

Proposal for Post-Master's Certificate
Maryland State Department of Education Endorsement
McDaniel Graduate Program in Gifted and Talented Education Specialist
(GATES)

Explanation of the centrality of the proposed certificate program to the mission of the institution

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

The Gifted and Talented Education Specialist (GATES) program is a Post-Master's certificate designed to lead to a state endorsement as Gifted Education Specialist (COMAR 13A.12.03.12) for candidates with initial certification who have earned Master's degrees in related fields. The GATES program is designed for practicing P-12 educators who seek to gain expertise in working with diverse individuals with gifts and talents. The program prepares educators to address learning differences by creating environments that challenge all students. Course topics focus on the social and emotional needs of gifted learners, critical and creative thinking strategies, and differentiated curriculum, instruction, and assessment. All candidates complete an internship which prepares them to take leadership roles.

The GATES endorsement program is designed to meet the requirements of *COMAR 13A.13.03.13* and includes five courses in gifted education topics and a clinical internship. All courses have received faculty approval. In addition, the courses and course assessments are aligned with the *2013 NAGC/CEC Teacher Preparation Standards in Gifted Education*. The 2013 NAGC-CEC standards reflect revisions from the 2006 document that bring the teacher preparation standards into a close alignment with the *NAGC-CEC Pre-K-12 Gifted Education*

Programming Standards. The McDaniel GATES program will be only approved program in Maryland to be aligned with these new standards. The Council for Accreditation of Educator Preparation (CAEP) has approved the use of the new 2013 NAGC-CEC Teacher Preparation standards in the national accreditation process.

The proposed GATES endorsement program is central to the mission of McDaniel College: “A diverse student-centered community committed to excellence in the liberal arts & sciences and professional studies. With careful mentoring and attention to the individual, McDaniel changes lives. We challenge students to develop their unique potentials with reason, imagination, and human concern. Through flexible academic programs, collaborative and experiential learning, and global engagement, McDaniel prepares students for successful lives of leadership, service, and social responsibility”. Beginning in 1867, the College has prepared liberally-educated women and men who think critically, creatively, and humanely. The philosophical outlook of Graduate and Professional Studies is grounded in these principles. The mission of Graduate and Professional Studies is to prepare culturally-competent professionals committed to leadership in their field. Students are placed in the center of a community rich in the liberal arts tradition. An emphasis on the foundation of knowledge and critical decision-making based on current research, theory and practice are central to the various programs. To accomplish this mission, the programs of Graduate and Professional Studies prepare professionals who: are specialists in their field of study and value the balance and interdependence of current theory, research and practice; advocate for and facilitate the personal growth and well-being of a diverse clientele; use appropriate technology, assessment and analytical tools to solve problems and make decisions in their field; are prepared to interact, communicate and practice in a variety of settings with unique

constraints and cultures; are committed to life-long learning and continuing their own personal growth in order to stay current in their profession.

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

Graduate and Professional Studies (GPS) at McDaniel College has supported the proposal since its inception. The impetus for the GATES endorsement program came from a partnership involving Carroll County Public Schools (CCPS) with Curriculum and Instruction faculty from McDaniel. In March 2013, McDaniel's GPS convened a Steering Committee of CCPS Gifted and Talented Education Resource teachers and McDaniel faculty to discuss approaches to enhancing teaching of CCPS teachers to challenge all students, including those who are gifted and talented. This group clearly demonstrated "buy-in" of faculty to assist GPS with building the program and began developing the course sequence and descriptions which were then approved by the College.

The Graduate Dean made the GATES program a priority by pursuing this partnership with CCPS. In addition, GPS has made a long-term commitment by hiring a new Curriculum and Instruction faculty member with nationally recognized expertise and state-level experience leading gifted and talented programs at the Maryland State Department of Education. Through marketing, GPS intends to expand this program to other counties within McDaniel's service range, thus increasing capacity of teachers of gifted and talented students around the state.

The GATES program has been approved by the McDaniel College Graduate Curriculum Committee, the full faculty, and the Board of Trustees.

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

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

Program Description

The Gifted and Talented Education Specialist program is a post-master's certificate designed for practicing P-12 educators who seek to gain expertise in working with individuals with gifts and talents. The program prepares educators to address learning differences by creating environments that challenge all students. Course topics focus on the social and emotional needs of gifted learners, critical and creative thinking strategies, and differentiated curriculum, instruction, and assessment. All candidates complete an internship which prepares them to take leadership roles. This program is designed to lead to a state endorsement as Gifted Education Specialist (COMAR 13A.12.03.12) for candidates with initial certification who have earned Master's degrees in related fields.

Courses are designed in eight-week sessions and are designed to be offered in a face-to-face or hybrid format. For our online classes, we strive to meet commonly accepted best practices of online course design and pedagogy.

Course Descriptions

The GATES endorsement program consists of five courses which are aligned with the requirements of COMAR 13A.12.03.12 and the NAGC-CEC Standards.

GFT 501: Foundations of Gifted Education (3 credits)

This course examines the historical and theoretical foundations of gifted and talented education, the characteristics of individuals with gifts and talents, and procedures for identifying these individuals. Topics include common characteristics of individuals with gifts and talents, historical and current sociopolitical factors influencing the field, prominent theorists, and assessment standards. Candidates will demonstrate understanding of these topics by completing a case study, contributing to a socio-historical timeline of legislation and significant events, examining and sharing eminent theorists' influences, and investigating identification procedures.

