

Gratz College's renewal application to operate as an out-  
of-state institution in Maryland in accordance with  
COMAR 13B.02.01

MAR 07 2016

**OOS RENEWAL**

**MARYLAND HIGHER EDUCATION COMMISSION**  
Application for Renewal Approval for Out-of-State Degree-Granting  
Institutions to Operate in Maryland

**Please Note:** A separate application form must be completed and submitted with all supporting documentation for each proposed location in Maryland. If an additional, new location is being proposed, an Application for Renewal of Approval must be submitted for that location.

**PREVIOUSLY APPROVED LOCATION IN MARYLAND.**  
Please provide the complete mailing address.  
Doubletree by Hilton Hotel Annapolis 210 Holiday Court Annapolis, MD 21401

**PROPOSED START DATE OF CONTINUED OPERATION.**  
Applications should be submitted at least 5 months prior to the proposed start date.

NAME AND ADDRESS OF INSTITUTION APPLYING FOR APPROVAL.	
<b>Name of Institution:</b>	Gratz College
<b>Web Address:</b>	<a href="http://www.gratz.edu">http://www.gratz.edu</a>
<b>OPEID Code:</b>	004058 <small>U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.</small>
<b>Chief Executives Officer:</b>	Joy W. Goldstein, President
<b>Mailing Address:</b>	7605 Old York Road Melrose, PA 19027
<b>Telephone:</b>	(215) 635-7300 ext. 131
<b>Email:</b>	<a href="mailto:jgoldstein@gratz.edu">jgoldstein@gratz.edu</a>

**Institutional Liaison:** Name and title of the individual who will serve as liaison to the Maryland Higher Education Commission:  
**Name:** Rosalie Guzofsky, Ph.D.  
**Title:** Dean and VP for Academic Affairs  
**Mailing Address:** 7605 Old York Road Melrose, PA 19027  
**Telephone:** (215) 635-7300 ext. 137  
**Email:** [rguzofsky@gratz.edu](mailto:rguzofsky@gratz.edu)

\*\*\*\*\* CERTIFICATION \*\*\*\*\*

I hereby affirm that the answers given in this application and its attachments are accurate and complete and further agree to comply with the *Annotated Code of Maryland* and State regulations governing the operation of out-of-State degree-granting institutions (COMAR 13B.02.01).

Mar 3, 2014 Date Signature of Chief Executive Officer

Please Submit All Information To:

Maryland Higher Education Commission
Division of Planning and Academic Affairs
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201
410-767-3268
acadprop@mhec.state.md.us

A copy of these regulations can be found at the Maryland Higher Education Commission's web site www.mhec.state.md.us (under Academic Approval Process) along with an on-line application form.

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I. DURATION OF APPROVAL

Approval to operate at a previously approved location in Maryland must be renewed annually. However, "during of after the fifth year of operation in Maryland and during any subsequent renewal cycle, an out-of-State institution may apply for approval to operate in Maryland for an extended period of time up to 5 years." COMAR 13B.02.01.08C(1)

If the location for which you are applying has been annually approved for at least five years, do you wish to seek approval to operate in the State for an extended period of time of up to 5 years?

[X] Yes, we wish to be approved for 5 years.

II. SUPPORTING DOCUMENTATION

Only a complete application can be acted upon. While separate application forms must be completed and submitted for each approved location, the following Supporting Documentation needs to be included only once for each entire package of applications. CHECK EACH ITEM AS ATTACHED.

[X] Catalogs and Other Institutional Publications. COMAR 13B.02.01.20A(1)

Have your catalogs, other institutional publications, or awards changed since they were last submitted? [ ] Yes [X] No If yes, please submit new copies.

[X] Application Fee. (Must accompany all renewals) COMAR 13B.02.01.08B(2)

The institution shall submit a non-refundable application fee in the amount of (a) \$7,500 for up to two degree programs and (b) an additional \$850 for each degree program over two programs. The

institution's check should be made payable to: Maryland Higher Education Commission. The application renewal fee will be waived for renewals of out-of-state institutions operating at Regional Maryland Higher Education Center.

Accreditation. (Must accompany all renewals) COMAR 13B.02.01.08B(4)(g)

Provide a copy of the most recent letter of approval (notification) from an organization recognized as an accrediting agency by the U.S. Department of Education. Along with your most recent notification of institutional accreditation, please provide evidence that you are in compliance with that organization's policies and procedures related to off-campus educational activities. If any of your proposed programs require program accreditation provide evidence of that accreditation.

Registration as an Out-of-State Corporation. (Must accompany all renewals)  
COMAR 13B.02.01.08B(4)(f)

To transact interstate business in Maryland, the institution must qualify with the State Department of Assessments and Taxation by making the certification required in the Corporations and Associations Article, §7-202, Annotated Code of Maryland. A public institution is not required to qualify as a foreign corporation. However, a business entity affiliated with a public institution or a private institution (profit or non-profit) must qualify as a foreign corporation. The Foreign Corporation Qualification Form may be obtained from the Maryland Department of Assessments and Taxation, Room 809, 301 West Preston Street, Baltimore, Maryland 21201 or on-line at: [www.dat.state.md.us](http://www.dat.state.md.us). Once qualified, the institution must provide a copy of the certificate of good standing issued by the State Department of Assessments and Taxation.

Certificate of Compliance With Fire and Safety Codes (Must accompany all renewals)  
COMAR 13B.02.01.08B(4)(o)

Please provide a certificate for each approved location for indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety.

