



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

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

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|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program            |
| <input type="radio"/> New Area of Concentration       | <input type="radio"/> Substantial Change to an Area of Concentration    |
| <input type="radio"/> New Degree Level Approval       | <input type="radio"/> Substantial Change to a Certificate Program       |
| <input type="radio"/> New Stand-Alone Certificate     | <input type="radio"/> Cooperative Degree Program                        |
| <input type="radio"/> Off Campus Program              | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> No	Payment <input type="radio"/> R*STARS #	Payment <input type="radio"/> Amount: \$850	Date Submitted: 4/15/2
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check #	605169		

Department Proposing Program	Graduate Programs in Education		
Degree Level and Degree Type	Master of Arts in Teaching		
Title of Proposed Program	Early Childhood Education and Special Education		
Total Number of Credits	38		
Suggested Codes	HEGIS: 496009	CIP: 13.1210	
Program Modality	<input type="radio"/> On-campus	<input type="radio"/> Distance Education (fully online)	<input checked="" type="radio"/> Both
Program Resources	<input checked="" type="radio"/> Using Existing Resources	<input type="radio"/> Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input checked="" type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Summer Year: 2026
Provide Link to Most Recent Academic Catalog	URL: <a href="https://www.goucher.edu/learn/graduate-programs/documents/Graduate-Catalog-2025-2026.pdf">https://www.goucher.edu/learn/graduate-programs/documents/Graduate-Catalog-2025-2026.pdf</a>		
Preferred Contact for this Proposal	Name: Elaine Meyer-Lee		
	Title: Provost and Senior Vice President of Academic Affairs		
	Phone: 410-337-6044		
	Email: Elaine.Meyer-Lee@goucher.edu		
President/Chief Executive	Type Name: Kent Devereaux		
	Signature:	Date: 4/7/26	
	Date of Approval/Endorsement by Governing Board:		

Revised 4/2025



April 7, 2026

Elena Quiroz-Livanis  
Interim Secretary  
Maryland Higher Education Commission  
217 E. Redwood Street, Suite 2100  
Baltimore, MD 21202

Dear Interim Secretary Quiroz-Livanis:

Goucher College is submitting a proposal seeking approval to develop a new *Master of Arts in Teaching - Dual Early Childhood Education and Special Education* program, a request endorsed by Goucher faculty. The proposed program builds on the strengths of our Graduate Programs in Education and aligns with our commitment to provide an innovative liberal arts education that incorporates interdisciplinary approaches to critical areas such as early childhood education. In addition, this program, along with others we are developing, responds to the call of the Maryland Legislature, as outlined in the Blueprint for Maryland's Future, to attract and retain high-quality, diverse teachers and to expand access to free full-day prekindergarten for three- and four-year-olds from low-income families.

A check for the review of this proposal is being sent via snail mail to the Commission, but please contact me at [Elaine.Meyer-Lee@goucher.edu](mailto:Elaine.Meyer-Lee@goucher.edu) or at 410-337-6044 if you need additional information.

Sincerely,

A handwritten signature in black ink that reads "Elaine Meyer-Lee".

Dr. Elaine Meyer-Lee  
Provost and Senior Vice President for Academic Affairs  
Goucher College

**Goucher College**  
**Graduate Programs in Education**  
**Proposal for New Academic Degree**  
**Master of Arts in Teaching – Dual Early Childhood Education and Special Education**

**A. Centrality to Institutional Mission and Planning Priorities:**

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

The Master of Arts in Teaching (M.A.T.) - Early Childhood Education and Special Education degree is a multiple-modality program carefully balanced in theory and practice. Participants can acquire and refine the knowledge and skills needed for teaching children in their early years. The M.A.T. program leads to licensure in early childhood education and prepares educators to teach reading using evidence-based practices in literacy programming and instruction aligned to the science of reading. In addition, the program prepares educators to meet the needs of children with exceptionalities through the application of inclusive early learning and early intervention supports and services. Educators from this program will be prepared to deliver developmentally appropriate, culturally responsive, and evidence-based instruction for young children with disabilities from birth through grade three. The program is completed with a yearlong student teaching experience.

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

The Early Childhood Education and Special Education program aligns with the mission of Goucher College<sup>1</sup>, which is to prepare students to develop “... a humane perspective for a life of inquiry, creativity, and critical and analytical thinking”. The program focuses on developing a candidate's capacity to cultivate inquiry, creativity, and critical and analytical thinking in young children. Candidates in this program will engage in coursework and clinical experiences that emphasize culturally responsive teaching, ethical practices, and diverse approaches that support the needs of students with whom degree candidates interact daily. Degree candidates will use observations, assessments, and reflective practice to understand how children develop and learn.

The Early Childhood Education and Special Education program also supports Goucher College’s *2021-2026 Strategic Plan: Goucher Forward*<sup>2</sup>, which focuses on strengthening enrollment, student success, and financial sustainability. This program will contribute to enrollment growth at Goucher College by expanding graduate and professional programs in education and attracting students through local school district partnerships. Additionally, the program will implement structures to foster a strong sense of community and provide support from faculty who work in the field.

