

**Maryland Higher Education Commission  
Academic Program Proposal**

Proposal for:

- New instructional program  
 Substantial expansion – major modification  
 Cooperative Degree program  
 Within existing resources or  Requiring new resources

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



**Hood College**

**Institutional Submitting Proposal**

**Fall 2016**

**Projected Implementation Date**

**M.S.**

**Degree awarded**

**Education, Multidisciplinary Studies**

**Title of Proposed Program**

**Suggested HEGIS Code**

**13.1299**

**Suggested CIP Code**

**Education**

**Department of Proposed Program**

**Judy Sherman**

**Name of Department Head**

**Judy Sherman**

**Contact Name**

**sherman@hood.edu**

**Contact email address**

**301-696-3464**

**Contact phone number**

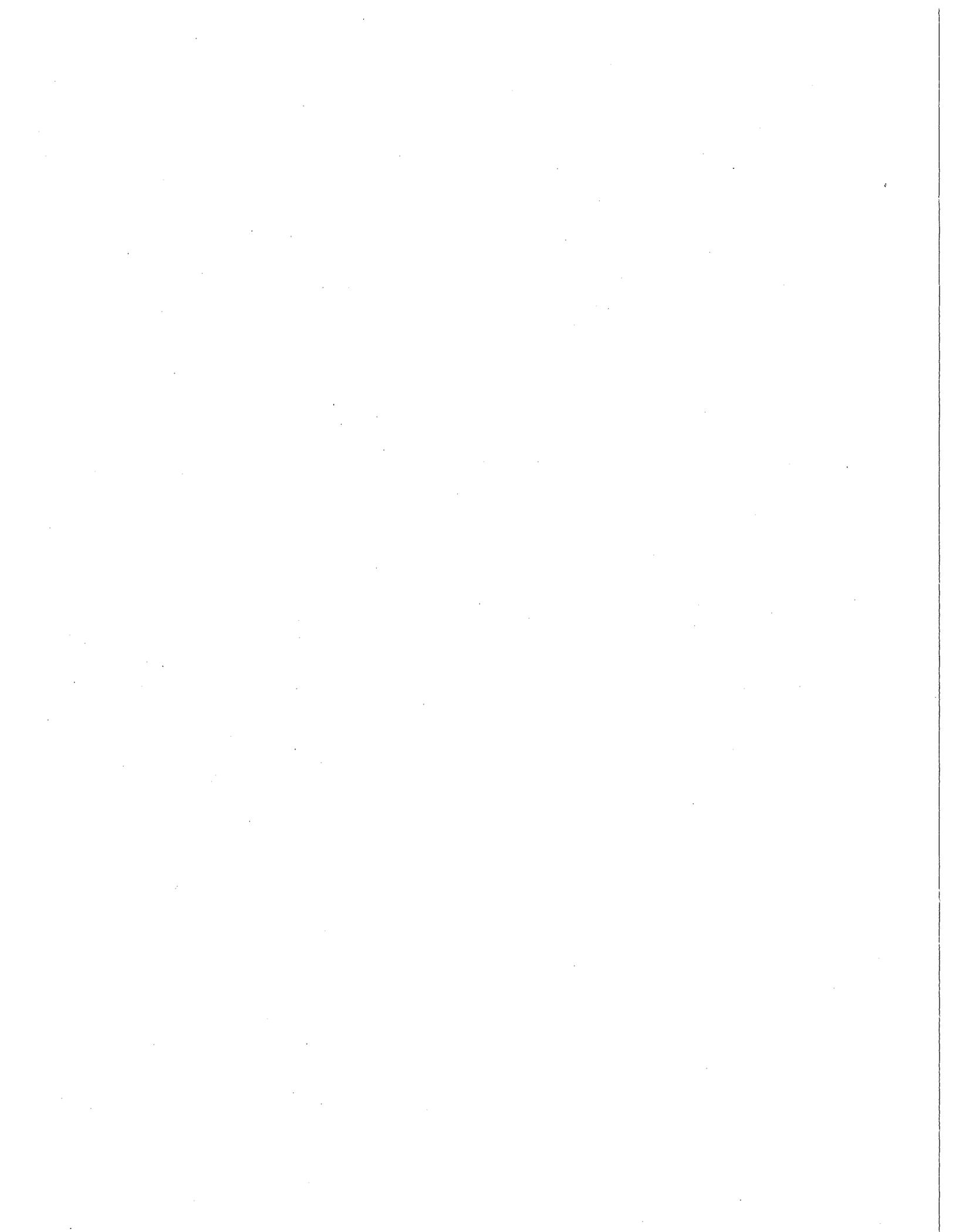
 **5/17/16**  
**Signature and Date**

**President/Chief Executive Approval**

**May 12, 2016**

**Date**

**Date Endorsed/Approved by Governing Board**





## MASTER OF SCIENCE IN EDUCATION, MULTIDISCIPLINARY STUDIES

March 2, 2016

### A. Centrality to institutional mission statement and planning priorities:

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

#### *Program Description*

Hood College proposes a Master's of Science in Education, Multidisciplinary Studies.

The need for a Master's degree in Education, Multidisciplinary Studies was determined in collaboration with personnel from Frederick County Public Schools (Frederick, MD).

To be successful in meeting the needs of students in today's public schools requires an educator to have a "toolbox" much larger than what was needed in past generations of teachers. A Master's degree in Education, Multidisciplinary Studies will satisfy many early career needs of today's educator by:

- Providing the essential knowledge and in-demand skills needed for today's most demanding and diverse classrooms.
- Increasing the candidates' knowledge in designing curriculum, implementing research-based instructional strategies, and developing leadership capacity.
- Providing flexibility in designing a plan of study suited to one's individual academic and professional goals.

Along with core courses, a candidate for the proposed Master's degree will pursue courses focusing on a wide realm of academic subjects: educational leadership, reading specialization, and curriculum and instruction, as well as courses from other graduate programs, as approved by the advisor.

Hood's 36-credit Master's in Education, Multidisciplinary Studies builds on three existing Maryland Higher Education Commission (MHEC) and National Council of Accreditation of Teacher Educator/Council for the Accreditation of Educator Preparation (NCATE/CAEP) approved Master's degree programs: **Reading Specialization, Curriculum and Instruction, and Educational Leadership**. In addition to four core courses, the Multidisciplinary Studies Master's degree will require courses from each of these three established programs.