Board of Trustees Resolution of Financial Solvency (Must accompany all renewals)  
COMAR 13B.02.01.08B(4)(e)

Please provide a resolution from your Board of Trustees addressed to the Secretary of Higher Education stating that your institution is financially solvent.

Advertisements COMAR 13B.02.01.07D(3)(p)

**Are there new advertisements in print format related to your programs in Maryland?**

Yes  No If yes, please provide copies of the new advertisements.

Enrollment Data as Prescribed by the Secretary. (Must accompany all renewals)  
COMAR 13B.02.01.08B(4)(q)

Please provide the information requested on the Student Enrollment Data Form found at the end of this application.

Teach-out Plan (Must accompany all renewals) COMAR 13B.02.01.08B(4)(j)(iv)

The institution must provide a copy of its teach-out plan allowing enrolled students to complete their programs if the institution decides to cease operation in Maryland.

## II. APPLICATION QUESTIONNAIRE

This questionnaire, properly completed with supporting documentation, shall serve as an application for approval to operate in Maryland under the *Code of Maryland Regulations* (COMAR) 13B.02.01. It must be completed for each proposed location.

### 1. Programs.

#### ➤ CURRENTLY OFFERED PROGRAMS.

**INSTRUCTIONS.** Please enter the requested information on your **CURRENTLY OFFERED PROGRAMS** in the spaces provided below, or create an attachment (labeled "A-1: Current Programs") to this application with the required information.

(a) Provide a list of your currently offered programs at this location. For each program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>
Master of Arts in Education	M.A.	Classroom	30	Yes

#### ➤ NEW PROGRAMS

**INSTRUCTIONS.** Is the institution proposing any new programs at this location?  Yes  No  
**If yes,** please enter the requested information in the spaces provided below, or create an attachment (labeled "A-1: New Programs") to this information with your responses to the following for each new program:

(a) Provide a list of the new programs at this location. For each new program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>

(b) If the information does not appear in the catalog or publication you submitted provide (1) a description of the curriculum; (2) the objectives of each course; and (3) a course schedule for the proposed location

*NA*

(c) Please provide a brief description of the student population to be served by the proposed new programs.

**2. Educational Need.** Before the Commission may evaluate the readiness of an out-of-State institution to operate or award new degrees in the State, including the offering of an instructional program or a degree level not previously approved, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application, meets a critical and compelling regional or Statewide need and is consistent with the Maryland Postsecondary Education. COMAR 13B.02.01.06A&C

*NA*

**INSTRUCTIONS:** Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-2: Educational Need") to this application and respond to the following questions for each new program:

*NA*

(a) What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet? In responding to this question provide documentation as indicated below:

(1) If the programs serve occupational needs, present data projecting market demand and the availability of openings in the job market to be served by the new programs for which the institution is making application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the State or region, marketing studies done by the institution or others, and material from professional and trade associations.

(2) If the programs serve societal needs (include the traditional liberal arts education), provide a Description of how the proposed programs will enhance higher education in Maryland and contribute society

(b) If similar programs exist in the State, what are the similarities or differences in your program in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of the programs?

(c) Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location?

Yes  No

If yes, please attach a letter of support from the employer addressed to the Assistant Secretary, Planning and Academic Affairs. The letter should outline the employer's reasons for selecting the institution and its programs and state the benefits to the employees who participate in the program

**3. Administrative Staff.** The out-of-State institution shall provide for an on-site administrative staff responsible for overall administrative operation of educational activities including counseling, advising, testing orientation, financial aid services, and maintenance of academic records. In addition to being responsible for the administration of the policies and procedures of the parent institution, the designated administrators are responsible for meeting the expectations set forth in this chapter [of the Regulatory Standards of the State of Maryland for Out-of-State Institutions]. The duties and size of the staff shall be adequate for the size of the educational activities offered. COMAR 13B.02.01.15

**INSTRUCTIONS:** Has any previously reported Administrative Staff information changed since your last approval at this location?  Yes  No  
If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-3: Administrative Staff Changes") to this application with any changes to the following questions:

(a) How are you planning to meet the above standard on Administrative Staff?

Appointed: Laura Hughes, MSHE, Program Manager and Gail E. Viamonte, Ph.D

(b) Who will be assigned to carry-out each of these duties? Please include a curriculum vitae/resume for each administrator.

see attached resumes

4. Faculty

**INSTRUCTIONS:** Has any previously reported Faculty information changed since your last approval at this location?  Yes  No

**If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-4: Faculty Changes") with any changes to the following questions:**

(a) List all faculty that are to teach in the first year (or cycle) of the programs at this location. For each faculty member provide the following information: COMAR 13B.02.01.08(4)(m)

- (1) the course(s) the faculty might soon teach;
- (2) the degrees the individual holds
- (3) the degrees areas of specialization; and
- (4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution

(b) Please include a curriculum vitae/resume for each potential faculty member. For those faculty who are yet to be hired include a job description and minimal qualifications.

5. Library Resources. Out-of-State Institutions offering programs or courses, or both, in Maryland, shall provide adequate and appropriate library resources within State boundaries and within reasonable distance of the instructional site. Usage statistics shall be kept to determine to what extent these resources are available and accessible. COMAR 13B.02.01.17A

**INSTRUCTIONS:** Has any previously reported library information changed since your last approval at this location?  Yes  No

**If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-5: Library Changes") to this application with any changes to the following questions.**

(a) How are you planning to meet this standard on Library Resources? Briefly describe the types of materials and titles that you will make available to your students and how they will access them. Will there be provision for bibliographic instruction and/or library orientation?

