



UNIVERSITY OF MARYLAND

OFFICE OF THE SENIOR VICE PRESIDENT AND PROVOST

1119 Main Administration Building
College Park, Maryland 20742-5031
301.405.5252 TEL 301.405.8195 FAX

August 15, 2014

MEMORANDUM

TO: Donna Wiseman
Dean, College of Education

FROM: Elizabeth Beise *EB*
Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Establish a Bachelor of Science in Early Childhood and Early Childhood Special Education (PCC log no. 13026)

On March 21, 2014, Chancellor Kirwan approved your proposal to offer a Bachelor of Science in Early Childhood and Early Childhood Special Education. On July 31, 2014, the Maryland Higher Education Commission (MHEC) gave final approval. A copy of the proposal is attached. Please note that this proposal was processed through the University System of Maryland and MHEC as a substantial modification to the existing Early Childhood Education program.

The program is effective immediately. Please ensure that the change is fully described in all relevant descriptive materials.

MDC/

Enclosure

cc: Gregory Miller, Chair, Senate PCC Committee
Barbara Gill, Office of Student Financial Aid
Reka Montfort, University Senate
Erin Howard, Division of Information Technology
Pam Phillips, Institutional Research, Planning & Assessment
Anne Turkos, University Archives
Linda Yokoi, Office of the Registrar
Cynthia Stevens, Office of Undergraduate Studies
Maggie McLaughlin, College of Education
Robert Lent, Department of Counseling, Higher Education, and Special Education
Nathan Fox, Department of Human Development and Quantitative Methodology



MHEC
Creating a state of achievement

Martin O'Malley
Governor

Anthony G. Brown
Lt. Governor

Anwer Hasan
Chairperson

Catherine M. Shultz
Acting Secretary

July 31, 2014

Dr. Mary Ann Rankin
Senior Vice President and Provost
University of Maryland College Park
1119 Main Administration Building
College Park, MD 20742

Dear Dr. Rankin:

The Maryland Higher Education Commission has reviewed a request from the University of Maryland College Park to substantially modify the existing Bachelor of Science (B.S.) in Early Childhood Education and to rename the program Early Childhood and Early Childhood Special Education.

I am pleased to inform you that the substantial modification is approved. This decision is based on an analysis of the program proposal in conjunction with the laws and regulations governing academic program approval, in particular Code of Maryland Regulations (COMAR) 13B.02.03. As required by COMAR, the Commission circulated the program proposal to the Maryland higher education community for comment and objection. The program meets COMAR's requirements and demonstrates potential for success, an essential factor in making this decision.

For the purposes of providing enrollment and degree data to the Commission, please use the following HEGIS and CIP codes:

Current Program Title	New Program Title	Award level	HEGIS	CIP
Early Childhood Education	Early Childhood and Early Childhood Special Education	BS	0823-00	13.1209

Should the University of Maryland College Park desire to make a substantial modification to the program in the future, approval from the Commission will be necessary. I wish you continued success.

Sincerely,

Catherine M. Shultz, J.D.
Acting Secretary of Higher Education

CMS:SAB:mrw

C: Ms. Theresa Hollander, Associate Vice Chancellor for Academic Affairs, USM
Dr. Elizabeth Beise, Associate Provost for Academic Planning and Programs, UMCP



OFFICE OF THE CHANCELLOR

March 21, 2014

Dr. Wallace D. Loh
President
1101 Main Administration Building
University of Maryland, College Park
College Park, MD 20742

Dear Wallace:

Thank you for forwarding the request of the University of Maryland, College Park to modify the BS program in Early Childhood Education to provide for dual certification in Early Childhood Special Education and to change the name of the program from the BS in Early Childhood to BS in Early Childhood and Early Childhood Special Education.

I am delighted to approve this change. Please express my appreciation to departmental faculty for their careful work in planning for this change.

Sincerely,

A handwritten signature in black ink, appearing to read "W. Kirwan".

William E. Kirwan
Chancellor

cc: Joann Boughman, Sr. Vice Chancellor for Academic Affairs
Theresa Hollander, Associate Vice Chancellor for Academic Affairs
Mary Ann Rankin, Sr. Vice President and Provost

1807
University of Maryland,
Baltimore

1856
University of Maryland,
College Park

1865
Bowie State University

1866
Towson University

1886
University of Maryland
Eastern Shore

1898
Frostburg State University

1900
Coppin State University

1925
Salisbury University

1925
University of Baltimore

1925
University of Maryland
Center for Environmental
Science

1947
University of Maryland
University College

1966
University of Maryland,
Baltimore County

**THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL**

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

13026

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education (EDUC)

Please also add College/School Unit Code-First 8 digits: 01203100

Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program: Counseling, Higher Education, and Special Education (CHSE) and Human Development and Quantitative Methodology (HDQM)

Please also add Department/Program Unit Code-Last 7 digits: **1312301**

Type of Action (choose one):

- | | |
|---|--|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> Curriculum change for an LEP Program | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input checked="" type="checkbox"/> Other – substantial modification to existing program |
| <input type="checkbox"/> <i>Suspend/delete program</i> | |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

The Bachelor of Science Degree in Early Childhood (Pre-K-3rd) & Early Childhood Special Education (birth through age 8) (EC/ECSE) is an intensive, cross-departmental (Departments of Counseling, Higher Education and Special Education and Human Development and Quantitative Methodology) teacher education program, grounded in research for individuals who are interested in teaching young children with and without disabilities.

The new EC/ECSE program will replace the current 5-year integrated ECSE (B.S./MEd. Program leading to Early Childhood Special Education certification) and the ECE program (B.S. leading to ECE certification) in favor an undergraduate, 4-year program in EC/ECSE that results in eligibility for dual certification (ECE and ECSE).

Departmental/Unit Contact Person for Proposal: Joan Lieber

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair Paul Maccini Ann G. Butler 11/18/13
2. Department Chair [Signature] 11/18/13
3. College/School PCC Chair Denise Sullivan Denise Sulley 11/21/13
4. Dean Margaret J. McLaughlin 11/18/13
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC [Signature] 12/6/13
7. University Senate Chair (if required) _____
8. Senior Vice President and Provost Elizabeth J. Peise 8/15/14

PROPOSAL FOR
SUBSTANTIAL MODIFICATION TO AN INSTRUCTIONAL PROGRAM
UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND

Bachelor of Science
Early Childhood and Early Childhood Special Education (EC/ECSE)

Departments of
Counseling, Higher Education and Special Education (CHSE)
&
Human Development and Quantitative Methodology (HDQM)

COLLEGE OF **Education**

DEAN **Donna Wiseman**

I. OVERVIEW AND RATIONALE

The Bachelor of Science Degree in Early Childhood (Pre-K-3rd) & Early Childhood Special Education (birth through age 8) (EC/ECSE) is an intensive, cross-departmental (Departments of Counseling, Higher Education and Special Education and Human Development and Quantitative Methodology) teacher education program for individuals who are interested in teaching young children with and without disabilities (as defined by the *Individuals with Disabilities Act/IDEA*). This EC/ECSE program will be evidence-based, building on the research emanating from its two sponsoring departments, on development, learning, pedagogy, and disabilities. In addition to the growing numbers of young children with recognized disabilities, a unique focus of the program is an emphasis on preparing teachers to work with young children who are culturally and linguistically diverse and at environmental risk due to poverty, immigrant status, and other contextual factors. Such factors add an additional set of challenges to narrowing the achievement gap among young children.

The EC/ECSE program is a full-time, undergraduate program leading to a Bachelor of Science degree, as well as eligibility for Maryland State Department of Education (MSDE) ECE and ECSE certification, which has been designed to meet the requirements of the:

- Council for Exceptional Children (CEC),
- National Association for the Education of Young Children (NAEYC),
- The Interstate Teacher Assessment and Support Consortium (InTASC)
- Council for the Accreditation of Educator Preparation (CAEP),
- Maryland Teacher Technology Standards (MTTS),
- Common Core State Standards (CCSS),
- Universal Design for Learning (UDL) Principles,
- Maryland Institutional Performance Criteria based on The Redesign of Teacher Education,
- MSDE Division of Special Education/Early Intervention Services strategic imperatives:
 - *Early childhood service delivery systems must be aligned and all providers must be highly effective and qualified.*
 - *Teacher/service provider training programs need to be designed to prepare all teachers/service providers to teach students with disabilities.*

The new EC/ECSE program will replace the current 5-year integrated ECSE (B.S./MEd. Program leading to Early Childhood Special Education certification) and the ECE program (B.S. leading to ECE certification) in favor of an undergraduate, 4-year program in EC/ECSE that results in eligibility for dual certification (ECE and ECSE).

The goal of the proposed EC/ECSE program is to graduate 35 students each year who will be eligible for dual certification (conferred by the Maryland State Department of Education). This number represents a significant increase in the number of graduates who have been prepared at UMD in the area of early childhood special education and maintains the target number for the ECE program. Since 2008, we have graduated an average of 11 ECSE teachers each year (range 10-12). Overall, the new program will provide an important new resource within the State for teachers who are fully prepared and dually certified to teach young children with and without disabilities. In Maryland, the number of young children with disabilities has increased, and the resulting need for teachers with special education certification has been identified as a “critical shortage” on the Maryland Staffing Report for 5 or more years.

Market Demand

National Need

Children with Disabilities. According to the 30th Annual Report to Congress on the Implementation of the Individual with Disabilities Education Act, 2008 (released January 13, 2012), from 1997 through 2006, there has been an increase in the percentage of infants, toddlers, and preschoolers with disabilities. Specifically under IDEA Part C, the total number of infants and toddlers served rose from 197,376 to 304,510; an increase of 54.3 percent of the 1997 child count. Under IDEA Part B, the number of children served from 3 to 5 years rose from 571,049 to 714,384 or a 25.1 percent growth in the number of children served. Teacher candidates who will be dually certified in this program also are qualified to work with children with and without disabilities ages 6-8. Because national data for students with disabilities who are older than 5 are aggregated for students 6-21, it is not possible to report growth in the number of students with disabilities in the 6-8 age range at a national level.

Where Children with Disabilities are Served. For infants and toddlers, in 2006 more than 80% received their early intervention services in *the home* (85.5 percent). The next most common setting was *other setting* (9.2 percent), which included hospital, clinic and early intervention center/classes for children with disabilities. Finally, 5.3 percent of infants and toddlers were served in *community-based settings*, which are settings in which children without disabilities are usually found.

For children 3 to 5, 44.5 percent were served in a regular early childhood program at least 80% of the time. These programs include Head Start, Kindergarten, reverse mainstream classrooms, private preschools, and pre-kindergarten classrooms. In Maryland, 30.8% of these children also had limited English proficiency. For students 6 to 21, 53.7% were in the regular education classroom at least 80% of the school day.

Need for Teachers to Work with Children with and Without Disabilities. As these data show at the national level, there are an increasing number of children with and without disabilities who are educated in inclusive classrooms. According to the Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC), high quality inclusive programs for children birth to 8 have defining features that include “access, participation, and supports” (2009, p. 2). Teachers who work effectively with children with and without disabilities provide “access” through modifications such as Universal Design for Learning (UDL) (Lieber, Horn, Palmer, & Fleming, 2008); increase “participation through embedded, routines-based teaching to more explicit interventions” (DEC/NAEYC, 2009, p. 2); and provide “supports to acquire the knowledge, skills, and dispositions...to implement effective inclusive practices” (DEC/NAEYC, 2009, p. 2). Teachers who are dually certified in ECE and ECSE will have the skills to ensure access, participation, and supports for all the children in their classrooms.

Moreover, President Obama has challenged states to improve their Early Childhood initiatives so children enter Kindergarten fully prepared to learn. In addition, the President’s Early Childhood initiatives brought increased attention and funding to the field, which is also likely to result in an increased demand for those with degrees and certification in ECE. Further, the

proposed EC/ECSE program specifically responds to Secretary of Education Duncan's mandate that teacher candidates be prepared to work with diverse groups of children in urban environments and his policies promoting equity in the schools for poor and minority students. Lastly, the advocacy focus of this program uniquely responds to element 3 of NAEYC standard 6, which states that teachers should be advocates for children, families and the profession.

Need for Teacher Preparation Focused on Children with Disabilities who are also At Risk.

Providing effective services to young children with disabilities, who are also at environmental risk, and their families has remained an elusive goal (Harry, 2008). This challenge has grown with changing demographic patterns. According to the National Center on Children in Poverty, as many as 41% of children under the age of 6 in the United States experience one or two risk factors for health and educational achievement, such as poverty or living in households without English speakers, and 20% experience three or more risk factors (National Center on Children in Poverty, 2011). The 28th Annual Report to Congress (OSEP, 2006) found that 42% of the general population of children from birth to three and 39% of children served under Part C of IDEA were ethnic minorities. The Hispanic population is the fastest growing segment of the population; 22% of the general population of children from birth to three and 19.6% served under Part C are Hispanic.

These population shifts have critical implications for the preparation of teachers who need to learn how to work effectively with children and their families. For example, one in seven children from Central America come from families in which parents are not literate in their native language, and over half do not have a high school diploma (Davy, 2006). Seven out of ten immigrants from El Salvador have limited English proficiency and more than half have not graduated from high school (Terrazas, 2010). Responding effectively requires an intensive effort to provide teacher candidates with more information and experience about the cultural and social factors that influence the children and families with whom they work (Harry, 2008). Teacher candidates need to be aware of how a range of issues (e.g., meaning of disability, parenting beliefs, migrant family structure) are influenced by culture and be prepared to adapt their approaches accordingly (Barrera & Corso, 2002; Hanson & Lynch, 2004; Sandall, Hemmeter, Smith, & McLean, 2005).