Today's educators are repeatedly confronted by curriculum initiatives at the local, state, and national levels, the most recent of which is the Common Core State Standards Initiative. Research, insights from practice and collaborative study contribute to the understanding that skilled educators have a very significant impact on student achievement. A Multidisciplinary Studies in Education Master's will enhance the knowledge and skills of local educators, build their leadership capacity, and keep them abreast of any recent changes in the expectations for implementing newly adopted curriculum, thereby enhancing their professional capacity and effectiveness.

### *Centrality to Hood College Mission*

A Master's in Education, Multidisciplinary Studies will address the core mission of Hood College:

Hood College prepares students to excel in meeting the personal, professional and global challenges of the future. Hood is committed to the integration of the liberal arts, the professions and technology, to the exploration of values, a sense of community and to the preparation of students for lives of responsibility, leadership and service. ([www.hood.edu/About-Hood/Strategic-Plan.html](http://www.hood.edu/About-Hood/Strategic-Plan.html).)

The proposed Master's degree is designed to meet the professional needs of public school systems and, in keeping with Hood's mission, to prepare our students to excel in meeting this challenge. The program stems from collaborative discussions with leaders in Frederick County Public Schools (FCPS). Realizing the many challenges facing today's educators, leaders from these systems underscore the idea that a specialty in one area no longer satisfies the professional needs of all educators in their employment. This is especially true for novice educators who do not have a desired goal in mind after one to two years of teaching but are required to renew a Standard Professional Certificate within five years of their first assignment and Advanced Professional Certificate (36 credits beyond the B.A.) within 10 years. This is also true, however, for experienced educators who want to design a program that satisfies his/her existing needs and/or long-term goals. Today's educators will find value in courses currently offered in all three of the graduate programs in education.

Directors of the Master's programs in Education at Hood College emphasize that often novice educators enroll in a program without a full awareness of their current role or leadership position and think that "maybe I will become a curriculum specialist, reading specialist, or principal." The proposed Master's degree allows educators to pursue a wide scope of Master's level courses pertinent to their current role(s) and enables them to continue courses after the Master's is completed in Curriculum and Instruction and to earn certification in Reading Specialization or Educational Leadership, dependent on the career paths available to them and their personal goals.

