

GOUCHER
—college—

Robert S. Welch Center for
Graduate and Professional Studies

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December 14, 2017

JAN 17 2018

James D. Fielder, Jr., PhD.
Secretary, Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

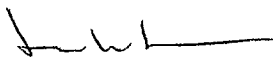
Dear Secretary Fielder:

Goucher College is requesting Commission authorization to offer its existing Masters in Education and Master of Arts in Teaching degrees in a fully online delivery format.

Building on the strength of Goucher's current on-ground graduate programs in education, and responding to the critical need in the state of Maryland and the nation for highly qualified teachers, this program will prepare new and continuing teachers to address the current critical shortage of teachers. The fully online delivery format will increase access to those students not in the immediate Goucher on-ground market area, and allow these well-respected programs to serve a larger student base.

A check is enclosed for the proposal fee, and an electronic copy of the full proposal has been submitted to the academic programs mailbox.

Sincerely,



Leslie Lewis, Ph.D.
Provost and Vice President for Academic Affairs
Goucher College

cc: Phyllis Sunshine, Assistant Provost, GPE Programs

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

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

For each proposed program, attach a separate cover page.

Goucher College

Institution Submitting Proposal

August 1, 2018

Projected Implementation Date

MAT

Award to be Offered

Master of Arts in Teaching

Title of Proposed Program

0803.12

Suggested HEGIS Code

13.1205

Suggested CIP Code

Education

Department of Proposed Program

Dr. Phyllis Sunshine

Name of Department Head

Kathryn Doherty

Contact Name

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410-337-68

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12/15/17

Signature and Date

President/Chief Executive Approval

Date Endorsed/Approved by Governing Board

Date

Academic Program Proposal
Goucher College Welch Center Graduate Programs in Education
Substantial Modification to Existing MAT Program

A. Centrality to institutional mission statement and planning priorities

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

The mission of the Graduate Programs in Education is to provide articulated coursework that will instruct teacher candidates and teachers in the theory and practice of teaching. Individuals who complete the program are reflective critical thinkers who are well equipped to teach in diverse classrooms. Goucher graduates will effectively employ a variety of strategies to meet the diverse needs of those they teach. Additionally, they will demonstrate a commitment to life-long learning in order to better serve their students.

Goucher's Master of Arts in Teaching (MAT) degree is designed to prepare highly effective teachers who are ready to teach in diverse classrooms. Graduates of the MAT program will not only have a positive impact on student development and success by implementing effective teaching strategies but they will also have an understanding of school culture and its effect on classroom management and student engagement. MAT candidates develop the ability to plan lessons with appropriate curricular content tools and techniques. Differentiation and cultural competency in teaching diverse learners is a hallmark of this program. Coursework combines theory and practice so graduates can be effective in both public and non-public school settings.

Goucher College has had an MAT program since 1993. The College continues to respond to the needs of public and private schools in Maryland by producing teachers who can effectively educate all students. The Master of Arts in Teaching (MAT) degree has helped support the development of highly effective educators to schools and school systems across the state.

In light of the growing teacher shortage, Goucher College seeks to build on the long-term success of its traditional face-to-face MAT program by offering the option of completing the program online. Like the face-to-face program, an in-depth internship is required over two semesters. Expanding the MAT program to an online option is aligned with the Goucher Mission statement to prepare students to develop "...a humane perspective for a life of inquiry, creativity and critical and analytical thinking." Goucher's Graduate Educator Preparation program focuses on the 3 Rs: building relationships, encouraging resilience and teaching the art of reflection. These are important skills for classroom teachers in PreK-12 settings. Educators in this program engage with interactive coursework and an internship that provides them with the opportunity to apply the knowledge, skills and dispositions necessary to meet the needs of all learners. Technology and portfolio requirements provide evidence of mastery; artifacts that meet each standard or outcome are uploaded into an electronic portfolio to be evaluated and shared

during an exit conference, each semester. Interns conduct self- assessments based on their portfolio evidence.

An online option for the MAT program will be responsive to our 24 local school systems and non-public special education schools that are required to hire Maryland certificated teachers. Many current MAT candidates are working in public schools and non-public special education schools with MSDE “Conditional” teacher certification. This is a temporary certificate which is not a professional certificate and cannot be used in other jurisdictions or states. An MAT online option will enable students who cannot access the campus to customize activities unique to their content area while gaining a broad understanding and appreciation of the content, skills, strategies and applications of coursework. In addition, the online MAT will support these teachers and others in completing the MSDE requirements in the timeframe required by MSDE.

Goucher College’s Master of Arts in Teaching degree is designed with a curriculum that integrates theory and practical course work in the following Maryland State Certification Areas:

- Elementary Education (Grades 1-6), 40.0 credits
- Secondary Areas (Grades 7-12), 40.0 credits: Biology, Business Education, Chemistry, Earth/Space Science, English, History, Mathematics, Physics, and Social Studies
- Specialty Areas (Prekindergarten – Grade 12), 40.0 credits: Art, Dance, Music and World Languages (Chinese French, German, Russian, and Spanish)
- Special Education, Elementary/Middle (Grades 1-8) 48.0 credits and Secondary Education/Adult (Grades 6-Adult) 44 credits.
- Dual Certification: Elementary Education and Special Education, 52.0 credits, Secondary Content and Special Education 49.0 credits

Explain how the proposed program supports the institution’s strategic goals and provide evidence that it affirms it as an institutional body.

This is an existing, approved program. The College is requesting authorization to deliver the program in an online format with an on the ground year long internship. The MAT online option was requested by stakeholders across the state. Online delivery will provide ease of access to educators who work long hours and are also often juggling other employment and family responsibilities. Online access will help teachers with “Conditional” certification complete the requirements for Standard Professional Certificate (SPC) that is considered a professional certification and can be used in all public school systems and in other states in a more timely manner. Goucher College also serves educators who are deployed in the military who want to complete the requirements for teaching in Maryland. Offering the MAT fully online will provide greater access for military personnel as well as for students for whom the traditional classroom is not an option.

