

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

MAR 01 2016

PROPOSAL FOR:

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

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

Johns Hopkins University

Institution Submitting Proposal

Fall 2016

Projected Implementation Date

Post-Baccalaureate Certificate

Teaching Writing

Award to be Offered

Title of Proposed Program

1507.05

23.1302

Suggested HEGIS Code

Suggested CIP Code

Krieger School of Arts and Sciences

Beverly Wendland, Dean

Department of Proposed Program

Name of Department Head

Philip Tang

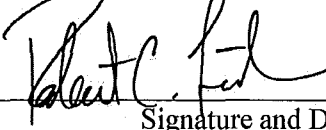
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02/29/2016

Signature and Date

President/Chief Executive Approval

N/A

Date Endorsed/Approved by Governing Board

Date

**The Johns Hopkins University
Krieger School of Arts and Sciences
Proposal for New Academic Program**

Post-Baccalaureate Certificate in Teaching Writing

A. Centrality to institutional mission statement and planning priorities

1. Program Description and Alignment with Mission

The Johns Hopkins University Krieger School of Arts and Sciences proposes to launch a new Post-Baccalaureate Certificate in Teaching Writing. The newly proposed program will be delivered online and builds upon the existing and previously endorsed Master of Arts in Writing.

The P.B.C. in Teaching Writing, offered through the Krieger School's Advanced Academic Programs division (JHU-AAP), will target current and prospective teachers from all subjects and at all levels by offering effective theories, strategies, and practices for writing instruction. The goal of the proposed program is to improve the teaching of writing and student writing in general. The P.B.C. in Teaching Writing requires the practice of writing and coursework in reading as a writer. The program will focus in part on the writing components of the Common Core Curriculum Standards. It will help teachers of English, creative writing, composition, and other subjects who want to incorporate more writing into their instruction. The P.B.C. in Teaching Writing is a not teacher certification program; the target audience will be current or prospective teachers who already have certification or do not need it.

The mission of The Johns Hopkins University is to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world. In addition, the mission of JHU-AAP is to offer high quality graduate courses, certificates and degree programs containing a mixture of theory and practice that serve the current and long term needs of today's adult learners. The proposed program is consistent with the Johns Hopkins mission and the State of Maryland's goals for maintaining and strengthening a preeminent statewide array of postsecondary institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students, the State and the nation; and for promoting economic growth and vitality through the advancement of research and the development of a highly qualified workforce.

2. Alignment with Institutional Strategic Goals

The proposed program in Teaching Writing will advance the mission of the university and JHU-AAP by offering life-long learning for those developing new skills, exploring new careers, or expanding their professional knowledge. The proposed program plays to the strengths of the previously endorsed M.A. in Writing program, which has been developing instruction and curricula in fiction, essay, poetry, nonfiction, journalism,

science writing, screenwriting, playwriting, and other forms for more than 23 years. By helping teachers do what they teach, the proposed program combines the teaching and practice of writing into an innovative, effective program of national reach and value.

B. Adequacy of curriculum design and delivery to related learning outcomes

1. Program Outline and Requirements

The proposed program consists of five courses – three required courses and two elective courses. See Appendix A for a complete list of courses and course descriptions.

Required Courses:

Teaching Writing: Theory, Practice, and Craft

One course from the Genre Group:

Teaching and Writing Fiction

Teaching and Writing Poetry

Teaching and Writing Nonfiction

Teaching and Writing Academic and Analytical Writing

Teaching Writing across the Disciplines

Special Topics in Writing

One course from the Reading and Literature Group:

Special Topics in Literature

Teaching Reading to Writers

Two elective courses

All students who have completed a bachelor's degree in any field from an accredited U.S. college or university will be eligible to apply to the Teaching Writing program. The program will specifically target current or prospective teachers of any subject or level. Admission to JHU-AAP programs typically require a minimum 3.0 GPA on a 4.0 scale. However, the proposed program will review course transcripts and consider professional experience to assess applicants, regardless of GPA.

Applicants are required to submit:

- Résumé or Curriculum Vitae
- Transcripts from all college studies and/or latest degree.
- 500 to 1,000 word Statement of Purpose, describing their professional goals and interests in using writing in their teaching and in exploring their own writing.
- Up to 10 pages (2,500 words) of a writing sample or samples of any genre or type.
- Up to three letters of recommendation directly related to teaching skill or promise.

2. Educational Objectives and Student Learning Outcomes

The National Writing Project, the nation's premier organization to promote better writing instruction in schools, declares that writing is essential "to communication, learning, and citizenship. It is the currency of the new workplace and global economy. Writing helps us convey ideas, solve problems, and understand our changing world. Writing is a bridge to

the future.”¹ Adopting that philosophy, the Teaching Writing program at Johns Hopkins will provide current and future teachers with the tools they need to address the challenges of writing in today’s schools. If one good teacher can reach hundreds of students, then a cadre of well-trained and dedicated writing teachers can help thousands of Americans become more successful as citizens and in their jobs and communities.

The proposed program is based on the principle that all teachers can work together and learn from each other; JHU-AAP’s courses increase in value and effectiveness as more grade levels and disciplines are represented. The program allows students to become better teachers by exploring their own creative and academic writing and by learning how to read as writers. By offering flexible, interactive, and customized learning, the program provides a model in teaching writing; the proposed program will use the principles being taught to participants in the program.

Upon completion of the P.B.C. in Teaching Writing, students will:

- Engage in their own writing and writing process, producing writing of varied forms and genres to enhance their understanding of teaching writing.
- Learn effective methods of teaching writing that meet Common Core and other key testing requirements, including writing arguments, studying and writing informative and explanatory texts, using the narrative form to understand technique, use of details, and well-structured sequences; conducting research projects, especially using multiple print and digital sources; and timed writings.
- Study how brain research and theories of cognitive development can affect the acquisition of language and the teaching of writing.
- Understand the relationship of reading, speaking, and writing, with a particular focus on close reading and the concept of reading like a writer.
- Build expertise in key components of teaching writing, including responding to and assessing student work and creating writing assignments with real-world connections.
- Critically examine important issues in teaching writing, including examining writing instruction in the context of real-world standards and incorporating their learning into lessons for their own students.
- Expand career prospects by using the skills above to increase job opportunities and advancement.

3. General Education Requirements

Not applicable.

4. Specialized Accreditation/Certification Requirements

Not applicable.

¹ <http://www.nwp.org>

5. Contract with another institution or non-collegiate organization

Not applicable.