In response to FCPS personnel, the degree program will also be open to professional staff who wish to augment their teaching background. Thus, the proposed degree will provide for a graduate pathway which is flexible in meeting the particular needs of the local school system.

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

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

The 36-credit Master's in Education, Multidisciplinary Studies includes:

- 12 credits of core courses, four 3-credit courses.
- 9 credits of courses: one 3- credit course from each of the existing graduate programs in Education: Reading Specialization, Curriculum and Instruction, and Educational Leadership.
- 12 elective credits from either the three existing graduate programs in Education or from other graduate programs at Hood College, pending the approval of the advisor.
- 3 credits for a capstone project in Action Research.

Each candidate will take a series of four core courses (12 credits) from existing graduate Education courses:

- EDUC 502: Technology for Literacy, Leadership and Learning
- EDUC 577: Introduction to Educational Research
- EDUC 582: Educational Philosophy in a Diverse Society
- EDUC 583: Curriculum Development and Appraisal

A second series of three courses (9 credits) is intended to provide a balanced experience for all candidates and allows the candidate to choose one course from each of the following groups of existing graduate Education programs: Reading Specialization, Curriculum and Instruction, and Educational Leadership.

Additionally, four elective courses (12 credits) may be chosen by the candidate from other Master's programs at Hood College that address critical content areas for teachers. In addition, other graduate courses at the 500- level or above and offered in other graduate programs at Hood may be substituted, with the approval of the advisor. Choosing courses across other Master's programs offered at Hood College will be desirable to those wishing to increase the content knowledge in the subject areas they teach.

As the capstone, an Action Research Project (3 credits) will be completed by each candidate.

	<b>Course Number/Title</b>
<b>Curriculum &amp; Instruction</b>	Curriculum & Instruction
	EDUC 511: Children's Literature
	EDUC 533: Effective Home-School Interaction
	EDUC 534: Current Issues in Early Childhood and Elementary Education
	EDUC 535: Integrating the Elementary Curriculum through Language Arts
	EDUC 540: Modern Science Methods
	EDUC 542: Topics in Elementary & Middle School Physical Science
	EDUC 544: Topics in Elementary & Middle School Biological Science
	EDUC 545: Modern Mathematics Methods
	EDUC 546: The Teaching of Numbers, Operations & Algebraic Thinking in Elementary & Middle School
	EDUC 547: The Teaching of Geometry and Measurement in Elementary & Middle School
	EDUC 551: The Teaching of Geometry
	EDUC 552: The Teaching of Algebra
	EDUC 553: Foundations of Elementary STEM Education
	EDUC 561: Teaching Diverse Learners in an Inclusive Setting
	EDUC 565: Classroom Organization & Management in Special Education
	EDUC 571: Historical, Philosophical and Legal Foundations of Special Education
	EDUC 573: Assessment, Diagnosis & Prescription in Special Education
	EDUC 574: Curriculum & Methods in Special Education: Reading, Language Arts & Social Studies
	EDUC 576: Curriculum & Methods in Special Education: Mathematics & Science
	EDUC 581: Research-Based Teaching, Learning & Assessment
	EDUC 595: The Teaching of Statistics & Probability: Decision-Making with Mathematics
	EDUC 596: The Teaching of Mathematical Modeling: Strategies for Contemporary Problems
EDUC 597 MSE	
Action Research	
<b>Reading Specialization</b>	EDUC 517: Materials for Teaching Reading
	EDUC 518: Reading Instruction: Elementary
	EDUC 519: Reading Instruction: Secondary
	EDUC 520: Reading Diagnosis
	EDUC 521: Contemporary Issues in the Teaching of Reading
<b>Educational Leadership</b>	EDUC 513: School Law
	EDUC 514: Pupil Services Administration
	EDUC 578: Leadership & Group Dynamics
	EDUC 584: Systemic Change for School Improvement

## **Coursework Descriptions:**

*The following courses are required of all General Studies candidates.*

**EDUC 502 Technology for Literacy, Leadership and Learning.** Examines what educational leaders (reading specialists, administrators, and teachers) need to know in order to enhance the school program through the use of technology. Emphasis on Science, Technology, Engineering and Mathematics (STEM) practices, adaptive, administrative, and instructive use of technology.

**EDUC 577 Introduction to Educational Research.** Prepares the student to become an effective consumer of educational research, using a variety of tools and technology to search and retrieve research documents. Topics include research design, analysis of internal and external validity and descriptive and inferential statistics.