- 3) Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)**

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<sup>1</sup> <https://www.goucher.edu/explore/who-we-are/mission>

<sup>2</sup> <https://strategicplan.goucher.edu/>

The proposed Early Childhood Education and Special Education program will rely on internal sources for its launch and be financially sustainable through tuition revenue. Projected enrollment, based on regional workforce demand and comparable programs at peer institutions, indicates a steady pipeline of students seeking initial licensure and advanced preparation in early childhood education. Additionally, the program will utilize existing institutional infrastructure. Because the program leverages courses and resources already in place within the Graduate Programs in Education (GPE), most of the costs are fully offset by tuition projections.

**4) Provide a description of the institution's a commitment to:**

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

Goucher College is committed to providing ongoing administrative, financial, and technical support to the Early Childhood Education and Special Education program. GPE currently employs dedicated program coordination with departmental staff who manage scheduling, licensure documentation, field placements, and candidate records. Tuition revenue projections indicate that the program will cover its direct costs. Technical support is provided through Goucher's well-developed instructional technology environment, which includes learning management system support, classroom technology services, and faculty development through the Center for the Advancement of Scholarship and Teaching (CAST).

The proposed program is designed to ensure program continuity and student success throughout its initial implementation period. By establishing a clearly defined sequence of courses, long-term faculty assignments, and adequate institutional resources, the College will be able to offer the program for a period of time sufficient for all enrolled students to complete their degree requirements. Students admitted during the initial cohorts will have continual access to all required coursework, field-based experiences, and academic support services. This planned continuity reflects the institution's commitment to responsible program development and to honoring its obligations to students by ensuring that once admitted, they can progress through and complete the program in a timely manner.

**B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:**

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

Goucher's Early Childhood Education and Special Education program aligns with the goal of Blueprint for Maryland's Future - Pillar 1<sup>3</sup> to expand free full-day Pre-K to three-year-olds and four-year-olds from low-income families and Blueprint Pillar 2<sup>4</sup> to attract and retain high-quality and diverse teachers. The expansion of educational opportunities for children in their early years would increase the need to add to the population of experienced, licensed teachers who can serve in early childhood classroom settings. Programs that offer advanced training in these areas will play a critical role in addressing the current demands in early childhood education, ultimately contributing to improved outcomes for students across the region and state.

Maryland faces a critical and growing need for highly qualified early childhood special education teachers to meet the goals of the Blueprint for Maryland's Future. Expansion of publicly funded prekindergarten, increased identification of young children with disabilities, and heightened expectations for inclusive, evidence-based practice have intensified workforce shortages across public school systems and community-based programs. This proposed Master's program in Early Childhood and Special Education will prepare professionals to deliver developmentally appropriate, culturally responsive, and data-driven instruction for young children with disabilities ages birth through grade three. The program emphasizes inclusive practices, family-school collaboration, and service-provider coordination, ensuring graduates are equipped to support equitable early learning outcomes and strengthen Maryland's early childhood special education workforce.

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

The proposed M.A.T. in Early Childhood Education and Special Education program is consistent with the goals and priorities of the Maryland State Plan for Postsecondary Education.

*Priority 1: Study the affordability of postsecondary education in Maryland.*

*Action item: Consider innovative and alternative ways to keep postsecondary education affordable (without compromising high-quality education).*

Goucher achieves equitable and affordable access to postsecondary education through cohort partnerships, in which tuition is discounted for selected public school systems.

*Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland.*

*Action item: Expand faculty development and training in pedagogy, including graduate student training in pedagogy.*

The proposed Early Childhood Education and Special Education program will provide graduate training in pedagogy by focusing on both the theory and practical applications of effective teaching strategies for reading, literacy, and special education. Coursework will emphasize how young children learn across developmental domains while also addressing the instructional needs of children with disabilities and developmental delays.

Young children with disabilities require specialized, developmentally appropriate instruction delivered through evidence-based, inclusive practices that support early identification, family engagement, and positive long-term outcomes. Well-prepared early childhood special education teachers are essential to ensuring equitable access to high-quality early learning, meeting MSDE

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<sup>3</sup> <https://blueprint.marylandpublicschools.org/ece/>

<sup>4</sup> <https://blueprint.marylandpublicschools.org/hqdt/>

standards, and addressing persistent workforce shortages across local school systems and early childhood settings.

The proposed program will prepare graduates to design and implement instruction that supports children with a wide range of abilities using accommodations, modifications, and targeted interventions aligned with Individualized Education Programs (IEPs).

*Priority 6: Improve systems that prevent timely completion of an academic program.  
Action item: Develop and publicize “credit for prior learning” policies.*

Goucher will accept relevant professional experience and prior graduate coursework from accredited institutions. As a part of the program’s admissions application, students may apply to transfer up to 12 graduate-level credits by submitting a transcript, course descriptions, and a statement about their relevance to the degree. Program directors determine whether the courses meet degree requirements. This policy is published in the Graduate Catalog<sup>5</sup>.

**C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:**

**1) Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.**

Graduates of this program are prepared for a wide range of careers across early learning, school, and community settings. Graduates with no prior experience can be employed as a first-year preschool teacher, kindergarten and elementary teacher, or special education teacher. Graduates with prior experience can also be employed as directors for Head Start programs, Judy Centers, and private early learning centers.

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

The table below shows the Maryland Long Term Occupational Projections from 2023-2033 for jobs that would be served by the M.A.T. in Early Childhood Education and Special Education program<sup>6</sup>.