The program content itself will not change. The delivery model was developed with input from students and education professionals who work in local school systems and private schools across the state as well as Goucher faculty. It is based on national standards and state priorities. Goucher College understands the need for and value of the online enhancement because the

majority of MAT candidates work fulltime in PreK-12 schools and are required by the Maryland State Board of Education (MSDE) to be fully certified.

Maryland’s students will benefit from graduates who can apply knowledge gained in this program to public and private school setting across the state. The state will benefit by having more fully certified teachers in classrooms.

Those in the MAT program will benefit from joining an online community of like-minded students who are working toward the same goal: to become a Maryland certificated teacher.

B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation 3.10 of COMAR.

Provide list of courses, educational objectives, intended student learning outcomes, general education requirements, specialized accreditation, and contracts with other institutions.

The Welch Center Graduate Programs in Education MAT program of study encourages students to develop specific knowledge, strategies and skills needed by teachers. The face to face program as well as the proposed online option meets national and State standards and provides a cohesive set of courses to support teachers in a variety of educational settings. The Goucher College MAT has a “hands –on” approach that encourages participants to produce artifacts and evidence of outcomes that directly relate their teaching area.

The online program delivery will allow to students select their courses to meet requirements of their chosen certification. All required courses must be completed with a grade of C or higher. A student with transfer credits must also meet the requirements.

Course of Study (Credit requirements vary by area of certification)

Course descriptions for all courses are available in the catalogue and can be found in **Appendix A**.

Coursework is inclusive of research–based teaching practices for planning instruction, assessment, technology application, and student engagement. The course of study is as follows:

MAT Credits by Program

Program	Credits
Elementary Education	40
Secondary Education	40
Specialty Areas (Prk-12)	40
Special Education (E/M grades 1-8)	48
Special Education (Grades 6-12)	44
Dual Certification (Elem/Special Ed)	52
Dual certification (Secondary Content and Special Education)	49

All students in the M.A.T. program must complete

Fifteen credit hours in core courses:

- ED 601 Theories of Development: A Lifespan Perspective
- ED 672 Assessing Needs and Evaluating Progress
- ED 680 Theories of Learning
- ED 682 Foundations of Reading and Language Arts, and
- ED 686 Foundations of Special Education

Three credit hours in clinical courses:

- ED 656 Effective Techniques of Classroom Management and Discipline
- ED 660 Reflective Planning – Reflective Teaching

Six credit hours in internship experience:

- ED 687 Internship with Seminars

In addition to these 24 credits, students will take the required courses for their areas of certification.

Elementary Education Certification

Three hours of additional core courses:

- ED 604–Contemporary Issues in Education **or**
- ED 681–Curriculum Development for a Multicultural Society

Thirteen credit hours in instructional courses:

- ED 627–Survey of Advanced Methods and Strategies in Reading Instruction
- ED 628–Teaching Reading Through Text
- ED 629–Reading Assessment
- ED 683–Acquiring, Extending, and Using Knowledge in Science
- ED 684–Acquiring, Extending, and Using Knowledge in Social Studies
- ED 685–Acquiring, Extending, and Using Knowledge in Mathematics

Secondary Education Certification and PreK-12 Specialty Area Certification

Six credit hours of additional core courses:

- ED 604–Contemporary Issues in Education
- ED 681–Curriculum Development for a Multicultural Society

Ten credit hours in instructional courses:

- ED 630–Advanced Methods and Strategies in Secondary Reading Instruction

- ED 693–Methods and Strategies in Secondary Education, Part I
- ED 694. Methods and Strategies in Secondary Education and specialty areas (Pre-K-12), Part II (2 credits per semester for two semesters for a total of 4 credits)

Special Education Certification (Elementary/Middle Grades 1-8)

Three credit hours of additional core courses:

- ED 604–Contemporary Issues in Education **or**
- ED 681–Curriculum Development for a Multicultural Society

Nine credit hours in instructional courses:

- ED 627–Survey of Advanced Methods and Strategies in Reading Instruction
- ED 628–Teaching Reading Through Text
- ED 629–Reading Assessment
- ED 685–Acquiring, Extending, and Using Knowledge in Mathematics

Twelve credit hours in special education courses:

- ED 688–Educational Assessment and Diagnosis of Students with Special Needs I
- ED 689–Educational Assessment and Diagnosis of Students with Special Needs II
- ED 690–Curriculum Design and Adaptations for Students with Special Needs I
- ED 691–Curriculum Design and Adaptations for Students with Special Needs II

Special Education Certification (Secondary Grades 6-adult)

Three credit hours of additional core courses:

- ED 604–Contemporary Issues in Education **or**
- ED 681–Curriculum Development for a Multicultural Society

Five credit hours in instructional courses:

- ED 630–Advanced Methods and Strategies in Secondary Reading Instruction
- ED 685–Acquiring, Extending, and Using Knowledge in Mathematics (ED 694, methods in secondary content) for 2 credits may be substituted by director where appropriate.)

Twelve credit hours in special education courses:

- ED 688–Educational Assessment and Diagnosis of Students with Special Needs I
- ED 689–Educational Assessment and Diagnosis of Students with Special Needs II
- ED 690–Curriculum Design and Adaptations for Students with Special Needs I
- ED 691–Curriculum Design and Adaptations for Students with Special Needs II

Dual Certification (Elementary and special education)

Three credit hours of additional core courses:

- ED 604–Contemporary Issues in Education **or**

- ED 681–Curriculum Development for a Multicultural Society

Thirteen credit hours in instructional courses:

- ED 627–Survey of Advanced Methods and Strategies in Reading Instruction
- ED 628–Teaching Reading Through Text
- ED 629–Reading Assessment
- ED 683–Acquiring, Extending, and Using Knowledge in Science
- ED 684–Acquiring, Extending, and Using Knowledge in Social Studies
- ED 685–Acquiring, Extending, and Using Knowledge in Mathematics

Twelve credit hours in special education courses:

- ED 688–Educational Assessment and Diagnosis of Students with Special Needs I
- ED 689–Educational Assessment and Diagnosis of Students with Special Needs II
- ED 690–Curriculum Design and Adaptations for Students with Special Needs I
- ED 691–Curriculum Design and Adaptations for Students with Special Needs II