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

1. Demand and Need for Program

The proposed program targets four key audiences:

- *Teachers at any grade level who want to improve their writing instruction.* This group includes a) Teachers who already use writing in their classes but want additional knowledge; b) teachers who want to use or increase the use of writing in their classes; c) teachers who want to explore their own writing to improve their teaching; and d) new teachers who want more guidance in writing instruction. The certificate will appeal to those teachers who already have one or more Masters degrees but do not need or want another.
- *K-12 public school teachers who face challenges presented by the new Common Core Curriculum Standards.* The writing component of the Common Core emphasizes writing in all disciplines. All teachers — not just those in English or social science but in math, science, and even music and physical education — must incorporate writing into their classes and evaluate it for content and quality. The certificate will illuminate nonfiction, narrative, and other facets of the Common Core movement.
- *Graduates of the growing number of low-residency MFA writing programs who want to teach.* Such MFA programs rarely provide teaching opportunities.
- *Current students in Johns Hopkins School of Education programs.* Students in the P.B.C. in Teaching Writing program will be able to take electives offered by the Johns Hopkins University School of Education. In addition, School of Education graduate students might consider enrolling in Teaching Writing courses.

2. Alignment with Maryland State Plan for Postsecondary Education

The proposed program is well aligned with *Maryland Ready*, the 2013–2017 Maryland State Plan for Postsecondary Education. By helping teachers throughout Maryland and the nation develop strategies and practices to implement Common Core standards, the JHU-AAP program will be at the forefront of this exciting new movement in education.

The proposed program offers a comprehensive educational opportunity for all teachers, public and private, at all levels and in all disciplines, to study the teaching of writing from a variety of approaches. Only a handful of universities across the country offer a comprehensive, multi-course certificate or degree focused specifically on the teaching of writing, and none of the certificate programs is online.

The proposed program offers a comprehensive educational opportunity for all teachers, public and private, at all levels and in all disciplines, to study the teaching of writing from a variety of approaches. Only a handful of universities across the country offer a comprehensive, multi-course certificate or degree focused specifically on the teaching of writing, and only two of those programs are online. This is consistent with Goal 1 of the State Plan, "Quality and Effectiveness," which asserts that Maryland will enhance its array of postsecondary education programs to more effectively fulfill the evolving educational needs of its students, the state, and the nation. Similarly, the proposed program is consistent with Goal 4, "Innovation," which articulates Maryland's aspiration to be "a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with state goals, increase student engagement, and improve learning outcomes..." Goal 5, "Economic Growth and Vitality," is centered on supporting a knowledge-based economy through increased education and training; this, too, is aligned with the goals of the proposed program.

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

1. Market Demand

The U.S. Bureau of Labor Statistics estimates that jobs for teachers for kindergarten through middle school will grow by 17 percent over the next 10 years. Jobs for high school teachers will grow by 7 percent. The regions of greatest growth will be the South and the West. All states require teachers to complete some type of regular professional development class or activity. Many states require teachers to earn a master's degree after receiving their certification, and all teachers need additional education to advance to administrative positions.² Additionally, a significant number of older teachers are expected to reach retirement over the next ten years; their retirement will create job openings for new teachers.³ The adoption of the Common Core Curriculum Standards places a heavy burden on all teachers to use writing in meaningful ways.

With the online/low-residency model, the proposed program can attract teachers from the two regions of greatest growth, the South and the West. And the online venue is proving increasingly popular for all teachers nationwide. An estimated 260,000 teachers across the country rely on online professional development to meet their continuing education requirements.⁴ The National Writing Project has an active membership of more than 70,000 teachers who believe that teachers who write become better writing instructors.

Due to teachers' work schedules, part-time and online programs are in high demand. Additionally, the increasing use of technology in teaching has opened new areas of study and interest for many teachers. Even for those not affected by the Common Core,

² National Center for Education Statistics, 2010. <http://www.education.org/career-guidance/teacher-certification-and-continuing-education.html>

³ U.S. Dept. of Education, 2007-11 http://nces.ed.gov/programs/projections/projections2014/sec_5a.asp

⁴ 360 Education Solutions, 2012. <http://www.360-edu.com/commentary/online-education-takes-over.htm#.UqH73OLhPol>

writing and reading remain at the core of nearly all teaching; students must read well to understand nearly all subjects, and writing across the curriculum (writing to learn) has demonstrated that all disciplines, including math and science, can use writing as an effective learning tool.

Graduate degrees and certificates are invaluable for teachers, providing professional development, opportunities for advancement, and broader job flexibility. Experienced teachers recognize the career benefit of multiple skills and expertise. Especially with the explosion of technology, teachers need to keep up to date with current opportunities and procedures.

2. Educational and Training Needs in the Region

Implementation of the Common Core and its related and replacement standards is creating a strong need within the state and across the country for programs that can help teachers learn strategies and practices. In particular, English teachers who previously relied on fiction, poetry, and the classics need help incorporating new nonfiction and informational text guidelines. Current and future teachers also need instructions on Common Core or related standards for close reading and on aspects of voice, purpose and audience. In other disciplines, teachers will need assistance incorporating Common Core guidelines for using writing in nearly every course, in every grade.

Organizations are already seeking ways to help teachers meet these challenges. The National Council of Teachers of English offers a webinar to members focused on the teaching of argument. Many schools and school districts offer staff development on Common Core and related programs. However, studies by the National Writing Project and other organizations have shown that individual workshops, presentations, or webinars are not as successful as longer-term learning. Teachers may learn a few lessons or strategies from a workshop or presentation, but semester-long courses can help teachers become experts in writing instruction.⁵

Beyond Common Core, many teachers who want to use writing in their classrooms lack foundational theories, understanding, and skills. And while teachers often are required to attain professional development, organized development from individual schools and districts has declined. This decline is due to financial constraints, the diversion of resources into standardized testing preparation, and a belief that large-scale development programs often do not satisfy the needs of individual teachers.⁶ Faced with this decline, yet still needing professional development, more teachers are looking to graduate degree or certificate programs to provide that experience.⁷

Many teachers, even those who primarily teach writing, know they could benefit from greater instruction in theories, strategies, and practices. Yet Maryland does not benefit

⁵ <http://www.nwp.org/cs/public/print/doc/about.csp>; Stokes, Laura. The Enduring Quality and Value of the National Writing Project's Teacher Development Institute. Inverness Research, 2011

⁶ Stanford Center for Opportunity Policy in Education, 2011. <https://edpolicy.stanford.edu/news/articles/539>

⁷ National Center for Education Statistics, 2010-11. <http://nces.ed.gov/programs/projections/projections2014/tables.asp>

from a fully online graduate certificate in the field. Only one other program nationwide allows online completion.

3. Prospective Graduates

Students can earn the proposed P.B.C. in Teaching Writing in as few as three semesters. However, it is anticipated that most active teachers will take only one course in each of the fall and spring terms, with one to two additional courses during the summer. Most students are expected to complete their studies in four to six semesters.