6. Student Services. COMAR 13B.02.01.18 concerns student services and activities. These shall realistically reflect the stated objectives, purposes, and philosophy of the out-of-State institution. Further, an out-of-State institution shall ensure that all students have access to a well developed program of counseling, testing, advisement, orientation, financial aid, career development, and placement. The institution may determine the specific organization of services, as well as the resources and staffing provided, as long as provision for these services are made. Student activities that complement the instructional program are particularly encouraged. COMAR Section .18 also requires that the out-of-State institutions keep complete and accurate records of admission, enrollment, grades, scholarships, transfer of credits, transcripts, graduates, and other essentials in accordance with standard practice. This includes the physical security and confidentiality of such records. The Section requires as well, a published statement of student rights, privileges, and responsibilities and the school's adherence to its student grievance



procedures.

**INSTRUCTIONS:** Has any previously reported Student Services information changed since your last approval at this location?  Yes  No

**If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-6: Student Services") to this application with any changes to the following questions.**

(a) How do you plan to implement the requirements for Student Services cited above?

(b) Regarding student records describe the security measures the institution takes to ensure the confidentiality, physical, and electronic security of your record-keeping system.

(c) Does the institution have a published statement of rights, privileges, and responsibilities of students?

Yes  No How will it make this available to its students at the proposed instructional site? \_\_\_\_\_

If this statement is in the Catalog you submitted with the application, please indicate the page number: \_\_\_\_\_

If not in the Catalog you submitted, please provide us with a copy of the statement.

(d) Does the institution have a published student grievance procedure?  Yes  No If this procedure is

in the Catalog you submitted with the application, please indicate the page number \_\_\_\_\_. If not in the Catalog you submitted, please provide us with a copy of the grievance procedure.

7. **Facilities.** (See COMAR 13B.02.01.19). ✓

**INSTRUCTIONS:** Has any previously reported Student Services information changed since your last approval at this location?  Yes  No

**If yes to either question, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-7: Facilities") to this application with any changes to the following questions.**

(a) Has a specific facility been inspected and approved for use as a classroom/laboratory space and been found in compliance with local and State ordinance pertaining to fire and safety?  Yes  No

(1) If yes, please provide a copy of the Certificate of Compliance.

(2) If no, the Certificate of Compliance must be submitted at least 30 days prior to the start of classes.

(b) Describe any special instructional facilities and equipment (computers, audio-visual equipment, etc.) that will be used and available to students in this location.

(c) Describe what provisions are being made for periodic repair and maintenance of buildings and grounds. What measures are being taken for campus security and fire protection? If dangerous or toxic materials are being handled, what provisions are being made for safe storage, handling and disposal?

[Empty rectangular box]

(d) Describe the office (and conference) space available to full and part-time faculty and administrators.

[Empty rectangular box]

**8. Distance Education.** "Distance education" means course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving the instruction, for example, a teleclassroom, and requires the payment of tuition or fees for the instruction. "Distance education" does not include telecommunicated instruction at the student's initiation via an individual personal computer. COMAR 13B.02.01.03(8). An institution operating in Maryland and delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the standards of good practice found in COMAR 13B.02.01.21.

**INSTRUCTIONS.** Is the institution providing distance education as defined above?  Yes  No  
**If yes,** please contact the staff at the Maryland Higher Education Commission for a copy of the Standards of Good Practice and provide evidence of compliance as an attachment (labeled "A-8: Distance Education") to this application

## Accreditation


**MIDDLE STATES COMMISSION ON HIGHER EDUCATION**

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501  
[www.msche.org](http://www.msche.org)

**STATEMENT OF ACCREDITATION STATUS**
**GRATZ COLLEGE**

7605 Old York Road

Melrose Park, PA 19027

Phone: (215) 635-7300; Fax: (215) 635-1046

[www.gratz.edu](http://www.gratz.edu)

**Chief Executive Officer:** Ms. Joy W. Goldstein, President

**INSTITUTIONAL INFORMATION**

**Enrollment (Headcount):** 8 Undergraduate; 604 Graduate

**Control:** Private (Non-Profit)

**Affiliation:** Religious- Jewish

**Carnegie Classification:** Master's - Larger Programs

**Approved Degree Levels:** Postsecondary Award/Cert/Diploma (< 1 year), Postsecondary Award/Cert/Diploma (>=1 year, < 2 years), Bachelor's, Master's, Doctor's - Research/Scholarship (Ed.D. in Jewish Education);

**Distance Education Programs:** Fully Approved

**Accreditors Recognized by U.S. Secretary of Education:** n/a

**Instructional Locations**

**Branch Campuses:** None

**Additional Locations:** Carver Professional Development Center, Gambrills, MD; Cecil County Public Schools, Elkton, MD; Eastern Shore Higher Education Center, Wye Mills, MD; Eastern Shore Higher Education Center, on the campus of Chesapeake College, Wye Mills Campus, Wye Mills, MD; Southern Maryland Higher Education Center, California, MD

