking this course. Recommended Co-requisite: EDU XXXX Family and Community in Early Childhood
MAT 3342 Mathematical Structures II	4	A continuation of topics to develop prospective teachers' mathematical content knowledge for teaching. This course enhances student knowledge and deepens understanding of the number system, operations with rational numbers, and how they work together to build algebraic thinking. Through explorations, problem solving, and hands-on experiences, students will develop mathematical practices and make connections within and among mathematical domains. This course does not count toward the major in Mathematics and is recommended for those interested in preparing to teach mathematics at the elementary and secondary levels. Prerequisites MAT 2242
EDU 2100 Internship in an Ethnically Diverse Setting	2 Jan Term	The purpose of the Jan Term Teaching Internship in a Diverse Setting is to provide candidates with an internship experience in a more diverse setting than nearby Professional Development Schools can provide. Field practicum experiences in courses prior to the semester-long student teaching internship, as well as the student teaching internship itself, are scheduled in schools near the McDaniel College campus in order to facilitate transportation logistics. These schools within a reasonable commute distance do not allow for the ethnic diversity in the student population that teachers may encounter during their careers. The 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

		<p>New Teacher Assessment and Support Consortium (INTASC) Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners and McDaniel College's Conceptual Framework.</p> <p>Outcome 2: McDaniel College prepares knowledgeable, caring, and reflective practitioners who use their self-awareness and knowledge of diversity to create learning environments that support their belief that all students can learn.</p> <p>Prerequisites EDU-1141 and EDU-2240 or EDU-2015 all with a grade of C or higher or permission of department chair</p>
EDU 4205 Assessment for Literacy Instruction	4	<p>An examination of 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 analyze and select valid, reliable assessments to screen, diagnose, monitor progress, and measure literacy achievement. Throughout the semester, candidates apply intervention techniques and the assessment-instruction process to a case study of a struggling primary reader.</p> <p>Prerequisites EDU-3324 with a grade of C or higher; minimum required score for Praxis Core, SAT, ACT or permission of department chair</p>
EDU 4XXX Teaching Mathematics in Early Childhood New Course	3	<p>This course examines theoretical perspectives, concepts, and standards to inform developmentally appropriate, culturally and linguistically relevant pedagogy for early childhood mathematics education. The course content addresses prenumeracy and early numeracy skills, number and operations, algebraic thinking, geometry, measurement, and data analysis. Candidates investigate and apply methods and materials using active exploration and concrete experiences to build children's development of mathematical concepts, abstract reasoning, and critical thinking.</p> <p>Prerequisite: EDU-2015 with a grade of C or higher - Must be completed prior to taking this course. MAT-2242 with a grade of C or higher - Must be completed prior to taking this course. MAT-3342 with a grade of C or higher - Must be completed prior to taking this course. Minimum required score for Praxis Core, SAT, or ACT or permission of department chair - Must be completed prior to taking this course. Recommended Co-requisite: EDU 4121 Integrated Field Experience</p>
EDU 4420 Creating Inclusive Classrooms	3	<p>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</p>

		<p>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. This course will also address writing in the discipline of education, developing the writing skills, styles, and forms used by professional educators.</p> <p>Prerequisites EDU-3324 with a grade of C or higher or minimum required score for Praxis Core, SAT, or ACT or permission of department chair Co-requisite EDU-4120 or EDU-4121</p>
EDU 4XXX Teaching Science Childhood New Course	3	<p>This course examines theoretical perspectives, concepts, and standards to inform developmentally appropriate, culturally and linguistically relevant pedagogy for early childhood science education. Course content includes concepts in earth, physical, and life sciences with a focus on facilitating sensory exploration, observation, investigation, and inquiry. Candidates investigate and apply methods, materials, technology, and scientific tools to engage children in scientific practices and develop children's critical thinking, problem solving skills, and conceptual understanding.</p> <p>Prerequisite: EDU-4121 - Must be taken at the same time as this course. EDU-2015 with a grade of C or higher - Must be completed prior to taking this course. Minimum required score for Praxis Core, SAT, or ACT or permission of department chair - Must be completed prior to taking this course. Recommended Co-requisite: EDU 4121 Integrated Field Experience</p>
EDU 4121 Integrated Field Experience	2	<p>Two days twice a week, this course is a field practicum in an elementary Professional Development School to accompany EDU 3310, EDU 3314, EDU 4205, and EDU 4420 . It Co-requisite EDU-3310, EDU-3314, EDU-4205, and EDU-4420</p>
EDU 4XXX Early Childhood Education Final Internship New Course	14	<p>A supervised internship teaching in an early childhood setting at Professional Development School (PDS) or a vetted private childcare center. Experiences involve full-time teaching with all related planning responsibilities and the extracurricular expectations of the classroom teacher.</p> <p>Note: Permission of instructor required Prerequisite: EDU 4205, EDU 4XXX Teaching Mathematics in Early Childhood, EDU XXX Creating Inclusive</p>