Need in Maryland

Children with Disabilities. As early as 1980, Maryland served infants and toddlers with disabilities in the public schools. With the implementation of Part C, Maryland expanded its eligibility criteria and strengthened its emphasis on interagency collaboration. This expanded commitment has exacerbated the need for personnel with the skills to appropriately serve this population. In part, this need derives from the number of children who are currently receiving services and the dramatic increases that have resulted from the expanded definition. The most recent data provided by the Maryland Special Education/Early Intervention Services Census Data and Related Tables (October 26, 2012), indicate 15,049 infants and toddlers received early intervention services in the preceding year, up from 13,801 in 2008. In addition, the number of children from three to eight years of age receiving special education services was 30,631. Because of these increasing numbers, according to the Maryland Teacher Staffing Report (2012- 2014), there is a critical need for teachers who are certified to teach children with

disabilities in the infant/primary area. This area has been on the critical shortage list for 5 years or more.

Culturally and Linguistically Diverse Children. The need to work effectively with children from culturally and linguistically diverse families is especially important in Maryland, where the annual growth rate of ethnic minorities is anticipated to be ten times the growth rate of Caucasians between 1995 and 2025. In recent years, there has been a dramatic influx of immigrants from Central America (particularly El Salvador and Guatemala). Currently over 300,000 Latinos live in Maryland and some counties are experiencing a 5% annual growth rate in that population – a trend that is expected to continue over the next few years. Although this demographic shift is affecting nearly all counties in Maryland, its impact is most acute in the counties near UMD - Howard, Prince Georges, and Montgomery Counties. Between 1990 and 2008 the number of Hispanics in Montgomery County, Prince Georges County and Howard County have tripled, representing an 81%, 102%, and 90% change respectively (Pew Hispanic Center, 2010).

Early Childhood General Education. The 2006 Maryland General Assembly convened a Task Force (with a UM ECE faculty member as the University System of Maryland Representative) to study the Implementation of Universal Preschool throughout the state. In 2008 the Task Force report and Work Group Business Plan were accepted by the Maryland State Board of Education with an endorsement to implement the initiative as soon as economically feasible. Once implemented all Pre-K programs will be under the auspices of county school systems, therefore only certified teachers will be allowed to teach in Pre-K classrooms. Although a small percentage of MD school systems currently have Pre-K and Head Start classrooms, the majority of preschool classrooms are outside the public school system and regulated under Child Care licensing standards, which do not require college degrees or certification to teach in non-public school settings. According to Dr. Rolf Grafwallner, Assistant State Superintendent, Early Childhood Development, MSDE, the demand for ECE certified teachers will significantly increase with the implementation of Universal Pre-K, which will result in ECE being placed on the list of critical shortage areas in MD. Consequently, implementation of Universal Preschool will dramatically increase the statewide demand for teachers certified in ECE, which the UM and other institutions have been asked to address.

State Task Force on Early Childhood Teacher Education. Dr. Lillian Lowery, State Superintendent of Schools, recently convened a *Task Force on Teacher Education in Early Childhood Education* (with a UM ECE faculty member as the University System of Maryland Representative). The task force has been charged with developing plans to implement: (1) a new degree program, Birth to Five, through a blended curriculum of early childhood special education and regular early childhood education and (2) strategies to expand the number of programs offering teacher education in early childhood education.

Responding to the Needs. The Early Childhood Education Teacher Preparation program at UMD has a long-standing collaborative relationship through its Professional Development School (PDS) Network with partnering schools with large populations of primary grade children at risk. The program implements a curriculum, which is designed to help teacher candidates develop the knowledge, skills, and attitudes to work effectively with culturally and linguistically diverse children and families. The Early Childhood Special Education Teacher Preparation

program, through its PDS Network, has a history of preparing teacher candidates to teach in classrooms that include typically developing children as well as young children with a range of disabilities. Additionally, teacher candidates in ECSE have experience working in home-based settings with infants and toddlers. Together, the Early Childhood Education program and the Early Childhood Special Education program at UMD merge their respective expertise in the new blended program. We will prepare teachers who will successfully work in inclusive classrooms and other settings to support the whole range children with and without disabilities in order to narrow the achievement gap in the State.

Need in the Counties Surrounding UMD. Teacher candidates in both ECE and ECSE have internship experiences and typically get hired in the counties surrounding UMD (Anne Arundel, Howard, Montgomery, and Prince George’s County). According to the Maryland Special Education/Early Intervention Services Census Data and Related Tables (October 26, 2012), many 3-5 year old children with disabilities (as defined by IDEA) receive their education in regular early childhood programs for at least 10 hours per week.

Table 1: Percent of Preschool Students with Disabilities

County	3 Year Olds	4 Year Olds	5 Year Olds
Anne Arundel	12.08%	12.01%	6.18%
Howard	7.63%	8.89%	7.04%
Montgomery	4.87%	9.37%	5.41%
Prince George’s	9.07%	9.73%	6.21%

Because the prevalence of young children with disabilities who are included in programs with their typically developing peers is increasing, it is imperative that the teachers who work with these children are prepared to work both with typically developing children and those with disabilities.

The need for dually certified teachers was confirmed during a focus group organized by faculty in ECE and ECSE and held at UMD on February 27, 2013. We asked our school district partners from Anne Arundel, Howard, Montgomery and Prince George’s County to join us in a meeting to discuss the following issues:

- Is there a need for dually certified teachers in your school district?
- Are there jobs/positions for teachers with this preparation in your school district?
- What are the skills and competencies that these teachers would need to be effective?

At the focus group meeting there were 11 attendees representing Anne Arundel, Howard, Montgomery and Prince George’s county public schools, as well as the University of Maryland. The attendees responded to the aforementioned questions and unanimously endorsed the need for dually certified teachers with knowledge and skills in the following areas:

- co-teaching,
- curricular content,
- cultural proficiency and sensitivity,
- parent involvement, and
- teaching children with social communication and behavior challenges

IDEA Discretionary State Grant competition for the State of Maryland

Based on the critical shortage in the State of Maryland for early childhood teachers who are certified to work with young children with disabilities, and the needs expressed by our focus group attendees from the school districts surrounding the University of Maryland, one ECSE and two ECE faculty members applied for and were awarded an IDEA Discretionary State Grant from the Maryland State Department of Education (MSDE) to develop a dual certification program in EC/ECSE.

(See Appendix A, Letters of Support from: Dr. Jeanne Satterfield, MSDE, Dr. Allan Arbogast, Acting Deputy Superintendent, Prince George’s County Public Schools, and Dr. Janine Bacquie, Director, Division of Early Childhood Programs and Services, Montgomery County Public Schools).

Program Composition

The program is an intensive undergraduate teacher education program for individuals who wish to be dually certified in Early Childhood (general) Education and Early Childhood Special Education. The program will utilize a cohort model with the goal of graduating 35 students per year. During the junior year students will choose between one of two tracks, which allow them to specialize EC/ECSE Birth through age 5 programs or EC/ECSE Preschool through Grade 3 programs. Courses during the senior year will be held off-site, in a Professional Development School, to allow for the integration of in-service teachers/specialists into course delivery.

II. CURRICULUM

Description for Undergraduate Catalog

The Bachelor of Science Degree in Early Childhood Education (Pre-K-3rd) & Early Childhood Special Education (birth through age 8) (EC/ECSE) is a full-time, intensive, cross-departmental teacher education program for individuals who are interested in teaching young children with and without disabilities. A unique focus of the program is an emphasis on preparing teachers to work with young children who are culturally and linguistically diverse and at environmental risk due to poverty, immigrant status, and other contextual factors.

Description of the Proposed Program

The Bachelor of Science Degree in Early Childhood Education (Pre-K-3rd) & Early Childhood Special Education (birth through age 8) (EC/ECSE) is a full-time, intensive, cross-departmental teacher education program for individuals who are interested in teaching young children with and without disabilities. The program is grounded in the research on development, learning, pedagogy, and disabilities, which are areas studied by various faculty in the two sponsoring departments. A unique focus of the program is an emphasis on preparing teachers to work with young children with and without disabilities, who are culturally and linguistically diverse and at

environmental risk due to poverty, immigrant status, and other factors that add an additional set of challenges for narrowing the achievement gap among young children.

Mission of the Proposed Program

The mission of the Early Childhood & Early Childhood Special Education program is to prepare knowledgeable and skilled teachers who utilize theory, research and pedagogy, to respectfully and responsively teach and positively affect the lives of children, with and without disabilities, who are diverse in culture and socioeconomic status.

Rationale for the Program

Based upon strong departmental research agendas, as well as national and state standards for Early Childhood and Early Childhood Special Education teacher education programs, the EC/ECSE curriculum has been developed around 6 core themes:

- Child Development, (typically developing and atypically developing), Learning and Intervention
- Children in the context of families and communities
- Assessment (developmental and classroom-based)
- Integrated content courses focused on *Common Core State Standards*
- Culturally responsive and differentiated pedagogy
- Inquiry and reflection

Theoretical Framework

The theoretical framework for the program is a combination of Socio-cultural Theory (Vygotsky), Developmental Stage Theory (Piaget) and the Bio-Ecological Systems Theory (Bronfenbrenner), which considers the development and learning of the young child in the context of his family, community and greater society. Further, the program is informed by the current research on development, learning, pedagogy, and disabilities. Teacher candidates' learning outcomes are guided by the standards of the Council for Exceptional Children (CEC), National Association for the Education of Young Children (NAEYC), Council for the Accreditation of Educator Preparation (CAEP), as well as the Initial certification requirements of the Maryland State Department of Education and the UM College of Education Conceptual Framework.

In addition to content based methods and child development courses, as well as an action research course, students will complete a number of courses focused on special education and learning of young children at individual and environmental risk. It should be noted that although some courses focus solely on issues related to young children with disabilities (e.g., assessment for special education eligibility), most courses include strategies for enhancing the participation and learning of young children with disabilities (e.g., Universal Design for Learning).

Application of knowledge and skill development will occur during three semesters of early field experiences followed by internships in culturally diverse, Title I Professional Development School (PDS) in an urban community or Early Learning Centers (for infants and toddlers with special needs). To facilitate their application of knowledge about typical development and early childhood education in general, students will also have field experiences in the campus

preschool, the Center for Young Children.

Prerequisites

A transcript analysis will be undertaken by the Office of Student Services to ensure applicants have the two required courses in college level mathematics, one being Geometry and one being the equivalent of Elements of Numbers and Operations or a higher level mathematics class, as well as a Biological lab science, and a Physical lab science (with the combined minimum GPA of 2.7 for the 4 courses and no individual grade below “C-”).

Courses

Table 2 articulates the program of pre-professional and professional courses required for the Baccalaureate degree program in Early Childhood and Early Childhood Special Education and eligibility for ECE and ECSE certification by MSDE. Students will explore the program as pre-professional students (sophomore), apply for admission to the professional program as rising juniors, choose their program Track (e.g., Birth through age 5 OR Preschool through 3rd grade) during their junior year and complete the program after the senior internship. The proposed set of courses reflects content from the early childhood education and early childhood special education curriculum. Some content will be sustained in its original course format, whereas other content will be integrated into new and/or existing courses.

Admission Policy

In addition to the prerequisites in mathematics and lab science (with the combined minimum GPA of 2.7 for the 4 courses with no individual grade below “C-”), students must:

- have received a score of C- or higher in EDSP210 and EDHD210;
- received a score of B- or higher in EDHD220 and passing practicum evaluations;
- have a minimum undergraduate GPA of 2.75*;
- receive individual passing scores on PRAXIS I in reading, writing and mathematics;
- submit 3 strong letters of recommendation (with at least one from a higher education faculty member);
- submit a personal statement;
- have a strong interview or strong EDHD220 early field placement evaluations; and
*the minimum GPA will be raised to a 3.0 once the Council for the Accreditation of Educator Preparation (CAEP) standards are fully implemented for educator preparation programs.

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

Teacher candidate learning outcomes are driven by the standards of the Council for Exceptional Children (CEC), National Association for the Education of Young Children (NAEYC), Council for the Accreditation of Educator Preparation (CAEP), as well as the initial certification requirements of the Maryland State Department of Education and the UM College of Education Conceptual Framework. Table 2 articulates the NAEYC and CEC standards, as well as the College of Education Conceptual Framework, sample assessments and assessment points throughout the program.

A sub-set of these assessments is used for the annual student learning outcomes assessment review process in the College of Education. For the purposes of Middle States reporting, the College of Education has identified five common learning outcomes and corresponding assessments for all initial teacher preparation programs. The program-specific learning outcomes and assessments that pertain to the Early Childhood and Early Childhood Special Education (EC/ECSE) program are listed below.