[NAGC/CEC Standards 1,6; COMAR 13A.12.03.12.(3)(a)(i) (ii)]

GFT 502: Social and Emotional Needs of Gifted Learners (3 credits)

This course examines the social, emotional, and affective characteristics of individuals with gifts and talents as well as psychological and counseling intervention strategies involving school, home, and community. Topics include social, emotional, and affective development of the individuals with gifts and talents; the impact of intelligence on the development of individuals with gifts and talents; diverse subgroups of special populations of individuals with gifts and talents; psychological and counseling intervention strategies; and communication with staff, family, and community partners. Candidates will complete a case study, class presentation, web-based parent/school resource.

[NAGC/CEC Standards 1,2,4; COMAR 13A.12.03.12.(3)(a) (ii) (vi)]

GFT 503: Critical and Creative Thinking of Gifted Learners (3 credits)

This course explores the historical and theoretical perspectives of Critical and Creative Thinking (CCT). Topics include research-based curricula and program models, as well as instructional strategies that foster the development of creative and critical thinking in individuals with gifts and talents. Candidates will demonstrate an understanding of theories and models by developing and implementing GT lessons/units and assessments that incorporate CCT models and strategies through critical and creative thinking tasks, videotaping of the implementation of these lessons, completion of a reflection paper about these lessons, and design a multi-media presentation that will increase awareness of critical thinking and creative thinking strategies amongst teaching peers.

[NAGC/CEC Standards 3,4; COMAR 13A.12.03.12.(3)(a) (iv)].

GFT 504: Best Practices in Gifted Education I: Instructional Programs and Design Models (3 credits)

This course explores the curricular options, in use and available to school systems, which are supported by research in Gifted and Talented Education (GT). Topics include GT curriculum design model options, program delivery model options, available supporting resources, and specific advocacy opportunities for showcasing the gifts and talents of learners. Candidates develop and implement curriculum and instruction appropriate for gifted and talented P-12 students while

being mentored by their instructor and coached by a practicing GT classroom teacher.

[NAGC/CEC Standards 5, 6; COMAR 13A.12.03.12.(3)(a) (iv), (v)]

GFT 505: Best Practices in Gifted Education II: Curriculum, Instructional Strategies, and Assessments (3 credits)

(Prerequisite: GFT 504)

This course builds upon the knowledge learned in Best Practices in Gifted Education I and emphasizes the design, development, and assessment of classroom instruction for the unique needs of individuals with gifts and talents. Topics include learning variability and cognition levels, curricular and instructional differentiation strategies, and trends in acceleration practices. Candidates will demonstrate their understanding of theories and models for developing and implementing GT curriculum and instruction through observation of GT teachers and their students and by developing and implementing appropriate GT lessons and a unit plan.

[NAGC/CEC Standards 5, 6; COMAR 13A.12.03.12.(3)(a) (iv), (v)]

GFT 552: Internship for Gifted and Talented Specialist (4 credits)

(Prerequisites: GFT 501, GFT 502, GFT 503, GFT 504, GFT 505)

This internship requires 160 hours of specific performance-based experiences congruent with a plan for satisfying the NAGC/CEC Teacher Preparation Standards. It must be approved by the Coordinator of GFT and successfully completed under the dual supervision of an on-site mentor/coach and College supervisor. An internship portfolio documenting the NAGC/CEC Standards is required for successful completion of the internship. [NAGC/CEC Standards 1-7; COMAR 13A.12.03.12.(3)(b)]

As candidates complete the GATES program, they continue to gain proficiency in their teaching certification areas and in knowledge and skills aligned with the Maryland College and Career Ready Standards (MCCRS). Candidates are required to complete performance-based assessments of planning and teaching. The NAGC-CEC Teacher Preparation standards are cross-disciplinary, and there are clear alignments with the MCCRS, particularly in mathematics and science. Table 1 presents linkages between the NAGC/CEC Teacher Preparation in Gifted Education Standards, COMAR 13A.12.03, and the Standards for Mathematical Practice (from the MCCRS).

Table 1. Linkages with Standards of Mathematical Practice and STEM Standards of Practice

NAGC/CEC Teacher Preparation Standards	Common Core State Standards for Mathematical Practice	Maryland STEM Standards of Practice
<p><u>Standard 1: Learner Development and Individual Learning Differences</u> <u>[COMAR 13A.12.03.(3)(a)(ii)]</u> Beginning gifted education professionals understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talented and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<p>MP1. Mathematically proficient students (MPS) make sense of problems and persevere in solving them.</p>	<p>5.A. Engage in critical thinking</p>
<p><u>Standard 2: Learning Environments</u> <u>[COMAR 13A.12.03.(3)(a)(vi)]</u> Beginning gifted education professionals create safe, inclusive and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.</p>		<p>3.f. Communicate effectively and precisely with others. 6. Collaborate as a team. 7.C. Engage in responsible/ethical use of technology.</p>
<p><u>Standard 3: Curricular Content Knowledge</u> <u>[COMAR 13A.12.03.(3)(a)(v)]</u> Beginning gifted education professionals use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents.</p>	<p>MP2. Mathematically proficient students reason abstractly and quantitatively. MP4. Model with mathematics (apply to everyday life)</p>	<p>1. Learn and apply rigorous Science, Technology, Engineering and Mathematics Content.</p>
<p><u>Standard 4: Assessment</u> [COMAR 13A.12.03.(3)(a)(iii)] Beginning gifted education professionals use multiple methods of assessment and data source in making educational decisions about identification of individuals with gifts and talents and student learning.</p>	<p>MP. 6. Attend to precision MP.8. Look for and express regularity in repeated reasoning</p>	<p>1.A. Demonstrate an understanding of STEM content</p>
<p><u>Standard 5: Instructional Planning and Strategies</u> <u>[COMAR 13A.12.03.(3)(a)(iv)]</u> Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.</p>	<p>MP.3. Construct viable arguments and critique reasoning of others. MP.4. Model with mathematics MP.5. Use appropriate tools strategically</p>	<p>2. Integrate Science, Technology, Engineering, and Mathematics Content 4. Engage in inquiry</p>