		Classrooms for Elementary and Early Childhood, EDU 4XXX Teaching Science in Early Childhood Recommended Co-requisite: N/A
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Early Childhood Education Requirements for Declaring a Major and Program Completion:

- Gain admission to McDaniel College
- Secure an Education Department advisor.
- Present passing PRAXIS Core scores in Reading, Writing, and Mathematics, a minimum SAT score (verbal and mathematics) of 1180 (1100 prior to January 2019), or a minimum ACT score of 24. If the student does not have a passing Praxis Score or a minimum ACT or SAT score, the student will meet with their advisor to discuss an alternate pathway in lieu of the basic skills requirement via the Praxis, SAT or ACT score. Students will not be allowed to take any 3000 level courses with an EDU prefix until they take the Praxis Core or have the minimum scores for SAT or ACT or sign an agreement regarding maintaining a 3.0 cumulative GPA as an alternate pathway.
- Meet the following program progression requirements:
 - a) Expect to spend at least 2 to 2.5 hours, twice a week in a school-based internship during semesters in which you are completing education courses with practicums, except EDU 1141. Candidates in the education major/minor must complete an approved education Jan Term internship (EDU-2100) in an ethnically diverse classroom setting usually during their third year.
 - b) Students must earn a grade of “C” or better in all EDU prefix courses and all other certification requirement courses. Note: students who earn a C- or lower in any course required for certification must repeat the course in order to continue in the major/minor. Students who earn a C- or lower in any course required for certification must meet with their advisor.
 - c) All students are required to have a criminal background record check through fingerprinting and disclosures prior to any school-based internship.
 - d) A formal application, interview, and minimum GPA of 2.75 in the major, in the education minor, and overall are required for admission to the student teaching semester. If a student does not meet the minimum basic skills requirement noted above, the student will need to have an overall GPA of 3.0 and a minimum GPA of 2.75 in the major or education minor. When possible all student teaching placements will be in a Professional Development School (PDS).
 - e) Meet all dispositional requirements of the program.

Graduation Requirements:

- Submission of scores on the Praxis II, completion of the edTPA assessment, attendance at all student teaching seminars, and passing the student teaching semester are the culminating activities required for eligibility for Maryland teacher certification.

- Minimum GPA of 2.0. If less than a 3.0 cumulative GPA student must have passing Praxis Core scores as required by the state of Maryland or state required SAT/ACT equivalent scores.

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

The total credits for graduation from McDaniel College are 128. General education credits may be met through major requirements when applicable. The table below indicates which general education requirements are met through courses required within the ECE major. Students will meet 27 credits of general education requirements through coursework required within the major and they will meet 32 credits of education requirements through coursework outside the major.

General Education Requirements

Type of Course	Details of Requirement	Fulfilled by a Course in the Major	Credits
First Year Seminar	All students complete a first-year seminar		4
ENG 1101 (<i>English Composition</i>)	Introduction to College Writing		4
Writing in the Discipline	All students take course(s) which are designated as Writing in the Discipline courses to learn how to write in the discipline of their major.	EDU 4420 Creating Inclusive Classrooms	Credits included in major
Second Language 1	Students must complete 2 semesters in the same language or demonstrate placement/proficiency above the 2 nd semester level.		4
Second Language 2	Students must complete 2 semesters in the same language or demonstrate placement/proficiency above the 2 nd semester level.		4
Multicultural (<i>Social & Behavioral Sciences</i>)	Students select 1 course from this general education category	HIS 2224 Becoming an American & EDU 2100 Internship in a Diverse Setting & EDU XXXX Family and Community in Early Childhood	Credits included in major
International Nonwestern (<i>Social & Behavioral Sciences</i>)	Students select 1 course from this general education category	GEO 2200 Human Geography: Cultures of the Non-Western World	Credits included in major
International Western OR Nonwestern (<i>Social & Behavioral Sciences</i>)	Students select 1 course from either of these 2 general education categories		4
Quantitative Reasoning (<i>Mathematics</i>)	Students select 1 course from this general education category	STA 2215 Intro to Statistics OR MAT 1106 Mathematical Excursions	Credits included in major
Scientific Inquiry with Lab (<i>Biological & Physical Sciences</i>)	Students select 1 course from this general education category	BIO 1111 & BIO 1101 (lab)	Credits included in major