E. Reasonableness of program duplication

1. Similar Programs

Several Maryland graduate programs offer advanced degrees in education, literature, and creative writing. However, the proposed program is unlike all of those and therefore does not duplicate or compete with any existing program in the State of Maryland. Although several Maryland universities offer a Masters of Arts in Teaching or comparable degree, most are designed for new teachers seeking proposed program targets teachers who already are certified or who don't need certification. Most of Maryland's existing programs also focus on broader aspects of education and preparing teachers; our program focuses on teaching writing and merging writing instruction with the study and practice of writing. In addition, most existing programs focus on specific grade levels, such as elementary or secondary education. The proposed program approaches writing from a broader spectrum, with teachers from all levels learning from each other.

Towson University offers a concentration in Teaching Writing within its M.S. in Professional Writing degree program. That concentration is further divided into a Teaching College Writing track and a more general Teaching Writing track. These concentrations exist within the larger Professional Writing degree program, which also offers tracks in Biomedical Writing, Creative Writing, Journalistic Writing, Scientific Writing, and Technical Writing and Information Design.

In contrast to the Towson University program, which offers "a few courses partially online,"⁸ the proposed certificate is fully online. In addition, the proposed P.B.C. in Teaching Writing will be available to teachers nationwide, while Towson enrolls only on-site students for a full degree.

The proposed certificate also has strong curricular differences from the Towson program in that it blends students from all grade levels, emphasizes the practice of writing as a way to learn how to teach writing, and focuses on Common Core requirements for nonfiction and other instructional text. Additionally, the certificate offers electives in the Johns Hopkins University School of Education and the option of a residency course for onsite instruction. The Towson program does not emphasize the practice of writing, is offered only as a full degree, and separates students by grade level.

⁸ <http://grad.towson.edu/program/master/prwr-ms/dr-prwr-ms-prof.asp>

2. Program Justification

Maryland and the surrounding area offer no online graduate degrees or certificates in teaching writing. Therefore, the proposed program fills a gap in the state's post-secondary education system. Further, it addresses an immediate, urgent need on the part of all teachers dealing with the writing component of the new Common Core Curriculum Standards. By helping teachers improve writing instruction and by encouraging certificate holders to share their learning with colleagues, the program helps improve teaching quality statewide.

The proposed program draws and builds upon the experience and success of JHU-AAP's M.A. in Writing program, one of the largest graduate writing programs in the nation that has been offered for 20 years. The program's faculty members are practicing writers or editors who excel at teaching.

F. Relevance to Historically Black Institutions (HBIs)

The proposed program would not directly affect the implementation, maintenance, uniqueness, identity or mission of Historically Black Institutions. All institutions and teachers in Maryland could benefit from the opportunity of the unique certificate offered in this proposal.

G. Evidence of the Principles of Good Practice

See Appendix B for evidence that the proposal complies with the Principles of Good Practice.

The Higher Education Opportunity Act (HEOA) enacted in 2008 requires that an academic institution that offers distance education opportunities to students 1) has a process established to verify that the student who registers is the same student who participates in and completes the offering and receives academic credit for it; 2) has a process established, to verify that student privacy rights are protected; and 3) has a process established that notifies the student at about any additional costs or charges that are associated with verification of student identity. In this graduate program, the following actions have been taken to satisfy these requirements: 1) students may only enter the academic website for the online courses they take by providing their unique student ID and password they receive when they are admitted to the programs; 2) all FERPA privacy rights are preserved by limiting access very specifically in the University student information system to only those permitted by law to have access to restricted student information; and 3) there are no additional costs assessed to the student for the measures we use to verify student identity.

H. Adequacy of faculty resources

See Appendix C for a representative list of faculty who will teach in the proposed program.

Current M.A. in Writing faculty will teach initial courses in the proposed Teaching Writing program. The M.A. in Writing Program's Assistant Director, Mark Farrington, will coordinate the certificate's launch and first terms. Mr. Farrington has an MFA in Fiction

Writing and has published both short stories and articles on the teaching of writing. He has taught writing at all levels for more than 30 years and has been at Johns Hopkins for 14 years. He is a teacher and consultant with the Northern Virginia Writing Project, and he worked for 12 years as an assistant to Dr. Donald Gallehr, Northern Virginia Writing Project director and one-time national director of the National Writing Project. Mr. Farrington has extensive experience teaching all genres of writing, literature, and teaching writing, including courses designed specifically for teachers.

The M.A. in Writing Program's director, David Everett, will teach courses in his areas of expertise, nonfiction writing and principles of editing. Melissa Hendricks, faculty advisor for the online/low-residency Science-Medical Writing concentration in the M.A. in Writing program, teaches the online Techniques of Science Writing course. Other current faculty members in the M.A. in Writing program will teach courses in their areas of expertise. Faculty such as Ed Perlman (literature/revision) and Danielle Bryant (digital publishing) have graduate degrees in education and have taught at various levels, including high school, community college, undergraduate, and graduate. All instructors are trained in adapting material to a particular audience; they are well qualified to design courses for teachers interested in both writing and its instruction.

Additional adjunct faculty who will teach courses in their areas of expertise include Tim Wendel (fiction and nonfiction writing and reading), Cathy Alter and Sue Eisenfeld (nonfiction writing and reading); William Black, Eleanor Williams, and Leslie Pietryzk (fiction writing and reading); Mary Amato (writing for young readers), and Heidi Vornbrook Roosa (cognitive theory). In addition, there are plans to feature Writing Seminars and JHU School of Education faculty members as guests, including award-winning novelist Alice McDermott and Dr. Mariale Hardiman, director of the Johns Hopkins Neuro-Education Initiative.

As the program grows, faculty with additional areas of expertise will be added. Potential faculty members include: Kimberly Sloan, Fairfax County Public Schools reading specialist; Eric Hoefler, professor of Learning and Technology at George Mason University and a former high school English teacher; Cathy Hailey, teacher at the Center for the Performing Arts at Woodbridge High School for 30 years; and Amanda Doran, teacher in Expeditionary Learning at a Baltimore City public charter middle school. New faculty will be evaluated for their writing expertise, their experience with and/or facility for teaching teachers, and their interest or experience in digital learning.

I. Adequacy of library resources

The Milton S. Eisenhower Library on the Homewood campus is ranked as one of the nation's foremost facilities for research and scholarship. Its collection of over three million bound volumes, several million microfilms, and over 13,000 journal subscriptions has been assembled to support the academic efforts of the University. The interlibrary loan department makes the research collection of the nation available to faculty and students. The library also provides easy access to a wide selection of electronic information resources, including the library's online catalog, and numerous electronic abstracting and indexing tools. Many of the databases are accessible remotely. The library offers a variety of instructional services,

including electronic classrooms designed to explain the library resources available for research and scholarship. Librarians help students electronically and the library maintains an extensive web site to take visitors through all of its services and materials.

J. Adequacy of physical facilities, infrastructure and instructional equipment

All courses will be offered online therefore no new facilities will be needed. Existing AAP facilities should provide adequate space and equipment for faculty, staff, and supporting needs.