Bachelor of Science: Early Childhood and Early Childhood Special Education (EC/ECSE)

1. EC/ECSE teacher candidates have in-depth knowledge of the subject matter that they teach as described in professional (National Association for the Education of Young Children – NAEYC; Council for Exceptional Children - CEC), state (MSDE), and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject.
2. EC/ECSE teacher candidates can effectively plan classroom-based instruction or activities for their roles as early childhood educators. Candidates' knowledge, skills, and dispositions are applied effectively in practice.
3. EC/ECSE teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.
4. EC/ECSE teacher candidates are able to work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional (NAEYC and CEC), state (MSDE), and institutional standards.
5. EC/ECSE teacher candidates demonstrate fluency in each of the seven *Maryland Teacher Technology Standards* (<http://www.mttsonline.org/standards/>).

EC/ECSE Program Student Learning Outcomes Assessments

A multiple measures approach will be used to measure student learning for the five learning outcomes mentioned above. Key assessments will include the Praxis II, Performance Based Assessment Instrument (PBAI), Foundational Competencies, Teacher Performance Assessment (edTPA), and the Maryland Teacher Technology Standards (MTTS) Portfolio.

The purpose and organization of Table 2 is to describe the general requirements for the degree, including the total number of credits, and their distribution across years and within tracks.

Table 2: Early Childhood/Early Childhood Special Education (EC/ECSE) Undergraduate Curriculum

	Pre-Professional	Fall Junior Year	Spring Junior Year	Fall Senior Year	Spring Senior Year
Courses	<p>EDSP211: Introduction to Special Education (3cr.)</p> <p>EDHD210: Foundations of Early Childhood Education (3cr.)</p> <p>EDHD220 Exploring Teaching in EC/ECSE* (3cr.)</p>	<p>EDSP420/EDHD419: Child Development** from Birth to 3 Years (3cr.)</p> <p>EDHD425: Language Development and Reading Acquisition (3cr.)</p> <p>EDHD314 Reading in the Early Childhood Classroom (3cr.)</p> <p>Gen Ed Course</p> <p>Gen Ed Course</p>	<p>EDHD431: Child Development & Learning, 3 to 8 Years (3cr.)</p> <p>EDSP423: Special Education Assessment and Instruction (3cr.)</p> <p>EDSP315: Inclusive Instruction: Reading Methods (3cr.)</p> <p><u>Track I (Birth -5 yrs.)</u></p> <p>EDSP430: Intervention for Infants & Toddlers with Disabilities (3cr.)</p> <p>EDSP433: Families and Culture in Early Intervention (Birth to 5 Years) (3cr.)</p> <p style="text-align: center;">OR</p> <p><u>Track II (PreK-3rd)</u></p> <p>EDHD415: Promoting the Social-Emotional Competence of Young Children in Inclusive Classrooms (3cr.)</p> <p>EDHD424: Culture, School & Community: Contexts for Learning (PreK-3rd) (3cr.)</p>	<p>EDSP321: The Young Child as Scientist (3cr.)</p> <p>EDHD322: The Young Child as Mathematician (3cr.)</p> <p>EDHD323: Children Study their World (3cr.)</p> <p>EDSP417: Reading Diagnosis and Assessment (3cr.)</p> <p>EDHD441: Data Driven Decision Making in EC/ECSE (1 cr.)</p> <p>EDHD442: Interventions for Children with Behavioral Challenges (1 cr.)</p> <p>EDHD443: Interventions for Children with Social Communication Challenges (1 cr.)</p> <p>EDHD444: Action Research in EC/ECSE (1 cr.)</p>	<p>EDHD437: EC/ECSE Teachers as Researchers and Reflective Practitioners (3 cr.)</p> <p>EDHD432: Internship in EC/ECSE (12 cr.)</p>
Field Experiences	<p>* ½ day placement, 6 weeks in a special education setting and 6 weeks in a general education setting</p>	<p>**2-1/2 day placements per week (Infant/Toddler)</p> <p>6 weeks in a special education setting and 6 weeks in a general education setting</p> <p style="text-align: center;">OR</p> <p>12 weeks in an inclusive classroom</p>	<p>2-1/2 day placements per week, plus 1 immersion week (PreK).</p> <p>6 weeks in a special education setting and 6 weeks in a general education setting (Track I: 6 weeks w/Infant/Toddlers)</p> <p style="text-align: center;">OR</p> <p>12 weeks in an inclusive classroom</p>	<p>Phase I of yearlong internship (2 full days per week plus 2 immersion weeks):</p> <p>Track I: PreK/K with general educator.</p> <p>Track II: PreK/K or Grade 1,2,3 placement with general or special educator</p>	<p>Part II of yearlong internship: 5 days per week: Track I: Infant/Toddler placement with SPED. Track II: Pre-K/K or Grade 1,2,3 placement with general or special educator (must be opposite grade level and mentor from Phase I)</p>
	Credits: 9	Credits: 9	Credits: 15	Credits: 16	Credits: 15

The purpose of Table 3 is to present an outline of sample course assessments as they align with required learning outcomes.

Table 3: Learning Outcomes and Assessments for the EC/ECSE program

CEC Standards	NAEYC Standards/Learning Outcomes	COE Conceptual Framework Alignment	Sample Assessments
<p>1. Learner Development and Individual Learning Differences: Beginning special education professionals must understand how exceptionalities interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for exceptionalities.</p>	<p>1. Promoting child development and learning Students prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs and of the multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.</p>	<ul style="list-style-type: none"> • Knowledge of learners • Diversity 	<ul style="list-style-type: none"> • EDHD210 students examine the basic tenets of Developmentally Appropriate Practice and explore the implications of DAP for creating learning environments that meet the needs of all young children. They demonstrate this knowledge on a mid-term and final examination which require the application of DAP to hypothetical situations including presenting the benefits of DAP to parents and fellow teachers. They evaluate an early childhood education program based on tenets of DAP. • EDHD314, EDSP315 students learn the best practices in reading instruction for children in preschool through grade 3, with an emphasis on differentiated instruction. Class periods are spent on the research on teaching reading, on the practice of teaching reading, and on assessing reading development. Student learning in these courses is assessed through exams, case studies assessing children's literacy skills, reflection papers integrating research and observation, and panel presentations on classroom practices and lesson plans. • EDHD415, students examine the social competence and behavioral functioning of children in their classroom through observation of a child with behavioral challenges, videotaped recording of the classroom, and reflections on how to intervene to promote social emotional competence in all children in their classrooms. • EDHD419/EDSP420, students will complete a case

CEC Standards	NAEYC Standards/Learning Outcomes	COE Conceptual Framework Alignment	Sample Assessments
			<p>study of a toddler based on several structured and unstructured observations of the target child's development across domains, which will include an analysis of the child's development in the context of developmental theory, research, and knowledge.</p> <ul style="list-style-type: none"> • EDHD431, students complete a case study of a preschooler based on several structured and unstructured observations of the target child's development across domains, which will include an analysis of the child's development in the context of developmental theory, research, and knowledge. • EDHD424, students research familial issues that influence development, learning, and social interactions including family variables (ethnicity, religion, family composition, culture, disabilities, home language, and socio-economic status) and socio-cultural variables (poverty, child care, violence, and parenting). • EDHD425 students study language development and the relationship between language and reading acquisition. Learning will be assessed through exams, observations of children's language usage and a research paper, which integrates observations and research. • EDHD432, students must receive passing scores on the PBA, notably for Std. 1. • EDSP211 students read a book or watch a movie about an individual with disabilities to describe how effective the book/movie is in portraying an individual with disabilities and possible teaching applications for

CEC Standards	NAEYC Standards/Learning Outcomes	COE Conceptual Framework Alignment	Sample Assessments
			<p>that individual. Additionally, students work in a group to gather, summarize and present information about children with one of the disabilities described in IDEA.</p> <ul style="list-style-type: none"> • EDHD437 students utilize action research to improve pedagogy and/or interactions and the overall experiences of children in classroom contexts.
<p>7. Collaboration: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p>	<p>2. Building family and community relationships Students prepared in early childhood degree programs understand that successful early childhood education depends on partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning.</p>	<ul style="list-style-type: none"> • Knowledge of Social and Cultural Contexts • Knowledge of Learners • Diversity 	<ul style="list-style-type: none"> • EDHD220, students complete a series of weekly journal reflections in which they respond to questions related to their field placement experiences, including an examination of the use of multi-cultural materials in the classroom, the role of families and communities in young children’s education, and ways in which the classroom appreciates and supports individual differences and is an inclusive environment for all children. • EDSP315, students write a reflection paper on what they have learned regarding research and practices for accommodating diverse learners in the classroom, integrating their own classroom experiences on the topic. • EDHD323, students participate in a community engagement activity designed to help them understand and develop an appreciation for children’s families and communities. They reflect on this experience through an on-line discussion forum and respond to the reflections of their colleagues (other students). • EDHD424, students develop skills to actively engage culturally and linguistically diverse families in their

CEC Standards	NAEYC Standards/Learning Outcomes	COE Conceptual Framework Alignment	Sample Assessments
			<p>experiences. They also explore the role and effect of communities on the child's ability to develop and learn (community schools, supports and activities)</p> <ul style="list-style-type: none"> • EDHD432, students plan, deliver and assess a culturally respectful instructional activity completed in the home environment to promote family involvement and student achievement. Students must receive passing scores on the PBA, notably for NAEYC Std. 2 and CEC Std. 7. • EDHD441, students utilize assessment data as the basis of individualized planning, instruction and differentiation within the early childhood classroom (notably learning that extends into the family environment). • EDSP433, students conduct two interviews with a family of a young child who has a disability. They are expected to select a family who comes from a culture that is different from their own. In the General Interview students focus on learning about the family's cultural background and structure, the child's disability, the family's experiences with service providers, and how the family has been affected by factors and multiple levels of the service system. In the second interview, students conduct a routine's based interview with the family. This interview is one of the accepted strategies for understanding family strengths and needs in the Early Intervention system and will provide the basis for identifying family priorities and concerns for the IFSP. Students also complete an on-

CEC Standards	NAEYC Standards/Learning Outcomes	COE Conceptual Framework Alignment	Sample Assessments
			<p>line IFSP assignment where they learn ways to collaborate with families in completing the IFSP process.</p> <ul style="list-style-type: none"> • EDHD437, students utilize reflective practices to identify strengths and limitations of their interpersonal interactions with children, families and staff members.
<p>4. Assessment: Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</p>	<p>3. Observing, documenting, and assessing Students prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the</p>	<ul style="list-style-type: none"> • Knowledge of Educational Goals and Assessment • Research and Inquiry • Technology 	<ul style="list-style-type: none"> • EDHD210, students begin the process of developing lesson plans, including designing performance assessments that are aligned with lesson plan objectives. • EDHD314, students assess 1 child’s early literacy skills by administering three different types of literacy assessments with the child. They then compile the information and write a case study paper discussing the child’s strengths and weaknesses in three areas of literacy (phonological awareness, vocabulary, print concepts, decoding, etc.) • EDSP321, EDHD322, & EDHD323, students plan lessons that assess children on content area objectives, implement those content assessments as they teach, and evaluate the progress children are making in the content areas • EDHD419/EDSP420 & EDHD431, students observe the development of young children across domains and use informal assessment approaches to determine children’s developmental functioning, which will culminate in the completion of a case study based on these observations and informal assessments. • EDHD432, students utilize aggregate and disaggregate data to provide the rationale for all formal

CEC Standards	NAEYC Standards/Learning Outcomes	COE Conceptual Framework Alignment	Sample Assessments
	development of every child.		<p>observations by mentors and university supervisors. Students must receive passing scores on the PBA, notably for NAEYC Std.3 & CEC Std. 4.</p> <ul style="list-style-type: none"> • EDSP417, students administer a curriculum-based measure to a student over an 8-week period and interpret the results. Students will also present those results in class. Students will also write a report to determine a child's eligibility for special education based on data provided. • EDSP423 students demonstrate the ability to do formal assessments by screening a child to determine if s/he needs further assessment and administering a developmental assessment to the same child. Students write up the results of each individual assessment as well as an integrated assessment report. • EDSP430, Early Intervention and Early Childhood Education, students conduct a motor observation with a young child who has a disability. This observation is intended to help prospective teachers identify children who have problems with gross and/or fine motor development in order to plan future interventions. • EDHD441, course students utilize assessment data as the basis of individualized planning, instruction and differentiation within the early childhood classroom (notably learning that extends into the family environment). • EDSP433, students complete a routines based family interview. This interview is intended to help identify a child's needs during daily and week-end routines as

CEC Standards	NAEYC Standards/Learning Outcomes	COE Conceptual Framework Alignment	Sample Assessments
			perceived by parents
<p>2: Learning Environments: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</p> <p>5. Instructional Planning and Strategies: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<p>4. Using developmentally effective approaches to connect with children and families Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise</p>	<ul style="list-style-type: none"> • Knowledge of Pedagogy • Knowledge of Learners • Knowledge of Educational Goals • Technology 	<ul style="list-style-type: none"> • EDHD210, students observe and evaluate a current early childhood classroom for components of a developmentally appropriate learning environment, and develop plans for creating a new learning environment using principles of developmentally appropriate practice. • EDHD314, the students learn about different social/cultural backgrounds of students and how these different early environments can affect children's skills when they arrive in preschool or grade school. Students discuss how to set up the learning environment so that everyone feels valued, and students incorporate this knowledge into lesson plan assignments. • EDSP321, students adapt a science lesson for children with disabilities using UDL and describe high tech and low tech assistive devices for students with disabilities • EDSP321, EDHD322, & EDHD323, students include elements of Universal Design for Learning in their lessons and evaluate the success of those lessons for children with disabilities • EDHD415, students perform an analysis of the classrooms in which they are placed and how the teacher and environment promote the social competence of children. • EDHD432, students complete an internship in a PDS/Early Learning Center (Track I) during which time they will gradually assume full