Quantitative Reasoning OR Scientific Inquiry (<i>Mathematics or Biological & Physical Sciences</i>)	Students select 1 course from either of these 2 general education categories	PHY 1122	Credits included in major
Textual Analysis (<i>Arts & Humanities</i>)	Students select 1 course from this general education category		4
Creative Expression (<i>Arts & Humanities</i>)	Students select 1 course from this general education category	EDU XXXX Related Arts and Cultural Studies for Early Childhood	Credits included in major
Social, Cultural, Historical Understanding (<i>Social & Behavioral Sciences</i>)	Students select 1 course from this general education category	PSY 2209 Dev. Psychology & EDU 1141 Teaching and Learning in a Diverse Society	Credits included in major
My Design	All students take the My Design course, MDC 1100		2
My Career	All students take the My Career course, MDC 3100, or a Career Course in their Major		1
Experiential Learning	General education requirement is that students complete credited or non- credited experiential learning which could include courses, internships, experiential independent studies, or study abroad.	EDU 2015/EDU 2115 Literacy Processes and Acquisition with Practicum & EDU 3324 Literacy Instruction and Materials with Practicum & MAT 2242 Math Structures I & MAT 3342 Math Structures II & EDU 4121 Integrated Field Experience & EDU 4XXX Early Childhood Education Final Internship	Credits included in major
Total number of general education credits outside of the major			27

Composition of all credits required for graduation

Category	# of Credits
Major – Education courses	69
Major – Courses outside of Education	32
General Education Requirements NOT met through Major	27
Total	128

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

All education programs at McDaniel College are approved by the Maryland State Department of Education (MSDE) and are nationally accredited by the Council for Accreditation of Educator Preparation (CAEP) through 2024. Upon MHEC approval, McDaniel will submit this program to

MSDE for review and approval and will include the new program in any national accreditation process sought in the future.

7. 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 college catalog includes information on approved programs, including all required coursework and total program credit hours. The catalog also addresses degree and McDaniel Plan (general education) requirements for students. The schedule of classes for each semester outlines how classes are offered and the nature of faculty/student interaction—face-to-face, online, or hybrid. The learning management system for online and hybrid classes is Blackboard Learn ®. This LMS is used to support face-to-face with supplemental instruction, grade book access, repository for course materials and opportunities for student-to-student interaction and student-to-faculty interaction outside of the physical classroom.

When student accounts are created, students receive an automated email that contains information about Blackboard and the system requirements. This information is in the student's inbox when they first access their email. If specific technological competencies or skills are required for any courses within the approved program, this information is outlined in the course description and, in the case of this program, in the nursing program student handbook. The college website and intranet contain pertinent information about student support services, including academic support, financial aid, tuition and fees, billing and payment, and policies relating to each.

Students who declare ECE as a major are also required to meet with an advisor and throughout the program are required to attend a pre-practicum and pre-internship orientation which will cover specific requirements and expectations of the students in the program and will provide detailed coverage of the supports that will be provided during the program to help students achieve success.

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

Program information for all academic programs offered at McDaniel is available via the college's website and catalog, both of which are updated regularly. Admissions, marketing, and media relations are centralized and led by the Vice President of Constituent Engagement. Having these offices centralized provides for efficient and effective planning and implementation of recruitment strategies and development of recruitment materials that accurately represent the program. The admissions staff will assume recruitment responsibilities for the EC program and will recruit via virtual meetings, on campus visits, high school visits, and college and career fair events. Education faculty also participate in recruitment events to provide prospective students with the opportunity to interact with department faculty.

H. Adequacy of Articulation

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

McDaniel College has established articulation agreements with various Community Colleges within Maryland for a variety of majors. McDaniel College will pursue articulation agreements for this major with Carroll Community College and other nearby community colleges following MHEC approval.

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

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

The majority of courses in the major are existing courses which will be taught by experienced faculty who are currently teaching in the Department of education. In addition, a new faculty member will be hired in the first year to teach in the ECE program and to provide advising to ECE majors. A part-time Practicum and Internship Coordinator will be hired in year 3 to coordinate student field experiences. The budget also supports a second full-time faculty hire in year three when enrollment is expected to increase to the level of needing additional sections to accommodate enrollment growth.