<b>Occupational Title</b>	<b>Base Employment 2023</b>	<b>Projected Employment 2033</b>	<b>Numeric Change</b>	<b>Percent Change</b>
Preschool Teachers, Except Special Education	9,086	9,882	796	8.76%
Kindergarten Teachers, Except Special Education	2,525	2,628	103	4.08%

<sup>5</sup> <https://www.goucher.edu/learn/graduate-programs/documents/Graduate-Catalog-2025-2026.pdf>

<sup>6</sup> <https://labor.maryland.gov/lmi/iandoproj/maryland.shtml>

Elementary School Teachers, Except Special Education	31,789	33,109	1,320	4.15%
Special Education Teachers, Kindergarten and Elementary School	3,514	3,659	145	4.13%

**3) Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**

The typical entry-level education for preschool teachers is an associate’s degree; for kindergarten and elementary school special education teachers is a bachelor’s degree. However, potential degree candidates may choose to earn a master’s degree in early childhood education and special education if they have previously earned a bachelor’s degree in a different major and are transitioning to a job in education. Additionally, current teachers may pursue a master’s degree for professional advancement and long-term career stability.

The U.S. Bureau of Labor Statistics reported that employment of Preschool Teachers is projected to grow four percent from 2024 to 2034, about as fast as average for all occupations, and will result in about 22,900 new jobs<sup>7</sup>. Although similar occupations like Kindergarten and Elementary School Teachers and Special Education are expected to see a small decline (less than two percent) in employment, about 37,800 to 103,800 openings are projected each year, over the decade<sup>8</sup>.

**4) Provide data showing the current and projected supply of prospective graduates.**

According to the National Center for Education Statistics, 151 master’s degrees in kindergarten/preschool education and teaching, 3,636 master’s degrees in early childhood education and teaching, and 14,561 master’s degrees in general special education and teaching were conferred from 2021 to 2022<sup>9</sup>.

In the 2022-2023 school year, there were 1,569 total completers from Maryland traditional educator preparation programs. The number of completers could not meet the high demand of vacancies and teaching positions filled by conditional teachers that year<sup>10</sup>.

Teacher shortages are often filled by teachers with conditional licenses, which does not align with elevating the teaching profession. This program aims to support MSDE’s initiatives to reduce the gap between teacher supply and demand in Maryland by producing high quality and diverse teachers to fill these vacant positions.

<sup>7</sup> <https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm>

<sup>8</sup> <https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm>

<sup>9</sup> [https://nces.ed.gov/programs/digest/d23/tables/dt23\\_318.30.asp](https://nces.ed.gov/programs/digest/d23/tables/dt23_318.30.asp)

<sup>10</sup> [https://www.mabe.org/wp-content/uploads/2025/10/Kelly-Meadows-MABE-Conference\\_Staff-Supply-and-Demand-1.pdf](https://www.mabe.org/wp-content/uploads/2025/10/Kelly-Meadows-MABE-Conference_Staff-Supply-and-Demand-1.pdf)

**D. Reasonableness of Program Duplication:**

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

The table below lists the similarities and differences between similar programs in Maryland.

<b>College or University</b>	<b>Program Title</b>	<b>Delivery Format</b>	<b>Number of Credits</b>
Goucher College	M.A.T, Early Childhood Education and Special Education	Online, hybrid, or in person	38
Loyola University	M.Ed., Special Education – Early Childhood	Online, with in-person internship	40
Mount St. Mary’s University	M.A.T., Elementary Education/Early Childhood Education	100% online	54
Stevenson University	M.A.T., Early Childhood Education	100% online and cohort-based	36
Salisbury University	M.Ed., Early Childhood Education Concentration of Curriculum & Instruction	In-person	33
Towson University	M.Ed., Early Childhood Education	100% online	33

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

Maryland continues to experience shortages of qualified educators, particularly in high-need and underserved areas<sup>11</sup>. The proposed program will serve the educational needs of our region, respond to workforce demands, and contribute to improved outcomes for children and families. Additionally, this program increases overall capacity to prepare well-qualified teachers, expanding access to high-quality early learning for young children and helping districts and community programs meet staffing needs. Like other Maryland graduate programs, the program aligns with the Maryland State Department of Education’s standards for teacher preparation and

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<sup>11</sup> <https://marylandpublicschools.org/stateboard/Documents/2024/0521/Maryland-Teacher-Workforce-Supply-Demand-and-Diversity-A.pdf>

leads to eligibility for initial teacher certification in both Early Childhood Education (Pre-K - 3) and Special Education (birth – grade 3). This ensures that graduates are effectively prepared to enter classrooms and meet state licensure requirements, thereby supporting statewide goals for high-quality instruction.

Due to the overlap between Goucher’s and Loyola’s curricula, representatives from both schools met, as suggested by MHEC. Goucher outlined plans to offer these programs in face-to-face, hybrid, and online modalities to support its primary student populations of undergraduates, conditional teachers, and career changers who require entry term and course flexibility due to professional and personal obligations. Goucher explained that the proposal is informed by documented increased interest at recruitment events, differences in institutional marketing and demographics, and projected workforce demand, including anticipated growth in pre-kindergarten (40%) and kindergarten (9%) positions over the next decade.<sup>12</sup> Loyola stated that with Special Education, and especially EC Special Education being a critical shortage area, they did not see how the addition of the programs in EC SE could be opposed by them. They also raised the possibility of collaboration, noting that Goucher College and Loyola had previously discussed jointly offering and teaching certain courses. Loyola indicated that its program structure differs significantly from Goucher’s, suggesting minimal overlap, but still identified opportunities for partnership, particularly within its reading courses, which include a Science of Reading credential. Goucher reaffirmed its intention to move forward with the proposed programs, underscoring its commitment to collaboration and confirming that both Loyola’s feedback and Goucher’s responses would be included in the MHEC submission.