CEC Standards	NAEYC Standards/Learning Outcomes	COE Conceptual Framework Alignment	Sample Assessments
			<p>responsibility for the planning, delivery and assessment of instruction on a full-time basis. Students will demonstrate their teaching effectiveness through observations, use of data as the basis of planning, a portfolio and scores on the Performance Based Assessment (PBA).</p> <ul style="list-style-type: none"> • EDSP423 students implement a task analysis identifying a target skill, identifying prerequisite tasks for that skill, determining a learner’s baseline/present level of performance, identifying the steps to teaching the task, teaching the task, and reflecting on the success of the intervention. • EDSP430, students read current literature and identify published studies documenting a variety of evidence-based practices that have been shown to be effective with young children with disabilities. • EDHD444, students explore the research literature on topics related to School Improvement Plans or Individual Family Learning Plans as the basis of developing and action research proposal for their final internship. • EDHD437, course students utilize action research to improve pedagogy and/or interactions and the overall experiences of children in classroom contexts. <p>Please see sample assessments under CEC Standard 7 and NAEYC Standard 2 that directly relate to families.</p>
<p>3: Curricular Content Knowledge. Beginning</p>	<p>5. Using content knowledge to build</p>	<ul style="list-style-type: none"> • Knowledge of Subject 	<ul style="list-style-type: none"> • EDHD314 & EDSP315, 1 week in each course is spent explicitly discussing differentiated instruction, RTI,

CEC Standards	NAEYC Standards/Learning Outcomes	COE Conceptual Framework Alignment	Sample Assessments
<p>special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>meaningful curriculum. Students prepared in early childhood degree programs use their knowledge of academic disciplines to design</p>	<p>Matter</p> <ul style="list-style-type: none"> • Knowledge of Social and Cultural Context • Knowledge of Learners • Technology • Diversity 	<p>diverse learners, and working with families. In both courses students develop lesson plans in groups on 1 topic during the semester (e.g., vocabulary, fluency) and present to the class. For these lesson plans students address issues relevant to diverse learners.</p> <ul style="list-style-type: none"> • EDSP321, EDHD322, & EDHD323, students plan, implement, and critique mentors' lessons in each of the content areas. They also plan, implement, and critique lessons they have designed in each of the content areas, plan with a partner an integrated lesson plan that includes mathematics, science and social studies, and present that lesson plan in class • EDHD432, students must receive passing scores on the PBA, notably for CEC Std. 3 and NAEYC Std. 5 • Transcript analysis of content courses and overall undergraduate GPA of 3.0 or higher, as well as successful completion of the math and science requirements. • Passing scores on individual PRAXIS I exams.
<p>6: Professional Learning and Ethical Practice. Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education</p>	<p>6. Becoming a professional Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood</p>	<ul style="list-style-type: none"> • Collaboration • Research and Inquiry 	<ul style="list-style-type: none"> • EDHD210, students engage in personal reflection about their philosophy of teaching and its implications for early childhood education as well as their professional development as a teacher. • EDHD220, students complete a paper in which they reflect on the importance of technology for teaching in early childhood education, and summarize a review of developmentally appropriate technology for young children. • EDHD424, students examine the impact of federal,

CEC Standards	NAEYC Standards/Learning Outcomes	COE Conceptual Framework Alignment	Sample Assessments
<p>practice, to engage in lifelong learning, and to advance the profession.</p>	<p>practice. They are continuous collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</p>		<p>state (to include child care licensing), and school system policies on children, families, childcare and schools. They also engage in self-exploration and growth in order to understand how one’s personal experiences, self-concept, values and attitudes affect one’s teaching style and interactions with children and families.</p> <ul style="list-style-type: none"> • EDHD432, students successfully complete the edTPA to demonstrate their competency with CEC, NAEYC and MTTS standards, as well as their growth over time. Additionally, students must receive a passing scores on the PBA, notably for Std. 6 and Maryland Teacher Technology Standards. • EDSP417, students interview a teacher or administer about screening, multi-tiered instruction, progress monitoring and how RTI works in their school. • EDSP430, students use the information they have obtained in the family interviews (conducted in Families and Culture in Early Intervention) to develop an IFSP which related to family priorities, concerns and needs, and learn how to conduct a Routines Based family interview and use it to identify family priorities and concerns as required by the IFSP. • EDHD444, students explore the research literature on topics related to School Improvement Plans or Individual Family Learning Plans as the basis of developing an action research proposal for their final internship. • EDHD437, course students utilize reflective

CEC Standards	NAEYC Standards/Learning Outcomes	COE Conceptual Framework Alignment	Sample Assessments
			<p>own planning, delivery and assessment of instruction in home and/or school-based settings.</p> <ul style="list-style-type: none"> • Passing score on both PRAXIS II tests for ECE and SpED.

Exit Requirements

In order to successfully complete the EC/ECSE degree program teacher candidates will:

- Maintain a GPA of 2.75 or higher.
- Complete all required courses receiving no lower than a grade of “C-” in any class/internship.
- Demonstrate competence through the College of Education Foundational Competencies.
- Demonstrate growth and competence through the PBAI.
- Demonstrate competence through either the edTPA for ECE or ECSE.
- Design and implement an Action Research Project (Students will learn research methods appropriate to the school/community context, followed by the design and implementation of their own research project).
- Successfully pass Praxis II: 0022-Early Childhood Content Knowledge (minimum score for certification=160), and 0521-Early Childhood Principals of Learning and Teaching (minimum score for certification= 169) and Special Education PRAXIS II exams: 0354 (paper/pencil or 5354 for computer based): Special Education Content Knowledge and Applications.

Reaction from School Districts to Proposed Program

In September 2013, we convened another focus group of personnel from three counties: Prince George’s, Montgomery and Howard. We provided them, in advance, our course sequence and a description of course content for their feedback. Their reaction to the course sequence and content was uniformly positive and is provided in Appendix B.

IV. FACULTY AND ORGANIZATION

The program will be housed in two academic units in the College of Education, the Departments of Counseling, Higher Education and Special Education and the Department of Human Development and Quantitative Methodology. The EC/ECSE faculty (N=5) has the responsibility for curriculum and programmatic decisions. Academic direction and oversight of the EC/ECSE program will be provided by the EC/ECSE Program Director (currently the ECE Program Director). Advising will be the responsibility of the College of Education, Office of Student Services and administrative responsibilities will be the responsibility of CHSE/HDQM. We anticipate being able to staff almost all of the courses with our existing CHSE/HDQM tenured and clinical faculty, all of whom hold PhDs.

Dr. Paula Beckman is a professor in CHSE. She specializes in Early Intervention and Early Childhood Special Education with a particular focus on providing support to families and working in culturally diverse communities. She has 30 years of experience developing, implementing and evaluating projects related to infancy and early childhood, with particular expertise in establishing programs for young children and their families in community settings. She has written two books, over 80 articles and chapters, and has edited a series of booklets on this topic. She currently directs a federally funded program to prepare teachers at the master’s degree level to work with children with disabilities and their families who are from diverse backgrounds. She was a principal investigator on the Early Childhood Research Institute on Inclusion, a large, federally funded institute involving five major universities across the United

States. For eight years, she directed Project Assist, a program designed to provide social support to families of infants and toddlers who had or were at risk for disabilities.

Dr. Brenda Jones Harden, associate professor in HDQM has worked for 35 years as a practitioner and researcher, on the promotion of optimal developmental outcomes for children from low socioeconomic (SES) backgrounds who are at risk for school failure. These children often require curricular adaptations as they enter preschool without the skills possessed by their counterparts from middle-income families. She is currently leading two evaluations of early education initiatives for children from birth through age five, one home-based intervention serving low SES rural families (Early Steps to School Success) and one center-based intervention serving low SES urban families (Educare DC). A particular focus of her research is the mental health of very young children, and how early childhood education programs can address social-emotional difficulties in this population. She has conducted numerous studies which examine familial and programmatic mechanisms which lead to more positive developmental outcomes for high-risk children, specifically the influence of parenting and the home environment, as well as the role of Early Head Start, Head Start, and home visiting programs in promoting children's outcomes

Dr. Elisa L. Klein is an associate professor in HDQM where she teaches graduate and undergraduate courses in child development and early childhood education, and conducts research in child policy, teacher education and young children's understanding of their early school experiences. Dr. Klein was a Society for Research in Child Development and American Association for the Advancement of Science Policy and Executive Branch Fellow in the Office of Behavioral and Social Sciences Research in the Office of the Director at the National Institutes of Health, from 2009-2010. Prior to that, she was a Visiting Scientist and Child Development Research Fellow in the Research, Demonstration and Evaluation Branch of the Administration on Children and Families in the U.S. Department of Health and Human Services during an earlier leave from her academic position. Dr. Klein was the founding director of the University of Maryland's first childcare research and demonstration program, the Center for Young Children. Prior to her positions at Maryland, she was a faculty member at The Ohio State University, Columbus. She has worked extensively with the Maryland State Department of Education in the development of early childhood policies including service as a member of the Maryland Task Force on Universal Preschool Education, and has been a consultant to many local, non-profit, and governmental agencies such as Head Start, The Children's Defense Fund and the National Science Foundation, on a variety of issues related to culturally and socioeconomically diverse young children's development and education. Dr. Klein's research on a variety of early childhood education, social policy and teacher preparation issues has been presented at over 70 national and international conferences, and she has edited, authored or co-authored 4 books as well as multiple book chapters and research articles.

Dr. Joan Lieber, professor of Special Education in the Department of Counseling, Higher Education and Special Education (CHSE) has been at UMD since 1986 as a researcher and teacher educator. She has participated in research that pertains directly to preparing teachers to work in inclusive classrooms as well as preparing teachers to address access to the general education curriculum for children who have disabilities or who are at-risk for school failure.

From 1994-1999, Dr. Lieber was part of the Early Childhood Research Institute on Inclusion, funded by the U.S. Department of Education, Office of Special Education Programs. As part of this grant, the researchers explored facilitators and barriers to including preschool children with disabilities into Head Start, Pre-K, and community-based child care programs. One of the outcomes of this grant was the publication of *Building blocks for teaching preschoolers with special needs* (2nd Ed., 2008), a practical handbook providing guidance for teachers on how to develop curriculum modifications, and embedded learning opportunities for children's IEP goals and objectives, so that children could participate successfully in general education classrooms. Most recently Dr. Lieber has been working with other researchers on Children's School Success Plus (CSS+), a project funded by the Institute for Education Sciences. The purpose of CSS+ is to modify, refine, and improve the initial integrated curriculum that was developed and tested in Children's School Success (CSS) by ensuring that every activity explicitly addresses the 3 key principles of UDL, provides specific strategies for teacher implementation of instructional individualizations, and outlines strategies for teachers to monitor child progress with links to the currently used progress monitoring tool adopted by the program (e.g., Work Sampling System) for the assessment of child outcomes.

Dr. Christy Tirrell-Corbin is a clinical associate professor in the Department of Human Development and Quantitative Methodology (HDQM), and the director of the UMD Early Childhood Education Program for the past ten years. Her extensive work with professional development efforts in PDS partner schools with Title 1 status involved an ongoing series of inquiry groups for school personnel on increasing family involvement in settings with high FARMS rates (over 74%). Following a significant increase in family involvement, Dr. Tirrell-Corbin has facilitated additional inquiry group explorations of race and culture in these settings. Her research on these efforts, supported by grants from MHEC, has resulted in presentations at multiple professional research conferences. She has also conducted research on teacher candidates' beliefs about race, culture and community; these results have been presented at national research conferences. Dr. Tirrell-Corbin is also a program reviewer and national team leader for the National Council for the Accreditation of Teacher Education, which requires a scholarly evaluation of ECE teacher education programs across the country relative to NAEYC and NCATE standards.

V. OFF CAMPUS PROGRAMS

Not applicable

VI. OTHER ISSUES

Although the undergraduate ECE program currently has a Professional Development School Network with MCPS and the Special Education Program has a PDS Network with HCPS, the EC/ECSE faculty intends to establish a new PDS Network with schools, across the neighboring counties that model best practices in ECE and ECSE. The EC/ECSE Director and PDS Coordinator will work with county PDS Coordinators, as well as principals of Title I schools, to identify the highest quality mentor teachers for the student internships.

The program will seek "recognition" from the Council for Exceptional Children and the National Association for the Education of Young Children and accreditation from NCATE/MSDE. The program has been developed around the standards of CEC, NAEYC, NCATE, MSDE and the

Maryland Teaching with Technology Standards (MTTS) to ensure all graduates are eligible for ECE and ECSE state.

VII. COMMITMENT TO DIVERSITY

Recruitment for the EC/ECSE program will focus on UM students across the campus with particular attention to those not usually represented in the ECE and ECSE teaching populations. Recruitment of career changers will be throughout the culturally diverse, metropolitan area of Baltimore and Washington, DC.

Students in the program will complete their yearlong internships in local Title I schools that are diverse in culture, race and language, thereby, preparing them to work with the increasingly diverse students found in public education throughout the state and the U.S.