Dual Certification (Secondary and Special education)

Three credit hours of additional core courses:

- ED 604–Contemporary Issues in Education **or**
- ED 681–Curriculum Development for a Multicultural Society

Ten credit hours in instructional courses:

- ED 630–Advanced Methods and Strategies in Secondary Reading Instruction
- ED 693–Methods and Strategies in Secondary Education, Part I
- ED 694. Methods and Strategies in Secondary Education and specialty areas (PreK-12), Part II (2 credits per semester for two semesters for a total of 4 credits)

Twelve credit hours in special education courses:

- ED 688–Educational Assessment and Diagnosis of Students with Special Needs I
- ED 689–Educational Assessment and Diagnosis of Students with Special Needs II
- ED 690–Curriculum Design and Adaptations for Students with Special Needs I
- ED 691–Curriculum Design and Adaptations for Students with Special Needs II

Each student must meet also meet technology and portfolio requirements.

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

Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State.

According to the Learning Policy Institute the current and projected teacher shortage is due to high teacher attrition, increasing student enrollment, a decline in teacher preparation enrollment and an attempt by school systems to return to the pre-recession student-teacher ratios. Although

nationally, in 2014, the number of teachers had leveled off to 260,000, in the next decade the projected need is 300,000. The student population will increase to roughly 3 million in the same time frame. Nationally and in Maryland, recruiting and retaining effective teachers in public schools and non-public schools that are publicly funded continues to be significant challenge.

The Gallup 2017 Survey of K-12 School System Superintendents also reports that two thirds of superintendents say that the quantity of teacher candidates is decreasing.

In addition, Maryland is an “import” state which means that the state does not educate enough teachers to meet the demands of schools and school systems. New hires have risen significantly in Maryland since 2013-14 with the biggest difference in 2015-2016 where 3,930 out-of-state teachers were hired and only 1,784 were from Maryland colleges.

The current marketplace includes many on-line providers including, Phoenix University, Walden and Western Governors’ University. Although “distance learning” options are growing exponentially, a strength of the Goucher program is that it aligns with the Maryland State Department of Education’s Institutional Performance Criteria (IPC) for PreK-12 public school systems. The IPC includes the Maryland Career and College Readiness Standards (MCCRS), Student Learning Objectives (SLO) or Action Research and Charlotte Danielson’s Dimensions of Teaching which is used as an observation tool in 23/24 public school systems. Goucher College also focuses on effective classroom management, planning, and Dimensions of Learning, a research-based framework. Goucher College Graduate Programs in Education has been successful in providing hybrid courses for many educators in school systems throughout Maryland. A completely online option would support the needs of school systems and the educators who serve students in these systems.

Graduates of the MAT program become teachers in public school systems, non-public special education schools and private schools.

The current teacher shortage will worsen in the next decade; turnover of teachers who leave teaching before year five of their tenure is mounting. Teachers who have a rich set of skills and content knowledge are critical to stop the flow of teachers in challenging schools leaving the profession.

The Maryland State Board of Education declares critical shortage areas yearly at the October State Board of Education meeting. The identification of critical shortage areas impacts federal and state incentives such as loan forgiveness for teachers in these designated areas. The Maryland Teacher Staffing Report, 2016-2018 presented to the State board lists professional categories deemed critical shortage areas pursuant to Education Article §18-708 of the Annotated Code of Maryland.

The Goucher College MAT prepares teachers for the following identified critical shortage areas

- Business Education (7-12)

- Computer Science (7-12)
- English (7-12)
- English for Speakers of Other Languages (ESOL) (preK-12) Pending Goucher College approval
- Mathematics (7-12)
- Science areas (7-12): Biology, Chemistry, Earth/Space Science, Physical Science and Physics
- Special Education areas: Generic: Elementary/middle school (grades 1-8) and Generic: Secondary/adult (grades 6 – adult)
- World Language Areas (PreK12): French and Spanish
- The Arts: Art (PreK-12) and Dance (PreK-12)

The *Maryland Teacher Staffing Report, 2016-2018* also states that all 24 Maryland public school systems are listed as geographic areas of projected shortages of certified teachers. In addition, males and teachers who are members of minority groups are listed as in critical shortage.

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

In reference to the Maryland State Plan Goal 1. Quality and Effectiveness, Goucher College has had a long history of preparing teachers of quality for school systems across the state. MAT teaching interns work in diverse and challenging schools in Baltimore City, Anne Arundel, Baltimore, Cecil, Harford and Prince Georges Counties. Conditionally certified teachers who are completing a Goucher MAT in critical shortage areas in these school systems and private special education schools like Kennedy Krieger Institute are learning after school in person and on-line in hybrid courses. They are applying what they learn in their classrooms the next day. This “job-embedded” preparation allows MAT candidates to demonstrate their effectiveness through projects that are directly related to the work they are doing as teachers and interns.

In reference to Goal 2 Access, Affordability and Completion; Goucher College intends to expand access to students from diverse backgrounds to work with our even more diverse student population in PreK-12 schools through an on-line option for the MAT. The Goucher MAT has attracted a very diverse group of career changers in the past five years. An on-line option is meant to increase the diversity and well as allow others who cannot access campus.

For “conditional” teachers already working in classrooms, Goucher College reduces tuition to the level of reimbursement negotiated by the teacher’s unions in each school system. Financial aid is also available. Goucher provides support for returning adult students who wish to be teachers who may need help in written language, notetaking, mathematics and provides review and tutoring for the required tests for Maryland certification (Praxis I and II and the ACTFL World Languages test.)

An online MAT Program would allow new educators throughout the state to have more flexibility in earning a degree.

The 24 local school systems as well as private schools are intent on retaining educators as the “the baby boomer” generation is retiring and the number of PreK-12 students is increasing. MSDE also collects data on program completion and certification.

In reference to Goal 3 Diversity; Our Current MAT program attracts conditionally certified teachers in diverse school systems. A Goucher online MAT option could reach even more teachers across the state and increase diversity in the program and in public school systems.