#### **E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)**

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

Coppin State University (CSU) is an HBI that offers an M.A.T. in Early Childhood Education. Based on our experience, the program is likely to have a negligible impact on the implementation or maintenance of high-demand programs at CSU, which serves predominately African American and underserved students. Goucher’s proposed program will likely attract students who reside locally or who choose to attend because of scheduling flexibility, ties to the local community, or geographic proximity. Instead, the proposed program will serve students who might otherwise forgo enrollment due to location or access constraints. In addition, the number of expected students (see section L1) is small in relation to the volume of vacancies. As a result, the proposed program is expanding access.

#### **F. Relevance to the identity of Historically Black Institutions (HBIs)**

- 1) **Discuss the program’s potential impact on the uniqueness and institutional identities and missions of HBIs.**

The proposed program would have no impact on the uniqueness and institutional identities and missions of HBIs.

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<sup>12</sup> Maryland Department of Labor (2022). Employment projections: Long-term occupational projections (2022–2032). Maryland Workforce Exchange. <https://mwejobs.maryland.gov>

**G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes** (as outlined in [COMAR13B.02.03.10](#)):

**1) Describe how the proposed program was established, and also describe the faculty who will oversee the program.**

The M.A.T. in Early Childhood Education and Special Education curriculum is designed as a coherent, developmentally informed sequence that prepares candidates to teach young children effectively across diverse settings. Coursework begins with a foundational study in human development and learning theories, assessment, the science of reading, and special education. Candidates also develop expertise in early mathematics instruction, classroom management, and ESOL teaching methods. The program culminates in supervised internships, where candidates integrate theory with practice and demonstrate competency in planning, instruction, assessment, and reflective teaching. Together, these courses create a comprehensive curriculum that equips graduates with the knowledge, skills, and dispositions necessary to support the learning and development of young children.

The program will be overseen by the director of the Master of Education and Master of Arts in Teaching programs.

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

The following competencies and skills are intended for the early childhood education and special education program as required by the Maryland State Department of Education (MSDE):

- a) Apply pedagogical methods in classroom instruction.
- b) Demonstrate proficiency in curriculum planning, instructional delivery, and assessment.
- c) Demonstrate awareness of and responsiveness to students' cultural and linguistic backgrounds in instructional planning and classroom interactions.
- d) Apply strategies that address phonemic awareness, phonics, vocabulary development, fluency, and comprehension.
- e) Demonstrate skills and techniques for effective teaching in virtual learning environments.
- f) Demonstrate mastery of reading instruction through coursework, assignments, tests, and supervised instructional practice.
- g) Interpret reading assessment data to identify students with reading difficulties.
- h) Demonstrate content knowledge and instructional competence in English language arts, social studies, mathematics, and science.

**3) Explain how the institution will:**

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

Goucher College has a comprehensive and sustained process for assessing student learning outcomes in all courses and programs that is overseen by the Assessment Committee in collaboration with the Institutional Assessment Team and framed by the College Assessment Plan. All assessment is completed on a regular annual cycle of course and program analysis consistent with core and program outcomes for students. The program will be included in the College annual assessment process, the college program review process, and the annual course and faculty evaluation process.

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

This 38-credit program leads to licensure in early childhood education. Candidates will be trained to teach reading using evidence-based practices in literacy programming and instruction aligned to the science of reading. The program is completed with a yearlong student teaching experience. The courses and course descriptions are shown below.

Course	Course Name	Credits
ED 601	Theories of Development: A Lifespan Perspective	3
ED 608PB	Supporting Students with Autism Spectrum Disorder through Inclusive Practices	3
ED 627	Advanced Methods and Strategies for Reading Instruction (MSDE-approved course in reading: Instruction)	3
ED 642	Early Intervention: An Approach to Early Care and Education	3
ED 658EA	Methods of Teaching ESOL	3
ED 682E	Foundations of Reading and Language Arts (MSDE-approved course in reading: Processes and Acquisition)	3
ED 685E	Acquiring, Extending, and Using Knowledge in Early Childhood STEAM*	2
ED 686	Foundations of Special Education	3
ED 687A	Internship with Seminars, Phase I	3
ED 687B	Internship with Seminars, Phase II	3
ED 688E	Educational Assessment and Diagnosis of Special Needs for Early Childhood*	3
ED 690E	Curriculum Design and Adaptation for Early Childhood Special Education*	3
ED 693E	Methods and Strategies in Early Childhood Education*	3

*\*This is a new course that will be developed for the proposed program (funding pre-approved).*

**Course Descriptions**

**Core Requirements**

**ED 601 Theories of Development: A Lifespan Perspective (3 credits)**

Discussion of the major theories of development and their application using a lifespan approach. Application of theory to child rearing and K-12 educational practices. Cognitive, social cognition, moral, psychoanalytic, ecological, maturational, and social-learning perspectives used to facilitate understanding of issues affecting development.