The GATES Post-Master's endorsement program continues the preparation of certified Maryland teachers for assessment and accountability in Maryland's reform elements. Candidates have opportunities to design curriculum, instruction, and assessments which address the

Maryland College and Career-Ready Standards and focus on the state approved assessments conducted annually at appropriate grade levels. Candidates in the GATES Program are encouraged to use ongoing performance data to support the SLOs they have developed. PARCC assessment results, when available, will be an integral part of data collection used by candidates to drive their instructional decision-making. Candidates in the GATES Program with an early childhood degree will consider data collected by “Ready4Kindergarten” to determine the direction for their instructional decision-making.

The McDaniel College GATES endorsement program also addresses the state’s priority to prepare professional educators to teach a diverse student population (ethnicity, socio-economic status, English Learners, giftedness, and inclusion of students with special needs in regular classrooms). The program’s course objectives and key assessments are aligned with the competencies in COMAR 13A.12.03.12, which places a high priority on preparing educators to identify and serve gifted and talented students with disabilities and those from diverse backgrounds (3)(a)(ii). The NAGC-CEC Teacher Preparation Standards in Gifted Education state explicit competencies to address individual learning differences in order to create safe, inclusive, and culturally responsive environments for all learners (NAGC-CEC Standard 2). Educators are prepared to modify and adapt curriculum, instruction, and assessment (NAGC-CEC Standards 3,4,5).

2. Describe the educational objectives and intended student learning outcomes.

Candidates who complete this program will:

1. examine and evaluate key socio-historical and legal perspectives of gifted education.
2. investigate and synthesize the influences of eminent theorists on definitions of giftedness and the field of gifted education.
3. examine and synthesize the common cognitive and affective characteristics of gifted learners.
4. examine and evaluate practices and processes for assessing and serving gifted learners.
5. describe the characteristics of diverse subgroups of special populations of gifted learners and the impact on classroom practice.
6. support best practices for the development of teaming and communication with family, school, and community partners
7. select, adapt, and use instructional models and strategies to promote challenging learning opportunities and to enhance the learning of critical thinking in individuals with gifts and talents.
8. develop and implement effective content area instruction for the diverse gifted learner population.
9. observe and review effective assessment of individuals with gifts and talents and evaluation of programming for the diverse gifted learner population.
10. demonstrate content knowledge of a variety of curricular models and instructional requirements for individuals with gifts and talents.
11. synthesize and report an understanding of how to conduct parent education and community advocacy in gifted and talented education.
12. provide leadership in professional development for classroom teachers working with individuals with gifts and talents.

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

N/A

The program does not meet any general education requirements as it is a Post-Master's certificate program.

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

All candidates in the program must have master's degree and state-approved teaching credentialing. These are requirements of *COMAR 13A.12.03.12 Specialist in Gifted and Talented Education*.

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

N/A

C. Critical and compelling regional or statewide need as identified in the State Plan:

- I. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
 - o The need for the advancement and evolution of knowledge;
 - o Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;
 - o The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.

The Maryland State Department of Education (MSDE) is committed to offering a world class education for every student. As part of this mission, the State Board of Education has in the past five years adopted two regulations supporting gifted and talented education in Maryland. In 2009, the Board adopted a new certification area, *COMAR 13A.12.03.12 Gifted and Talented Education Specialist*. Teachers who want to add this endorsement to their teaching certification must complete an MSDE approved program aligned with the NAGC/CEC Teacher Preparation Standards in Gifted and Talented Education. In addition, all school systems in Maryland must identify and serve gifted and talented students. In 2012, the State Board adopted *Code of Maryland Regulation (COMAR) 13A.04.07 Gifted and Talented Education*, which establishes the minimum standards for student identification, programs and services, professional development, and reporting requirements.

The Annotated Code of Maryland §8-201 defines a *gifted and talented student* as “an elementary or secondary student who is identified by professionally qualified individuals as: (1) Having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment; (2) Exhibiting high performance capability in intellectual, creative, or artistic areas; (3) Possessing an unusual leadership capacity; or (4) Excelling in specific academic fields” (Education, 2003).

The Maryland definition provides a philosophy and rationale for the Gifted and Talented Specialist program which is closely aligned with the McDaniel Mission and Strategic Plan. First and foremost is the need for “professionally qualified individuals” to work with this diverse population. The Gifted and Talented Certification program fulfills the certification requirements of the *COMAR 13A.12.03.12 Gifted and Talented Education Specialist* and is aligned with the *National Association for Gifted Children(NAGC)/Council for Exceptional Children (CAC) Teacher Preparation Standards in Gifted and Talented Education*. This alignment ensures that our program is in compliance with all state and federal regulations.