Faculty Member	Academic Rank	Terminal Degree	Area of Expertise	Status	Courses Taught
Benner, Debra	Staff	M.Ed.	Elementary, ECE	PT	Coordinates Practicum experiences in: EDU 2115, EDU 3110, EDU 3314, EDU 4120, EDU 4121, EDU 4425
Bitto, Laura	Lecturer	Ph.D.	Elementary Math	FT	EDU 3314, EDU 2242, EDU 3342, EDU XXXX Teaching Mathematics in Early Childhood
Buckler, Lisa	Program Coordinator, Reading Specialist and Literacy Leadership	M.Ed.	Literacy, ECE	PT	EDU XXXX Culturally and Linguistically Responsive Instruction for Language Development and Early Literacy
Concepcion, Michelle	Lecturer	M.Ed.	Special Education	FT	EDU 4420 EDU XXXX Intro to Special Education for Elementary/Early Childhood Educators
Gibson, Rebecca	Assistant Professor	Ph.D.	Elementary Literacy	FT	EDU 2015, EDU 4205 EDU 4206
Gough, Nicholas	Adjunct	M.Ed.	Elementary Social Studies	PT	EDU 3311

K'Olewe, Ochieng'	Professor	Ph.D.	Social Studies/Ed Pysch	FT	GEO 2200, EDU 1141 EDU 2240
McNamara, Angela	Adjunct	M.Ed.	Elementary Science	PT	EDU 3310, PHY 1122
Townsend, Robin	Supervisor of Teacher Professional Development	M.Ed.	Elementary Education, Educational Leadership	FT	Coordinates practicum and internship placement
New Hire TBD	Open Rank	Ph.D./M.Ed.	ECE	FT	EDU XXXX Early Childhood Theory and Practice EDU XXXX Related Arts and Cultural Studies for Early Childhood EDU XXXX Family and Community in Early Childhood EDU XXXX Teaching Science in Early Childhood
New Hire TBD	ECE Practicum and	M.Ed.	ECE	PT	Coordinates practicum and internship placement
New Hire (Year 3)	Open Rank	Ph.D./M.Ed.	ECE/ELEM	FT	ECE and ELEM courses as needed in response to enrollment growth

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

McDaniel College prides itself on its excellent instruction and therefore provides many forms of faculty development to support professors in all stages of their careers. New faculty participate in a year-long orientation program of monthly professional development events which include a focus on evidence-based practices. Every August, new and returning faculty attend a day-long faculty development retreat which includes concurrent sessions on various topics including diversity, students with learning differences, evidence-based research about teaching and learning, best practices for hybrid and online teaching, handling challenging classroom situations, etc. Throughout the academic year, we offer 2 to 4 faculty development sessions each month which are open to all faculty. Each year, we run a faculty book group/learning community in which approximately one third of our full-time faculty participate. In addition to the group-based forms of faculty development described above, the institution also provides one-on-one support to faculty who would like to receive formative feedback on their teaching through class observations and/or moderated focus groups with their students. Faculty are also provided access to faculty development funds to support them to seek outside professional development opportunities.

b) The learning management system

The Department of Instructional Design and Technology (IDT) at McDaniel College offers the following resources to support faculty use of Blackboard: (a) 60-minute workshops throughout the year on Blackboard Basic, Intermediate, and Advanced features; (b) one-on-one Blackboard training for all new faculty members and anyone else who requests it; (c) a range of course design templates that enable/encourage

backward design, outcome alignment, authentic assessment, appropriate rubrics, and a range of student-centered pedagogical methods; and (d) professional development lunch events about matters of instructional design. Additionally, faculty have access to one-on-one training and support through the IDT department.

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

We have no intention of offering this program in distance education format. However, a limited number of courses will be offered in hybrid or online format. Faculty who will be teaching these courses will be required to complete our Best Practices for Online Teaching. This training is a four-week training developed by our Instructional Design Team that is aligned with Quality Matters ®.

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.

McDaniel College's Hoover Library contains approximately 460,000 book volumes (print and electronic), access to 129 different databases, 119,000 media titles (physical and electronic), and 166,000 journals. Library resources are accessible by McDaniel College students, faculty, staff, and community members. Electronic resources are available remotely. 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 request titles from any of the three collections. This arrangement makes additional resources available to the McDaniel College community. McDaniel College students and faculty also have borrowing privileges at participating libraries at institutions in the [Maryland Independent Colleges and Universities Association \(MICUA\)](#).

The Hoover Library website (<http://hoover.mcdaniel.edu>) includes discipline and course-specific research guides that assist students with identifying appropriate resources for course work. There are also guides providing general assistance with the research process by covering topics such as source selection, evaluation, and citation. Services provided by the library include general and course-integrated instruction and research assistance to students and faculty.

Examples of [current database subscriptions](#) include that would support the Early Childhood Education program include: Education Week, Topics in Early Childhood Special Education, Teaching Exceptional Children, International Journal of Early Childhood Education

The library's [journals portal](#) enables searching for specific journals by title or by category

McDaniel is committed to purchasing additional needed resources specific to this proposal. Funds are allocated yearly for the purchase of new library materials. The Education department will earmark these funds to focus on new purchases to support the Early Childhood Education program.