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

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

The Maryland State Department of Education uses a formula to determine critical shortage areas. This formula, revised at the direction of the State Board of Education in 2015 and in collaboration with the Maryland Assessment Research Center (MARC) provides methodology for analyzing the data. The staffing report surveys the deans and directors of teacher education programs in Maryland colleges and universities and the directors of human resources in local school systems. The report is produced by the MSDE Division of Educator Effectiveness. Along with survey data the analysis by the Division of Curriculum, Assessment and Accountability is also based on data collected for local school systems on an annual basis. Five years of data are used in the regression analysis.

Based on the data presented in the *Maryland Teacher Staffing Report, 2016-2018* 22.1 percent of new hires in Maryland completed programs in Maryland and 41.3% were from out of state schools.

More than 17,000 teachers left teaching in Maryland with five years or less experience. Two major school systems which are served by Goucher College; Prince Georges County and Baltimore City have the highest turnover rates of educators in the state. In addition, many teachers leave the profession before they reach retirement age.

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.

As stated above, The Goucher College MAT prepares teachers for the following identified critical shortage areas. Many contents listed below have been on the shortage list for at least ten years.

- Business Education (7-12)
- Computer Science (7-12)
- English (7-12)
- English for Speakers of Other Languages (ESOL) (preK-12) Pending Goucher College approval
- Mathematics (7-12)
- Science areas (7-12): Biology, Chemistry, Earth/Space Science, Physical Science and Physics

- Special Education areas: Generic: Elementary/middle school (grades 1-8) and Generic: Secondary/adult (grades 6 – adult)
- World Language Areas (PreK12): French and Spanish
- The Arts: Art (PreK-12) and Dance (PreK-12)

Although not all MAT certification areas are listed as critical shortage areas (for example elementary education and social studies) all of the Goucher certification areas enhance and support teachers in strengthening their skillsets and support the education of students in challenging public schools. Additionally, educators prepared by Goucher College have expertise in dealing with disruptive student behaviors and students who are at-risk for failure. Teachers prepared in this way help Maryland meet the requirements under the federal Every Student Succeeds Act (ESSA).

Provide data showing the current and projected supply of prospective

Based on current enrollment in the face-to-face program and interest expressed by prospective students in the fully online program, it is anticipated that at least 10 students will enroll in the first year of the program, with a goal of enrolling 20 new students per year by the 4th year of the program. The retention rate from the first year to the second year of the program is estimated at 75%. Projected 5-year enrollment is presented below:

	2018	2019	2020	2021	2022
Number of anticipated students	10	15	20	20	25

E. Reasonableness of program duplication

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

This is an existing, and approved face to face program for Goucher College. The move to an online delivery format is to expand ease of access and flexibility of degree attainment to an existing pool of educators across the state and beyond. The courses within the Goucher College online program are unique in content to Goucher and emphasize Goucher’s commitment to meeting the needs of PreK-12 students who live in challenging circumstances and to the teachers who work with them on a daily basis. The MAT focuses on the knowledge, skills and disposition critical to educator effectiveness in the areas of certification.

Provide justification for the proposed program.

This is an existing program to be provided online. Goucher College has determined that its’ current and potential MAT population expect access to online delivery options in hybrid form or totally online. Given the challenges of balancing working in PreK-12 schools, family, and other environmental stressors as well as the commitment of PreK-12 schools in the use of technology, on-line options are needed. Based on data collected on a regular basis regarding the critical

teacher shortage areas as well as stakeholder preference, coupled with the demand in Maryland for effective educators with strong specialized skillsets, the ability to offer an online delivery option for Goucher College to adapt the existing MAT Program to an online degree program is fully justified.

F. Relevance to Historically Black Institutions (HBIs)

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

Based on data from Maryland Teacher Staffing Report, 2016-2018 The HBIs with education programs Had the following number of graduates.

School Name	Number of Graduates in Education
Bowie State	73
Coppin State University	18
Morgan State University	15
UMES	16

The Schools listed above have had education programs for several decades. Morgan State University and Coppin State University are in the greater Baltimore area. In addition, the following schools in the Baltimore area also have graduate programs for educators: Towson University, Notre Dame University, Loyola University, Johns Hopkins University and Stevenson University.

Despite the proliferation of programs, all 24 local school systems report educator shortages. The programs listed have all been in place for decades. An online option would not impact neighboring universities any more than the current face-to-face or hybrid options. Completely online options have already been used by teachers in the state who are accessing accredited online options like Walden and Phoenix.

Goucher College currently has students in graduate programs in education who travel from Pennsylvania and from across the Chesapeake Bay Bridge. It is likely that students who choose an online option will be from the audience of those currently participating face-to-face at Goucher.

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

As stated above similar programs currently exist throughout the state and in the greater Baltimore area. The approval of Goucher’s fully online delivery of its existing MAT Program should not have a negative impact on the uniqueness and institutional identity and mission of HBIs as the continuing educator shortage has not been satisfied in the state for many decades.

F. If proposing a distance education program, please provide evidence of the “Principles of Good Practice”.

Goucher College has adopted the Principles of Good Practice and is a member of Quality Matters (QM), using QM standards as guidelines for design, development and delivery of all online courses and programs. Courses go through a review process by the Technology Coordinator for Distance Learning prior to online implementation, and all faculty teaching online are required to complete QM training for design and delivery of online courses. The Goucher College Website under the Welch Center for Graduate Studies provides a link to distance learning resources for students and faculty. In addition, the Technology Coordinator works directly with faculty to convert face to face courses to online offerings and provides professional development for GPE staff one to one or in small groups as needed. An instructional design team is also available.

The Goucher College online delivery option for the MAT program fully meets and exceeds the Principles of Good Practice in online education, as outlined in the following sections:

Curriculum and Instruction

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

This program was developed in face-to-face format by qualified faculty, and approved by the Goucher College curriculum committee. Courses will be taught by regular full-time faculty in the discipline, as well as by highly qualified adjunct faculty trained in online delivery.

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

Courses in the online program contain the same rigorous content as those delivered in traditional format for the existing graduate education programs. Assessment and evaluation standards are comparable in both modes of delivery.