The Maryland state definition of “gifted and talented” is an inclusive one. We believe that students with outstanding talent exist in all environments and in all areas of endeavor. Gifted and talented students are those who are currently performing at remarkably high levels *and* those who have the potential to perform, given “careful attention and mentoring to the individual” (McDaniel, 2012). Students who are high-achieving require different programs to nurture their unique potential. Addressing the needs of these students is part of McDaniel’s Strategic Plan (McDaniel, 2013, 1.7.1, 1.7.2).

Our diverse gifted and talented students are the tomorrow's leaders in many fields. We must prepare educators to develop these exceptional students' potential "with reason, imagination, and concern" (McDaniel, 2012).

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

The GATES endorsement program responds to a number of recommendations from the Maryland State Plan. The Plan calls for "academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and the nation." As has been demonstrated, the need to develop the talents of our most advanced students is a priority for both the state of Maryland and the nation at large. The McDaniel GATES program uses cutting edge best practices that align with state and national standards. The coursework facilitates job-embedded learning with performance-based assessments, guiding teachers to develop and implement accelerated and enriched differentiated instruction that challenges all students.

The program addresses "Access and Affordability." Graduate and Professional Studies partners with school systems to recruit teachers. Most school systems provide reimbursement that covers the costs of two classes per year; candidates who take three have considerable out-of-pocket expenses. As a result, the program is designed to offer two courses per year with an expectation that candidates will complete in three years at no cost. In addition, tuition for McDaniel graduate classes is competitive and less than that of a number of Maryland IHEs.

Diversity is at the heart of the program. The NAGC-CEC Standards for Teacher Preparation in Gifted Education emphasize diversity in every aspect of education from creating learning environments that honor diverse styles, to ethical and culturally unbiased assessment methods, and curriculum and instruction that provides differentiated opportunities to develop critical and creative thinking and problem solving. When teachers are prepared to respond to the needs of all students, they take an active role in closing the achievement gap.

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

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

There is a great need to serve gifted and advanced students in Maryland. According to the *2012-2013 Gifted and Talented Enrollment Data* report, Maryland public schools identify and serve 134,556 gifted/ advanced students, over 15% of the P-12 student population (Maryland State Department of Education, 2013). This population, according to *The Fact Book*, is nearly equivalent to the largest school system in the state, Montgomery County Public Schools (Maryland State Department of Education, 2013).

According to *the 2012-2013 Master Plan Updates on Gifted and Talented Education (MSDE, 2013)*, most of Maryland's gifted and talented students are served in a regular classroom setting with differentiated instruction provided by the classroom teacher. The *Code of Maryland Regulations (COMAR) 13A.04.07 Gifted and Talented Education* requires that these teachers have training and encourages teachers to earn Gifted and Talented Education Specialist Certification:

.04. Professional Development

A. Teachers and other personnel assigned specifically to work with students who have been identified as gifted and talented shall engage in professional development aligned with the competencies specified by the Gifted and Talented Education Specialist certification §13A.12.03.12.

B. Teachers who wish to pursue leadership roles in gifted and talented education shall be encouraged to obtain Gifted and Talented Education Specialist certification as defined in §13A.12.03.12 (Gifted and Talented Education, 2012).

Given the large number of gifted students identified and served in Maryland, the requirements of COMAR 13A.04.07 have the potential to affect thousands of Maryland classroom teachers.

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

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

This program is not yet offered. McDaniel College works with local school system partners to identify candidates according to individual system needs.

E. Reasonableness of program duplication:

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

Maryland currently has two state-approved programs for Gifted and Talented Specialist

Certification: Johns Hopkins University and Notre Dame University of Maryland. However, there is evidence that these programs do not meet the market demand of all teachers who want to earn the endorsement. However, there is evidence that these programs do not meet the market

demand of all teachers who want to earn the endorsement. In 2013, Carroll County Public Schools, seeking to expand its gifted and talented program services, requested that McDaniel's Graduate and Professional Studies (GPS) develop a Gifted and Talented Education Certification Cohort. Other school systems that have expressed interest in forming Gifted and Talented Education Specialist cohorts are Prince George's County, Frederick County, and Washington County. McDaniel currently has graduate program cohorts in Baltimore, Cecil, Howard, Montgomery, and Southern Maryland. These established partnerships provide additional markets for the program. Additionally, there is potential for growing new partnerships on Maryland's Eastern Shore and in Maryland's more remote areas such as Garrett and Allegany counties in which there is little professional development in gifted and talented education topics.

The McDaniel College Gifted and Talented Specialist (GATES) endorsement program will be the first in the state to be aligned with the updated 2013 National Association for Gifted Children (NAGC) and Council for Exceptional Children (CEC) *NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education* (Appendix B). Each of the seven standards describes the knowledge and skills in gifted education that are essential to the work of educators seeking preparation in this field. The 2013 Teacher Preparation standards differ from the 2006 standards in that they are closely aligned with the 2010 NAGC PreK-12 Gifted Programming Standards. This alignment is vital because the gifted programming standards are used by schools and school systems to design, implement, and assess gifted programming. The new gifted programming standards have been updated to have an emphasis on student outcomes, diversity, and evidence-based practices, and this emphasis will be reflected in the McDaniel GATES teacher endorsement program.