**Other Instructional Sites:** Allen-Shore Center, Philadelphia, PA; Annapolis High School, Annapolis, MD; Antique Augo Museum, Hershey, PA; Beaumont Elementary School, Devon, PA; Belmont Elementary School BR, Bensalem, PA; Bensalem High School, Bensalem, PA; Best Western, Pottstown, PA; Best Western Plus-Concordville Inn, West Chester, PA; Boyertown Elementary School, Boyertown, PA; Bradywine River Hotel, Chadds Ford, PA; Bucks County IU #22, Doylestown, PA; C. Ted Lick Wildwood Conference Center, Harrisburg, PA; Carver Center, Gambrills, MD; Clarion Hotel and Conference Ctr, King of Prussia, PA; Comfort Inn, Pottstown, PA; Comfort Suites, Hershey, PA; Country Inn & Suites, Lancaster, PA; Country Inn & Suites, York, PA; Country Inn & Suites, Reading, PA; Courtyard by Marriot Bensalem BR, Bensalem, PA; Courtyard by Marriot Willow Grove BR, Willow Grove, PA; Courtyard by Marriott, Scranton, PA; Courtyard by Marriott, Collegeville, PA; Courtyard by

Marriott, Plymouth Meeting, PA; Courtyard by Marriott, Gettysburg, PA; Courtyard by Marriott, Reading, PA; Crofton Elementary School, Gambrills, MD; Crown Plaza, King of Prussia, PA; Daniel Boone Area School Dist., Birdsboro, PA; Days Hotel & Conference Center, West Chester, PA; Days Inn, Carlisle, PA; Days Inn, Pottstown, PA; Days Inn, Lebanon, PA; Delaware Valley College, Doylestown, PA; Fairfield Inn, Exton, PA; Four Points by Sheraton, York, PA; Hampton Inn, Glen Mills, PA; Hampton Inn, Quakertown, PA; Hampton Inn, Easton, PA; Hampton Inn, Chambersburg, PA; Hampton Inn, Newtown, PA; Hampton Inn, Willow Grove, PA; Hampton Inn - East, Harrisburg, PA; Hampton Inn, Manheim, Labanon, PA; Hilton Garden Inn, Lancaster, PA; Hilton Garden Inn, Hershey, PA; Holiday Inn, West Chester, PA; Holiday Inn, Allentown, PA; Holiday Inn, Morgantown, PA; Holiday Inn Express, Quakertown, PA; Holiday Inn Express BRA, Exton, PA; Homewood Suites, Lancaster, PA; Homewood Suites, Montgomeryville, PA; Hyatt Place, King of Prussia, PA; Lebanon Co Technical School, Lebanon, PA; MainStay Sleep Inn, King of Prussia, PA; Maplewood Elementary School, Townville, PA; Methacton High School BR, Eagleville, PA; Nantucket Elementary, Crofton, MD; Normandy Farms, Blue Bell, PA; North East Middle School, North East, MD; Park Ridge Hotel & Conf Ctr BR, King of Prussia, PA; Phoenixville High School, Phoenixville, PA; Quallity Inn Conference Ctr BR, Montgomeryville, PA; Radisson (Trevoise), King of Prussia, PA; Radisson Hotel, Scranton, PA; Ramada Inn Northeast, Bensalen, PA; Residence Inn, North Wales, PA; Ridley School District, Folsom, PA; Shawnee Inn, Stroudsburg, PA; Sheraton Bucks County, Langhorne, PA; South River High School, Edgewater, MD; Spring Hill Suites, Quakertown, PA; Spring Hill Suites BR, Plymouth Meeting, PA; Springhill Suites, Willow Grove, PA; SpringHill Suites, Hershey, PA; The Inn Place, Bensalem, PA; Upper Darby High School, Drexel Hill, PA; Whitfield Elementary School, West Lawn, PA; Wingate Inn, Allentown, PA; Wyndam Garden, Exton, PA; Wyndham Inn, Harrisburg, PA; Wyndham Inn, Gettysburg, PA

## ACCREDITATION INFORMATION

**Status:** Member since 1967

**Last Reaffirmed:** June 25, 2015

### Most Recent Commission Action:

June 25, 2015: To accept the monitoring report and to note the visit by the Commission's representatives. To remove the probation because the institution is now in compliance with Standard 12 (General Education) and Standard 14 (Assessment of Student Learning) and to reaffirm accreditation. To request a monitoring report, due September 1, 2016, documenting (1) further evidence of the assessment of general education outcomes and the use of such assessment results for curricular improvement in the baccalaureate program; (2) additional professional development opportunities and resources for faculty and staff in the refinement of student learning assessment methods and the use of assessment results; (3) adherence to clear, realistic guidelines and timetables in completing reviews of all certificate and degree programs; (4) analysis of evidence of the effects of improvements to teaching and learning, made in response to assessment results; (5) evidence of the periodic evaluation of the effectiveness and sustainability of the institution's student learning assessment processes; and (6) use of student learning assessment results to support decisions about institutional planning and resource allocation (Standards 12 and 14). A small team visit may follow submission of the monitoring report. The next evaluation visit is now scheduled for 2018-2019.