**ED 608PB Supporting Students with Autism Spectrum Disorder through Inclusive Practices (3 credits)**

The course focuses on designing and implementing evidence-based instructional, behavioral, and social-emotional supports, including collaboration with families and interdisciplinary teams, use of assistive and instructional technologies, assessment and data-based decision making for supporting students with autism spectrum disorder (ASD) across educational settings. The course emphasizes strengths-based, culturally responsive, and developmentally appropriate approaches that promote access, participation, and progress. Candidates will analyze characteristics of ASD and their implications for learning, communication, behavior, and social interaction, and apply Universal Design for Learning (UDL), Multi-Tiered Systems of Support (MTSS), and Positive Behavioral Interventions and Supports (PBIS) to instructional planning and decision-making.

**ED 682E Foundation of Reading and Language Arts: Elementary (3 credits)**

An understanding of the research and theories underlying approaches to the development of reading and written language. Intensive exploration of the foundational skills needed to teach phonemic awareness and phonics, build fluency, develop vocabulary and comprehension, and

develop oral and written language proficiency. Strategies for developing skills and integrating them into broader areas of curriculum. (MSDE-approved Reading Course: Processes and Acquisition)

**ED 686 Foundations of Special Education (3 credits)**

An examination of the characteristics of exceptional children, their educational needs, their legal rights, and curricular and methodological models for teaching them. Historical and philosophical development of treatments, provisions, institutions, programs, and services for exceptional children.

**Instructional Requirements**

**ED 627 Survey of Advanced Methods and Strategies in Reading Instruction (3 credits)**

A study of reading as a constructive process. Strategies to teach decoding and comprehension. Specific methods to promote response to text. Using reading as a tool for learning and planning effective instruction. (MSDE-approved Reading Course: Instruction). Prerequisite: ED 682E.

**ED 642 Early Intervention: An Approach to Early Care and Education (3 credits)**

Focus on early childhood growth/development, planning, implementation, and assessment and evaluation in early intervention programs for eligible infants, toddlers, and their families. Topics include assessment, Individualized Family Service Plan (IFSP) development and transition to the Individual Education Plan (IEP), family-centered curriculum, family and community support techniques, problem solving and decision-making, instructional strategies, early literacy development, technology supports, and alternative models for provision of early intervention services.

**ED 658EA Methods of Teaching ESOL (3 credits)**

An exploration of effective practices to plan, implement, and evaluate engaging classroom environments of English Learners (ELs). Emphasis on standards-based instruction building upon ELs' unique linguistic and cultural assets. A focus on partnering with EL families and classroom teachers to provide instruction building both content and language by leveraging student strengths. Strategies to provide appropriate scaffolds and supports by English proficiency level and domain.

**ED 685E Acquiring, Extending, and Using Knowledge in Early Childhood STEAM (2 credits) – new course**

An examination and application of dimensions of learning in science, technology, engineering, arts, and mathematics (STEAM) for early childhood students. An exploration of both content and methodology in early childhood STEAM content areas.

**ED 688E Educational Assessment and Diagnosis of Special Needs for Early Childhood (3 credits) – new course**

An examination and exploration of assessment instruments and procedures for diagnosing our youngest students who are experiencing learning problems. An emphasis on interpretation, development of proactive recommendations, and consultation skills with teachers, service providers and parents. Communicating assessment results to parents, teachers and other service providers in early childhood settings. Transition procedures for early childhood students will be addressed.

**ED 690E Curriculum Design and Adaptation for Early Childhood Special Education (3 credits) – new course**

Principles of curriculum development, implementation, and evaluation and their role in addressing the needs of early childhood students with disabilities. Developing programs to proactively address the needs of our youngest learners with a range of disabilities and diverse individual education programs. Intervention, classroom management, consultation, adaptations (including computer adaptations), and instructional procedures for early childhood students with diverse special needs.

**ED 693E Methods and Strategies in Early Childhood Education (3 credits) – new course**

Explores a variety of instructional techniques, including reflective teaching and inductive and constructive approaches to teaching children in early childhood classrooms. Blends theory and practice of teaching within early childhood settings. Content-specific application and assessment strategies in early childhood are explored through the implementation of instructional decision-making through problem-based seminars and study groups. Videotaping for analysis may be used throughout the course.

**Clinical Requirements**

**ED 687A. Internship with Seminar, Phase I (3 credits)**

This year-long internship experience is divided into two time periods—phase 1 and phase 2. For traditional interns, phase 1 represents a part-time experience paired with a mentor teacher and is overseen by a Goucher College/Institute of Higher Education (IHE) Internship Supervisor. For conditionally licensed teachers, phase 1 will occur in your current work placement (if aligned with the internship placement requirements) and is supervised by a Goucher College/IHE Internship Supervisor. Throughout your internship, the seminar course will function to provide support and help extend your knowledge of pedagogical practices in alignment with MSDE standards. Phase 1 includes a minimum of 20 hours per week within your internship placement, and the mandatory meetings held for the seminar, as well as the internship assignments due to your supervisor. During phase one of internship, you will complete the required pedagogical assessment for your content area, as assigned. Candidates must apply for and be approved to enter both phases of internship. The internship coordinator will provide additional information regarding the requirements for applying for internship during each fall and spring semester. Consult your academic advisor for more details regarding planning for internship timing. Prerequisites: passing scores on Praxis CORE assessments or qualifying scores on the SAT, ACT, or GRE, or UG 3.0 GPA, or current 3.0 in M.A.T. program; ED 656A, ED 680, and ED 682E or S (as designated in your program plan); special education students: ED 688 is a prerequisite, or corequisite with M.A.T. director approval. Passing scores on all MSDE-required Praxis assessments must be submitted with the internship application to be eligible to begin phase 1. Interns may work a part-time job only during phase 1, unless conditionally licensed and employed by a school that aligns with the internship placement. (Candidates may not be a GA during internship.)