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

All courses in the online program are developed and delivered based on course and program learning outcomes that are assessed regularly to collect data to be used to improve teaching and learning, in keeping with accreditation and college requirements.

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

All courses in the online program will provide for faculty-student interaction through interactive discussion forums, “Ask the Instructor” sections of the course sites, scheduled online conference sessions using Zoom, and traditional contact via phone or email.

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

Courses in the online program were developed by faculty experts in the discipline, and approved by a curriculum committee of campus peers. Online courses are reviewed by Goucher

instructional designers prior to delivery, and faculty are under contract to make improvements to these courses based on feedback.

Role and Mission

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

The Goucher College mission and vision commit to preparing students within a broad, humane perspective for a life of inquiry, creativity, and critical and analytical thinking through accessible transformational education. The online graduate programs in education provide students with the rigor and transformation of a Goucher graduate degree in a fully online environment that offers flexibility and access to students who might otherwise not be able to enroll in and complete these programs.

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

The online program is being developed and delivered through the Canvas system. Courses are designed for online delivery with support from a trained instructional designer and multimedia specialist, and students are provided with ongoing access to online technology support.

Faculty Support

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

All faculty who are new to teaching online must complete the Quality Matters training prior to teaching their first online course. Returning faculty are encouraged to enroll in a more advanced Quality Matters training. Additionally, faculty may meet via Zoom or on campus with a trained instructional designer and multimedia specialist.

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

Goucher College has adopted the Quality Matters standards for online teaching and learning as criteria for design, development, and delivery of distance education courses. The adoption and use of these standards was approved by the Graduate Studies Committee at Goucher.

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

Goucher College provides all faculty teaching in the online environment equal access to Quality Matters training and workshops, as well as an instructional design team to support faculty in a one-on-one capacity.

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

Goucher offers online academic support services to online graduate students through their online Academic Studio through a link on each course site. Online library access is provided to students through the Goucher College library website, which is linked from all online course sites.

Students and Student Services

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

Students may register and pay for courses online, access their registration and financial aid information online, access their faculty and key staff online, seek advice and answers to academic and administrative questions online, access technology support online, and access all course materials and information online through the Canvas learning management system. Catalogs and university policy and requirements are all accessible online through the Goucher College website, and through all course sites. Courses are designed and developed using the Quality Matters rubric and standards for best practice in online course design and delivery.

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

All online students have access to the range of student services through links on the Goucher College website and on all course sites that include access to library resources, tutoring resources, advising and retention resources, catalog and registration resources, policies and procedures resources, and key faculty and staff.

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

Students are advised and counseled as part of and prior to enrollment in an online program on the requirements for learning online, including access to technology, technology skill levels, self-motivation and organization requirements, training in the learning management system and course site use, and information about accessing online student and academic support services. Students may also choose to complete an online “are you ready for online learning” tutorial as part of the online program enrollment process.

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

All advertising, recruiting, and admissions materials have been designed that are specific to online programs, and online learning, and include information about the online program, the technology requirements, the available services, and the learning management system.

Commitment to Support

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

All course evaluations for online courses and programs contain specific questions for students to respond to that relate to the online teaching and learning environment. Faculty are required to complete Quality Matters training in design and delivery of online courses prior to teaching online for the first time. An additional “Improving Your Online Course” is also available for faculty who wish additional training for the online environment.

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

All online programs are developed and delivered using the course design and review process in place at Goucher College for traditional face to face courses and programs that includes approval by the delivering department, review and approval by the graduate studies committee, and review and approval by the instructional design team, who use the Quality Matters review process for fully online courses. Part of the program design and delivery process includes approval of a budget that allocates resources and faculty to support the design and delivery of the program as well as a multi-year commitment to the program. The online MAT program is an extension in the delivery of the in-seat MAT program, which is a long standing program at Goucher College.

Evaluation and Assessment

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

The online program is included in the Goucher College annual assessment process, the Goucher College program review process, the annual course evaluation process, and the discipline-based certification process for the department.

An institution shall demonstrate an evidence-based approach to best online teaching practices. Goucher College has in place a Quality Matters-based review process for all new online courses and programs, as well as a mandated Quality Matters training program for all faculty wishing to teach online. Goucher College is a member of Maryland Online and a participant in the Quality Matters program.

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

Goucher College has a comprehensive and sustained process for assessing student learning outcomes in all courses and programs, including those delivered online, that is overseen by the Institutional Assessment Team, and framed by the College Assessment Plan. All assessment at Goucher College is completed on a regular annual cycle of course and program assessment consistent with core and program outcomes for students.

G. Adequacy of faculty resources.

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, and the courses each will teach.

Faculty

The faculty teaching in the MAT program will remain the same as for the face-to-face program with some additions depending upon enrollment. The current Director of the MAT program and the Technology Coordinator for Distance Learning will assure effective implementation of the program in the first year, and each year thereafter. The Technology Coordinator will facilitate online course design for existing courses to a fully online delivery.

Although Goucher College has several fulltime faculty who direct and coordinate GPE programs Program Faculty are typically adjunct school system practitioners who hold an M.Ed. or a Doctorate degree. They are specialists, supervisors, principals, directors, assistant superintendents in school systems around the state. They bring hands on problem solving skills, theoretical expertise, practical experience in challenging schools and a commitment to improving achievement for all students. In their 2013 Accreditation Report for Goucher College, the Maryland State Department of Education (MSDE) commended Goucher for the quality of its graduate education faculty:

Commendation: The Graduate Programs in Education faculty are highly regarded by local school systems for their expertise and their use of data to inform program enhancement. They serve as role models and are readily available to help traditional, conditionally certified, and alternative preparation candidates. (p. 34)

Please see Appendix B for list of current faculty, titles, and current teaching assignment.

H. Adequacy of library resources.

The Goucher College library has a total of 253,000 print items. There are 220,000 e-resources including 96,000 electronic journals. Research assistance is available from library experts in the research process. Students in the GPE program also have online access to interlibrary loans.

J. Adequacy of physical facilities, infrastructure and instructional equipment.

No new physical space is needed for this fully online program. The current Goucher College Learning Management System, Canvas, will be the learning platform for the program.