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.

The proposed Early Childhood program will be delivered in existing physical space. The Education Department is currently housed in Merritt Hall which contains all Education faculty offices, administrative support, and workspaces on the same floor. There are also several classrooms that are designated for the Education Department. Additional space for required science courses are housed in the science building and the science department does not see an impact on that physical space. There is adequate storage space in Merritt Hall for supplies and materials.

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

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

Upon admission to McDaniel College, students are issued a student ID and email account which utilize single sign on to access all McDaniel systems to include Colleague, our Enterprise Resource Planning system; Blackboard Learn®, the college's learning management system; and their McDaniel email account. Students utilize these systems for learning and conducting day-to-day business with the college to include registration, bill payment, checking grades, accessing the library portal, and accessing other services and information provided by the college. Blackboard Learn® is the learning management system used for all online courses and for supplemental instruction for any face-to-face course.

While this program will be a campus-based program, it will utilize Blackboard Learn® for supplemental instruction and for blended and online courses where appropriate. Blackboard Learn® provides opportunities for faculty to enhance face-to-face courses to provide access to resources, materials, group meetings and other technology that can be used to enhance learning. While online and hybrid courses will be limited in this program, Blackboard Learn® will also be utilized for all hybrid and online learning to provide schedule flexibility, particularly during the semesters during practicum and internship.

McDaniel also provides a 24/7 IT help desk which supports students and faculty in accessing systems and email accounts for the purpose of learning and communication with one another and with various departments on campus.

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.**

TABLE 1: PROGRAM RESOURCES					
ECE Program	Year 1	Year 2	Year 3	Year 4	Year 5
	AY 23/24	AY 24/25	AY 25/26	AY 26/27	AY 27/28
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$128,000	\$313,120	\$626,155	\$918,551	\$1,107,147
a. Number of F/T Students	8	19	33	47	55
b. Annual Tuition/Fee Rate	\$16,000	\$16,480	\$18,974	\$19,544	\$20,130
c. Total F/T Revenue (a x b)	\$128,000	\$313,120	\$626,155	\$918,551	\$1,107,147
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$128,000	\$313,120	\$626,155	\$918,551	\$1,107,147

Resource Narrative

1. There will be no reallocation of funds for this program

2. Tuition/Fee Revenue

The number of FT students is based on a ramp-up of students entering the major each year. Anticipated cohort sizes are: 2023/24 (8), 2024/25 (12), 2025/26 (16), 2026/27 (16). Enrollment projections also consider 85% attrition. At full capacity the total enrollment is anticipated to be 58 to 60 students in academic year 28/29 with 16 new students entering the major each year.

Total revenue and fees reflect average tuition revenue per student less the applied institutional discount. A 3% tuition and fee increase is also applied annually.

3. Grants, Contracts & Other External Sources

There are not other external sources identified at this time

4. Other Sources

There are no other sources identified at this time.

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.

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
	AY 23/24	AY 24/25	AY 25/26	AY 26/27	AY 27/28
1. Faculty (b + c below)	\$78,000	\$80,340	\$160,750	\$165,573	\$170,540
a. Number of FTE	1	1	2	2	2
b. Total Salary	\$60,000	\$61,800	\$123,654	\$127,364	\$131,185
c. Total Benefits	\$18,000	\$18,540	\$37,096	\$38,209	\$39,355
2. Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. Number of FTE	0	0	0.5	0.5	0.5
b. Total Salary	\$0	\$0	\$35,000	\$36,050	\$37,132
c. Total Benefits	\$0	\$0	\$10,500	\$10,815	\$11,139
3. Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. Number of FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Technical Support and Equipment	\$7,000	\$10,000	\$10,000	\$10,000	\$10,000
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses (operational)	\$30,000	\$50,000	\$50,000	\$50,000	\$50,000
TOTAL (Add 1 – 7)	\$115,000	\$140,340	\$220,750	\$225,573	\$230,540

Expenditures Narrative

1. Faculty

New faculty hires: Year 1: ECE Faculty/Program Coordinator will be hired. Year 3: We an additional faculty member will be hired based on enrollment projections. Estimated salaries were benchmarked by our Human Resources office. Salaries assume a 3% increase each year and benefits are calculated at 30% of salary.

2. Administrative Staff

A .5 FTE position is budgeted for the Internship Coordinator/Supervisor to support students practicum and internship placements and supervision. Budget assumes a 3% increase annually and benefits are calculated at 30% of salary.