**ED 687B. Internship with Seminars, Phase II (3 credits)**

This year-long internship experience is divided into two time periods—phase 1 and phase 2. For traditional interns, phase 2 represents a full-time experience paired with a mentor teacher and

overseen by a Goucher College/Institute of Higher Education (IHE) Internship Supervisor. For conditionally licensed teachers, phase 2 will occur in your current work placement (if aligned with the internship placement requirements) and supervised by a Goucher College/IHE Internship Supervisor. Throughout your internship, the seminar course will function to provide support and help extend your knowledge of pedagogical practices in alignment with MSDE standards. Phase 2 includes a minimum of 37 hours per week within your internship placement, in addition to the meetings held for seminar, as well as the internship assignments due to your supervisor. Within phase two of internship, you will complete an action research project, demonstrate competency with the Maryland Digital Learning Standards for Educators, and apply a variety of differentiation strategies during instruction. A final grade of B or better during phase 2 of internship is required to be recommended for licensure eligibility by Goucher College. Interns may not work during phase 2, unless conditionally licensed and employed by a school that aligns with the internship placement requirements. Candidates may not be a GA during internship. Prerequisites: A final grade of B- or better during ED 687A/phase 1 of internship is required to be considered for progression to phase 2 of internship. Successful completion of edTPA is required for consideration for progression to phase 2 of internship.

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

General education requirements are not applicable for this graduate program.

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

Goucher's teacher preparation programs are currently approved through the MSDE program approval process. However, the College has applied to be nationally accredited by the Association for Advancing Quality in Educator Preparation (AAQEP). Once Goucher has been accredited by AAQEP, we will adhere to its annual reporting requirements for the program.

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

There is no plan to contract with another institution or non-collegiate organization.

**8) Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and cost and payment policies.**

Goucher Programs in Education has a dedicated website that links students to clear information on course and degree requirements, academic support services and financial aid resources, and costs and payment policies. Students will be assigned an academic advisor who will work with the student to develop an academic plan of study and offer curricular guidance. The IT Help Desk maintains an online IT Knowledgebase that includes self-help instructions and documentation regarding technology competence and skills, technical equipment requirements, and the Canvas learning management system. Graduate students also have access to Academic Center for Excellence free tutoring services, the Writing Center for assistance with writing and citation, and the Office of Accessibility Services for assistance with accommodations, including testing.

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

Goucher College uses a digital marketing agency, VIV, to promote the program through electronic ads and informational webinars. The program directors and staff from the Graduate Admissions Office attend live recruiting events and job fairs. Also, the program staff contact private and minority groups and Local Education Agencies (LEAs) for partnerships. All presented information will align with the curriculum and learning goals of the proposed program.

**H. Adequacy of Articulation** (as outlined in [COMAR 13B.02.03.19](#))

**1) If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements. More information for Articulation Agreements may be found [here](#).**

The program does not have articulation agreements with partner institutions.

**I. Adequacy of Faculty Resources** (as outlined in [COMAR 13B.02.03.11](#)).

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

The faculty teaching in the Early Childhood and Special Education program includes both full- and part-time faculty, who hold graduate degrees in education. They are specialists, supervisors, principals, directors, assistant superintendents, etc., in Maryland school systems. Each faculty member brings theoretical expertise and practical school-based experience and a commitment to improving achievement for all students. The full list of program faculty is shown below, representing seven out of thirteen (or 54%) courses taught by full-time instructors.

Faculty Name	Terminal Degree	Academic Title and Status	Course
Annalisa Czczulin	PhD, Linguistics	Full-time, Asst. Professor of Education	ED 682E Foundation of Reading and Language Arts: Elementary
Anny Hoge	MA, Teaching	Part-time; Adjunct Professor	ED 658EA Methods of Teaching ESOL
Glenn Hayman	MAT, Secondary Special Education	Part-time; Adjunct Professor	ED 686 Foundations of Special Education
Kristina Maxwell	MAT, Elementary and Special Education	Full-time; Director, Master of Arts in Teaching & Master of Education	ED 608PB Supporting Students with Autism Spectrum Disorder through Inclusive Practices

			ED 690E Curriculum Design and Adaptation for Early Childhood Special Education
David Maimone	MEd, Reading Instruction	Part-time; Adjunct Professor	ED 688E Educational Assessment and Diagnosis of Special Needs for Early Childhood
Christina Parham	MAT, Elementary and Special Education	Part-time; Adjunct Professor	ED 601 Theories of Development: A Lifespan Perspective  ED 642 Early Intervention: An Approach to Early Care and Education  ED 693E Methods and Strategies in Early Childhood Education
Michael Parker	MEd, Educational Technology	Full-time; Educator Collaboration and Engagement Specialist	ED 685E Acquiring, Extending, and Using Knowledge in Early Childhood STEAM
Debra Turnock	M.S., Human Resource Development and Leadership Development	Full-time; Internship and Field Experience Coordinator	ED 687A Internship with Seminars, Phase I  ED 687B Internship with Seminars, Phase II
Ann Marie Longo	PhD; Reading	Full-time; Associate Professor	ED 627 Survey of Advanced Methods and Strategies in Reading Instruction