VIII. REQUIRED PHYSICAL RESOURCES

The EC/ECSE program represents the integration of two existing programs (Early Childhood Education in the Department of Human Development and Quantitative Methodology and Early Childhood Special Education in the Department of Counseling, Higher Education and Special Education). This new dual certification program will produce approximately the same number of graduates eligible for Early Childhood (general) Education certification as in recent years (N=32) but increase the number of Early Childhood Special Education graduates approximately three-fold. Nonetheless the merging of the two programs will reduce two programs into one, thereby decreasing the need for classrooms, advising, University (field) supervisors and PDS partnerships. Moreover, this program will not require any additional campus, technological or library resources beyond that of the existing ECE and ECSE programs. In fact, the goal is to offer the fall, senior year methods courses onsite in PDSs, which not only reduces the need for UM classroom space but allows teacher candidates to see theory in practice and develop their teaching skills under the mentorship of university and school-based faculty alike.

The Bachelor's Degree Program in Early Childhood/Early Childhood Special Education will require library and other information sources largely in the form of peer-reviewed journals and reference texts, which are already in the collection and predominantly available online. The current holdings of the University of Maryland system are, therefore, adequate.

IX. RESOURCE NEEDS AND SOURCES

The resource needs for the dual certification program include the following:

- EDHD and EDSP faculty to teach courses in the dual certification program
- Funding for one Professional Development School (PDS) Coordinator
- Funding for supervision for 35 students for year-long internship

Currently there is a PDS Coordinator in HDQM and a PDS Coordinator in CHSE. Because only one PDS Coordinator will be needed for the dual certification program each department will contribute to that individual's salary, which over time may result in savings for each department. CHSE and HDQM will also share the costs associated with internship supervision during the yearlong internship. The merging of ECSE and ECE allows all course offerings to be covered by full-time faculty in the two departments. We anticipate a number of potential revenue streams

as the result of the cross-departmental collaborations, for example, once the dual certification program has been implemented, faculty plan to offer graduate certificate programs in autism, and working with children with behavior challenges through Outreach (See Appendix C, Letter of Support for program from Nathan Fox, Chair, HDQM and Robert Lent, Chair, CHSE).

Table 4 shows the alignment of current Early Childhood Special Education (ECSE) and Early Childhood (General) Education (ECE) Courses with Courses in the newly proposed Early Childhood/Early Childhood Special Education Program.

Table 4: Alignment of Current Early Childhood Special Education (ECSE) and Early Childhood (General) Education (ECE) Courses with Courses in the Early Childhood/Early Childhood Special Education Program

Current ECSE Courses	Current ECE Courses	Courses in New EC/ECSE Program
EDSP210 Introduction to Special Education (3 cr.)	EDSP470 Introduction to Special Education (3 cr.)	EDSP211 Introduction to Special Education (3 cr.)
	EDHD210 Foundations of Early Childhood Education (3 cr.)	EDHD210 Foundations of Early Childhood Education (3 cr.)
	EDHD220 Exploring Teaching in Early Childhood Education (3 cr.)	EDHD220 Exploring Teaching in Early Childhood/Early Childhood Special Education (3 cr.)
EDHD419/EDSP420 Characteristics of Infants & Young Children (3 cr.)	EDHD419A Human Development and Learning in School Settings (Birth to Three)	EDHD419/EDSP420 Child Development, Birth to Three Years (3 cr.)
	EDHD419B Human Development and Learning in School Settings (Preschool through School-Age 8) (3 cr.)	EDHD431 Child Development & Learning, Three to Eight Years (3 cr.)
EDHD425 Language Development and Reading Acquisition (3 cr.)	EDHD425 Language Development and Reading Acquisition (3 cr.)	EDHD425 Language Development and Reading Acquisition (3 cr.)
EDSP416 Reading and Writing Instruction in Special Education (3 cr.)	EDHD314 Reading in the Early Childhood Classroom- (3 cr.) EDHD222 Children's Literature (3 cr.)	EDHD314: Reading in the Early Childhood Classroom (3cr.)
EDSP484 Reading and Writing Instruction in Special Education II (3 cr.)	EDHD315 Reading in the Early Childhood Classroom- Part II (3 cr.) EDHD222 Children's Literature (3 cr.)	EDSP315: Inclusive Instruction: Reading Methods (3cr.)
EDSP415 Assessment in Special Education (3 cr.)	EDCI464 Reading Instruction and Diagnosis Across Content Areas (3 cr.) EDHD427 Constructing and Integrating the Early Childhood Curriculum (3 cr.)	EDSP417: Reading Diagnosis and Assessment (3 cr.)
EDSP627 Curriculum & Instruction: Early Childhood Special Education (3 cr.)	EDHD321 The Young Child as Scientist (2 cr.) EDHD313 Creative Experiences for the Young Child (3 cr.)	EDSP321 The Young Child as Scientist (3 cr.)
	EDHD322 The Young Child as Mathematician (3 cr.) EDHD313 Creative Experiences for the Young Child (3 cr.)	EDHD322 The Young Child as Mathematician (3 cr.)
	EDHD323 Children Study Their World (2 cr.) EDHD313 Creative Experiences for the Young Child (3 cr.)	EDHD323 Children Study their World (3 cr.)
	EDHD435 Effective Components of Early Childhood Classrooms (3 cr.)	EDHD442: Interventions for Children with Behavioral Challenges (1 cr.) EDHD441: Data Driven Decision Making In EC/ECSE (1 cr.)

Current ECSE Courses	Current ECE Courses	Courses in New EC/ECSE Program
EDSP694 Internship: Early Childhood Special Education (11 cr.)	EDHD432 Student Teaching: Pre-K through 3 rd grade (12 cr.)	EDHD432 Internship in EC/ECSE (12 cr.)
EDSP423 Assessment in Early Childhood Special Education (3 cr.) and EDSP400 Functional Assessment and Instruction in Special Education (3 cr.)	EDHD427 Constructing and Integrating the Early Childhood Curriculum (3 cr.)	EDSP423 Special Education Assessment and Instruction (3 cr.)
EDSP430 Early Intervention: Early Childhood Special Education (3 cr.)	EDHD427 Constructing and Integrating the Early Childhood Curriculum (3 cr.)	Track I-- EDSP430 Intervention for Infants and Toddlers with Disabilities (3 cr.)
EDSP487 Family Partnerships in Special Education (3 cr.)		Track I—EDSP433: Families and Culture in Early Intervention (0-5) (3 cr.)
	EDHD424 Culture and Community Perspectives: The Diverse World of the Child (3 cr.)	Track II--EDHD424 Culture, School & Community: Contexts for Learning (PreK-3 rd) (3 cr.)
EDSP413 Behavior and Classroom Management (3 cr.)	EDHD415 Social Competence in Young Children (3cr.)	Track II-- EDHD415: Promoting the Social-Emotional Competence of Young Children in Inclusive Classrooms (3cr.)
EDSP604 Education of Students with Autism (3 cr.)*		EDHD443 Interventions for Children with Social Communication Challenges (1 cr.)
EDSP690 Research Seminar in Special Education (3 cr.)		EDHD444 Action Research in EC/ECSE (1 cr.)
		EDHD437: EC/ECSE Teachers as Researchers and Reflective Practitioners (3 cr.)
EDSP499D Universal Design for Learning (UDL) (3 cr.)**		
EDSP400 Functional Assessment and Instruction in Special Education (3 cr.)*		
EDSP403 Physical Disabilities (3 cr.)*		
EDSP421 Field Placement I (4 cr.)	***	****
EDSP424 Field Placement II (4 cr.)		
EDSP691 Field Placement III (4 cr.)		

* EDSP400, EDSP403, and EDSP604 are required for the Severe Disabilities certification, not a component of the EC/ECSE program

** EDSP499D--UDL content embedded in EDSP211, EDHD210 and all content methods courses.

*** All early field placements in ECE were embedded in courses and identified as Labs

**** All early field placements in proposed EC/ECSE are embedded in courses and will be identified as Labs

Early Childhood/Early Childhood Special Education Curriculum/Course Overview

Pre-Professional (freshman/sophomore)

EDSP211: Introduction to Special Education (3cr.) Restricted to EC/ECSE pre-professional students. Co-requisite with EDHD210. This course provides an introduction to the field of special education. Students examine the field's historical foundations, including legislation; review components necessary for effective service delivery; and develop an understanding of the role of collaboration and consultation with parents, school personnel and other professionals. In addition, students are introduced to the nature and characteristics of various disabilities and review current issues in the field including overrepresentation of minority students in special education, inclusion, and federal and state assessment mandates. Current topics are addressed including evidence-based practices, universal design for learning, and individualization and differentiation of instruction.

EDHD210: Foundations of Early Childhood Education (3cr.) Restricted to EC/ECSE pre-professional students. Co-requisite with EDSP211. Students explore historical and current research in early childhood education, primary models of curriculum and pedagogy in the field, and the relationship between critical aspects of young children's development and the creation of inclusive learning opportunities for all children, including children at risk. The concept of developmentally appropriate practice and its application across different developmental levels and early childhood classrooms will be introduced and connected with discussion in EDHD220 and EDSP211. Students examine issues in developing and implementing high quality early childhood education experiences for young children with and without disabilities, including the influence of family, culture, and community, the needs of children at risk (e.g., poverty, immigrant status, English Language Learners), and the role of assessment in early learning. Students are introduced to the fundamentals of lesson planning in joint assignments with EDSP211.

EDHD220: Exploring Teaching in Early Childhood/Early Childhood Special Education (3cr.) Restricted to EC/ECSE pre-professional students. The purpose of this course is to provide students who are considering a career in education with information about the teaching profession. Students reflect on their personal strengths, identify areas of growth, and examine their predisposition to work with young children with and without disabilities. They will discuss the nature of teaching, the moral and philosophic underpinnings that influenced their decision to enter into the teaching profession, as well as the roles and responsibilities of teachers and the characteristics and qualities for effective teachers (teaching styles and teacher's primary role in the classroom). Through field experiences and classroom discussion, students will observe, then discuss the "why" behind classroom schedules, classroom arrangements, and positive and consistent classroom management. In addition, students will observe and analyze the interactions and communication among children and teachers; the questioning (scaffolding) style of their mentor teachers; and become familiar with NAEYC and CEC professional standards. Field experiences: ½ day placement each week, 6 weeks in a special education setting and 6 weeks in a general education setting.

Notes: EDHD210 & EDSP211 will be co-requisites in order to allow for integrated course sessions.

Professional Courses by Semester

Notes:

- Students will apply for either the Infancy to 5 years Track (I) or Pre-K through 3rd Grade Track (II) in the fall of their junior year. Enrollment in Track I will be limited to a maximum of 15 students due the limited availability of Infants/Toddler placements for children with special needs. If more than 15 students apply for Track I, student applications will be reviewed by the EC/ECSE faculty who will choose 15 students based upon the quality of the application materials (e.g., GPA, past experiences with Infants/Toddlers and the student's goal statement).
- EDSP433 and EDHD424 will be taught concurrently (same day/time slot) to allow for integrated class sessions for EC/ECSE students in both Track I & II
- Track I students will have the 1st, 6 week placement with Infants/Toddlers

Semester I - Fall Junior Year

EDSP420/EDHD419: Child Development, Birth to Three Years (3cr.) Restricted to EC/ECSE students.

Co-requisite with EDHD425, EDHD314. This course is designed to provide students with an understanding of child development theory and research, as well as knowledge about typical and atypical development of children from birth to three years of age. The course emphasizes learning for children with and without disabilities, and for children who are at risk due to poverty and other environmental factors. The course will introduce how children develop and the challenges they face within the domains of physical, cognitive, language, social, and emotional development, with particular attention paid to the impact of risk factors on development. Students will become familiar with delays and differences in development that may occur as the result of disability. Finally, students will learn the effects of cultural and linguistic differences on growth and development. Information about theory and research in child development for children with and without disabilities will be enhanced through a series of observational experiences, which will build upon concepts addressed during class. Field experiences: 2-1/2 day placements per week in an Infant/Toddler setting. 6 weeks in a special education setting and 6 weeks in a general education setting OR 12 weeks in an inclusive classroom

EDHD425: Language Development and Reading Acquisition (3cr.) Co-requisite with EDHD419/EDSP420, EDHD314. This course focuses on young children's language development and the relationship between language and reading acquisition. Students learn about concepts central to language development; language achievements at different ages; concepts of emergent literacy; models of reading acquisition and skilled reading. Includes field experiences.

EDHD314: Reading in the Early Childhood Classroom (3cr) Restricted to EC/ECSE students. Co-requisite with EDHD419/EDSP420, EDHD425 This course introduces early childhood students to current research and methods on teaching language arts. The focus is on the development of linguistic and cognitive processes in emergent literacy and beginning reading and writing as well as application in models for the instruction and

assessment of reading and writing in young preschool aged children. It also includes material on classroom-based interventions for young children at risk of reading failure because of learning difficulties. Includes field experiences.