3. Support Staff

No additional support staff will be hired for this program. Current administrative support capacity exists in the Education department to support this program.

4. Technical Support and Equipment

Estimated cost for faculty and staff computers and technologies and equipment that are specific for ECE educators.

5. Library Resources

No additional library resources are needed for this program. Current resources available through our library are sufficient to support this new program.

6. New or Renovated Space

This program will utilize currently existing space to include classrooms and faculty and staff offices.

7. Other Expenses

Other expenses include miscellaneous operating expenses to include travel, faculty professional development, marketing, supplies, faculty recruitment, adjunct stipends for internship supervision

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.

Courses are evaluated via online student course evaluations which are reviewed by the department chair and the individual faculty member at the end of each semester; these evaluations include quantitative and qualitative components. Programmatic student learning outcomes are assessed via direct and indirect measures under the guidance of the standing Academic Assessment Committee as described in G.3.

Faculty teaching in the program will be evaluated in accordance with the faculty evaluation procedures of McDaniel College specified in the McDaniel College Faculty Handbook. At the time when franchised faculty are eligible 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, service to the college, and scholarly and/or professional activity. The 5 elected members of the Faculty Affairs Committee review the materials submitted by the faculty member as well as the student course evaluations, rate the candidate's performance, and make a recommendation to the provost for employment action. Adjunct faculty will be reviewed by the Program Director on a regular basis; adjunct faculty are evaluated based on their course evaluations and other materials they may submit to document their teaching effectiveness.

Student learning outcomes are evaluated as part of the education department's program assessment plan. A crosswalk of the SLOs and courses where SLOs will be evaluated is located in Appendix B.

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.

In addition to the annual assessments of student learning outcomes conducted by the education department and overseen by the Academic Assessment Committee described earlier (see G.3), the program will engage in a periodic program review. The program review process is overseen by the Academic Planning Committee (APC) – a standing committee that is part of our faculty governance system. Faculty who teach in the program will prepare a self-study that includes data about course and program enrollment, faculty professional activity, student retention/graduation rates, assessments of student learning outcomes, alumni outcomes and satisfaction, a comparison of the program to similar programs at other colleges, nationwide trends in the discipline, an evaluation of the current strengths and challenges of the program, and a five-year strategic plan. The self-study is reviewed by the APC and feedback is provided. External consultants review the self-study and make an on-site visit to further evaluate the program's educational effectiveness

and make recommendations for improvement. The last step of this year-long review process is the revision of the five-year plan to address any weaknesses or areas of improvement.

The student body is surveyed using several different methods. Annually, we complete the Higher Education Data Sharing (HEDS) Consortium's "Senior Survey," which asks seniors to report on five dimensions of their undergraduate experience: good teaching and high-quality Interactions with faculty, challenging assignments and high faculty expectations, interactions with diversity, growth on intellectual outcomes, and growth on civic outcomes. Secondly, we use the Student Satisfaction Inventory (SSI) from Ruffalo Noel Levitz, which measures student satisfaction and which issues are most important to them. Finally, we also utilize the National Survey of Student Engagement (NSSE), which looks at engagement indicators and high-impact practices. With each of these assessment methods, data can be disaggregated to a departmental/programmatic level. These reports are provided to department chairs for integration into their own assessment plans and departmental reviews as a measure of student satisfaction.

Regarding cost effectiveness, McDaniel College engages in a strategic planning process to determine the viability of its programs. This process involves developing a unique Strategic Enrollment Plan (SEP) for the program. As defined by Ruffalo Noel Levitz, Strategic Enrollment Planning is "a data-informed process that aligns an institution's fiscal, academic, co-curricular, and enrollment resources with its changing environment to accomplish the institution's mission and ensure the institution's long-term enrollment success and fiscal health." At McDaniel, this means each proposed academic program is reviewed through the lens of not only curricular innovation and mission alignment, but also program demand, departmental costs, investment needs, and long-term viability. This data is reviewed by the provost and a faculty committee whose focus is strategic planning and the budgetary health of the institution.

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.

McDaniel College is committed to minority student access and success. In accordance with this commitment, the College has created a diversity statement, requires general education courses related to cultural diversity, and offers co-curricular student programming, and faculty and staff development regarding working with a diverse student body. Students of all ages, interests, professions, and backgrounds are encouraged to apply for undergraduate and graduate study. Fall enrollment data from 2022 show that 44% of our undergraduate student population identified as students of color, a number that has steadily increased since 2010. Most undergraduate students at McDaniel College (73%) come from the State of Maryland, and 38% are considered first-generation college students and 32% are Pell eligible. McDaniel College actively recruits prospective students through campus events, high school visits, and career fairs throughout the mid-Atlantic region.