**EDUC 582 Educational Philosophy in a Diverse Society.** Examines educational philosophies in the context of diverse populations. Multicultural curriculum planning approaches as well as the history and contributions of minority groups to American education are also examined.

**EDUC 583 Principles of Curriculum Development & Appraisal.** This course examines various approaches to curriculum development and evaluation. Curriculum theories, processes and roles in curriculum planning, data used in curriculum planning, and defining curricular goals and objectives are all addressed in the course.

**CURRICULUM AND INSTRUCTION: A minimum of one course must be selected from the courses listed below.**

**EDUC 511 Children's Literature.** A survey of children's literature and enrichment materials and the criteria for evaluating and selecting such materials as they relate to the needs, interests and capabilities of children and young people.

**EDUC 533: Effective Home-School Interaction.** The dynamics of the family-teacher-child relationship with emphasis on the teacher's role as partner and counselor of children ages 3 – 12. Techniques for working with family and children will be evaluated and designed by the teacher.

**EDUC 534: Current Issues in Early Childhood and Elementary Education.** A review and analysis of current research in early childhood and elementary education with emphasis on issues, emerging trends, and procedures essential to developing classroom programs for students.

**EDUC 535: Integrating the Elementary Curriculum through Language Arts.** Emphasis on integrating language arts in areas of the elementary school curriculum. Techniques and

practical activities for developing skills such as listening, speaking, literature, writing, comprehension and vocabulary development will form the core of the course.

**EDUC 540: Modern Science Methods.** An examination of modern elementary and middle school science and Science, Technology, Engineering, and Mathematics (STEM) methods, curriculum, materials and instructional strategies.

**EDUC 542: Topics in Elementary & Middle School Physical Science.** A consideration of the processes and topics of physical science that are most appropriate to the needs of elementary and middle school science teachers. An activity – centered STEM approach is utilized to study the structure of matter and other physical science topics.

**EDUC 544: Topics in Elementary & Middle School Biological Science.** A consideration of the processes and topics of biological science relevant to elementary and middle school teacher. A Science, Technology, Engineering, and Mathematics (STEM) approach is utilized.

**EDUC 545: Modern Mathematics Methods.** An examination of modern elementary mathematics methods, Science, Technology, Engineering, and Mathematics (STEM) curriculum, materials, and instructional strategies.

**EDUC 546: The Teaching of Numbers, Operations & Algebraic Thinking in Elementary & Middle School.** A study of the teaching of numbers, operations, and algebraic thinking in elementary and middle schools. Focus areas include how students learn numbers, operations, and algebraic thinking.

**EDUC 547: The Teaching of Geometry and Measurement in Elementary & Middle School.** A study of the teaching of geometry and measurement in elementary and middle schools. Focus areas include how students learn geometry and measurement.

**EDUC 551: The Teaching of Geometry.** (Prerequisite MATH 501 or equivalent and a current teaching certificate). Examines current research and accepted practices in teaching geometry in the secondary school. The focus is on problem solving and mathematical reasoning, communication, and integrating geometry with other disciplines.

**EDUC 552: The Teaching of Algebra** (Prerequisites 502 or equivalent). Examines current research and accepted practices in teaching algebra in the secondary school. The focus is on problem solving and mathematical reasoning, communication, and integrating algebra with other disciplines.

**EDUC 553: Foundations of Elementary STEM Education.** Examines foundational elements of elementary STEM (Science, Technology, Engineering and Mathematics) inquiry-based instruction. Participants are expected to learn through experience, exploration, and discourse to gain an understanding of a STEM mindset to facilitate implementing a STEM approach in the elementary classroom.

**EDUC 561: Teaching Diverse Learners in an Inclusive Setting.** Designed to develop skills, attitudes, and understanding to enable the general early childhood, elementary and secondary classroom teacher to effectively educate learners with special needs. Topics include inclusion, educational planning, teaching techniques, student assessment, and classroom organization and management skills.

**EDUC 565: Classroom Organization & Management in Special Education.** Classroom management and teaching techniques for students in general and special education settings, behavior modification, interaction techniques, self-management strategies and motivation strategies.

**EDUC 571: Historical, Philosophical and Legal Foundations of Special Education.** Historical and legal perspectives that led to PL 94-142 and subsequent legislation. Current issues in the field of special education, survey of disabilities, philosophical concerns, educational ramifications of legislation and innovative programming.