Semester II - Spring Junior Year

EDHD431: *Child Development and Learning, Three to Eight Years* (3cr.) Restricted to EC/ECSE students. Prerequisite: EDHD314, EDSP420 or EDHD419, EDHD425. Co-requisite with EDSP423, EDSP315; and (Track 1): EDSP430, EDSP433 or (Track 2): EDHD415, EDHD424. This course is designed to provide the student with a basic understanding of child development theory and research, as well as specific knowledge about the development of children during the early and middle childhood “stages”, specifically from ages 3 years to 8 years. A major emphasis will be the application of theory and research from the field of educational psychology to an understanding of how young children learn and achieve academically. Because the course will address the developmental and academic functioning of children with and without disabilities, a particular focus will be on individualization (i.e., the individual developmental and learning needs of each student). Students are expected to acquire knowledge regarding a wide spectrum of behavior with an emphasis on cognition and learning. The instructor will present overview material and additional material will be read and discussed by the class. The course will introduce the accomplishments and challenges which children, who are typically and atypically developing, face within the domains of Physical, Cognitive, Language, Social, and Emotional Development. Knowledge of theory and research in child development and educational psychology will be enhanced through a series of observational experiences in inclusive settings, which will build upon concepts addressed during class periods. Students will complete assignments in a school-based placement, thereby bridging theory and practice. Field experiences: 2-1/2 day placements per week, plus 1 immersion week in PreK. 6 weeks in a special education setting and 6 weeks in a general education setting, OR 12 weeks in an inclusive classroom.

EDSP423: *Special Education Assessment and Instruction* (3cr.) Restricted to EC/ECSE students. Co-requisite with EDHD431, EDSP315; and (Track 1): EDSP430, EDSP433 or (Track 2): EDHD415, EDHD424. Prerequisite: EDHD314, EDSP420 or EDHD419, EDHD425. This course focuses on assessment procedures to identify infants, toddlers and preschool children with disabilities. The course includes information about screening, determining eligibility to receive special education services, and progress monitoring; as well as specialized assessment instruments for particular developmental domains including language, motor and social emotional development. The course is intended to familiarize students with a wide range of assessment approaches and to provide information about the role of assessment in evaluating children’s progress in IFSP and IEP goals as well as in instruction. An additional focus of this course is on specific instructional procedures for young children with disabilities including: writing behavioral objectives, task analysis, instructional prompts and error correction procedures, chaining, and time delay. Includes field experiences.

EDSP315: *Inclusive Instruction: Reading Methods* (3cr.) Restricted to EC/ECSE students. Co-requisite with EDHD431, EDSP423; and (Track 1): EDHD430, EDSP433 or (Track 2): EDHD415, EDHD424. Prerequisite: EDHD314, EDSP420 or EDHD419, EDHD425. The focus of this course is on current research and methods of teaching reading in the primary grades. This course will examine how to develop a balanced literacy program for children of all reading

levels in inclusive early childhood classrooms. Students will learn to select and use a variety of evidence-based reading strategies and assessment tools for reading and writing instruction. Includes field experiences.

Track I (Birth - 5 yrs.)

EDSP430: *Intervention for Infants and Toddlers with Disabilities* (3cr.) Restricted to EC/ECSE students. Co-requisite with EDHD431, EDSP423, EDSP315; EDSP433. Prerequisite: EDHD314, EDSP420 or EDHD419, EDHD425. In this course, students learn about family systems theory and the role of the family in early intervention including family interactions as the primary context for early intervention services. Students also learn to select, adapt and use instructional strategies and materials that are appropriate for infants and toddlers in early intervention and which approaches respect family, cultural, and linguistic diversity. Students develop and evaluate Individualized Family Service Plans and Individualized Education Plans. In addition students learn about team building, problem solving and conflict resolution in the context of early intervention services. Includes field experiences.

Track I (Birth -5 yrs.)

EDSP433: *Families and Culture in Early Intervention (Birth-5)* (3cr.) Restricted to EC/ECSE students. Co-requisite with EDHD431, EDSP423, EDSP315; EDSP430. Prerequisite: EDHD314, EDSP420 or EDHD419, EDHD425. The purpose of this course is to provide students with the skills and information they need to work effectively with families of young children (birth to age 5) who have or are at risk for disabilities in early childhood or early intervention programs. Students will review current local, state and federal policies establishing the rights of families of infants and young children with disabilities to participate in decision making for their child. We will discuss relevant theoretical and research literature as well as the cultural and contextual issues involved in working with families of very young children. Students will become aware of the issues facing families as their children are being evaluated and diagnosed as well as what happens as they begin to navigate the service system. The course will focus on practical strategies they can use to support families, provide "family-centered" early intervention services, and effectively manage potential conflicts. They will also learn to interview families so they can gather the information they need to identify family priorities and concerns, provide service coordination, develop IFSPs and participate in IEP and IFSP meetings. Includes field experiences.

Track II (PreK -3rd Grade)

EDHD415: *Promoting the Social-Emotional Competence of Young Children in Inclusive Classrooms* (3cr.) Restricted to EC/ECSE students. Co-requisite with EDHD431, EDSP423, EDSP315; EDHD424. Prerequisite: EDHD314, EDSP420 or EDHD419, EDHD425. Beyond delivering instructional material, teachers must have knowledge and skill regarding how to appropriately manage the classroom so that all children, including those with and without disabilities, will be able to learn from their school experiences. Classroom management extends beyond responding to student misbehavior to include a comprehensive approach to addressing the social/emotional competence of typically and atypically developing children. This is particularly important for early childhood teachers, who in many ways establish the children's school trajectories. Thus, the overarching goal of this course is to prepare early childhood teachers who are able to sensitively, responsively, and effectively manage a classroom of young students who are typically developing and those who have disabilities. Includes field experience.

Track II (PreK -3rd Grade)

EDHD424: *Culture, School and Community: Contexts for Learning (PreK-3rd Grade)* (3cr.)

Restricted to EC/ECSE students. Co-requisite with EDHD431, EDSP423, ED315; EDHD415. Prerequisite: EDHD314, EDSP420 or EDHD419, EDHD425. This course explores the development of the young child (with and without disabilities, as well as those at environmental risk) in the context of the family and community, with particular emphasis on the impact of state, federal and school system policy on the child's world. Based on the foundation of the ecological theory of development and current research, the course will consider issues within the family, and the wider socio-cultural ecology that relate to the child's ability to develop and learn. In addition, students will develop strategies for respectful and culturally responses approaches to actively engage families in their children's development and learning.

Semester III-Fall Senior Year

EDSP321: The Young Child as Scientist (3cr.) Restricted to EC/ECSE students. Co-requisite with EDHD322, EDHD323, EDSP417, EDHD441, EDHD442, EDHD443, EDHD444. Prerequisites: EDHD431, EDSP423, EDSP315, Track I Prerequisites: EDSP430, EDSP433, Track II Prerequisites: EDHD415, EDHD424. This course provides a theoretical and pedagogical framework for science instruction in inclusive early childhood/ classrooms. Students examine the principles of inquiry based science learning and develop strategies for helping children acquire fundamental problem-solving skills that may be applied to understanding a wide array of science content. Particular attention will be paid to opportunities for integrating science content with other classroom content. Assessment strategies for evaluating the achievement of science objectives, and the use of data driven instruction to support the achievement for all children will be addressed. Child-initiated and directed science experiences, use of community resources for exploring science, understanding diverse opportunities for science related activities, and the contributions and use of technology in scientific understanding will be emphasized. Field experience: Phase I of yearlong internship (2 full days per week plus 2 immersion weeks): Track I: PreK/K with general educator; Track II: PreK/K or Grade 1,2,3 placement with general or special educator

EDHD322: The Young Child as Mathematician (3cr.) Restricted to EC/ECSE students. Co-requisite with EDSP321, EDHD323, EDSP417, EDHD441, EDHD442, EDHD443, EDHD444. Prerequisites: EDHD431, EDSP423, EDSP315, Track I Prerequisites: EDSP430, EDSP433, Track II Prerequisites: EDHD415, EDHD424. This course provides a theoretical and instructional framework for mathematics instruction in early childhood classrooms. The fundamental goals of this course are to develop an understanding of early childhood mathematics that emphasizes how young children learn mathematics and how to create an environment that helps young children develop rigorous mathematical reasoning and understanding. The course will reflect current thinking about both content and instructional strategies for the mathematics curriculum, and will include identification and review of extant standards and expectations for learning outcomes for all children. The relationship of mathematics to other content areas will be explored, and strategies for integrating content to create a rich, meaningful curriculum will be emphasized. Assessment strategies for evaluating the achievement of mathematics objectives, and the use of data driven instruction to support the achievement for all children will be addressed. Students will observe children's understanding of mathematics within their field placements and will have opportunities to explore these understandings through a variety of practical applications of course objectives. Includes Phase 1 field experience.

EDHD323: Children Study their World (3cr.) Restricted to EC/ECSE students. Co-requisite with EDSP321, EDHD322, EDSP417, EDHD441, EDHD442, EDHD443, EDHD444. Prerequisites: EDHD431, EDSP423, EDSP315, Track I Prerequisites: EDSP430, EDSP433, Track

II Prerequisites: EDHD415, EDHD424. This course provides a theoretical and instructional framework for social studies instruction in inclusive early childhood classrooms. The course will reflect current thinking about both content and instructional strategies for the social studies curriculum, and will include identification and review of extant standards and expectations for learning outcomes for all children. The relationship of social studies to other content areas will be explored, and strategies for integrating content to create a rich, meaningful curriculum will be emphasized. Assessment strategies for evaluating the achievement of social studies objectives, and the use of data driven instruction to support the achievement for all children will be addressed. The importance of social, economic, and cultural contexts for development and education will be a primary focus of this course. Students will observe children's understanding of their social world within their field placements and will have opportunities to explore these understandings through interviews with children and the implementation of social studies activities. Includes Phase 1 field experience.

EDSP417: Reading Diagnosis and Assessment (3cr.) Restricted to EC/ECSE students. Co-requisite with EDSP321, EDHD322, EDHD323, EDHD441, EDHD442, EDHD443, EDHD444. Prerequisites: EDHD431, EDSP423, EDSP315, Track I Prerequisites: EDSP430, EDSP433, Track II Prerequisites: EDHD415, EDHD424. Reading Diagnosis and Assessment prepares teacher candidates to assess children in general and special early childhood education settings in the areas of reading and writing in order to plan for instruction. The course will focus on diagnostic, screening, progress monitoring, and outcome assessments in early and beginning literacy. The course is designed to provide participants with the knowledge and skills necessary to collect and use a wide range of assessment data in general education and special education settings. Includes Phase 1 field experience.

EDHD441: Data Driven Decision Making in EC/ECSE (1 cr.) Restricted to EC/ECSE students. Co-requisite with EDSP321, EDHD322, EDSP323, EDSP417, EDHD442, EDHD443, EDHD444. Prerequisites: EDHD431, EDSP423, EDSP315, Track I Prerequisites: EDSP430, EDSP433, Track II Prerequisites: EDHD415, EDHD424. This purpose of this course is to expose student to formative (e.g., classroom based, ongoing) and summative (e.g., standardized testing) assessments. Students will collect and analyze formative assessment data from their internship classrooms as the basis of planning and delivering instruction to meet the diverse needs of all learners. They will also analyze standardized assessment data to gain an understanding of measures used to determine cross-school and cross-teacher effectiveness. Includes Phase I field experience.

EDHD442: Interventions for Children with Behavioral Challenges (1 cr.) Restricted to EC/ECSE students. Co-requisite with EDSP321, EDHD322, EDHD323, EDSP417, EDHD441, EDHD443, EDHD444. Prerequisites: EDHD431, EDSP423, EDSP315, Track I Prerequisites: EDSP430, EDSP433, Track II Prerequisites: EDHD415, EDHD424. This course is intended to expand students' knowledge of and develop skills to address challenging behaviors in inclusive early childhood classrooms. Students examine the causes underlying challenging behaviors during the early childhood years, and identify appropriate resources and support services for working with families to develop a unified approach when responding to behavioral challenges. Includes Phase 1 field experience.

EDHD443: Interventions for Children with Social Communication Challenges (1 cr.) Restricted to EC/ECSE students. Co-requisite with EDSP321, EDHD322, EDHD323, EDSP417, EDHD441, EDHD442, EDHD444. Prerequisites: EDHD431, EDSP423, EDSP315,

Track I Prerequisites: EDSP430, EDSP433, Track II Prerequisites: EDHD415, EDHD424. The overarching goal of this course is to equip students with the knowledge and skills to meet the needs of this group of children in the early childhood classroom. Specifically, students will learn about the characteristics of children with autism spectrum disorder, pervasive developmental disorder, social communication disorder, and other related challenges. The utilization of Universal Design for Learning (UDL), Response to Intervention (RTI) and other early childhood special education approaches, as they apply to this specific group of children, will be addressed. Interventions designed to improve the functioning of children with autism spectrum disorders and related disorders will be reviewed, such as Applied Behavioral Analysis, relationship approaches, language therapies, and social skills interventions. Includes Phase 1 field experience.

EDHD444: Action Research in EC/ECSE (1 cr.) Restricted to EC/ECSE students. Co-requisite with EDSP321, EDHD322, EDHD323, EDSP417, EDHD441. EDHD442, EDHD443. Prerequisites: EDHD431, EDSP423, EDSP315, Track I Prerequisites: EDSP430, EDSP433, Track II Prerequisites: EDHD415, EDHD424. The purpose of this course is to familiarize students with the EC/ECSE research process and literature, as well as how teachers use action research to improve pedagogy and the overall experiences of children in classroom or home-based contexts. Students will utilize this knowledge, as well as either a goal in an Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP) or School Improvement Plan (SIP), to develop an action research study commenced during the following semester. Includes Phase 1 field experience.