All the students in the proposed program will complete general education courses which have been designed to educate students about different forms of diversity. Students will complete at least one multicultural course which 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 will complete at least two international courses, one of which must focus on a non-western region. International courses examine the perspectives and customs of cultures outside the U.S. or the

relationship between the U.S. and world cultures. In addition to these general education course, our orientation program for first year students includes 3 sessions focused on diversity-related issues relevant to college students and those sessions span from the summer orientation through the end of the first semester so that we can address diversity education at multiple stages of their first year.

Many co-curricular, cultural activities are sponsored by the Office of Diversity, Equity, and Inclusion, while other activities are initiated by our many student organizations which provide social support and co-curricular events for students. (e.g., the Black Student Union, the Gender Sexuality Alliance, the Hispano-Latinx Alliance, the Asian Community Coalition, the Muslim Student Association, and the Jewish Student Union).

The faculty members who will teach in the proposed program participate in multiple professional development events focused on teaching and supporting students from diverse groups. Every August, McDaniel College holds a faculty development retreat and requires that faculty attend at least one session focused on diversity-related issues. Our newest full-time faculty members participate in a year-long orientation series which includes sessions about teaching our diverse student body as well. In addition, throughout the academic year, professional development sessions focused on diversity-related issues are open to all faculty and staff.

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.**

Not applicable

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

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

While we are eligible to provide distance education as an institution, this proposed program will not be offered in distance education format. However, some courses may be offered via an online or hybrid format.

McDaniel has been offering online graduate programs for several years and offers some undergraduate courses online, primarily during summer and winter sessions. All graduate online programs are approved through MHEC and MSCHE. To support all distance education and the use of Blackboard Learn®, our institution has an instructional design team (IDT) which provides training in best practices for online and hybrid delivery which is aligned with Quality Matters and C-RAC guidelines. All faculty who teach hybrid or online are required to complete this training. Additionally, the instructional design team offers monthly training on emerging technologies for online instruction and various other training to support online teaching pedagogy. An instructional designer is also available to work individually with faculty to design courses to meet the best practices guidelines and to incorporate online technologies appropriate for the delivery of instruction in the content area. McDaniel is a member of NC-SARA which requires our compliance with C-RAC guidelines and federal regulations related to licensure programs. We are

Appendix A
McDaniel College Education Department Conceptual Framework

Outcome 1: Content Knowledge

McDaniel College prepares knowledgeable, caring, and reflective practitioners who consistently demonstrate the content, pedagogy and pedagogical knowledge necessary to facilitate learning for all students.

Outcome 2: Diversity

McDaniel College prepares knowledgeable, caring, and reflective practitioners who use their self-awareness and knowledge of diversity to create learning environments that support their belief that all students can learn.

Outcome 3: Professional Dispositions

McDaniel College prepares knowledgeable, caring and reflective practitioners who exhibit the values, attitudes and behaviors required of educational professionals

Outcome 4: Reflection

McDaniel College prepares knowledgeable, caring, and reflective practitioners who reflect on their practice and are committed to continued professional development.

Outcome 5: Communication

McDaniel College prepares knowledgeable, caring, and reflective practitioners who develop effective and supportive relationships that enhance communication among students, parents and colleagues to facilitate learning

Outcome 6: Technology

McDaniel College prepares knowledgeable, caring, and reflective practitioners who have the skills to demonstrate and promote the strategic use of technology to enhance learning

Appendix B
Crosswalk of ECE Program SLOs, NAEYC, and InTASC Standards with Courses

ECE Program SLO	NAEYC Standard	InTASC Standard	Course
<p>Teacher candidates develop positive, safe, and age-appropriate learning environments in both indoor and outdoor spaces</p>	<p>1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.</p> <p>4c: Use a broad repertoire of developmentally appropriate, culturally, and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.</p>	<p>Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>EDU XXXX: Early Childhood Theory and Practice</p> <p>PSY 2209: Developmental Psychology</p> <p>EDU 4420: Creating Inclusive Classrooms</p> <p>EDU XXXX: Introduction to Special Education for Elementary/Early Childhood Educators</p>
<p>Teacher candidates use materials, curriculum and pedagogy that are culturally, linguistically, and developmentally appropriate to scaffold each child’s learning and development</p>	<p>1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social, and emotional, and linguistic domains, including bilingual/multilingual development.</p> <p>1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.</p> <p>4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators’</p>	<p>Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as</p>	<p>EDU 1141: Teaching and Learning in a Diverse Society</p> <p>EDU 2015 Literacy Processes and Acquisitions</p> <p>EDU 3324 Literacy Instruction and Materials</p> <p>EDU XXXX Culturally Responsive Instruction for Language Development in Early Literacy</p> <p>Mathematical Structures I MAT 3342 Mathematical Structures II</p> <p>EDU XXXX Teaching Mathematics in Early Childhood &</p> <p>EDU XXXX Teaching Science in Early Childhood</p>