**Brief History Since Last Comprehensive Evaluation:**

- November 20, 2008: To thank the institution for receiving the Commission's representative and to affirm the inclusion of the following additional locations within the scope of the institution's accreditation: (1) Southern Maryland Higher Education Center, 44219 Airport Road, California, MD; (2) The Carver Professional Development Center, 2671 Carver Road, Gambrills, MD; and (3) Annapolis High School, 2700 Riva Road, Annapolis, MD. The Periodic Review Report is due June 1, 2013.
- November 20, 2008: To accept the monitoring report, to remove the warning, and to reaffirm accreditation. To request a monitoring report due March 1, 2010 providing evidence (1) of further progress in the implementation of a comprehensive, organized, and sustained process to assess the achievement of institutional and student learning outcomes, including evidence that assessment results are being used for the improvement of teaching and learning (Standards 14 and 7); (2) that assessment results are being used for strategic planning and resource allocation decisions, including the establishment of data collection protocols (Standards 2 and 3); and (3) of continued progress in strengthening shared governance (Standard 4). To note that a small team visit will not be necessary.
- April 29, 2009: To acknowledge receipt of the substantive change request and to include the following additional location within the scope of the institution's accreditation: Eastern Shore Higher Education Center, on the campus of Chesapeake College, Wye Mills Campus, 1000 College Circle, Wye Mills, Maryland 21679. To remind the institution of the monitoring report due March 1, 2010 providing evidence (1) of further progress in the implementation of a comprehensive, organized, and sustained process to assess the achievement of institutional and student learning outcomes, including evidence that assessment results are being used for the improvement of teaching and learning (Standards 14 and 7); (2) that assessment results are being used for strategic planning and resource allocation decisions, including the establishment of data collection protocols (Standards 2 and 3); and (3) of continued progress in strengthening shared governance (Standard 4). The Periodic Review Report is due June 1, 2013.
- June 30, 2009: To acknowledge receipt of the substantive change request and to include the additional location at the Eastern Shore Higher Education Center, Wye Mills, MD 21679 within the scope of the institution's accreditation. To remind the institution of the monitoring report due March 1, 2010 providing evidence (1) of further progress in the implementation of a comprehensive, organized, and sustained process to assess the achievement of institutional and student learning outcomes, including evidence that assessment results are being used for the improvement of teaching and learning (Standards 14 and 7); (2) that assessment results are being used for strategic planning and resource allocation decisions, including the establishment of data collection protocols (Standards 2 and 3); and (3) of continued progress in strengthening shared governance (Standard 4). The Periodic Review Report is due June 1, 2013.
- June 24, 2010: To accept the monitoring report. To request that the Periodic Review Report, due June 1, 2013, document (1) further progress in the implementation of a comprehensive, organized, and sustained process to assess the achievement of institutional and student learning outcomes, including evidence that assessment results are being used for the improvement of teaching and learning (Standards 7 and 14) and for strategic planning and resource allocation decisions

(Standards 2 and 3); and (2) steps taken to implement the recommendations provided in the October, 2009 report by AACRAO Consulting.

June 28, 2011:

To acknowledge receipt of the substantive change request. To re-classify the following currently existing additional location as an instructional site: Annapolis High School, 2700 Riva Road, Annapolis MD 21401 and to include the site within the scope of the institution's accreditation. To remind the institution that the Periodic Review Report, due June 1, 2013, should document (1) further progress in the implementation of a comprehensive, organized, and sustained process to assess the achievement of institutional and student learning outcomes, including evidence that assessment results are being used for the improvement of teaching and learning (Standards 7 and 14) and for strategic planning and resource allocation decisions (Standards 2 and 3); and (2) steps taken to implement the recommendations provided in the October, 2009 report by AACRAO Consulting.

November 21, 2013:

To accept the Periodic Review Report. To place the institution on probation because of insufficient evidence that the institution is currently in compliance with Standard 3 (Institutional Resources), Standard 7 (Institutional Assessment), Standard 12 (General Education) and Standard 14 (Assessment of Student Learning). To note that the institution remains accredited while on probation. To request a monitoring report, due September 1, 2014, documenting that the institution has achieved and can sustain compliance with Standards 3, 7, 12 and 14, including but not limited to evidence of (1) a financial planning and budgeting process, aligned with the institution's mission and goals, that provides for multi-year budgets and realistic enrollment projections and demonstrates that the institution has sufficient financial resources and a financial plan to carry out its mission and execute its plans (Standard 3); (2) the development and implementation of an organized, systematic and sustainable assessment process, including direct measures, to improve institutional effectiveness with evidence that assessment information is used in budgeting, planning and resource allocation and to gain efficiencies in programs, services, and processes (Standard 7); and (3) an organized and sustainable process to assess the achievement of expected student learning outcomes in all programs, including general education and doctoral studies, with evidence that assessment information is used to improve teaching and learning at all levels of the curriculum (Standards 12 and 14). To direct a prompt Commission liaison guidance visit to discuss the Commission's expectations. A small team visit will follow submission of the monitoring report. To note that the due date for the next evaluation visit will be established when accreditation is reaffirmed.

March 6, 2014:

To note the visit by the Commission's representatives. To remind the institution that it has been placed on probation because of insufficient evidence that the institution is currently in compliance with Standard 3 (Institutional Resources), Standard 7 (Institutional Assessment), Standard 12 (General Education) and Standard 14 (Assessment of Student Learning). To note that the institution remains accredited while on probation. To request a monitoring report, due September 1, 2014, documenting that the institution has achieved and can sustain compliance with Standards 3, 7, 12 and 14, including but not limited to evidence of (1) a financial planning and budgeting process, aligned with the institution's mission and goals, that provides for multi-year budgets and realistic enrollment projections and demonstrates that the institution has sufficient

financial resources and a financial plan to carry out its mission and execute its plans (Standard 3); (2) the development and implementation of an organized, systematic and sustainable assessment process, including direct measures, to improve institutional effectiveness with evidence that assessment information is used in budgeting, planning and resource allocation and to gain efficiencies in programs, services, and processes (Standard 7); and (3) an organized and sustainable process to assess the achievement of expected student learning outcomes in all programs, including general education and doctoral studies, with evidence that assessment information is used to improve teaching and learning at all levels of the curriculum (Standards 12 and 14). A small team visit will follow submission of the monitoring report. To note that the due date for the next evaluation visit will be established when accreditation is reaffirmed.