K. Adequacy of financial resources with documentation

See Appendix D for detailed financial information.

L. Adequacy of provisions for evaluation of program

The primary goals of the proposed program are for its students to increase skills, knowledge, and practice in writing instruction, to become better writers themselves, and to understand the relationship between those practices. Certificate students also will be expected to achieve educational objectives established for each core and elective course, with assessment outcomes measured for all courses. By reflection and research, practicing their own writing, studying methods of teaching, helping other teachers learn and implement new techniques, certificate students gain a wealth of theoretical and practical knowledge.

JHU-AAP will evaluate the program's success in attracting and teaching students in the third and fifth years. Students in the program will undergo a continuing process of reflection and self-assessment. Most courses feature an application aspect in which students are asked to apply program lessons and ideas in their own classrooms, and then evaluate the result.

JHU-AAP has an established online student course evaluation process that is completed at the midterm of each semester and after the offering of each course. This evaluation also includes student reviews of the faculty for each course offered. Each semester the director for the program evaluates the course offerings and faculty performances based on these reviews. On an annual basis, the curriculum will be reviewed by the chair, program director, faculty, and administrators to determine if new topics need to be covered or other changes made following JHU-AAP procedures for such review.

M. Consistency with the State's minority student achievement goals

Any student meeting the admissions requirements can apply to the P.B.C. in Teaching Writing program, and the program can help all students achieve their professional goals.

N. Relationship to low productivity programs identified by the Commission

Not applicable.

Appendix A

Course List and Descriptions

Required Core Courses

Teaching Writing: Theory and Practice

This course explores all facets of teaching writing, including the teaching writing process, responding to and assessing writing, “real world” writing (including writing that meets local, state, and national standards), and the evolution of theories in the teaching of writing. This interactive course helps students identify their own values, goals, and roles as a teacher and develop practices for teaching writing that reflect those values and goals. Students learn theories and approaches focused on their own individual teaching situations (subject, grade level, etc.), and will develop and share best practices in the teaching of writing.

Course objectives: Students will 1) examine and reflect upon their own values, goals, roles and practices as teachers, to teach writing in a way that reflects those values and goals; 2) study theory and practice of the teaching of writing in general, and in particular those theories and practices that best apply to each student’s own teaching situation (grade level, subject, etc.); 3) examine writing as a process and consider ways to help the students they teach learn effective steps to succeed at every stage of that process; 4) develop, explain, and share their own best practices in the teaching of writing, and adapt ideas and practices they learn from each other to their own classrooms; 5) learn ways to use writing in their classrooms, regardless of subject or other requirements or restrictions, and to teach writing in ways that are effective and creative while still preparing students to excel in local, state, or national testing, and 6) explore their own writing, whether personal or academic, with the dual goals of helping students develop their own writing interests and skills and in using what they learn through their own writing to help teach their own student writers.

Genre Group: Courses Focused on Forms and Genres of Writing

(Students are required to take one of these courses and may elect to take others as electives.)

Teaching and Writing Fiction

This course is designed for students who wish to write and/or teach fiction. The course covers elements of fiction writing, including plot, character, setting, tone, pacing, dialogue, and theme, plus the terms writers use to discuss and analyze fiction. Program students learn how to introduce this language in their classrooms and to engage their own students in discussion about assigned reading and creative writing. Students in this course write original fiction from prompts and discuss those writings in a workshop environment. Students also read short stories and one novel with an eye toward how reading can inform and enrich the writing experience, as well as reading articles on the fiction process and its teaching.

Teaching and Writing Poetry

This course is designed for students who wish to write and/or teach poetry. The course covers basic forms, elements, and language of poetry, including terms such as rhyme and meter, forms such as sestina, sonnet, and villanelle, and eras such as Romanticism, Modernism, and the New Formalism. With the goal of integrating their writing and knowledge into their own classrooms, students write original poems from prompts and discuss those writings in a workshop environment. Students also read poems with an eye toward how reading can inform and enrich the writing experience, as well as reading articles on poetry, the poetry writing process, and the teaching of poetry and creative writing.

Teaching and Writing Nonfiction

This course is designed for students who wish to write and/or teach nonfiction. The course covers basic elements and language of factual writing, including forms such as memoir, profile, travel writing, and personal essay, terms such as leads, quotation, narrative arc, and theme, and categories such as journalism, history, and commentary. Along the way, students are exposed to content and research methods, including interviewing, observation, and personal experience. To help students use this knowledge and skills in their own classrooms, program students write original nonfiction in a variety of forms and discuss that writing in a workshop setting. Students also learn how to read factual writing and extend those reading skills to help their own students read and write nonfiction.

Teaching and Writing Academic and Analytical Writing

This course is designed for students who write and teach academic writing, such as research papers and analytical and transactional writing. The course is built around key forms such as argument and persuasion, information and instructional writing, research writing, and writing summaries and analysis. Students learn how to use these forms to engage the students in their classrooms in these processes of thought and writing. Students write and revise these forms of writing and discuss them in a workshop environment. Students also read examples of analytical and transactional writing with an eye toward how reading can inform and enrich the writing experience, as well as reading articles on the writing process and the teaching of the various forms of academic writing.

Teaching Writing across the Disciplines

This course would focus on write to learn strategies for teachers in all disciplines, and on strategies for using writing and teaching writing effectively in Math, Science, History, Art and all subject areas, at all grade levels.

Special Topics in Writing

This course is designed to focus on a rotating variety of topics and issues in the teaching of writing, potentially including Teaching ESL and Other Special Populations; Teaching College Composition; Teaching Writing Online; and a number of other possible subjects, such as teaching argument and research; teaching playwriting and screenwriting; and teaching nonfiction forms such as memoir, blogging, reviews or viewpoint writing.

Literature and Reading Group

(Students must take one of these courses and may elect to take the second, or to repeat Special Topics with a different focus.)

Special Topics in Literature

This course focuses on one author or group of authors, or on one movement or style. The goal is in-depth study of Fiction, Poetry, Creative Nonfiction, and other fields. Students will read, write about, and discuss such topics as American ex-patriot writers of the 1920's (Fitzgerald, Hemingway, Stein, etc.), writers from a particular region (Southern writers, writers of New England), or writers with a similar philosophical or thematic connection (Existential writers; feminist writers). The first literature course offered will likely be "The Multicultural Identity: Teaching and Writing Across Multiple Cultures." Because the topic of the course will change with each offering, this course may be repeated.

Teaching Reading to Writers

The focus of this course is on reading like a writer, examining techniques and craft in both creative writing and expository texts. Students will read fiction, poetry, creative nonfiction, essays, and plays with an eye toward studying the craft and process behind each work. The goal is to reading to prompt writing, and to learn about one's own writing, by reading published work. Students will learn methods and approaches to reading as a way of enriching writing, and will leave the course with practical lessons they may apply in their classrooms.