	<p>work with young children.</p> <p>4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that</p> <p>5a: Understand content knowledge— the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum</p> <p>5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.</p> <p>5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content</p>	<p>knowledge of learners and the community context.</p> <p>Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	
<p>Teacher candidates utilize a variety of ongoing assessments, including formative and summative assessments, to make adjustments for learning and development</p>	<p>3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.</p> <p>3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.</p>	<p>Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>	<p>EDU 2015 Literacy Processes and Acquisitions</p> <p>EDU XXXX Introduction to Special Education for Elementary and Early Childhood Educators</p> <p>EDU XXXX Early Childhood Theory and Practice</p> <p>EDU 3324 Literacy Instruction and Materials</p>

	<p>3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.</p> <p>3d: Build assessment partnerships with families and professional colleagues. use assessments to document individual children’s progress and, based on the findings, to plan learning experiences</p>		<p>EDU 4205 Assessment for Literacy Instruction</p> <p>EDU XXXX Teaching Mathematics in Early Childhood</p> <p>EDU XXXX Teaching Science in Early Childhood</p> <p>EDU 4420 Creating Inclusive Classrooms</p>
Teacher candidates model, demonstrate and promote best practices in nutrition, health and mental health for early learners			EDU XXXX Family and Community in Early Childhood
Teacher candidates establish positive, communicative and collaborative relationships with families and the community	2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.	Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	<p>EDU XXXX Family and Community in Early Childhood</p> <p>EDU XXXX Family and Community in Early Childhood Practicum</p> <p>EDU 2115 Literacy Processes and Acquisitions Practicum</p> <p>EDU 3124 Literacy Instruction and Materials Practicum</p> <p>EDU 4121 Integrated Field Experience Practicum</p> <p>EDU XXXX Early Childhood Final Internship</p>
Teacher candidates demonstrate competency in assisting all families, including those with diverse needs, to support	2a: Know about, understand, and value the diversity of families.	Standard #3: Learning Environments The teacher works with others to create environments that support individual and	EDU XXXX Family and Community in Early Childhood

<p>their child’s learning and development</p>		<p>collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>EDU XXXX Family and Community in Early Childhood Practicum</p>
<p>Teacher candidates implement curriculum with a multicultural approach to learning</p>	<p>1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.</p> <p>4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.</p>	<p>Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning</p>	<p>EDU 1141: Teaching and Learning in a Diverse Society</p> <p>EDU XXXX: Introduction to Special Education for Elementary/Early Childhood Educators</p> <p>EDU 4420: Creating Inclusive Classrooms</p>
<p>Teacher candidates seek out and utilize community resources and partnerships to further support student learning and development</p>	<p>2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.</p>	<p>Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>EDU XXXX Family and Community in Early Childhood</p> <p>EDU XXXX Family and Community in Early Childhood Practicum</p> <p>EDU 2115 Literacy Processes and Acquisitions Practicum</p> <p>EDU 3124 Literacy Instruction and Materials Practicum</p> <p>EDU 4121 Integrated Field Experience Practicum</p> <p>EDU XXXX Early Childhood Final Internship</p>
<p>Teacher candidates demonstrate professional dispositions and seek out professional development opportunities</p>	<p>6a: Identify and involve themselves with the early childhood field and serve as informed advocates for</p>	<p>Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take</p>	<p>EDU XXXX Early Childhood Final Internship</p>

	<p>young children, families, and the profession</p> <p>6b: Know about and uphold ethical and other early childhood professional guidelines.</p> <p>6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work</p> <p>6d: Engage in continuous, collaborative learning to inform practice.</p> <p>6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.</p>	<p>responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	
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McDANIEL COLLEGE / Westminster, Maryland 21157

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INVOICE DATE	INVOICE NUMBER	ITEM DESCRIPTION	ACCT. CODE	PURCHASE ORDER NO.	INVOICE AMOUNT	DISCOUNT TAKEN	OTHER DEDUCTIONS
11/16/22		NEW PROG/McDaniel Colleg			850.00		
DETACH THIS VOUCHER BEFORE DEPOSITING CHECK			SUBTOTALS ▶		850.00	0.00	
VENDOR NO. 0558453			DATE ISSUED: 12/02/22		NET AMOUNT OF VOUCHER ▶		850.00