November 20, 2014: To accept the monitoring report and to note the visit by the Commission's representatives. To note that the institution is now in compliance with Standard 3 (Institutional Resources) and Standard 7 (Institutional Assessment). To continue the probation because of insufficient evidence that the institution is currently in compliance with Standard 12 (General Education) and Standard 14 (Assessment of Student Learning). To note that the institution remains accredited while on probation. To request a monitoring report, due March 1, 2015, documenting that the institution has achieved and can sustain compliance with Standards 12 and 14, including but not limited to evidence (1) of the completion of at least one cycle of a sustainable process to assess student achievement of expected learning outcomes, in all certificate and degree programs, including general education; and (2) that assessment results are used to improve teaching and learning at all levels of the curriculum and to inform budgeting and faculty development (Standards 12 and 14). In addition, to request that the monitoring report provide further evidence of (3) steps taken to ensure the use of multi-year budgets and realistic enrollment projections to demonstrate short- and long-term financial viability (Standard 3); and (4) the use of institutional assessment results to inform strategic planning and institutional renewal processes (Standard 7). A small team visit will follow submission of the monitoring report. The due date for the next evaluation visit will be established when accreditation is reaffirmed.

**Next Self-Study Evaluation: 2018 - 2019**

**Next Periodic Review Report: 2024**

**Date Printed: December 7, 2015**

## **DEFINITIONS**

**Branch Campus** - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

**Additional Location** - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. **ANYA** ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is



removed after the Commission receives notification that courses have begun at this location.

**Other Instructional Sites** - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

**Distance Education Programs** - Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

Commission actions are explained in the policy *Accreditation Actions*.

Course descriptions from the College's catalog

## **Master of Arts in Education**

Rosalie Guzofsky, Ph.D., Program Director

Laura Hughes, M.S., Program Manager

The Gratz College Master of Arts in Education Program is designed to provide teachers with knowledge and practical skills they can actually utilize in the classroom. The goal of the Master of Arts in Education is to enhance classroom instruction and to empower teachers to reach their full potential as educators. All courses, and the program, focus on helping teachers enhance instruction and learning in public and private school classrooms, kindergarten through high school.

Courses are taught using a variety of interactive instructional techniques, including cooperative learning, projects, small group participation, classroom strategies application and lots of discussion. Courses are taught by master classroom teachers with years of experience working in public elementary, middle school, and secondary settings.

Courses are offered on accelerated time schedules for students' convenience. Tuition is reasonable for a 3-credit graduate course and includes all materials. Coursework for this 30-credit M.A. in Education Program is offered online and on-campus at sites in Pennsylvania and Maryland.

The Master of Arts in Education Program is designed to expand the student's understanding and application of research-based instructional strategies through highly engaging graduate courses that empower teachers with knowledge and skills to enhance effective practice.

### **Program Goals**

*Upon completion of the Master of Arts in Education, the student will demonstrate the ability to:*

#### **1. Critical Thinking**

Describe changes in personal teaching practices as a result of acquisition and application of new skills and knowledge.

#### **2. Diversity**

Understand the diversity of learner needs in a learner centered classroom.

#### **3. Scholarship/Research**

Interpret research on effective teaching and learning practices and how this research can be applied in an educational setting.

#### **4. Values and Ethics**

Effect changes in teaching practices as a result of acquisition and application of new skills and knowledge.

#### **5. Core Knowledge**

Evaluate learner needs and select appropriate instructional and assessment approaches.

**Requirements (Effective September 2015)**

Students in this 30-credit program have the option of concentrating their studies in one of three concentrations:

Teaching Spirituality  
Creativity and Technology  
Dimensions in Identity

**Program Core Courses:**

Principles of Instructional Design  
Effective Assessment of Learning  
Legal and Ethical Issues in the 21<sup>st</sup> Century Classroom

**Concentrations and Course Offerings**

**Teaching Spirituality**

Spiritual Development in Classrooms  
Moral Education in Theory and Practice  
Teaching Responsible Global Citizens  
Teaching the Holocaust  
Understanding Religions

**Creativity and Technology**

Foundations of Creativity  
Creative Educator  
Creative Pedagogy  
Designers of Learning  
Creative Technologies

**Dimensions in Identity**

Culture and Family Dynamics  
Diagnosing Needs in the Diverse Classroom  
Understanding Economics, Class and Language  
Issues in Contemporary Classroom Management  
Teaching Tolerance in the Classroom

All students are also required to take two additional elective courses.

## MAEd Courses

### **EDU 516**

#### **Principles of Instructional Design**

This course focuses on the application of instructional design principles to the planning of instruction. Course content examines the use of traditional instructional design practices, as well as progressive instructional design theories that respond to the needs of 21st century learners. Course topics focus on the theoretical bases and critical issues of instructional design, as well as research in learning and teaching, task and needs analysis, learner characteristics, and technological innovations.