Residencies

Best Practices in the Teaching of Writing (required Residency)

Students will meet for four to six hours each day in a face-to-face, classroom environment. Students will design, create, and present a one-hour mini-lesson they have used successfully in their own classrooms (or that they want to use in a classroom) and that is built around some aspect of teaching writing. Each student will teach her lesson to the other students in the class. Those students will then respond to each lesson, offering suggestions and possible adaptations. Each presentation will include theory as well as participatory activities. Students will keep a reflective journal and engage in additional writing and reading exercises. Students also join other residency events such as readings and roundtables. *Prerequisite: Teaching Writing core course.*

Advanced Best Practices (optional second Residency)

Students opting for this residency will attend a second "best practices" residency, this time as assistants to the course instructor. They will work with the instructor in designing aspects of the course, and they will work independently with some of the students in the class to help those students design their presentations. *Prerequisites: Teaching Writing core course and Best Practices Residency.*

Writing Workshop (optional Residency)

Students will spend four hours per day in a writing workshop, submitting their own writing, reading and responding in writing to the writing of others, and discussing the strengths of each writing and offering suggestions for improving those writings. Students also meet one-on-one with the instructor and join other residency events such as readings and roundtables.

Elective Courses

(Students choose one or two of these courses)

Explorations in Mind, Brain, and Teaching (Offered by the Johns Hopkins School of Education)

During the past decade the cognitive and neurological sciences have produced a vast frontier of knowledge on how the brain processes, stores, and retrieves information. Educators have increasingly recognized a role as consumers of this emerging knowledge. Participants in the course will review this research, examining how it intersects with the correlates of a model of research-based effective teaching including the teaching of the arts across content areas. Topics of study will include the brain's memory systems, the impact of emotions on learning, the processes involved in higher order thinking and learning, and issues related to child development. Participants will apply course studies to the creation of learning units that emphasize application of knowledge and the integration of the arts.

Writing, Creativity, and the Brain

This course targets cognitive research, exploring how the brain functions in terms of creativity in general and writing in particular. Theories are studied with the goal of creating practical and successful methods of teaching writing that take advantage of the results of current brain and learning research.

Techniques of Science Writing

This course develops and hones the reporting, creative, and explanatory skills demonstrated by the best science-medical writers. In addition to writing assignments and exercises in journalistic and literary writing, students complete field trips and other real-world experiences. The course covers interviewing, ethics, and the use of scientific journals and databases. In some cases, students may be able to choose from a range of writing topics, including nature, technology, health, space, biology, medicine, or other technical or scientific issues. While this course focuses particularly on science writing, its techniques of objective observation and description can be useful for teachers in many other subject areas.

Creating Digital Publications

This course is a practical, hands-on course that teaches students how to create websites, literary journals, magazines, and other digital publications, ranging from in-class publications to school-wide. Students study a variety of publishing programs and tools to create their own publication by the end of the course. The instructor also introduces various digital journals and other sites that might offer publishing opportunities for teachers and students.

Writing for Young Readers

This course focuses on writing stories and books for children and young adults. Readings include poetry, fiction, and nonfiction. Students read published writing geared toward young readers with an eye toward understanding techniques and approaches to writing for this particular audience. They also write their own works designed for young readers.

Literary Nonfiction and Historical, Scientific, and Technical Texts

This course includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience. (This course would specifically address the Common Core objectives of writing informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

The Power of Narrative

Reading and writing fictional and factual narratives viewed in conjunction with brain research on the value of narratives to thinking. This course would specifically address the Common Core objectives of writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Teaching Revision: Theory and Practice

This course focuses on one of the most difficult aspects of writing: Revision. Students learn various techniques for engaging in revision, and use these techniques with their own writing. They also learn ways to present revision in their own classrooms, and to encourage and foster meaningful revision. Students examine both theories and procedures involved in revision. By completion of the class, students will have practical ideas and procedures they can apply in their own classrooms, and they will revise at least one work they will submit for outside publication.

Using Technology in the Writing Classroom

This course focuses on tools and practices that incorporate technology into the teaching of writing. Students study benefits and challenges inherent in using technology to aid teaching writing, and study practical methods of using multiple devices. The course also focuses on challenges of teaching online. Students apply the ideas and lessons from this course to their own specific interests and situations.

The Power of Grammar and Usage

This course provides a graduate-level refresher on the foundations of grammar and usage and introduces effective methods of responding to and teaching grammar and usage in the classroom. Students in this course study writing – their own and others – at the word and sentence level, learning through editing, close reading, and brief exercises the techniques needed to create effective sentences and to establish syntactic relationships within paragraphs. The course also looks at effective ways to teach grammar in the writing classroom.

Appendix B

Evidence of Compliance with the Principles of Good Practice (as outlined in COMAR 13B02.03.22C)

(a) Curriculum and Instruction

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

Faculty in the proposed P.B.C. in Teaching Writing program will have years of experience in writing, editing, and teaching writing, and all will hold advanced credentials in writing, editing, education, journalism, or digital/multimedia. The initial coordinator of the program has taught writing for 30 years, teaches a graduate course on Teaching Writing, and served as a consultant to an organization that helps writing teachers. See Appendix C for a list of faculty and their qualifications.

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

The curriculum for the online program has been designed in consultation with experts in the field to ensure its coherence and cohesiveness. All the courses in the online program will be as rigorous as any course offered in JHU-AAP in traditional instructional formats. The courses will follow the same rigor that has been applied to the online courses of the other highly successful online JHU-AAP degree programs. A formal online course development process is used to support the course online course development. The online course development process incorporates the Quality Matters™ research-based set of eight standards for quality online course design to ensure the academic rigor of the online course is comparable or better to the traditionally offered course.

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

The program learning outcomes are derived from input from professionals within the discipline, the program instructors, program leadership and other program stakeholders.

Upon completion of the P.B.C. in Teaching Writing, students will:

- Engage in their own writing and writing process, producing writing of varied forms and genres to enhance their understanding of teaching writing.
- Learn effective methods of teaching writing that meet Common Core and other key testing requirements, including writing arguments, studying and writing informative and explanatory texts, using the narrative form to understand technique, use of details, and well-structured sequences; conducting research

- projects, especially using multiple print and digital sources; and times writings.
- Study how brain research and theories of cognitive development can affect the acquisition of language and the teaching of writing.
- Understand the relationship of reading and writing, with a particular focus on close reading and the concept of reading like a writer.
- Build expertise in key components of teaching writing, including responding to and assessing student work and creating writing assignments with real-world connections.
- Critically examine important issues in teaching writing, including examining writing instruction in the context of real-world standards and incorporating their learning into lessons for their own students.
- Expand career prospects by using the skills above to increase job opportunities and advancement.