K. Adequacy of provisions for evaluation of the program.

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

The Maryland State Department of Education Program Approval Branch evaluates educator preparation programs in Maryland on a regular cycle. Goucher's MAT program was evaluated in 2013 with renewal approval in July 2014.

The fully online Goucher MAT will be subject to the same evaluation requirements as the face-to-face program for course, faculty and program evaluation. All Goucher College students complete course evaluations at the end of each of their courses, and this will continue for the online program. Adjunct faculty teaching at Goucher are evaluated through peer observation and student feedback.

In addition, Goucher is preparing for the Middle States Evaluation process. All graduate programs are part of this evaluation.

The assessment plan that guides the assessment of student learning outcomes for the MAT will continue to be in place for the on-line MAT. Every course syllabus must contain the learning outcomes for the program and the course. Assessment information for each student is collected

every year. The Graduate Program in Education prepares, shares and submits an annual student learning outcomes assessment report which is reviewed by the MAT Director and the Assistant Provost. Feedback from these reports are provided by the Assistant Provost to the faculty and other stakeholders at Graduate Programs in Education Program Improvement Team (PIT), a committee comprised of representatives of faculty, students and school system representatives.

L. Consistency with the state’s minority student achievement goals.

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

The recruitment and retention of minority teachers for PreK-12 schools is a high priority for Goucher College. Goucher regards outreach to minority populations as an integral part of our mission. Goucher currently has Professional Development Schools (PDS) in Baltimore City, Anne Arundel and Baltimore Counties. Teachers in these schools serve many high poverty/high minority students in elementary, middle and high schools. Goucher is committed to the recruitment of minorities in all undergraduate and graduate programs and as faculty members. Currently Goucher serves approximately 22 percent of minority students in its overall student population. The job-embedded approach of the Goucher MAT Program and its openness to students from a variety of school systems and backgrounds, will make the proposed degree accessible to a wide range of students. Additionally, Goucher College academic support resources are designed to help bolster the retention of all students, including minority students.

Goucher anticipates that the fully online delivery options for this program will reach a wider, more diverse group of students from local school systems and private schools and, therefore, increase access to this program for students who are historically underrepresented in graduate degree programs.

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

If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources may be redistributed to this program.

This program is not related to an identified low productivity program. The face to face MAT Program is one of the most consistent graduate programs at Goucher with a 2017-18 enrollment of 120.

N. Finance

Complete Tables 1 and 2 for the first five years of the program and provide a narrative rational for each resource and expense.

TABLE 1: RESOURCES					
Resource Categories	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
1. Existing Funds	\$66,560	\$67,558	\$68,571	\$69,600	\$70,644

2. Tuition/Fee Revenue (c+g below)	0	0	0	0	0
a) # 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) # P/T Students	10	15	20	20	25
e) Credit Hr. Rate	\$550	\$560	\$570	\$580	\$590
f) Annual Credit Hr.	12	12	12	12	12
g) Total P/T Revenue (d x e x f)	\$66,000	\$100,800	\$136,800	\$139,200	\$177,000
3. Grants, contacts, & other external sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (add 1-4)	\$132,560	\$168,358	\$205,371	\$208,800	\$247,644

Table 1: Resources Narrative
Allocated Funds

Two full-time faculty (Assistant Provost and the MAT Director) will continue to work with the current face to face program as well as the online program. Existing funds in 1 above equals the equivalent of one-full time faculty member with benefits. An average yearly raise of 1.5 percent is projected. Current faculty for the face to face program will be paid to develop online versions of current courses. The current Technology Coordinator for Distance Learning has been working

with teachers of hybrid courses and will work with the teaching staff to convert all courses over the next 24 months.

Tuition and Fee Revenue

Tuition is based on 10 part-time students entering the program in the first year with an expected 80 percent annual retention rate. The second year of the program will admit a new group of first-year students, with gradual growth in enrollments leading to 25 new students per year by the 5th year of the program. The projection of the number of students who will enroll in the program is from experience with on-ground students in the face-to-face program. Tuition will be the same for on-line options. School systems that reimburse teachers based on their master agreements with their Teachers' unions will get a reduced price for courses, that is, the negotiated rate of reimbursement. The cost will be \$540.00 per credit.

TABLE 2: EXPENDITURES					
Expenditure Categories	2018	2019	2020	2021	2022
1. Faculty (b + c below)	\$66,560	\$67,558	\$68,571	\$69,600	\$70,644
a) # FTE	0	0	0	0	0
b) Total Salary	\$52,000	\$52,780	\$53,571	\$54,375	\$55,191
c) Total Benefits	\$14,560	\$14,778	\$14,999	\$15,225	\$15,453
2. Admin. Staff (b + c below)	0	0	0	0	0
a) # FTE	0	0	0	0	0
b) Total Salary	0	0	0	0	0
c) Total Benefits	0	0	0	0	0
3. Support staff	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	\$2,500	\$500	\$500	\$500	\$500
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses Software, marketing, faculty development, and course development	0	0	0	0	0
8. TOTAL (add 1-7)	\$69,060	\$58,058	\$69,071	\$70,100	\$71,444

Table 2: Expenditures Narrative

1. Faculty (# FTE, Salary, and Benefits):

The equivalent of 1 full-time faculty member will teach in the program the first year (this represents the allocated time of 1 full-time faculty member. A full-time faculty member will also receive a course release to develop the courses for full online delivery.

In the second and subsequent years, the equivalent of one full-time faculty member will continue to teach in the program (representing the allocated time of the three full-time faculty members as noted above). Raises for full-time faculty members of 1.5% per year are projected. Benefits are projected at 28% of salary.

2 & 3. Support and Admin Staff (# FTE, Salary, and Benefits):

Current support staff can be used for the on-line delivery of the M.A.T program.

No additional support staff is expected in the first 5 years of the program.

4. Equipment:

No additional equipment is expected in the first 5 years of the program.

Goucher College has recently launched CANVAS as the course platform; CANVAS adapts well to an on-line delivery system and is currently in use for hybrid courses.