### **EDU 517**

#### **Assessment of Learning**

This course introduces effective principles of learner-centered learning assessment practices. Course content focuses on predicting, understanding, and managing the critical relationship between teaching, learning, and assessment. Course topics emphasize the application of assessment theory and development of assessment tools, development of learning outcomes, understanding of taxonomies, and use of formative and summative assessment strategies.

### **EDU 518**

#### **Legal and Ethical Issues in the 21st Century Classroom**

This course examines the relationship between law, public policy, and current issues in P-12 education. Course content analyzes historical and contemporary legal, political, and ethical issues relevant to public and private schooling, with an emphasis on state and federal educational law and key court decisions. Course topics include religious freedom, free speech, due process, liability of schools and educators, and privacy rights.

### **EDU 530**

#### **Spiritual Development in Faith-Based Classrooms**

This course examines the critical responsibility of spiritual development among learners for teachers in faith-based learning environments. Course content examines approaches to the teaching of religion in schools and analyzes resulting pedagogical and administrative issues that arise within school culture and across the curriculum. Course topics focus on understanding educator responsibilities and designing effective instructional strategies for teaching spirituality-related concepts.

### **EDU 532**

#### **Moral Education in Theory and Practice**

This course introduces the fundamental concepts of moral development and moral education as presented in theoretical, empirical, and pedagogical literature. Course content focuses on the relationship between human development, moral development, and the lifelong trajectory of character growth and learning. Emphases are also given to the influence of brain development and environmental factors on morality.

### **EDU 534**

**Developing Responsible and Global Citizens**

This course presents skills and tools for becoming an effective teacher of responsible citizens of the globalized world. Course content presents strategies for infusing responsible citizenship into the curricula, increasing learner engagement in the study of civics and history, and building global perspectives of learners.

**EDU 533****Teaching the Holocaust**

This course introduces age-appropriate strategies, curricula, and resources for teaching lessons pertaining to the Holocaust.

**EDU 535****Understanding Religions**

This course introduces age-appropriate strategies, curricula, and resources for teaching lessons pertaining to world religions.

**EDU 540****Foundations of Creativity and Innovation Theories**

This course examines creativity and innovation theories and introduces the application of such theories to the P-12 classroom.

**EDU 541****The Creative Educator**

This course presents learner-centered methodology for developing learner creativity and problem-solving skills. Course content introduces cooperative learning strategies that create learning environments conducive to building learner motivation and critical thinking.

**EDU 542****Creative Pedagogy**

This course examines teacher behaviors that impact learner creativity and learning.

**EDU 543****Designers of Learning**

This course introduces best practices in teaching and assessment for developing lessons that address differences among learners.

**EDU 544****Creative Technologies**

This course introduces the use of technology to improve learner creativity and innovation.

**EDU 555****Culture and Family Dynamics**

This course develops understanding of various aspects of cross-cultural contact with traditional and nontraditional families and diverse populations. Course content examines communities, language, culture, and other factors that affect student learning and development. Strategies for maintaining effective home-school and community-school relations are emphasized.

#### **EDU 556**

##### **Diagnosing Needs in the Diverse Classroom**

This course introduces best practices in assessment with special attention on assessing the social, cultural, physical, and intellectual differences of learners with special needs. Course content examines the roles and responsibilities of teachers in providing access and quality instruction through appropriate accommodations and educational interventions in the classroom. Content focuses on methods of assessing learning styles in order to develop, administer, and evaluate appropriate programming related to specific needs of learners.

#### **EDU 557**

##### **Understanding Economics, Class, and Language**

The course explores the influence of culture and values on learner behavior, actions, and judgment. Course content focuses the critical issues within diverse contemporary classrooms, such as class, language, race, ethnicity, and ability. Topics emphasize understanding the influence of home, school, and community relationships on academic achievement and school adjustment.

#### **EDU 554**

##### **Current Issues in Classroom Management**

This course introduces principles and techniques for managing classrooms and learning spaces. Course content examines the design and organization of classrooms that facilitate developmentally appropriate practices and increase learner motivation.

#### **EDU 559**

##### **Teaching Tolerance in the Classroom**

This course explores the intersections between education, diversity, and values systems in P-12 education. Course content presents key philosophical, sociological, and political questions in education and examines the related role of education and educators. Course topics focus on developing lessons that develop learner sensitivity to race, ethnicity, class, gender, and other differences.

#### **EDU 505**

##### **Teaching through Movement**

Modeling dynamic movement and kinesthetic activity to enliven K-12 classroom content is a key part of this course. Discover the connection between movement, the brain, and learning. Examine implicit learning, class cohesion activities, content-based kinesthetic activities, brain breaks, and energizers. Use movement to meet standards, improve test scores, and develop life skills. Note: This course involves optional physical activities

#### **EDU 510**

##### **Applying Universal Design in the Classroom**

This course will provide practical, hands-on, digital-age solutions to reach and teach all learners. Universal Design for Learning is a framework to help educators meet the challenge of teaching diverse learners in the 21st century. UDL provides a blueprint for creating flexible goals, methods, materials and assessments that enable students with diverse needs and learning styles to succeed in an inclusive, standards-based, digital classroom. Please note: A laptop computer is required to participate in this course.