2. Provide justification for the proposed program.

The need for the program has been addressed in several parts of this document. Perhaps the most compelling justification comes from CCPS approaching McDaniel to develop the program to address their mission to meet the needs of all students including those who are gifted and talented and to align their programming with state regulations for gifted and talented education (COMAR 13A.04.07) .

F. Relevance to Historically Black Institutions (HBIs)

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

N/A

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

N/A

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

The GATES Program has online components, but is not strictly a distance education program. The primary delivery of instruction is face-to-face. An online professional learning community permeates the program in order to sustain and support the students between the face-to-face interactions and to provide reflective flexible feedback. The online components are aligned with the Principles of Good Practice as outlined in COMAR 13B.02.03.22C)

COMAR 13B.02.03.22C

C. Principles of Good Practice.

(1) This section applies to distance education and distance education programs offered by an institution of higher education operating in this State that is required to have a certificate of approval from the Commission under COMAR 13B.02.01 or 13B.02.02.

(2) An institution shall provide evidence to the Secretary of compliance with the principles of good practice in this section.

(3) Principles of Good Practice for Distance Education.

(a) Curriculum and Instruction.

(i) A distance education program shall be established and overseen by qualified faculty.

The online components of the program, as an integral part of the program, have the same faculty and conform to the oversight as described in Section H of this document.

(ii) A program's curriculum shall be coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

As stated earlier, the GATES program's rigorous curriculum is aligned with state and national standards in order to prepare candidates for a Gifted and Talented Specialist endorsement at the Post-Master's level. The courses are designed to be offered in eight-week sessions in a face-to-face or hybrid format.

The online components of the program are complimentary to the face-to-face instruction, with attention to the same academic and program standards. The interactive nature of online feedback aims to increase the academic rigor of all courses in the program.

(iii) A program shall result in learning outcomes appropriate to the rigor and breadth of the program.

The online components are designed to deepen candidate's understanding of program content, permit exploration regarding the application of content outside of what is possible in face-to-face time frames, and offers daily feedback from and communication with the course instructors.

Learning outcomes as stated in Section B2 of this document are supported through the online interactions.

(iv) A program shall provide for appropriate real-time or delayed interaction between faculty and students.

Online work is regularly reviewed by faculty and directly addressed and developed in the face-to-face meetings of each course.

(v) Faculty members in appropriate disciplines in collaboration with other institutional personnel shall participate in the design of courses offered through a distance education program.

McDaniel College is actively involved in supporting and expanding online learning, and we strive to meet commonly accepted best practices of online course design and pedagogy.

All courses were designed with the online component as an integral part of the teaching and learning process. McDaniel's Director of the Office of Instructional Technology works with faculty to design online course components to ensure the use of best practices in online instruction.

(b) Role and Mission.

(i) A distance education program shall be consistent with the institution's mission.

The statement, "The mission of Graduate and Professional Studies is to prepare culturally competent professionals committed to leadership in their field" is central to the mission of

McDaniel's Graduate and Professional Studies. Competency and experience in online instruction is an important cultural proficiency for 21st Century teacher leaders. The coursework of this program, including the online components seeks to support the mission of GPS, which includes preparing leaders who can use technology effectively, communicate in a variety of settings, and commit to life-long learning and continued professional growth. All of these areas are enhanced through the use of online instruction.

(ii) Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives.

This program, including online aspects of the program, was reviewed and approved by the Graduate Curriculum and Planning Committee, the full McDaniel Faculty, and the Board of Trustees. All online coursework is reviewed and approved by The Director of Instructional Technology (for federal Section 508 compliance, media appropriate material, and online instructional design standards).

(c) Faculty Support.

(i) An institution shall provide for training for faculty who teach with the use of technology in a distance education format, including training in the learning management system and the pedagogy of distance education.

All McDaniel instructors who teach and/or participate in the design of online courses must take and pass a 4-week online class in *Best Practices in Online Teaching and Learning*. Our model for online learning is a constructivist, asynchronous, discussion-based class, modularly designed and carefully aligned with course objectives and discipline standards. Our design and pedagogical approaches are informed in large part by the Community of Learners model created by Garrison, Anderson, and Archer (2000) who argue that effective online learning communities

involve three critical components: (1) cognitive presence, (2) social presence, and (3) teaching presence.

(ii) Principles of best practice for teaching in a distance education format shall be developed and maintained by the faculty.

A committee of McDaniel faculty who teach online contributed to the document "Expectations of Faculty Teaching Online Classes" for GPS (attached at end of document). Although this document was prepared for courses taught completely online, these expectations are adhered to in courses that have online components.

(iii) An institution shall provide faculty support services specifically related to teaching through a distance education format.

The Office of Instructional Technology (InTech) has three full time staff to support faculty, each with experience and training in media and technology support. One of the InTech team has a Master's Degree in Online Instructional Design and Distance Education Management.

(d) An institution shall ensure that appropriate learning resources are available to students including appropriate and adequate library services and resources.

McDaniel's Hoover Library resources (including streaming video from Films on Demand) are available to off campus users.

(e) Students and Student Services.

(i) A distance education program shall provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

Students attend a face-to-face information meeting about all aspects of the program prior to beginning the coursework. Ongoing support is supplied through faculty advising, the Office of

Instructional Technology, and the Writing Center. Information about academic expectations, financial aid resources, and costs and payment information are likewise articulated.

(ii) Enrolled students shall have reasonable and adequate access to the range of student services to support their distance education activities.