**EDUC 573: Assessment, Diagnosis & Prescription in Special Education.** Theoretical and practical aspects of assessment, diagnosis and prescription of children with mild or moderate disabilities. Implications for educational programming are considered. Appropriate test selection and comprehensive report writing are included.

**EDUC 574: Curriculum & Methods in Special Education: Reading, Language Arts & Social Studies.** A study of curriculum goals and objectives and the methods and materials to be used to meet the needs of diverse learners and children who have mild or moderate disabilities. Topics include learning processes and development of instructional programs in reading, spelling, oral, and written language and social studies.

**EDUC 576: Curriculum & Methods in Special Education: Mathematics & Science.** A study of curriculum goals and objectives, and the methods and materials to be used to meet the needs of diverse learners and children who have mild or moderate disabilities. Topics include development of instructional programs in mathematics and science.

**EDUC 581: Research-Based Teaching, Learning & Assessment.** Extends students' knowledge, understanding and application of child development and the teaching-

learning-assessment process, and offers the student the opportunity to consider and apply the findings of educational, psychological and brain-based research and theory.

**EDUC 595: The Teaching of Statistics & Probability: Decision-Making with Mathematics.** (Prerequisite: Mathematics 500 or equivalent and a current teaching certificate). Examines current research and accepted practices in teaching statistics and probability in the secondary school. The focus is on problem solving and mathematical reasoning, communication, and integrating statistics and probability with other disciplines.

**EDUC 596: The Teaching of Mathematical Modeling: Strategies for Contemporary Problems.** (Prerequisite Mathematics 500 or equivalent and current teaching certificate). Examines current research and accepted practices in teaching mathematical modeling in the secondary school. The focus is on problem solving through mathematical modeling and mathematical reasoning, communication, and integrating mathematics with other disciplines.

**READING SPECIALIZATION: A minimum of one course must be selected from the courses listed below.**

**EDUC 517: Materials for Teaching Reading.** (Prerequisite EDUC 515 or the equivalent). The historical perspectives of reading instruction developmental programs and materials and specific reading skills needed at elementary and secondary levels will be the focus.

**EDUC 518: Reading Instruction: Elementary.** (Prerequisite EDUC 515 or the equivalent). Concerns the remediation and prevention of reading difficulties and appropriate placement and program planning for all students. Topics include intervention strategies and establishing and managing the literacy program.

**EDUC 519: Reading Instruction: Secondary.** (Prerequisite EDUC 515 or the equivalent). A study of the principles and methods of teaching reading and the appropriate match of students with materials and teaching strategies at the middle school, junior high, and senior high levels.

**EDUC 520: Reading Diagnosis.** (Prerequisite EDUC 515 or the equivalent). Designed to acquaint students with a variety of reading disabilities, their possible etiologies and initial diagnostic procedures. Strategies for identifying gifted readers and for measuring general reading achievement will be addressed.

**EDUC 521: Contemporary Issues in the Teaching of Reading.** (Prerequisite EDUC 515 or permission of the instructor). Emphasizes implications of current theory and results of research for the teaching of reading. Attention is given to issues and problems in the areas of reading instruction. An action research project is planned and implemented during the semester. Current issues associated with reading education are discussed.

**EDUCATIONAL LEADERSHIP: A minimum of one course must be selected from the courses below.**

**EDUC 513: School Law.** This course examines current legal issues facing educational leaders. Specific areas studied include constitutional rights of students, legal aspects of discipline, tort liability, and special education law. Constitutional, federal and state law will be examined in each topic area.

**EDUC 514: Pupil Services Administration.** Examines the pupil services component of educational administration. Includes components of student services administration, providing services for students with special needs, and the legal aspects of pupil services and special education.

**EDUC 578: Leadership & Group Dynamics.** Examines leadership and organizational theory. Topics include the structure and dynamics of organization, motivation, and decision-making processes, group interactions, communication skills, and organizational dynamics.

**EDUC 584: Systemic Change for School Improvement.** Participants examine the literature on systemic change, with emphasis on models and strategies for use by school leaders to affect change at the individual, team, school, and district levels.