#### **EDU 512**

##### **Motivating Today's Learners**

The traditional reward-punishment model does little to promote achievement; however, concrete researched-based ways to motivate students do exist. Motivation as it applies to the learning process will be surveyed: basic human needs, the driving force behind all human behavior, inspiration and peak performance, energizing classroom strategies, and frameworks that encourage change and achievement

#### **EDU 520**

##### **Building Thinkers in the Classroom**

An exploration and application of instructional strategies to teach students to be better thinkers will be undertaken, including the examination of five researched-based themes.

#### **EDU 522**

##### **Effective Learning Assessment**

This course explores assessment practices used for, of, and as learning. Participants will gain the tools needed to create comprehensive assessments, as well as the knowledge necessary to navigate the ever changing world of educational assessment.

#### **EDU 526**

##### **Fostering Learner Responsibility and Self-Discipline**

Study a three-dimensional model for understanding why students may act irresponsibly in the classroom and what can be done about it. Develop an approach that focuses on students' internal dialogues to help them resolve inner conflicts.

#### **EDU 528**

##### **Understanding Learning Styles**

The style of teaching, based on four basic personality types, will be explored and compared. Participants will delve into an understanding of their own style and organizational preferences while at the same time building a clearer understanding of the needs of each personality type in the classroom.

#### **EDU 535**

##### **Technology and the 21st Century Learner**

This course will examine how students learn in the modern technology age. It will equip educators with knowledge of the most current technologies available to facilitate learning, inform teachers of how they can use this technology in their lessons, and instruct educators on how to design a learning environment that will support 21st century skills.

#### **EDU 531**

##### **Fostering Cooperation in the Classroom**

Students will gain skills and knowledge in providing interventions for common classroom discipline problem areas: attention-seeking behavior, power-seeking behavior, revenge-seeking behavior and avoidance of failure behaviors. Techniques to identify each type of behavior and intervention strategies



will be shared. Strategies to build a positive classroom environment/climate and strategies to improve communication with parents will be presented. This hybrid course will be offered on site at Gratz College from June 27, 2016 through July 1, 2016.

#### **EDU 572**

##### **Principles of Brain-Based Learning**

Over the past twenty-five years, neuroscientists have made some remarkable discoveries about how the brain learns. This course provides classroom applications, strategies, and techniques for translating the current research into authentic classroom practice. Beginning with how the brain processes information, the course explores the role of the learning environment; the functions of the senses; working and long-term memory, storage and retrieval; how art music and movement can enhance learning; and how to lead students from remembering and understanding to using their knowledge creatively and applying it to new situations. This course will also focus on brain organization and transfer, the brains completion of more cognitively complex tasks, optimum ways to structure class time, and especially those approaches that will make your lessons more dynamic and memorable. This course will conclude with an investigation of how these theories of cognition can be applied to specific content domains, classroom assessment, and the teachers own strategies for learning.

#### **EDU 514**

##### **Differentiated Learners**

The focus of this course is to provide a framework to design effective instruction for all students using differentiated instruction (DI). Participants will investigate the theoretical background, rationale, and principles of differentiated instruction.

#### **EDU 521**

##### **Teaching Through Multiple Intelligences**

Howard Gardner's study and research on the theory of Multiple Intelligences provides an innovative perspective for creating effective teaching/learning environments. Participants will be involved in experiential activities which will broaden their understanding of Gardner's work and guide them in developing practical applications for using the eight intelligences (verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical-rhythmic, interpersonal, intrapersonal, and naturalistic) to teach at all grade levels and in all content areas

#### **EDU 558**

##### **Gender Differences in the Classroom**

Participants will examine current research on the developmental, functional, and structural similarities and differences in the male and female brains. They will research and discuss the effects of gender differences and how to provide educational equality enhancing each student's personal worth and meaning. This course will expose educators to a variety of gender-specific activities that will further enhance their teaching styles and techniques.

## Recent Approval Letter

120644



**MHEC**  
Creating a state of achievement

Marlin O'Malley  
Governor

Anthony G. Brown  
Lt. Governor

Anwer Hasan  
Chairperson

Danette G. Howard  
Secretary

July 17, 2012  
[Corrected July 23, 2012]

Joy W. Goldstein  
President  
Gratz College  
7605 Old York Road  
Melrose Park, PA 19027

Dear Ms. Goldstein:

The Maryland Higher Education Commission has received a renewal application from Gratz College to continue its offering at the Eastern Shore Higher Education Center in Wye Mills, at the Carver Professional Development Center in Gambrills, and at the Providence Professional Development Center in Elkton. I am pleased to inform you that Gratz College is authorized to offer the following program at these locations until August 31, 2015:

**Master of Arts (M.A.) in Education**

An electronic renewal form and the regulations for out-of-state institutions are available on the Commission's website under "Academic Approval Process" at [www.mhec.state.md.us](http://www.mhec.state.md.us). In order to operate at the approved locations after the stated expiration date, the renewal application should be completed and submitted to this office no later than five months before the institution proposes to commence operation for the academic year 2015-2016. If applicable, the use of VA benefits for this program should be coordinated through Ms. Trish Gordon-McCown, Veterans Affairs Coordinator. She can be reached at 410-767-3098.

Please keep us informed of any changes contemplated in your offerings in Maryland. We look forward to continuing the cooperative relationship developed between your institution and the Maryland Higher Education Commission.

Sincerely,

Sue A. Blanshan, Ph.D.  
Director of Academic Affairs

DGH:SAB:wrf

C: Dr. Dale J. Miller, Maryland Project Coordinator