Students in our courses have access to a range of student services online. Our Blackboard platform includes an online library of “just-in-time” tutorials targeting the needs of both students and teachers. Through our recruiting and program information meetings, all students who enroll in our graduate programs are made aware of the background, knowledge, technical skills needed to undertake hybrid and online courses. Students enrolled in our face-to-face courses must use The McDaniel Portal frequently to access registration, course syllabi and resources, email, assignment submission, grades, and course evaluations. These experiences help to prepare students to be successful in online courses.

(iii) Accepted students shall have the background, knowledge, and technical skills needed to undertake a distance education program.

Students are aware upon entry into the program that there are online components to the coursework. Enrolled students have access to McDaniel’s HelpDesk and InTech staff. Additionally, program faculty are adept at supporting students should they encounter problems in the online environment given the preparation McDaniel requires for online teaching.

(iv) Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.

All aspects of the program are fully disclosed to students during face-to-face recruiting and subsequent information meetings prior to the start of the program. Upon acceptance into the

program, the Graduate Admissions Office informs new students in writing on the procedures to set up online accounts and create passwords to access online services and email.

(f) Commitment to Support.

(i) Policies for faculty evaluation shall include appropriate consideration of teaching and scholarly activities related to distance education programs.

Course evaluations, both written and online, are collected for each of the courses in this program.

The online course evaluation form specifically inquires about the value of online forums for the mastery of course content, the ability of the online components to allow students to work at a pace that is appropriate for their schedules, and the students' ability to use the technology presented in and used by the course to meet their learning goals. The quality of student-student and faculty-student interaction, which are expectations of online forums and reflections, are also queried. The Program Coordinator is responsible for reviewing instructors' course evaluations to make determinations about the quality of their instruction. Online courses are treated the same as face-to-face courses for the purposes of faculty promotion and tenure.

(ii) An institution shall demonstrate a commitment to ongoing support, both financial and technical, and to continuation of a program for a period sufficient to enable students to complete a degree or certificate.

McDaniel has a strong and successful history of supporting its programs to ensure that once students begin a program, they are able to complete it. Our commitment to school system cohorts is that all required courses will be offered in a timely sequence. Candidates have six years to complete their degree programs. In special circumstances, we have offered independent study courses in order for candidates to complete their programs.

(g) Evaluation and Assessment.

(i) An institution shall evaluate a distance education program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

The college requires an annual assessment plan, developed by the Academic Assessment Committee, for each program. This assessment plan evaluates each program in five categories: (1) student learning outcomes, (2) assessment measures, (3) assessment timeline, (4) assessment results, and (5) use of assessment results for program improvement. McDaniel's Office of Institutional Research collects and distributes data on a regular basis throughout each semester to evaluate student retention and cost effectiveness. Course evaluations contribute to assessing and documenting student satisfaction. Ongoing collaboration between program faculty and the Program Coordinator assess faculty satisfaction and support faculty development.

(ii) An institution shall demonstrate an evidence-based approach to best online teaching practices.

McDaniel's *Best Practices Online* course required of faculty teaching online is informed by the Community of Inquiry Model, an instructional design model for distance learning by Garrison, Anderson, and Archer. Our model for online learning is a constructivist, asynchronous, discussion-based class, modularly designed and carefully aligned with course objectives and discipline standards.

(iii) An institution shall provide for assessment and documentation of student achievement of learning outcomes in a distance education program.

This program is assessed through the same procedures as all McDaniel programs of teacher education. We collect annual data for NCATE/CAEP for each course focusing on student

achievement of learning outcomes. The college's program assessment plan, as described in section (g)(1) above further adds to the assessment and documentation of student achievement.

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

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

Full Time Faculty

Rebecca Gibson, Ph.D.

Dr. Gibson serves as the Coordinator of the Curriculum and Instruction Master's Program. She led the development of the GATES program in response to the call from Carroll County Public Schools to develop programs that lead to endorsement in Gifted and Talented Education. Dr. Gibson is employed on a renewable 12 month contract that stipulated administrative and teaching responsibilities. Dr. Gibson will serve as the administrator of the GATES program.

Jeanne Paynter, Ed.D.

Dr. Jeanne Paynter is a full-time lecturer in Curriculum and Instruction in Graduate and Professional Studies. Dr. Paynter will serve as .5 FTE faculty in the GATES program. She earned her master's degree in gifted education and doctorate in teacher development and has nearly three decades of experience in leading Pk-12 gifted education programs in Maryland. She is employed on a renewable annual 9 month contract that stipulates an annual salary and the courses that will be taught. A separate contract is issued for teaching summer courses. Dr.

Paynter will co-teach with new faculty in all GATES program courses and will serve as lead faculty for GFT 552. Internship in Gifted Education.

Adjunct Faculty

It is the norm in many sectors of graduate education where master teachers and educators are employed as part-time instructors to teach graduate level classes. These instructors do not normally possess the terminal degree, yet their years of experience combined with their graduate level background make them ideal instructors to provide professional training in a field where teaching skills and student achievement are under scrutiny. The adjunct faculty for the McDaniel GATES endorsement program meet these conditions.

All adjunct faculty in the GATES program currently possess Maryland state endorsement as Gifted and Talented Specialist and/or extensive Pk12 experience as gifted program coordinators or resource specialists. In addition, these adjuncts all served in the initial McDaniel GATES steering committee and contributed to course development.