**EDUC 597: Action Research MSE**

Candidates participate in a culminating research project in learning and teaching. It is expected that students will complete a thorough literature review of their topics, clarify a hypothesis about a solution to a learning and teaching classroom problem, collect baseline data related to the problem, design an intervention or instructional program, monitor the program, and evaluate the efficacy of the program and reflect and generalize about future actions.

### **Program Requirements**

Applicants to the General Studies Master's degree program must:

- have an undergraduate degree, preferably in an education-related field with a GPA of 2.75 or higher
- maintain a 3.0 GPA throughout the Master's program
- complete 36 credit hours of required courses in the Master's degree in Education, Multidisciplinary Studies

This is a non-certificate program.

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

The educational objective of the proposed Master's degree program is to fulfill the need of practicing teachers and qualified support staff to continue development of their knowledge and skills beyond one particular graduate program, enabling them to select coursework most relevant to their current role(s) and to the needs of the students with whom they work.

The major learning outcome is that completers of the proposed Master's degree program will possess knowledge and skills in the three of the major areas of public education: reading, curriculum, and leadership. For the novice educator, this is especially important. While he/she is gaining experience and considering long-term goals, coursework toward both a Master's degree and certification renewal are made available. The Master's degree in Education, Multidisciplinary Studies will:

- Enhance the completer's understanding of how to effectively improve the reading skills of the diverse population of students in today's schools.
- Provide a range of experiences which will also help the candidate to better understand how his/her individual skills and talents fit within the academic continuum.
- Increase the completer's understanding of curriculum development and implementation, an important skill for all educators in working with new curricula developed by national, state, and local leaders.
- Develop in the candidate an understanding of leadership and its importance within the school context.

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

Only applicable as required for the Master's in Education, Multidisciplinary Studies.

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

Not applicable

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

Not applicable.

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

1. **Demonstrate demand and need for the program in terms of meeting present and future needs of the region and State in general based on one or more of the following:**
  - a. The need for the advancement and evolution of knowledge;

*The need for the advancement and evolution of knowledge:*

The need for a Master's in Education, Multidisciplinary Studies was identified by Frederick County Public Schools (FCPS) officials, specifically those who coordinate the certificate renewal process in FCPS. This need was based on the certification requirements in the State of Maryland.

Once teachers earn their initial certification in Maryland, they must renew the Standard Professional certificate every five years and must earn an Advanced Professional Certificate within 10 years. Certificate renewal requires the completion of six (6) graduate credits or Maryland State Department of Education workshop hours every five years. To earn an Advanced Professional Certificate, a teacher must earn 36 graduate credits or Maryland State Department of Education workshop hours.

In many cases novice teachers with one to two years of experience want to begin graduate study in one of the existing graduate programs often without having mastered the skills required as a successful classroom teacher and with perhaps only minimal consideration of their long-term career goals. Additionally, since some school districts such as FCPS reimburses tuition for graduate credits, teachers are anxious to take full advantage of this benefit.

A Master's in Education, Multidisciplinary Studies program will allow teachers to pursue graduate courses toward a degree while increasing their knowledge of instructional pedagogy and leadership skills concurrently. At the completion of the Master's degree, and after having additional years of teaching experience, candidates will be more equipped to define their long term goals: reading specialist, curriculum specialist, or

school/central office leader. Those wishing to continue course work after earning the General Studies in Education Master's for certificate renewal could do so by accessing existing courses in the three existing graduate programs.

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

The perceived need for a Master's in Education, Multidisciplinary Studies is consistent with the Maryland State Plan for Postsecondary Education (2013):

*Goal 4: Maryland will seek to be a national leader in the exploration, development, and implementation of creative and diverse educational and training opportunities that will align with State goals, increase student engagement, and improve learning outcomes and completion rates.*

A Master's in Education, Multidisciplinary Studies program supports this goal, especially in allowing graduate students to take advantage of "stackable" credits. While pursuing this Master's degree, candidates will complete course work across a minimum of three graduate programs. This incremental completion of courses in existing programs can later be applied to multiple certification programs in post-Master's study at Hood College, specifically reading and educational leadership. The "stackable" credits toward a Master's in Education, Multidisciplinary Studies can be aligned with workforce demands, yet be flexible enough to meet candidates' needs and interests.