Notes:

- With the exception of EDHD322, courses will be taught onsite in a school with inclusive classrooms.
- The Science and Social Studies methods courses will be scheduled for the same day of the week to allow for integrated class sessions.
- MTTs will be integrated into the content methods courses with a joint session on assistive technology

Semester IV -Spring Senior Year

EDHD437: EC/ECSE Teachers as Researchers and Reflective Practitioners (3 cr.) Restricted to EC/ECSE students. Co-requisite with EDHD432. Prerequisites: EDSP321, EDHD322, EDHD323, EDSP417, EDHD441, EDHD442, EDHD443, EDHD444. The purpose of this course is for students to use action research to improve instructional delivery or familial interactions in an effort to enhance the overall educational experiences/outcomes of children in classrooms or home-based contexts. Students will design and implement an action research project in an effort to meet a goal articulated in an applicable Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP) or School Improvement Plan (SIP) as the basis of their project. In addition, students will engage in reflective discourse around and analysis of their interactions with children, families and staff members, as well as their own planning, delivery and assessment of their own instruction in EC/ECSE settings.

EDHD432: Internship in EC/ECSE (12 cr.) Restricted to EC/ECSE students. Co-requisite with EDHD437. Prerequisites: EDSP321, EDHD322, EDHD323, EDSP417, EDHD441, EDHD442, EDHD443, EDHD444. Interns spend five days per week in the classroom/home-based setting

(under the mentorship of a certified teacher) where they gradually assume full responsibility for the planning, delivery and assessment of instruction or an intervention. Track I students will have an Infant/Toddler placement with special educator, Track II students will be in a Pre-K/K or Grade 1,2,3 classroom with general or special educator (must be opposite grade level and mentor from Phase I/fall of the senior year).

Appendix A - Letters of Support



Lillian M. Lowery, Ed.D.
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

November 4, 2013

Dr. Kathy Angeletti, Assistant Dean and Executive Director of Teacher Education
College of Education
3119 Benjamin Building
University of Maryland
College Park, Maryland 20742

Dear Dr. Angeletti:

I am happy to offer my endorsement for the College of Education proposed undergraduate degree program in Early Childhood/Early Childhood Special Education (EC/ECSE). The need for the teachers of our youngest students to be able to differentiate and to understand the impact of developmental delays on learning is critical. A blended program in EC/ECSE responds to the ongoing request of local school systems for dually certified teachers working in inclusive early childhood settings. This program will better prepare graduates to meet the diverse needs of young learners. Therefore, I fully endorse and recognize the importance and potential of this collaborative program.

I would like to acknowledge the faculty for designing a program that meets the requirements of:

- Council for Exceptional Children (CEC)
- National Association for the Education of Young Children (NAEYC)
- The Interstate Teacher Assessment and Support Consortium (InTASC)
- Council for the Accreditation of Educator Preparation (CAEP)
- Maryland Teacher Technology Standards (MTTS)
- Common Core State Standards (CCSS)
- Universal Design for Learning (UDL) Principles
- Maryland Institutional Performance Criteria based on *The Redesign of Teacher Education*
- MSDE Division of Special Education/Early Intervention Services strategic imperatives:
 - D *Early childhood service delivery systems must be aligned and all providers must be highly effective and qualified.*
 - D *Teacher/service provider training programs need to be designed to prepare all teachers/service providers to teach students with disabilities.*

Dr. Kathy Angeletti
November 4, 2013
Page Two

Given that Special Education is an identified shortage area in Maryland, I am especially pleased that the number of graduates eligible for Early Childhood/Special Education certification is expected to increase three-fold, while the number of students eligible for Early Childhood Education (general) certification will remain constant. I offer my support for the proposed EC/ECSE teacher education program and look forward to continuing work with the College of Education to meet the needs of Maryland schools.

Sincerely,

Jean E. Satterfield
Assistant State Superintendent
Division of Educator Effectiveness

Cc: Lillian M. Lowery, Ed.D., State Superintendent of Schools
Penelope Thornton Talley, Esq., Chief Performance Officer
Maggie Madden, Ph.D., Program Approval Specialist



June 6, 2013

A. Duane Arbogast, Ed.D.
Acting Deputy Superintendent for Academics

Christy Tirrell-Corbin
Director,
Early Childhood Education
University of Maryland
3304 Benjamin Building
College Park, MD 20742

Dear Dr. Tirrell-Corbin:

Prince George's County Public Schools is pleased to support the proposal, *A Dual Certification Program in Early Childhood (EC) and Early Childhood Special Education (ECSE): Development of a Blended Teacher Preparation Program with an Emphasis on Children at Risk*, to be submitted to the IDEA Discretionary State Grant competition for the State of Maryland, by faculty in the Departments of Counseling, Higher Education and Special Education, and Human Development and Quantitative Methodologies at the University of Maryland, College Park. This program will meet an identified need in the Prince George's County Public School system: early childhood educators who are prepared to meet the needs of young children at high risk with and without disabilities.

As you know we have long advocated for the development of dual certification programs in Early Childhood and Early Childhood Special Education at the University of Maryland. We believe coursework and field experiences in EC and ECSE will better prepare teachers to meet the varied needs of the children entering our schools, most notably those with social-emotional challenges and those with Autism Spectrum Disorders. Therefore, we enthusiastically support the development of the blended program and are eager to work with you as you plan this innovative new program.

Sincerely,

A handwritten signature in black ink, appearing to read "Allan D. Arbogast", written in a cursive style.

Allan D. Arbogast
Acting Deputy Superintendent

Division of Early Childhood Programs and Services
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

June 5, 2013

Dr. Elisa L. Klein
Department of Human Development and Quantitative Methodology
3304 Benjamin Building
University of Maryland
College Park, Maryland 20742

Dear Dr. Klein:

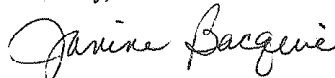
Montgomery County Public Schools Division of Early Childhood Programs and Services is pleased to support the idea of a Dual Certification Program in Early Childhood and Early Childhood Special Education: Development of a Blended Teacher Preparation Program with an Emphasis on Children at Risk, supported by faculty in the Departments of Counseling, Higher Education and Special Education, and Human Development and Quantitative Methodologies at the University of Maryland, College Park. If funded, this program will meet an identified need in the Montgomery County Public School system: early childhood educators who are better prepared to meet the needs of young highly impacted children with and without disabilities.

As you know from our interest and participation in an exploratory focus group you held a few months ago, we have noted an increase in the number of infants, toddlers and primary grade children who need additional supports in order to narrow the achievement gap they often face as they enter school.

Recently published Maryland Model for School Readiness data indicates that 80% of Montgomery County's children entering kindergarten are deemed "fully school-ready", whereas the subgroup data for children with disabilities indicates that only 52% enter "fully-school ready". A teacher preparation program that qualifies teachers in both Early Childhood Special Education and Early Childhood Education will provide skills that are necessary to meet the needs of these young children and their families.

I am eager to discuss further and collaborate with you as you plan this innovative new program. Please be assured that the Montgomery Public Schools supports this endeavor, should it be funded. If you have further questions, please feel free to contact me at 301-230-0691 or via email at Janine_G_Bacquie@mcpsmd.org.

Sincerely,



Janine Bacquie
Director, Division of Early Childhood Programs and
Services

Appendix B – Notes from September Focus Group Meeting

Wednesday, September 25, 2013

Early Childhood/ Early Childhood Special Education Undergraduate Curriculum Focus Group

Attendees: Duane Arbogast (Chief Academic Officer, PGCPS),
Paula Beckman (Professor, SPED/UM),
Mary Rose Catena (Instructional Specialist, MCPS),
Elisa Klein (Associate Professor, ECE/UM),
Sarah Krandle (2nd grade teacher in an inclusive classroom, dually
certified in ECE & ECSE, MCPS),
Joan Lieber (Professor, SPED/UM),
Kim Nwosu (Instructional Specialist, HCPS),
Christy Tirrell-Corbin (Director ECE, UM) and
Diedra Tramel (Principal, Frances Fuchs Early Childhood Center,
PGCPS)(via email communication)

Joan Lieber presented a recap of the previous focus group meeting.

Christy Tirrell-Corbin presented the EC/ECSE Undergraduate Curriculum.

The discussion below followed the presentations:

- Diedra Tramel In reviewing the DRAFT degree plan for the new dual certification program, I was pleased to see the emphasis on not only teacher preparedness but teacher reflection on professional practice.
- The continuum of proposed course offerings combined with the field placements appear balanced, rigorous and inclusive of research based practices. It was particularly good to see the focus on data driven instruction, introduction to ASD, inclusive practices, and appropriate interventions for children with behavioral challenges!
- You are to be commended for the extensive scope of your work thus far and going forward, I look forward to continued opportunities to provide forums for partnering and discussion. Our children are entitled to have qualified, *highly effective* teachers. Thank you again for the work that you are doing.
- Duane Arbogast: The people who decide to go into early childhood, when do they know that early childhood... I'm looking at the pre-professional; this is a very specialized program, so is this the person who always wanted to be a kindergarten teacher? I guess my question is , is there are a wide variety of choices, and I'm wondering about the pre-professional sequence and does that give you the scope of what the game is all about? Or have they already self-selected early childhood?
- Christy Tirrell-Corbin: In general, early education program is similarly structured now, so they do have three pre-professional courses. We market those as an opportunity to explore the field. Most students choose to go that route, but some choose not to.
- Duane Arbogast: Do they decide to drop out of the program in the school of education?

- Elisa Klein: We have had a few people who have come into it and decide that's not what they want to do, so it does begin to separate them out.
- Duane Arbogast: And tell me about people who decide to go to social work. There is a social work component that is pretty strong. How do you tap, who are those people? What majors are they in? And how do they get tapped in the pre-professional?
- Elisa Klein: I don't think we have knowingly tapped into that yet, but that may be something we will be thinking about. My own personal experience is that they go into social work at the master level. We will sometimes get a few people who have declared majors in psychology, sociology, or family science. Some people double major, I would say it's probably less than 5%, the vast majority go in knowing that's what they want to do.
- Duane Arbogast: There is a very strong diagnostic, prescribing treatments to kids, and that is really clear in this curriculum. Is that what young people who are interested in special education are thinking about when they think about certification in special education?
- Joan Lieber: I think they are thinking about wanting to help people and they have had previous experience with working with people with disabilities.
- Kim Nwosu: What I was getting so excited about from my position, and working with new teachers in the county, everything that my regular education teachers that are working in an inclusive classroom have, it is there. And everything my special education teachers are missing, it's there. I like that they are getting a strong foundation in curriculum as a special educator and a strong foundation in data and testing and how to administer testing and analyze data. And the family engagement specialist piece is a huge part for both of them; there is not enough of that in either existing program.
- Duane Arbogast: So I guess that my point is that you may be able to attract a student that never thought about this as a teacher, well people who never thought about themselves as teachers will be attracted to the way you've laid this out, like people who are interested in social justice, change, and social work.
- We are really very invested in your students who are at the school of engineering and school of business because they never thought of themselves as teachers, yet they can be some of our best teachers. This is a very analytical skill; the person who goes through this program will have a very analytical skill that puts them in a different category I think. And it might be people who are very interested in this kind of perspective opposed to the ones who have a loose notion of what a teacher is. And this is not a loose notion of what a teacher is.
- Elisa Klein: I can only speak for myself. We don't want to say if you love children you shouldn't come into the program, but we say that's great, but it's not enough. We want them to know before they get into it.
- Kim Nwosu: It is also the art of teaching and the science of teaching. A lot of people have the art, but not the science, and a lot of people have the science, but not the art. It really is a marry and a merge.
- Christy Tirrell-Corbin: Most of our students do not come into this university intending to be early childhood majors. There are a few who come in, declaring this right after high school. Your point is a really good one; in terms of campus recruiting we can be doing this in a different way. This is going to be rigorous; there is no doubt about it.
- Christy Tirrell-Corbin: *Looking at the sequence of courses and the course descriptions, do you think our teachers will be well-prepared to work in your program?*
- Duane Arbogast: So the reading component is very strong, but I'm becoming increasingly concerned about the teachers' mathematics background. Math is relatively light in this, and yet it is a very mathematic and analytical program. The math content is light and that would be one problem I may have.