Alaina Haerbig (GFT 501 Foundations in Gifted Education). M.S. Education, Gifted Specialist Endorsement, GT Resource Specialist, Carroll County Public Schools

Theresa Jackson (GFT 502 Social and Emotional Needs, GFT 503 Critical and Creative Thinking). M.S. Education, Supervisor of Talented and Gifted program, Prince George's County Public Schools.

Caterina Walsh-Manelli (GFT 504 Best Practices in Gifted Education, Part I). M.S. Curriculum and Instruction, Gifted Specialist Endorsement, Gifted Education Specialist, Carroll County Public Schools.

Traci Siegler (GFT 505 Best Practices in Gifted Education, Part II). M.S. Curriculum and Instruction, National Board Certified, Gifted and Talented Teacher, Baltimore County Public Schools.

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

Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.

McDaniel College Hoover Library supports the academic needs of all its majors. Additionally, it also supports McDaniel's robust graduate programs in education, making it an historically valuable resource for GATES graduate candidates. Hoover Library's total holdings include 206,483 titles, with 164,026 unique book titles. The Library subscribes to 945 scholarly journal titles in print and provides access to an additional 21,062 periodical titles online. Faculty and students also have direct as well as courier access to the collections of our consortium partners (an additional 600,000 volumes and 200,000 titles in all subject disciplines). The library subscribes to approximately 60 databases. As a designated partial United States Government Depository, the Library contains over 500,000 federal documents, in paper and on microform, and provides electronic versions of publicly accessible federal documents through GPO Access.

There are 73,895 square feet in the building which provides 507 seats, ample desk space, four group study rooms, and two group technology rooms that may be reserved by students at the circulation desk. The library is open approximately 97 hours per week during the regular

semester and offers extended hours during exams. Located inside the lobby of the building is the “Commons” area with 24 hour access to study, vending machines and restrooms. There is also a computer lab operated by the IT department

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

Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program’s needs.

Graduate and Professional Studies, the Education Department, and the Psychology Department operate in Merritt Hall, formerly named Academic Hall which includes 44 offices, 11 classrooms, 23 laboratories and workrooms, 11 seminar or conference rooms, and several storage spaces for a total of 46,036 square feet. The building houses the Instructional Technology department, a computer lab, a virtual meeting seminar room. All classrooms are equipped with live internet connection, LCD projector, VCR, DVD and computer. Smart Boards are available in several classrooms on each floor. Media phones, an American Sign Language (ASL) laboratory, and a gathering area for deaf students enable candidates in this program to easily communicate and to feel more comfortable in a hearing environment. Off campus graduate classes are held in some 52 different sites, selected by district personnel for having adequate classrooms. The 20 PDS building sites have technology to support instruction. The college has a 4-year replacement policy for faculty and staff computers to assure that equipment is adequate and current.

The GATES program benefits from McDaniel College facilities such as the Forum, the Wahrhaftig Room, the Center for Instructional Technology, and the many technology-enhanced classrooms throughout the campus. Off-campus sites used for courses are approved by the Maryland Higher Education Commission (MHEC) and provide similar classroom features as those provided on campus.

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

1. Complete Table 1: Resources (pdf) and Table 2: Expenditure (pdf). Finance data (pdf) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.

TABLE 1: RESOURCES:					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
Reallocated Funds	NA	NA	NA	NA	NA
Tuition/Fee Revenue (c + g below)	\$17,925.00	\$35,850.00	\$53,775.00	53,775.00	53,775.00
Number of F/T Students	0	0	0	0	0
Annual Tuition/Fee Rate	NA	NA	NA	NA	NA
Total F/T Revenue (a x b)	NA	NA	NA	NA	NA
Number of P/T Students	15	30	45	45	45
Credit Hour Rate	\$398.33	\$398.33	\$398.33	\$398.33	\$398.33
Annual Credit Hour Rate	3	3	3	3	3
Total P/T Revenue (d x e x f)	\$17,925.00	\$35,850.00	\$53,775.00	53,775.00	53,775.00
Grants, Contracts & Other External Sources	0	0	0	0	0
Other Sources	0	0	0	0	0
TOTAL (Add 1-4)	\$17,925.00	\$35,850.00	\$53,775.00	53,775.00	53,775.00

TABLE 2: EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty (b + c below)	\$3,300.00	\$6,600.00	\$9,900.00	\$9,900.00	\$9,900.00
a. # FTE	.33	.67	.83	.83	.83
b. Total Salary	\$3,300.00	\$6,600.00	\$9,900.00	\$9,900.00	\$9,900.00
c. Total Benefits:	NA	NA	NA	NA	NA
Admin. Staff (b + c below) Coordinator	9,000.00	\$9,000.00	\$9,000.00	\$9,000.00	\$9,000.00
a. # FTE	NA	NA	NA	NA	NA
b. Total Salary	9,000.00	\$9,000.00	\$9,000.00	\$9,000.00	\$9,000.00
c. Total Benefits	NA	NA	NA	NA	NA
Support Staff (b + c below)	\$749.45	\$749.45	\$749.45	\$749.45	\$749.45
a. # FTE	.03	.03	.03	.03	.03
b. Total Salary	\$528.00	\$528.00	\$528.00	\$528.00	\$528.00
c. Total Benefits	\$221.45	\$221.45	\$221.45	\$221.45	\$221.45
Equipment	0	0	0	0	0
Library	0	0	0	0	0
New or Renovated Space	0	0	0	0	0
Other Expenses	0	0	0	0	0
TOTAL (Add 1 – 7)	13,049.45	16,349.45	19,649.45	19,649.45	19,649.45

2. Provide a narrative rationale for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

Reallocated Funds

Analyze the overall impact that the reallocation will have on the institution, particularly on existing programs and organizational units.