5. Library:

The present library resources can accommodate the needs of the Goucher College M.A.T. online program. The library is well equipped to support students with journal and other resources needed for their course of study which can be accessed remotely.

6. New and/or Renovated Space:

No new or renovated space needs are expected in the first 5 years of the program.

7. Other Expenses (misc.):

Since this program already exist as a face-to-face option no additional funding for marketing is needed as the on-line versions will be folded into our current marketing strategy.

Appendix A

Master of Arts in Teaching (MAT) Courses/Curriculum

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 604. Contemporary Issues in Education (3 credits)

A study of contemporary issues in a philosophical and historical context. The impact of Dewey, Bestor, Asante, Schlesinger, Friere, Spring, and other educational approaches, methods, and practices.

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 course in reading: Instruction*) Prerequisite: ED 682E.

ED 628. Teaching Reading Through Text (3 credits)

An examination of the role and use of a variety of texts to teach reading. Strategies for using decodable text as well as literature, non-fiction, and functional text in the reading program and in content instruction. Structural features of narrative, expository, and functional texts and the challenges each poses for readers. (*MSDE-approved course in reading: Materials*)

ED 629. Reading Assessment (1-3 credits, 1 credit needed in M.A.T. program)

An analysis of formal and informal reading assessments. Interpretation of informal and standardized test results. Strategies for assessing various aspects of reading performance, including oral reading, constructed-response assessments, and fluency and comprehension. (*MSDE-approved course in reading: Reading Assessment*)

ED 630. Advanced Methods and Strategies in Secondary Reading (3 credits)

Strategies to ensure all students meet the literacy demands of learning in content areas. Exploration of the effects of individual differences on student performance and motivation. Specific methods to effectively teach and use research, media, and study skills. Assessment and planning tools to assess students' strengths and needs and incorporate techniques to support their learning. (*MSDE-approved course in reading: Teaching Reading in Secondary Content Area, Part II*) Prerequisite: ED 682S.

ED 656. Effective Techniques of Classroom Management and Discipline (1.5 credits)

The effect of planning, judgment, and interactive decision-making processes on classroom management and discipline. An examination of the impact of various discipline styles.

ED 660. Reflective Planning/Reflective Teaching (1.5 credits)

An exploration and analysis of instructional planning processes. Strategies to engage learners and maximize learning opportunities.

ED 672. Assessing Needs and Evaluating Progress (3 credits)

Analysis of techniques that identify student strengths and weaknesses. Uncover problem causality and monitor and evaluate change. Exploration of the technical considerations of any measurement system. Ways to depict information from assessments and other indicators. Explore

consequences of assessments. (*MSDE-approved course in reading: Reading Assessment when taken with one-credit ED 629*)

ED 680. Theories of Learning (3 credits)

Emphasis on translating theoretical knowledge about learning into meaningful applications of instruction. Explores how good teachers make decisions based on how students learn and how complex student factors affect these decisions. Two major theoretical orientations reviewed: behavioral and cognitive.

ED 681. Curriculum Development for a Multicultural Society (3 credits)

Principles of curriculum development, implementation, and evaluation. The role in curriculum development of diverse needs of students in a multicultural society. Impact of philosophical, historical, psychological, and societal factors on curriculum development, research, and practice. Trends and issues related to curriculum.

ED 682E. Foundations 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 course in reading: Processes and Acquisition*)

ED 682S. Foundations of Reading and Language Arts: Secondary (3 credits)

An understanding of the research and theories underlying approaches to the development of reading and written language for secondary students. Strategies for developing skills and integrating them into broader areas of the curriculum at the secondary level. Exploration of authors, literature, and texts for reading and as models for writing at the secondary level. (*MSDE approved course in reading: Teaching Reading in the Secondary Content Area, Part I*)

ED 683. Acquiring, Extending, and Using Knowledge in Science (2 credits)

An examination and application of dimensions of learning in science. An exploration of both content and methodology in science.

ED 684. Acquiring, Extending, and Using Knowledge in Social Studies (2 credits)

An examination and application of dimensions of learning in social studies. An exploration of both content and methodology in social studies.

ED 685. Acquiring, Extending, and Using Knowledge in Mathematics (2 credits)

An examination and application of dimensions of learning in mathematics. An exploration of both content and methodology in mathematics.

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.

ED 687. Internship with Seminars (1-15 credits, variable)

This yearlong internship or supervised teaching experience (for conditional teachers) is divided into two time periods: phase one, field placement; and phase two, student teaching. Interns are expected to spend 20 hours a week in the classroom during their field placement for a minimum

of 15 weeks, followed by full-time student teaching for a minimum of 15 weeks. Interns and supervised conditional teachers will also be required to meet for a weekly seminar during the yearlong internship experience. Computer competencies (Maryland Teacher Technology Standards), functional behavioral assessment, conflict resolution, and differentiation will be among the topics discussed in the seminars. Cluster meetings with supervisors may be required. Prerequisite: passing scores on Praxis CORE (or Praxis I prior to September 2014) or qualifying scores on the SAT, ACT, or GRE (see page 10) and ED 656, 660, 680, and 682 to begin phase one. Passing scores on the Praxis II content tests, as applicable, to begin Phase II. For students in special education, ED 688 is a prerequisite or corequisite.

ED 688. Educational Assessment and Diagnosis of Students with Special Needs I (General) (3 credits)

An examination and exploration of assessment instruments and procedures diagnosing elementary through secondary students who are experiencing learning problems. Communicating assessment results to parents and teachers.

ED 689. Educational Assessment and Diagnosis of Students with Special Needs II (Specific) (3 credits)

Further examination, exploration, and administration of assessment instruments for diagnosing specific problems for elementary through secondary students. An emphasis on interpretation, development of prescriptive recommendations, and consultation skills with teachers and parents. Prerequisite: ED 688.

ED 690. Curriculum Design and Adaptations for Students with Special Needs I (General) (3 credits)

Principles of curriculum development, implementation, and evaluation and their role in addressing students with disabilities. Intervention, management, consultation, adaptations (including computer adaptations), and instructional procedures for students with special needs.