- Joan Lieber: In SPED we currently have one week on math; one week on science, so having an entire 3-credit course is a huge jump for us.
- MaryRose Catena: We were just recently having a discussion; Dr. Pastor said special educators have not come out of school with a lot of content knowledge. Sometimes with general education teachers feel like they have to refer a child to special education and then they get referred and here is this special education teacher that doesn't know how to teach reading very well. These general education teachers are stronger at knowing how to teach content. When I saw all the content in her I was just so excited because I think that has been a piece that has been missing. I do agree I think the math has become such a larger focus.
- Christy Tirrell-Corbin: There are university (college-level) math courses that they take before this, which are not listed on the EC/ECSE chart.
- Duane Arbogast: So it is becoming increasingly more apparent to me that the what early childhood knows about math nobody else knows. There is all this stuff that has to be locked early, our culture doesn't support math the way it supports literacy.
- Joan Lieber: Teachers do a lot of numbers and operations, and they don't do a lot of the other math.
- Duane Arbogast: The flipside is I don't think it's up to the college to teach them everything they need to know.
- Duane Arbogast: Your content is so full; I don't even know where you can increase it.
- Joan Lieber: But the other nice thing, how we have conceived content classes, social studies, science, and math, they will all be on the same day and we will meet together as a group.
- Christy Tirrell-Corbin: We want to teach these courses onsite where we can bring teachers in and disperse the students, and utilize a fishbowl approach, which is a very different experience form what we are delivering now.
- Elisa Klein: We would have blocks where we would be together teaching or focus more on certain components on math; it will give us a lot of flexibly. The other thing I would say is that some of the skills they need as people who are teaching math is that their comfort level and understanding needs to be high. There are a lot of analytic components across all of the courses so they will know how to do some statistical things in some of the other courses.
- Sarah Krandle: I like the idea of having content classes on the same day. And really getting interns to work harder and not smarter. With all students especially special education students, the more repetitive and the more practice, the more they see these concepts going up they will be able to incorporate the different subjects, its nicer.
- Sarah Krandle: In my own classroom we have the ESL teacher plugged in, in the afternoon and we are doing science and reading together. Getting them to think less of a subject in a block of hour and more about their overall learning experience.
- I didn't take special education courses as a requirement, I just took it on the whim, and it was a spark, a passion. I think it naturally weeds out those who aren't intrinsically motivated about it and you know, for me I loved the legislature part about it and learning about the history. I know other people who were totally turned off by it. And now I even notice on my team there are teachers that are really interested in it and teachers that want no part in it.
- Kim Nwosu: I can piggyback off that as well, I spent my teaching years in an inclusive classroom as well and fully included co-teaching model. Special education was required and it sparked an interest in me as well and it just so happens that my placement was in a classroom that was inclusive. There are people that jump into it feet first and then there are people that are like "no, no, no I don't want to deal with all of that." This program would definitely have those who don't want to deal with that, they will have the tools to do it.
- Sarah Krandle: And I think too it makes a more well-rounded-- even if an intern goes into this program and they decide they want to work in a general education classroom, the skills that they will have

will affect every child. It gives you more avenues professionally too, to decide. I also like the emphasis on culture, and our CLE students with special needs, that's such a huge combo platter especially in my own classroom I know those students, it's extremely difficult to problem solve.

- Kim Nwosu: Socio-emotional is such a big piece and understanding how important it is. A lot of kids get referred when they haven't been in a learning environment that isn't beneficial for them, their behavior is based on the type of environment they need and they don't need to be referred they just need someone to look at the environment they are in.
- MaryRose Catena: That's why so many children with disabilities don't make it in general education classes, it's not the academics, it's often the behavior. So that piece is excellent.
- Sarah Krandle: I've looked at special education structure as quality teaching across the board; it is a more tailored program for all of the children in your classroom. And there is so much there, especially the socio-emotional piece, it's not just academics.
- Duane Arbogast: This idea of understanding disability and the treatment for disability is a rare skill indeed and I think special educators many times can't even do that. They can't distinguish communication disorders or they don't know the treatment. It's more than just being a teacher, it's also about diagnosis. And I see that in your spring junior year track 1, that course seems to bring out- I can't really tell if fall junior year the third course, I'm thinking it's that other course that gets them closer to those behaviors that it's really hard to label. Should we call them developmentally delayed, on the autism spectrum? That's what every kindergarten teacher is dealing with.
- Kim Nwosu: And the data driven decision-making is really what teachers need. You base what you are instructing on, on the data you are collecting in your classroom.
- Elisa Klein: This is something we are making more and more apparent to them where they have to develop rationale based on the data. This idea of how you pair your assessment with the objective and what you do with that information. We are really trying to make that visible and every year we think about that and add some things on.
- Duane Arbogast: The ability to write a good bit on Functional Behavioral Assessment, I'm assuming that's coming in fall senior year.
- MaryRose Catena: The one thing I am really excited to see, but it's in the introduction to special education was the Universal Design for Learning (UDL) component, that's a big component now. In Montgomery Country it's a huge project for us, we have a department focused on that and it's rolling out, we were just talking the other day about what's happening in higher education to prepare teachers for this. So I was excited to see that there, but I was wondering..? It's a big deal for all kids.
- Christy Tirrell-Corbin: It's a higher education mandate, teachers have to prepare for it by 2014, and everyone should be doing it.
Any gaps or concerns?
- Sarah Krandle: My concern is just that you all will be finding enough inclusive classrooms. I feel passionately about it, but for a lot of general education teachers it's scary. The idea of something new. I think they go into a mindset of you know, my job will not be successful. For example my classroom, I have a different setup, with all the students with resource hours placed in my room and then pulled out, so my class is heavy, but with the idea that I have certified special education. There aren't many other schools and environments that are like mine.
- Kim Nwosu: Your classroom sounds wonderful, but there are some inclusive classrooms that are not good examples. And so even though they are called cohort classrooms I wouldn't want any of my pre-service teachers to go in them. Also being very selective about the environment that you are putting them in. Because when you are running the risk of not having enough, that's something I think is going to be difficult.
- Christy Tirrell-Corbin: Our plan for this program is that it will be cross county. We have a lot of classrooms now that

are inclusive classrooms, but very few that have teachers that are dually certified.

- Sarah Krandle: In Montgomery County they are so- when it comes to confidentiality and IEPs they get very nervous about it. There has to be an understanding that the intern will now have access to this information and there needs to be conversations with these interns that this is confidential.
- MaryRose Catena: We have always been struggling in Montgomery County; in our pre-K classes too have inclusive settings. We struggled with that too because not having universal pre-K and the amount of children we have with disabilities and developmental delays, but we are continuing to expand that amount of our classes that are in regular education pre-k classrooms, so that we can have a collaboration model where the children are being taught by general education and special education teachers. We are going into buildings that have primarily general education classes so that we are moving away from self-contained classrooms.
- Kim Nwosu: Most of our classrooms are like that.
- Duane Arbogast: I think it's our problem too; our centers are so IEP heavy. It's a special education field, but not necessarily an early childhood field. So we are talking about creating new centers that are not special education based, but special education kids go there. Kind of flipping that idea. So where my head is that we need to create more places where I have a critical mass, it's nice to have a coordinator who manages the IEPs, not just the assistant principal. Creating child education centers that are not special education centered.
- Kim Nwosu: We have worked so hard to help our special education teachers follow up with a curriculum and working with the general educators and having co-teaching models in the classroom. I was at a school today and I couldn't tell who the special education teacher was and who the general education teacher was. And that's what you want to have.
- Duane Arbogast: You guys have done a nice job.
- Sarah Krandle: I did a similar certification program at GW and I think often the teachers would want answers and there isn't always a clear answer. Most kids with disabilities now it's not one disability, they try figure out if it's the CLD component or the special need component. And you won't always have that answer. I think getting them to think less about the disability and more about the services and more about the child.
- Christy Tirrell-Corbin: *Will your county be able to support this program based on our sequence of placements and the types of placements we need?*
- Kim Nwosu: There are lots of classrooms in pre-k and kindergarten that are working really well in Howard County. I don't think you will see the same thing in first, second, and third grade. There isn't much co-teaching.
- Paula Beckman: What do you think about the infant placement?
- Sarah Krandle: It seems to me that on the birth to five tracks there would be more opportunities in Montgomery Country.
- MaryRose Catena: We have a really developed infant toddler program; I would think across the 5 locations that we would be able to support this. The pre-k inclusive classrooms are growing. That collaboration model that we are expanding, those are growing. I would think that we would be able to. When you get into kindergarten to grade 3 we have a lot of locations that are considered home school model schools so they are keeping their own kids, how the model is in each school is a little different.
- Sarah Krandle: I know in my school there is a CAPS School; it's a collaborative autism pre-k program.
- Paula Beckman: My question about infant and toddler went to pre-k.
- MaryRose Catena: Each infant toddler classroom has different transition classrooms; they integrate parents into the model. Every one of five locations has those. Often they are not something that meet five days

a week, they meet 1 or 2 days a week. Every single one of them does those classrooms; there are different levels with mild and severe needs.

Kim Nwosu: In Howard County we have the MINC program.

Paula Beckman: The infant placement has been the hardest for us.

Kim Nwosu: I think we do all home visits, I don't think that babies come into the classroom.

Duane Arbogast: I'm actually thinking of the Judy Center and WIC centers with family engagement centers, those would be good places.

MaryRose Catena: I would speak to Amy Cropp, she is the supervisor, and she will be able to speak better than I am about this. I will relay the message to her.

Kim Nwosu: I will ask Anne Hickey.

Christy Tirrell-Corbin: *Any closing comments?*

Duane Arbogast: Yes, we really want to work with you on this!

Appendix C – Letter of Support from Chairs of HDQM and CHSE

November 5, 2013

Dean Donna Wiseman
College of Education
University of Maryland

Dear Dean Wiseman:

We endorse the establishment of a four-year, undergraduate dual certification program in early childhood and early childhood special education. The program will increase the production of graduates in special education, provide special education graduates with an additional certification in early childhood, and provide early childhood graduates with an additional certification in special education. Because of the critical shortage area of early childhood special education teachers in Maryland, the new program will be of great benefit to the State.

Because the program will be shared across two departments – HDQM and CHSE – we have agreed to the following:

First, the EC/ECSE program will be jointly governed by faculty in CHSE and HDQM. Responsibilities for program coordination and oversight for internships will currently be assumed by a clinical faculty member in HDQM; however, this leadership role could shift over time, depending on staffing conditions in both departments. All instructional responsibilities, including teaching and activities related to accreditation will be shared by faculty from both HDQM and CHSE. The EDSP program within CHSE will, at the present time and for the foreseeable future, be responsible for providing faculty to teach no fewer than 27 credits, while the EDHD program within HDQM will be responsible for no fewer than 52 credits. Faculty workload will be distributed according to courses taught.

Program governance and accountability will be shared by the EDSP and EDHD faculty. These activities will specifically include:

- Admissions
- All reporting (e.g., CAEP, MSDE, Title II)
- Developing and maintaining Professional Development School (PDS) partnerships

All costs associated with supervision will be shared equally by both programs as follows:

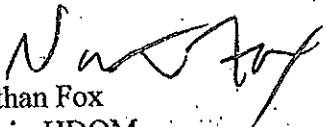
- Salary of one PDS coordinator will be split between programs (50/50)
- Additional costs related to supervision will be shared (50/50)

Costs associated with program coordination and administration will be split between EDSP and EDHD proportional to the number of course credits assigned to each faculty (66% EDHD; 34% EDSP). The portion of a Program Director's salary that is uniquely dedicated to program administration and coordination is determined to be 30%; this will be shared by EDHD and EDSP on a 66/34 basis. This proportional distribution of the Director's salary will be reviewed and renegotiated, as necessary, when and if there are changes in program leadership.

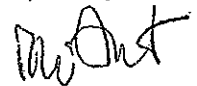
Finally, the degree program will reside within HDQM. Credit for enrollment and degrees produced may change as the University provides for splitting such credit.

In summary, this is an innovative program that will benefit the school systems in Maryland as well as both HDQM and CHSE. Benefits include at minimum the following:

- Each program will be responsible for fewer course offerings and faculty from both departments can teach a variety of courses in the new program
- There is reduced staffing; that is, there will be one PDS coordinator rather than two, resulting in cost savings for each department
- Cross-departmental collaboration
- Increased marketability of graduates, notably those in Early Childhood
- Increased number of Early Childhood Special education graduates
- Greater program support from State policy-makers and local education administrators



Nathan Fox
Chair, HDQM



Robert Lent,
Chair, CHSE

----- Original message-----

From: Janis Cornell-DeMoss
Date: Wed, 11/27/2013 9:05 AM
To: Kathleen Ann Angeletti;
Subject:RE: RE: Campus PCC meeting on 12/6?

Hi Kathy,

Here's the answer to Mike's first question:

Yes, but they are not different from the Gen Ed requirements of the two old programs. The pre-professional course requirements that double count with Gen Ed for the blended program are:

NL (PL)
NL (LL)
PSYC100 -DSHS
SOCY100 -DSHS
HIST200 -DSHS
Creative Arts Course (ARTT100, 110, THET120) -DSHU
STAT100 -FSAR

In addition, here are the gateway courses:

EDHD220 -DSSP
EDHD210 -DSHS
EDSP211 (210A)
MATH212
MATH213

Let me know if you have questions.

Janis Cornell-DeMoss
Director, Office of Student Services
College of Education
University of Maryland

From: Kathleen Ann Angeletti
Sent: Tuesday, November 26, 2013 6:25 PM
To: Janis Cornell-DeMoss; Kathleen Ann Angeletti
Subject: Fw: RE: Campus PCC meeting on 12/6?

Janis,

Can you answer Mike's first question for me?

Thanks!

Kathy

Sent from my Verizon Wireless 4G LTE Smartphone

----- Original message-----

From: Michael D Colson

Date: Tue, 11/26/2013 5:55 PM
To: Kathleen Ann Angeletti;
Subject:RE: Campus PCC meeting on 12/6?

Hi Kathy,

I have two quick items to bring up in regard to this proposal. First, are there going to be any specific Gen Ed courses that will be required as there are for the pre-professional requirements in ECE and Special Ed?