No funds have been reallocated for this program. The program will not have an impact on existing resources.

Tuition and Fee Revenue

Describe the rationale for the enrollment projections used to calculate tuition and fee revenue.

The program does not have full-time candidates. Consequently, tuition revenue is based on enrollments in each course. We have projected enrollment based on a first year enrollment of 15, and adding one additional cohort each year.

Grants and Contracts

Provide detailed information on the sources of the funding. Attach copies of documentation supporting the funding. Also, describe alternative methods of continuing to finance the program after the outside funds cease to be available.

N/A

Other Sources

Provide detailed information on the sources of the funding, including supporting documentation.

NA

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

Discuss procedures for evaluating courses, faculty and student learning outcomes.

McDaniel College has a systematic and comprehensive evaluation system for professional education faculty. The college faculty are formally reviewed (reappointment, tenure, promotion, and periodic reviews) in three areas: (1) effective teaching, (2) participation within the college community (including advising, participation with the student community, and college

participation), and (3) research, creative work, and other professional activity, and are expected to follow a professional code of ethics as outlined in the Faculty Handbook.

Effective teaching is evaluated through course evaluation forms submitted by students at the end of each semester, the submission of course syllabi, assessments, documentation of teaching strategies, and projects developed for courses. Additionally, an optional Teaching Analysis Poll (electronic mid-term assessment) is available to faculty as well as independently developed mid-term evaluations that are conducted collaboratively with candidates. Lecturers and senior lecturers undergo the same review procedures as those established for tenure track faculty. Adjunct faculty are expected to participate in any programmatic review procedures and their course evaluations are reviewed by program coordinators. Coordinators consult regularly with adjunct faculty to ensure the quality of their instruction as they are held to the same teaching standards of any full time faculty member.

The GATES program is under review by MSDE for Gifted and Talented Education Specialist endorsement. The requirements for the endorsement ensure the rigor of assessing student learning outcomes.

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

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

McDaniel benefits from this program by promoting its mission to “prepare culturally-competent professionals committed to leadership in their field...(and)... are specialists in their field of study and value the balance and interdependence of current theory, research and practice.”

<http://catalog.mcdaniel.edu/content.php?catoid=22&navoid=1074>

McDaniel maintains and supports the Office of Diversity and Multicultural Affairs (ODMA).

The mission of the ODMA is to provide visible leadership and direction for the College’s efforts on behalf of diversity and multiculturalism; offer programs and provide guidance and assistance, both academic and nonacademic, to underrepresented students; support and coordinate student groups that serve the needs of diverse student populations; develop programs and services to promote diversity awareness and understanding within the larger campus community; and be a resource to students, faculty, and staff in their efforts on behalf of diversity and multiculturalism.

N. Relationship to low productivity programs identified by the Commission.

NA

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D.C: Author.

Expectations of Faculty Teaching Online Classes for GPS

This document outlines expectations for all faculty teaching online classes for Graduate and Professional Studies (GPS), including instructors' use of Blackboard. In addition to observing the expectations listed below, faculty should work closely with their program coordinators to comply with program expectations and practices.

I. Prior to teaching a GPS online class for the first time:

- All faculty members are required to earn certification by taking **BPO 100**, Best Practices in Online Teaching and Learning. Information about this 4-week, online class is available at: http://www2.mcdaniel.edu/its/BPO_register

II. One week prior to the first day of class, all faculty members who teach online are expected to:

- Make their online classes in Blackboard available.
- Send an email to students, informing them that the class is open and will begin in one week.
- Make certain the following is available in the Blackboard class:
 - A Welcoming Announcement
 - The Read Me First (or syllabus)
 - The Course Guide (or schedule)
 - All assignment setups, including due dates, weights, and rubrics
 - A "Café" type Discussion Forum that includes an Introductions thread, where students introduce themselves to the class and interact with one other informally.

III. Throughout the semester, all faculty members who teach online are expected to:

- Be "visible" in the classroom several times a week (almost every day) to let students know they are involved and "listening."
- Post a class announcement at least once a week.
- Treat the Discussion Forum area as the heart of the Blackboard class by:
 - Creating at least one content-focused conference for each module of the course.
 - Providing clear guidelines for conference participation.
 - Starting initial Discussion topic threads, interjecting as appropriate during the week, and providing summary comments as needed.
 - Organizing class activities so that they take place primarily in the online classroom, rather than by e-mail, phone, or mail.
- Pay attention to the activity level of all students and, as needed, privately contact individual students who are not participating actively.
- Respond to student inquiries promptly, even if it is just to let students know that the instructor is working on the inquiry and will reply fully as soon as possible.

- Use rubrics to manage student expectations regarding grading of all course requirements, including assignments, projects, and class participation.
- Provide adequate feedback on all assignments that acknowledges strengths and offers suggestions for improvement and growth.
- Post all grades promptly in the Grade Center (within a week is best practice for an 8-week online class).

IV. At the end of the semester, faculty must submit final grades online according to the McDaniel grade submission policies within 72 hours of the last day of class.