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

The P.B.C. in Teaching Writing will be delivered via Blackboard, JHU's course management system. This platform supports asynchronous interaction between faculty and students. Students and faculty also have the option to participate in optional real-time interaction through weekly web-conference office hours, supported by Adobe Connect.

(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.

The program will establish a process for identifying the appropriate faculty to design an online course. All the faculty will be selected based on discipline expertise, professional experience and completion of an online course development training course.

Current JHU-AAP faculty will serve as some of the primary instructors in the Teaching Writing Program. The M.A. in Writing Program's Assistant Director, **Mark Farrington**, regularly teaches a graduate Teaching Writing course and would help coordinate the new program. Mark serves as a consultant and once worked for the National Writing Project's Northern Virginia chapter. He has taught writing for 30 years, holds an MFA in Writing, and is an experienced online instructor who has designed online courses, including Teaching Writing. Other instructors include:

Ed Perlman: Experienced in teaching writing, composition, English, and related fields at the high school, community college, undergraduate, and graduate levels; MA in Education, MA in Writing. Published poet and essayist; accomplished editor and publisher. Experienced online instructor.

Rae Bryant: Experienced in teaching writing, composition, English, and related fields at the high school and graduate levels. MA in Writing. Editor of nationally known literary journal. Published fiction writer, essayist. Experienced online instructor.

Melissa Hendricks: Experienced in teaching writing online and onsite at the graduate level; coordinator of the MA and Graduate Certificate in Science Writing; Graduate Certificate in Science Communication. Published journalist and essayist.

Elly Williams: Experienced at many levels of teaching, from high school to graduate students, this author and essayist holds a PhD in English / Creative Writing from Ohio University and has organized summer writing conferences for younger students.

Sue Eisenfeld, accomplished nature writer, journalist, writing consultant; teaches online in MA / Graduate Certificate in Science Writing and onsite in MA in Writing Program. Leading 2015 Summer Residency for the MA in Science Writing – a course comparable to Residency for proposed MA in Teaching Writing. M.A. in Writing.

David Everett: Experienced in teaching writing and literature at the undergraduate, professional (newspaper, magazines, organizations), and graduate level; directs MA in Writing Program and MA / Graduate Certificate in Science Writing; accomplished journalist, with many national awards. MA in Writing. Experienced online instructor.

In addition, JHU-AAP will hire additional faculty with expertise that complements that of current faculty.

Kimberly Sloan, M.S. in Language Education with a Concentration in Reading. Currently working on her Ph.D. in Elementary Education. Reading/Writing Resource Teacher, Fairfax County Public Schools since 1990. NVWP Assistant Director. Instructor, George Washington University Graduate School Elementary Education Model Program.

Eric Hoefler, MFA George Mason University; Professor of Learning and Technology, George Mason University English Department; former English teacher, Woodbridge High School.

Cathy Hailey, M.A. in Professional Writing and Editing, George Mason University; Assistant Director, NVWP. Has taught ninth through twelfth grades for thirty years in the Center for the Fine and Performing Arts specialty program at Woodbridge Senior High School

Amanda Doran. M.A. in Nonfiction Writing from the Johns Hopkins M.A. in Writing Program. Teacher in Expeditionary Learning curriculum at a Baltimore City public charter middle school.

(b) Role and Mission

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

See Section A.1 of this proposal.

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

The courses in the proposed program will be designed with the support of an instructional designer and multimedia specialists in the JHU-AAP IRC. The instructional designer and multimedia specialists serve as consultants to help identify the most effective learning technologies for the course learning objectives. This iterative process goes through several levels of review prior to the course being developed or taught. Final approval of the academic content of a course is made by the instructor and academic program. Final approval of the design and delivery of a course is made by the academic program, instructor, and IRC. After a course launches, the design team provides continual monitoring, suggesting adjustments to the course as needed. All online courses participate in a mid-term and end-of-term evaluation process with students. The mid-term feedback helps determine whether mid-point term corrections are needed. End-of-term data are used to assess whether further refinements are needed for future sections of the course.

(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.**

Faculty in this online program are supported by JHU-AAP's IRC as well as the program director, assistant director, and program coordinators. The IRC provides oversight for all online course developments, including faculty training and development. The IRC has a formal, structured faculty development approach for preparing faculty to develop and teach an online course. All faculty are required to complete three Blackboard training sessions and a course in the use of Adobe Connect. These trainings provide an overview of online learning pedagogy and introduce the faculty to some of the technologies they will use to develop their online courses. Faculty may also join one-on-one training sessions with IRC staff and consult with Writing Program, Science Writing Program, and Teaching Writing leadership for additional pedagogical or technical support. A third-party help desk also provides faculty with technical support.

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

The IRC offers training on how to be an effective online instructor based on best practices from research and other related sources. All new online instructors are required to participate in this training prior to teaching their first online course.

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

The IRC provides a wide range of support services for faculty engaged in online instruction. Faculty have access to multimedia specialists, instructional designers, technical trainers, and a 24/7 technical help desk to support effective distance education courses. In addition, JHU-AAP offers regular faculty development training in online pedagogy and new instructional technologies.

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

The students will have online access to the Milton S. Eisenhower Library, ranked as one of the nation's foremost facilities for research and scholarship. Its collection of 3.7 million bound volumes, more than 121,000 print and e-journals, and more than 985,000 e-books support the university's academic and research enterprise. The interlibrary loan department makes the research collection of the nation available to faculty and students. The library provides easy access to a wide selection of electronic information resources, including the library's online catalog, and numerous electronic abstracting and indexing tools. Many of the databases are accessible remotely. Librarians help students electronically and the library maintains an extensive web site to take visitors through all of its services and materials.

- (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.**

JHU-AAP maintains numerous web-based resources to inform prospective students on the information they may need as an online student. These resources include the JHU-AAP website at <http://advanced.jhu.edu> and the JHU-AAP online catalog, which includes detailed programmatic information, academic support services, financial aid, costs, policies, and specific information for online learning. As new online students are admitted and enrolled, they receive timely emails with important information to help them prepare to become an online student. These emails include information on how to create their JHU log-in account for the course management systems, technical requirements, available academic support services and new online student orientation course.