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

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

Frederick County Public Schools employs an average of 210 new hires each year. Anyone who is an initial hire with FCPS has the allotment of 36 credits for reimbursement. Of the new hires, those without their Master's degree or who have not completed the Advanced Professional Certificate requirements will be in need of the credentials provided by the Master's in Education, Multidisciplinary Studies program or another one of the graduate programs in education. Currently 620 teachers in FCPS have a Standard Professional Certificate (SPC) I or II, meaning that they have not earned the minimum of 36 credits required by Maryland for an Advanced Professional Certificate. There are 120 teachers with an SPC II who have no Master's and are in need of graduate credit to renew their certificates. These numbers indicate a demand for a

Master's program that is designed by the candidates to best meet their professional growth needs. The Master's in Education, Multidisciplinary Studies will also be of interest to teachers in neighboring school districts.

**E. Reasonableness of Program Duplication**

1. Similar programs in the State or same geographical area

In reviewing graduate programs offered at all colleges/universities in Maryland, the conclusion is made that no Master's in Education, Multidisciplinary Studies exists at any of the institutions. Master's degrees in Reading, Curriculum and Instruction, Educational Leadership, and TESOL are found, as well as a Master's of Arts in Teaching. Frostburg State University (FSU) offers a Master of Education - Interdisciplinary program. This program requires the completion of 33 – 36 credits with a minimum of 21 credits from two areas of specialization in at least two departments offering courses with approved graduate credit. Johns Hopkins University offers a Master's in Liberal Arts.

**F. Relevance to Historically Black Institutes (HBI's)**

No historically Black college or university in Maryland offers a Master's in Education, Multidisciplinary Studies.

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

Not applicable.

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

Hood College's faculty in the Education Department: full time, part-time and adjunct, has a demonstrated mastery of the curriculum, instructional practices, and assessments needed for a Master's in Education, Multidisciplinary Studies. Since this program does not require the development of additional courses due to the "stackable" nature of the courses among existing graduate program, additional adjunct faculty may be needed as enrollment in established courses increases.

**Currently teaching/directing in the advanced programs**

**Fall 2015**

Name	Degree	Full time/Adjunct	Program currently teaching
Kathleen Bands	Ph.D.	Full time	EDUC 582
Jamie Cannon	J.D.	Adjunct	EDUC 513
Linda Chambers	M.A.	Adjunct	EDUC 582
Linda Civetti	M.S.	Adjunct	EDUC 511, EDUC 535, EDUC 574, EDUC 576
Leigh Brownell Currens	M.S.	Adjunct	EDUC 518
Jennifer Locraft Cuddapah	Ed. D.	Full time	EDUC 578, EDUC 511,, EDUC 597
Carmen Costaninescu	Ph.D.	Full time	EDUC 571
Cassandra Day -Kells	M.S.	Adjunct	EDUC 520, EDUC 529
James Devilbiss	M. S.	Adjunct	EDUC 595
Katie England	M.S.	Adjunct	EDUC 552
Chris Helfrich	Dr. of Arts	Adjunct	EDUC 519
Dawn Getzandanner	M. S.	Adjunct	EDUC 502, EDUC 540, EDUC 542, EDUC 544
Christy Graybeal	Ph.D.	Full time	EDUC 546, EDUC 547, EDUC 551, EDUC 552, EDUC 596
Harold Hanna	M.S.	Adjunct	EDUC 502
Francine Johnson	Ed. D.	Full time	EDUC 540, EDUC 544, EDUC 546, EDUC 577, EDUC 596, EDUC 597
Ellen Koitz	Ed. D.	Full time; Director of Reading Specialization, M.S.	EDUC 523, EDUC 524, EDUC 525
Patricia Komans	M.S.	Adjunct	EDUC 561
Kim Mazaleski	Ed. D.	Adjunct	EDUC 573
Shawn Lees-Carr	M.S.	Adjunct	EDUC 521
David Lovewell	Ed. D	Adjunct	EDUC 578
Tracey Lucas	M.S.	Adjunct	EDUC 583
Stephanie McGough	M.S.	Adjunct	EDUC 571, EDUC 597
Margaret Moore	M. S.	Adjunct	EDUC 565
Sue Ann Nogle	M.A.	Adjunct	EDUC 581
Thomas Rubeling	M.S.	Adjunct	EDUC 545, EDUC 553
Shari Scher	M.A.	Adjunct	EDUC 533, EDUC 534
Judith Sherman	Ed. D.	Full time; Director of Curriculum and Instruction, M.S.	
Paulette Shockey	Ph.D.	Adjunct	EDUC 587/588
Roger Stenersen	M. Ed.	Full time, Director of Educational Leadership	EDUC 577, EDUC 587/588: EDUC 586
Tricia Strickland	Ph.D.	Full time	EDUC 576, EDUC 565
Christine Thereault	M.S.	Adjunct	EDUC 546, EDUC 547
Susan Verdi	M.S.	Adjunct	EDUC 517
Frank Vetter	M.S.	Adjunct	EDUC 584