**2) Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:**

**a) Pedagogy that meets the needs of the students**

Faculty teaching in the program work in LEAs and are required to engage in annual professional learning courses to advance their knowledge and skill set. Additionally, MSDE has partnered with the Science of Reading Center in SUNY to offer a free Science of Reading credential for the next four years. This credential helps Goucher faculty learn about research-based practices and gain tools to instruct our program candidates in delivering reading instruction to their own students.

**b) The learning management system**

The learning management system used at Goucher is Canvas LMS by Instructure. Faculty post syllabi and assignments on Canvas while many also utilize other features such as rubrics, modules, quizzes, and analytics. This management system is used by all Goucher faculty for both in-person and online classes.

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

Goucher provides distance learning resources to support students taking online classes and the faculty teaching such courses. CAST has instructional designers who work directly with faculty to facilitate distance learning. These instructional designers assist faculty with the development of syllabi and teaching modules and help them infuse best online teaching practices.

**J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).**

**1) Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.**

The Goucher College Library provides both databases and books to support the College's education programs. Databases include ERIC through EBSCOhost, ProQuest's Education Database, and Gale's Educator's Reference Complete. ERIC is the largest of these, with citations and abstracts for nearly 2 million articles, reports, and other materials about education from early childhood education through higher education dating as early as 1907. While there is a free version of ERIC available from the federal government which we link to, subscribing through ERIC provides links to up to 590,000 full-text versions available through library subscriptions. The ProQuest database links thousands of full-text journals, dissertations, and other relevant sources from 1988 through the present, while the Gale database provides access to 1,100 full-text periodicals and 200 reports. The Library also provides access to 7,300 print books and 30,900 e-books that include education in the subject heading. Library staff typically purchase any books requested by education faculty. The staff regularly, usually annually, reviews databases to ensure their continuing relevance to the curriculum and will consult with education faculty as appropriate about adding or eliminating databases. In addition, a full-time graduate librarian has been hired to support all graduate students from all graduate programs.

**K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)**

**1) Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.**

The proposed program will share existing faculty, infrastructure, and physical facilities.

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

**a. An institutional electronic mailing system, and**

Goucher College uses Microsoft Outlook as its electronic mail system, and all students and faculty receive email addresses in addition to any necessary information technology support. All official Goucher College correspondence with online faculty and students is sent through this system.

**b. A learning management system that provides the necessary technological support for distance education**

All online courses are delivered through the Canvas learning management system. Instructional designers are available to support students and faculty with online education. 24/7 support Canvas staff is also available so students and faculty have assistance whenever they may need it.

**L. Adequacy of Financial Resources with Documentation** (as outlined in [COMAR13B.02.03.14](#))

- 1) **Complete [Table 1: Resources and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

**Narrative Rationale for Program Resources**

Category 1: There are no reallocated funds since the program will be supported by tuition revenue.

Category 2: Tuition/fee revenue is based on 10 part time students entering the program in the first year. Additional students may matriculate into the program by application deadlines for the respective term, with at least 25 students enrolled in the program by the fifth year. The projected number of students who will enroll in the program is based on our experience with students in existing programs. Tuition will be consistent with other GPE programs.

Category 3: No grants, contracts, or other external sources are anticipated for this program.

Category 4: No other funding sources are anticipated for this program.

<b>Table 1: Program Resources</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$116,280	\$174,420	\$232,560	\$232,560	\$290,700
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	10	15	20	20	25
e. Credit Hour Rate	\$646	\$646	\$646	\$646	\$646
f. Annual Credit Hour Rate	18	18	18	18	18

g. Total P/T Revenue (d x e x f)	\$116,280	\$174,420	\$232,560	\$232,560	\$290,700
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$116,280	\$174,420	\$232,560	\$232,560	\$290,700

- 2) Complete **Table 2: Program Expenditures and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

### Narrative Rationale for Program Expenditures

Category 1: Faculty salaries are based on fair market instructional rates.

Category 2: No additional administrative staff are needed for this program.

Category 3: No additional support staff are needed for this program.

Category 4: No additional technical support and equipment is needed for the implementation of the program each year.

Category 5: No additional library materials are necessary for the implementation of the program each year.

Category 6: No new or renovated space is needed for the implementation of the program each year.

Category 7: No other expenses are needed for the implementation of the program each year.