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

JHU-AAP online students have access to the following academic support services:

- **Academic Advising:** Students are assigned an advisor when accepted. Students work individually with the advisor to develop a course of study that meets the requirements of the program and the career goals of the student. The advisor regularly contacts the students to check on progress and answer questions. Courses that deviate from the program plan and have not been approved by an adviser may not count toward degree requirements. A degree audit tool is provided so students verify their selections match degree requirements.
- **Library Services:** Students have online access to the Milton S. Eisenhower Library on the Homewood campus, ranked as one of the nation's foremost facilities for research and scholarship. The interlibrary loan department allows students access to resources at any other university in the nation. The library also provides easy access to a wide selection of electronic information resources, including the library's online catalog, and numerous electronic abstracting and indexing tools. Many of the databases are accessible remotely. Librarians are available to assist students remotely and the library maintains an extensive web site to take visitors through all its services and materials.
- **Services for Students with Disabilities:** The Johns Hopkins University is committed to making all academic programs, support services, and facilities accessible to qualified individuals. Students with disabilities who require reasonable accommodations can contact the EP Disability Services Administrator.
- **Johns Hopkins Student Assistance Program:** The Johns Hopkins Student Assistance Program (JHSAP) is a professional counseling service that can assist students with managing problems of daily living. Stress, personal problems, family conflict, and life challenges can affect the academic progress of students. JHSAP focuses on problem solving through short-term counseling. Accessing the service is a simple matter of a phone call to arrange an appointment with a counselor. Online students may call a phone number for consultation and will be directed to the appropriate resource or office. JHSAP services are completely confidential. The program operates under State and Federal confidentiality legislation and is HIPAA compliant.
- **Transcript Access:** Official transcripts will be mailed upon written request of the student at no charge.
- **Student ID JCard:** The JCard serves as the student's University identification card. This card is mailed to the home address of every registered student. The JCard acts as the university library card, which enables students to check out

books from the Homewood Eisenhower Library or at any of the campus center libraries, and provides access to many computer laboratories.

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

All accepted online students must meet the admissions requirements of graduate students in JHU-AAP and any specific requirements of the proposed program. New online students are required to complete the “New Online Student Orientation” course prior to beginning their first online course. This course covers a broad range of topics on how to be a successful online student such as: Blackboard basics, online student learning expectations, how to access the library, how to conduct online research, and how to participate in online discussions.

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

All relevant program information is kept up to date on the JHU-AAP web site.

(f) Commitment to Support

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

Faculty teaching online courses are encouraged to participate in one to two professional development opportunities annually to improve their online teaching skills. Many individual programs have faculty meetings or faculty training/development sessions to improve teaching. The proposed program plans such sessions on a regular basis, especially for new online instructors.

- (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.**

JHU-AAP has a commitment to online teaching as demonstrated by the extensive resources of its Instructional Resource Center that provide course development, instructional, and technical support to new and current faculty.

(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.**

See Section L in the main body of proposal.

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

The JHU-AAP Instructional Resource Center, which offers instructional design and faculty support staff, continually participates in professional development activities to keep abreast of evidence-based approaches to online teaching practices. These online teaching practices are then incorporated into faculty training sessions.

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

As part of the online course design process in JHU-AAP, course assessments are required to be aligned with stated course learning outcomes. The new program in Teaching Writing proposed here will incorporate authentic learning assessments that demonstrate a student's application of learned skills.

Appendix C

Faculty

Mark Farrington is Assistant Director and Fiction Advisor in the Johns Hopkins M.A. in Writing Program, where he has taught for twelve years. He has an M.F.A. from George Mason University, where he studied with Richard Bausch, and a B.A. in English and American Literature from Colby College. Farrington has published short fiction in *Carve*, *The Louisville Review*, *The New Virginia Review*, *The Potomac Review*, *Union Street Review*, and other journals. He is completing a novel, *Manion in Darkness*. In addition, Farrington has published numerous articles on writing and the teaching of writing. His short story, "Motherlove," won an Editor's Choice Award in the Raymond Carver Short Story Contest. Another story, "My Father's Court," won second place in the Dame Alice Throckmorton Prize. His work has been anthologized in *Confessions: Fact or Fiction*, in *Stress City: A Big Book of Fiction by 51 DC Area Guys*, in *October Mountain: An Anthology of Berkshire Writers*, and in *The Third Berkshire Anthology*. Farrington has also won a Virginia Commission on the Arts Individual Artists Fellowship, the Dan Rudy Fiction Prize, and the Metroversity Fiction Award. "Motherlove" was nominated for a Pushcart Prize. While in graduate school, Farrington served as editor-in-chief of *Phoebe: The George Mason Review*. He taught at George Mason University for ten years and at the University of Mary Washington for two. He is a Teacher Consultant and serves as a member of the board of the Northern Virginia Writing Project. Three times he has received the M.A. in Writing Program's Outstanding Teaching Award, and in 2004 he received the Outstanding Faculty Award from the Advanced Academic Programs. (Full-time)

Edward Perlman began his professional teaching career in the Alexandria City Schools, where he instructed in English and humanities and was principal for the European campus of a summer school program. He writes fiction, nonfiction, and poetry, and has served as the M.A. in Writing Program's faculty adviser for poetry students. His poetry, essays, and book reviews have appeared in various reviews and publications including *Explorations*, *Passages Northwest*, *The Sewanee Theological Review*, and *The Living Church*. He is a contributing author to *Alexandria, a Town in Transition 1800-1900* (Alexandria Historical Society). The DC Commission on the Arts and Humanities and the NEA awarded him an artist fellowship grant for 2006 for his poetry. He was one of the first winners of the Writing Program's Faculty Award for Teaching Excellence and is founder and editor in chief of Entasis Press, an independent publishing enterprise based in Washington, D.C. (Adjunct)

Rae Bryant is a faculty member of the M.A. in Writing Program and Founding Editor/Editor in Chief of the print and online literary and arts journal, *The Doctor T. J. Eckleburg Review*. She teaches various fiction and hybrid courses including *Fiction Workshop*, and *Multimedia/Intermedia* Forms. Her short story collection, *The Indefinite State of Imaginary Morals*, was released from Patasola Press, NY, in June 2011. Her fiction, essays, poetry and intermedia have appeared in *The Paris Review*, *The Missouri Review*, *McSweeney's*, *Huffington Post*, *Gargoyle Magazine*, and *Redivider*, among other publications, and have been nominated for the Pen/Hemingway, Pen Emerging Writers, and multiple times for the Pushcart awards. She has won awards in fiction from Whidbey Writers and Johns Hopkins as well as fellowships from the VCCA and from the Writing Program, to write, study and

teach in Florence, Italy. She is the director of the Rue de Fleurus Salon & Reading Series (NY, DC, Baltimore, Cambridge & Chicago) and a member of the National Book Critics Circle. She earned a MA in Writing (fiction) from Hopkins and is currently working on a second Masters in Curriculum and Administration. She also teaches and lectures in the International Writing Program at The University of Iowa and The Eckleburg Workshops. She has taught at the high school and university level. (Adjunct)

Eleanor Williams is an author and accomplished writing teacher at multiple levels – high school, undergraduate, and graduate. Organizer of the Hood College writing conference for younger students, she is author of an internationally published novel and many short stories and essays. A former fiction advisor in the Writing Program, she holds an MA in Writing from Johns Hopkins and a PhD in English and Creative Writing from Ohio University. (Adjunct)