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

The Master's in Education, Multidisciplinary Studies will provide course selections that currently exist. The Beneficial – Hodson Library and Information Technology Center offers 215,000 volumes and subscribes to 200 print and microform periodical titles that satisfy the research needs of Hood College students. In the event that a resource is needed that is not

available in the Beneficial – Hodson Library, candidates will have additional resource supplies available:

- 45,000 full – text periodicals via the World Wide Web through numerous subscription databases
- A consortium with the libraries of Loyola, Notre – Dame, Mt. St. Mary’s, Washington Adventist University and Stevenson University. Students in the consortium may borrow books from any of the other institutions, giving them access to approximately 1,000,000 volumes. A courier service transports books Monday through Friday between Hood College and the other four consortium schools. Consequently, the turnaround from request to receipt of a book takes one business day. Books available in the libraries of consortium members are listed on Hood College’s online catalog.
- Interlibrary loans through Online Computer Library Center (OCLC) provides access to the holdings of over 25,000 libraries, archives, and museums around the world.

**J. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 138.02.03.13)**

This new program will not affect Hood facilities. All of the program’s courses are already taught at Hood; therefore, no additional facilities, facility modifications, or equipment will be required by the proposed program. The Education Department is housed in the Tatem Arts Center. With an increase in classroom space and upgrades of instructional equipment, there is an adequacy of physical facilities, infrastructure, and instructional equipment.

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

The Master’s in Education, Multidisciplinary Studies will require little additional resources to implement. Since candidates will enroll in existing courses and in course sections already offered, there will be no need for additional curriculum development, and in the beginning at least, no additional instructors. There will be a need to hire to create additional sections and hire adjunct faculty for these sections in Year 2 of the program.

**TABLE 1: Resources**

TABLE 1: RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (d + g)	\$ 32,256	\$ 66,447	\$ 102,661	\$ 105,741	\$ 108,913
a. Number of F/T Students	0	0	0	0	0
b. Annual Credit Hour Generation	\$0	\$0	\$0	\$0	\$0
c. Credit Hour Rate	\$0	\$0	\$0	\$0	\$0
d. Total F/T Revenue (b x c)	\$0	\$0	\$0	\$0	\$0
d. Number of P/T Students	8	16	24	24	24
e. Annual Credit Hour Generation	72	144	216	216	216
f. Credit Hour Rate	\$ 448	\$ 461	\$ 475	\$ 490	\$ 504
g. Total P/T Revenue (e x f)	\$32,256	\$66,447	\$102,661	\$105,741	\$108,913
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
Total (Add 1 - 4)	\$32,256	\$66,447	\$102,661	\$105,741	\$108,913

**Table 2: Expenditures**

Table 2: Expenditures					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c)	\$7,938	\$12,655	\$15,818	\$18,982	\$18,982
a. FTE	0.0	0	0	0	0
b. Total Salary	\$6,903	\$11,004	\$13,755	\$16,506	\$16,506
c. Total Benefits	\$1,035	\$1,651	\$2,063	\$2,476	\$2,476
2. Administrative Staff (b + c)	\$0	\$0	\$0	\$0	\$0
a. FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support Staff (b + c)	\$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	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovate Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Total (Add 1 - 7)	\$9,438	\$14,155	\$17,318	\$20,482	\$20,482

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

The Education Department is accredited by NCATE and Middle States Commission on Higher Education and is aligned with the Council of Accreditation of Educator Preparation (CAEP). All graduate programs in the Education Department undergo evaluations regularly as dictated by these accrediting agencies. A part of this process is a program evaluation survey sent to all Master's degree program completers one year and five years after completing the program. A similar survey will be part of the evaluation process for the Master's in Education, Multidisciplinary Studies.

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

From the Hood College Catalog (2015-2016, page 15)

Hood College is committed to enrolling a diverse student population. Through various offices within the division of academic and student life, the College provides services to promote understanding among all students.”