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$69,757	\$69,757	\$104,636	\$104,636	\$104,636
a. Number of FTE	1	1	1.5	1.5	1.5
b. Total Salary	\$64,800	\$64,800	\$97,200	\$97,200	\$97,200
c. Total Benefits	\$4,957	\$4,957	\$7,436	\$7,436	\$7,436
2. Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. Number of FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. Number of FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Technical Support and Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0

6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 7)	\$69,757	\$69,757	\$104,636	\$104,636	\$104,636

**M. Adequacy of Provisions for Evaluation of Program** *(as outlined in COMAR 13B.02.03.15).*

- 1) **Discuss procedures for evaluating courses, faculty and student learning outcomes.**
- 2) **Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

Goucher College has a systematic and sustainable system to assess teaching and learning at all levels and within all units of the institution, in compliance with MSCHE standards for assessment. Learning outcomes will be assessed in this program using evidence-based rubrics applied to individual and group projects, portfolios, and papers. Faculty and courses will be regularly evaluated by students, and all faculty will be observed in class annually by peers/administrators. The program will be reviewed periodically by outside evaluators. Data collected through assessment and evaluations processes on an annual basis are used to identify opportunities for program improvements and areas where additional resources are needed. The program will also make use of the statistics gathered by the college's Office of Institutional Effectiveness and the Provost's office to analyze results and trends in enrollment and student success.

**N. Consistency with the State's Minority Student Achievement Goals** *(as outlined in COMAR 13B.02.03.05).*

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

The recruitment and retention of minority teachers for Pre-K schools and programs is a high priority for Goucher College. Goucher regards outreach to minoritized and underrepresented populations as an integral part of our mission. Goucher currently has Professional Development Schools (PDS) in counties that serve many economically disadvantaged students in early childhood schools.

Additionally, Goucher College has established a Center for Race, Equity and Identity (CREI). This center supports all marginalized students and has established an ongoing programming for students of color, first-generation, socioeconomically disadvantaged, international and disabled students.

**O. Relationship to Low Productivity Programs Identified by the Commission:**

- 1) **If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

This program is not related to an identified low productivity program.

- P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)**
- 1) Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**

Goucher College is authorized by both MSCHE and MHEC to offer distance education programs.

- 2) Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

- a) Online learning is appropriate to the institution's mission and purposes.**

The proposed program aligns closely with Goucher College's mission of providing "an innovative liberal arts education that prepares students with a broad, humane perspective for a life of inquiry, creativity, and critical and analytical thinking." To that end, Goucher College has adopted the *C-RAC Guidelines for the Evaluation of Distance Education*<sup>13</sup> and, as a member of Maryland Online, relies on the Quality Matters Standards for the design, development, and delivery of all online courses and programs. Course development follows the criteria outlined in the Quality Matters (QM) rubric and goes through an internal peer-reviewed process (QM qualified reviewers) prior to delivery. Faculty wishing to teach online are required to complete QM training, and an instructional designer supports faculty with course development.

- b) The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.**

Goucher College currently offers six graduate degrees and seven certificates that heavily rely on distance education. A few of them are fully online, and each new graduate program is designed to include distance learning. These programs, in fact, are identified in the College's 2021-2026 Strategic Plan,<sup>14</sup> which calls for making the necessary investments to support them.

- c) Online learning is incorporated into the institution's systems of governance and academic oversight.**

Goucher's Graduate Studies Committee, a body of elected faculty members, provides oversight of all graduate programs, regardless of its modality of instruction.

- d) Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.**

Goucher College has been offering online program for 25 years, and the success of these online programs comes in part from their academic rigor, which results from the close collaboration that exists between faculty and instructional designers as well as the incorporation of evidence-based standards of quality for online instruction (i.e., Quality Matters).

- e) The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.**

At the end of each academic year, the Program Director and faculty will evaluate the progress students have made toward achieving learning goals, an evaluation that will rely

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<sup>13</sup> <https://sacscoc.org/app/uploads/2020/09/Guidelines-for-Evaluation-of-Distance-Education.pdf>

<sup>14</sup> <https://strategicplan.goucher.edu/>

on evidence-based rubrics, which will be used to rate assignments in each class. Based on these results and course evaluations submitted by students, the program will make the necessary modifications, which will be implemented with the help of instructional designers. This process will operate iteratively each year.

**f) Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.**

All faculty who will teach for the proposed program would have at least five years of teaching experience and will have terminal degrees in their fields. These faculty will be supported by CAST, which offers mandatory workshops as well as professional development opportunities. CAST relies on evidence-based approaches that improve the performance and engagement of all students.

**g) The institution provides effective student and academic services to support students enrolled in online learning offerings.**

Students admitted into Goucher's graduate programs receive an orientation to online learning, including the use of Canvas, Goucher's learning management tool. Students also receive support from an academic advisor, who helps them navigate the curriculum and assists them with career opportunities; librarians who aid students with the electronic resources available to them at the library; graduate financial aid experts, who help students with financial matters; accessibility services specialists, who provide appropriate accommodations that permit students to have an equal academic opportunity; and career advisors, who guide them through different career path options.

**h) The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.**

Goucher College regularly embarks on a multi-year budgetary exercise that includes sufficient resources to maintain existing online program and to support new ones. Funds are allocated for marketing, outreach, recruitment, salaries, instructional and technology support, finance, administration, and cybersecurity, among others. Funds are also allocated for exploring new online programs and new course development as illustrated in Tables 1 and 2 (Sections L 1 and L 2).

**i) The institution assures the integrity of its online offerings.**

Upon acceptance, students receive a unique ID and password to access Goucher's network, Canvas, and the registration system. Before starting each class, students must verify their identity, and instructors are responsible for corroborating the integrity of the work submitted by students, who are regularly reminded in each course about Goucher policies regarding plagiarism. In addition, Goucher College adheres to all FERPA regulations.