Melissa Hendricks is coordinator of the online / low-residency M.A. and Graduate Certificate in Science Writing at Johns Hopkins. An accomplished freelance writer and editor, Melissa's work has appeared in *Johns Hopkins Public Health*, *National Parks*, *AARP The Magazine*, *Ladies' Home Journal*, *New Scientist*, and *USA Weekend*. She is a former researcher at Dana Farber Cancer Institute and Tufts University, and is a graduate of the prestigious Graduate Certificate Program in Science Communication from the University of California at Santa Cruz. (Full-time)

Sue Eisenfeld teaches nonfiction in the M.A. in Writing program, including *Literary Travel Writing*, *Science-Medical Writing Workshop*, *Nonfiction Workshop*, and *Crafting a Nonfiction Voice*. Her essays and articles have appeared in *The New York Times*, *The Gettysburg Review*, *Potomac Review*, *The Washington Post*, *Washingtonian*, *Under the Sun*, *Ars Medica*, *Hunger Mountain*, *Virginia Living*, *Blue Lyra Review*, *Blue Ridge Country*, *Arlington Magazine*, *Bethesda Magazine*, the peer-review journal *Health Affairs*, and other publications and have been listed as “notable essays of the year” in *The Best American Essays* in 2009, 2010, and 2013. Her first book, *Shenandoah: A Story of Conservation and Betrayal*, was released in early 2015. She is a three-time Fellow at the Virginia Center for the Creative Arts. Sue has taught writing for Arlington Adult Education as well as at The Writers Center, and she is a communications consultant for ICF International. She received a B.S. in Natural Resources from Cornell University and an M.A. in Nonfiction from Hopkins M.A. in Writing Program. (Adjunct)

Tim Wendel, Writer in Residence for the MA in Writing Program, is the award-winning author of 11 books, including *Summer of '68*, *Castro's Curveball*, and *High Heat*, which was an Editor's Choice selection by the *New York Times Book Review*. His reporting and essays have appeared in the *New York Times*, *Washington Post*, *American Scholar*, *National Geographic Traveler*, *USA Weekend*, *Washingtonian*, *GQ*, and *Esquire*. Wendel's fiction has been published in *Gargoyle*, *Stymie* and *Potomac Review*. In addition, he regularly contributes to *Huffington Post* and *USA Today's* op-ed page, and he co-wrote one of the 2005 finalists for the *Good Morning America* national memoir contest. *Castro's Curveball* was his thesis project at JHU, with Ballantine purchasing it as he finished the program. As an instructor at JHU, Wendel has received the 2009 Award for Teaching Excellence and the Professional Achievement Award in 2004 and 2010. In addition, he was a Walter E. Dakin Fellow and

Tennessee Williams Scholar to the Sewanee Writing Conference, and a Pen/Faulkner visiting writer to the Washington, D.C. Public Schools. Wendel teaches a range of fiction and nonfiction courses in the Writing Program, in both DC and at the Homewood Campus in Baltimore. He holds a bachelor's degree in magazine journalism from Syracuse University and is a 1999 Fiction graduate of the Writing Program. (Adjunct)

Appendix D

Financial Resources

TABLE 1: RESOURCES:					
Resource Categories	2016	2017	2018	2019	2020
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$140,400	\$353,760	\$632,623.20	\$914,636.80	\$1,238,556
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	\$0	\$0	\$0	\$0	\$0
c. Total F/T Revenue (a x b)	\$0	\$0	\$0	\$0	\$0
d. Number of P/T Students	20	40	66	88	110
e. Credit Hour Rate	\$702	\$737	\$773	\$812	\$853
f. Annual Credit Hours	10	12	12.4	12.8	13.2
g. Total P/T Revenue (d x e x f)	\$140,400	\$353,760	\$632,623.20	\$914,636.80	\$1,238,556
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$140,400	\$353,760	\$632,623.20	\$914,636.80	\$1,238,556

Resources narrative

1. Reallocated Funds. No funds will be reallocated from existing campus resources.
2. Tuition and Fee Revenue. Revenue is based on six to ten students enrolling in the first term for both the M.A. and Post-Baccalaureate Certificate in Teaching Writing. The goal is to have 20 students enrolled for the second term. Our conservative projection is the addition of about 30-40 students each year, increasing in the third year and beyond to replace 20-30 annual graduates and eventually (after five years) to maintain a consistent headcount of 100. We anticipate about 30 of those students will seek the PBC in Teaching Writing, with the others seeking the M.A. in Teaching Writing.
3. Grants and Contracts. There are no grants or contracts that will provide resources for this program.
4. Other sources: The program does not expect any funding from other source.

Note: The resources and expenditures data for the proposed P.B.C. in Teaching Writing program are combined with that of existing M.A. in Teaching Writing program.

TABLE 2: EXPENDITURES					
	2016	2017	2018	2019	2020
1. Faculty (b + c below)	\$126,920	\$163,117	\$192,902	\$219,301	\$243,398
a. # Sections offered	-	-	-	-	-
b. Total Salary	\$103,000	\$136,080	\$163,210	\$187,192	\$209,028
c. Total Benefits	\$23,920	\$27,037	\$29,692	\$32,109	\$34,370
2. Admin. Staff (b + c below)	\$60,480	\$62,294	\$64,163	\$66,087	\$68,070
a. # FTE	-	1	1	1	1
b. Total Salary	\$56,000	\$57,680	\$59,410	\$61,192	\$63,028
c. Total Benefits	\$4,480	\$4,614	\$4,753	\$4,895	\$5,042
3. Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$3,000	\$3,000	\$2,000	\$2,000	\$3,000
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$2,000	\$5,000	\$6,000	\$7,000	\$7,500
7. Other Expenses	\$3,100	\$5,200	\$7,400	\$7,400	\$9,000
TOTAL (Add 1 – 7)	\$195,500	\$238,611	\$272,465	\$301,788	\$330,968

Expenditures narrative

1. Faculty: Current adjunct salary is \$5,000 per course. For the first three years of the program, costs will consist of that salary (plus possible minor annual increases) for each of the courses offered plus online course development fees and a full-time faculty program coordinator/director. A program director with expertise in both education and writing will be sought who can speak to writing challenges faced by public K-12 teachers, private school teachers, and university and community college teachers, and who is also an active producer of writing, whether creative, academic, or both. The program will follow general AAP guidelines for hiring part- or full-time faculty, as needed for enrollment growth.
2. Administrative Staff: Additional funds included for one FTE administrative staff
3. Support Staff: Existing support staff are sufficient to meet the needs of the program.
4. Equipment: Additional funds included for anticipated needs.
5. Library: Existing library facilities are sufficient to meet the needs of the program.
6. New or Renovated Space: Additional funds included for future renovations.
7. Other Expenses: Indirect program costs are provided here.