ED 691. Curriculum Design and Adaptations for Students with Special Needs II (Specific) (3 credits)

Developing programs to address the needs of different disabilities and diverse individual education programs including computer adaptations. Course divides into two sections, 1-8 (general transitioning procedures), 6-12 (school-to-work transitions, including vocational education).

ED 693. Methods and Strategies in Secondary Education, Part I (3 credits)

Explores a variety of instructional techniques, including reflective teaching and inductive and constructive approaches to teaching. Specific application to content areas.

ED 694. Methods and Strategies in Secondary Education and Specialty Areas (Pre-K 12), Part II (2 credits per semester for two semesters for a total of 4 credits)

Blends theory and practice of teaching with an expert coach in the specific area of certification. Explores the implementation of instructional decision-making in a content discipline through problem-based seminars and study groups. Videotaping for analysis may be used throughout the course.

Appendix B

Goucher College Graduate Programs in Education Faculty, with Current Teaching Assignments

Patricia Abrahms, *assistant professor of practice (pt)*; biology instructor, Mount Saint Joseph High School; B.S., Salisbury University; M.Ed., Goucher College

Renard Adams, *assistant professor of practice (pt)*; executive director, Department of Performance Management and Assessment, Baltimore County Public Schools; B.A., Morehouse College; M.Ed. & Ed.D., Johns Hopkins University

Linda Allen-Bell, *assistant professor of practice (pt)*; specialist Anne Arundel County; B.S., Towson State University; M.A., Gallaudet University

Ann Bain, *assistant professor of practice (pt)*; retired diagnostic/prescription teacher, Sheppard Pratt Hospital; B.S., Albertus Magnus College; M.A., Temple University; Ph.D., Johns Hopkins University

Louise Batchelor, *assistant professor of practice (pt)*; lead high school mentor teacher, Chesapeake High School, Anne Arundel County Public Schools; B.A., University of Maryland, Baltimore County; M.A., Notre Dame University of Maryland

Sharon Baylin, *assistant professor of practice (pt)*; special educator/resource teacher, Baltimore County Public Schools; B.A., University of Baltimore; M.Ed., Loyola University Maryland

Kenya Beard, *assistant professor of practice (pt)*; ED 684; social studies teacher, KIPP Ujima Village Academy; B.S., Weber State University; M.Ed., Goucher College

Nancy Berge, *assistant professor of practice (pt)*; S.T.A.T teacher, Patapsco High School; B.S. & M.A., Eastern Michigan University; Ed.S., Michigan State University

Barbara Bisset, *assistant professor of practice (pt)*; ED 604; co-director, Teachers' Institute, Goucher College; B.S., Towson University; M.S., Johns Hopkins University

Linda Blackman, *assistant professor of practice (pt)*; retired director, Master of Arts in Teaching Program, Goucher College; B.A., Stony Brook University; M.S., University of Maryland, College Park

Jeanne Blades, *assistant professor of practice (pt)*; retired reading specialist and special education resource teacher, Baltimore County Public Schools; B.S., University of Dayton; M.S., Johns Hopkins University

Margaret Blades, *assistant professor of practice (pt)*; ED 685; retired, mathematics teacher, Harford County Public Schools; B.S., Towson University; M.Ed., Goucher College

Gary Brager, *assistant professor of practice (pt)*; retired supervisor of research, Baltimore County Public Schools; B.S., Towson University; M.A. & Ph.D., University of Maryland, College Park

Sarah Brennan, *assistant professor of practice (pt)*; middle school language arts teacher, Immaculate Conception School; B.A., Marquette University; M.Ed., Goucher College

Gaye Brown, director, Master of Education Program, Goucher College; B.A., Smith College; M.A.T., University of Massachusetts

Ric Chesek, *assistant professor of practice (pt)*; ED 691; principal, Marley Glen School; B.S., University of Maryland; M.Ed., Loyola University Maryland

Tammi Coit, *assistant professor of practice (pt)*; assistant principal, Kipp Ujima Village Academy; B.A., M.Ed., Goucher College

Lorraine Costella, *assistant professor of practice (pt)*; ED 601; retired coordinator of special education, Graduate Programs in Education; B.A., Bowling Green State University; M.Ed., Ph.D., University of Maryland, College Park

Sherella Cupid, *assistant professor of practice (pt)*; research assistant, University of Maryland, Baltimore County; B.A., Drexel University; M.Ed., Goucher College

Nancy Dalina, *assistant professor of practice (pt)*; ED 687; teacher, St. Stephen School; B.A., University of Maryland, Baltimore County; B.S., Towson University; M.A.T., Goucher College

Timothy Dangel, *assistant professor of practice (pt)*; retired coordinator of assessment and research, Anne Arundel County, Graduate Programs in Education, Goucher College; B.A., M.S., Ph.D., Pennsylvania State University

Jane Daugherty, *assistant professor of practice (pt)*; retired music department chair, Anne Arundel County Public Schools; B.M.E., West Virginia Wesleyan College; M.A., West Virginia University

Lele Demestihias, *assistant professor of practice (pt)*; ED 627; reading specialist, Anne Arundel County Public Schools; B.S., University of Maryland, Baltimore County, M.Ed., Loyola University of Maryland

Karen Donovan, *assistant professor of practice (pt)*; principal, Anne Arundel County Public Schools; B.S., Salisbury State University; M.Ed., Loyola University

Brenda Duerr, *assistant professor of practice (pt)*; ED 686; special education teacher, Anne Arundel County Public Schools; B.S., Towson University; M.S., Western Maryland College

Marquis Dwart, *assistant professor of practice (pt)*; principal, Overlea High School, Baltimore County Public Schools; B.A., State University of New York, Buffalo; M.S., McDaniel College; E.Ed., Morgan State University

Douglas Elmendorf, *assistant professor of practice (pt)*; principal, Baltimore County Public Schools; B.M., Ithaca College; M.M., University of Massachusetts; Ed.D, Towson University

Vincent Evans, *assistant professor of practice (pt)*; assistive equipment and technology specialist, Harford County Public Schools; B.S., Pennsylvania State University; M.Ed., Bloomsburg University

Rebecca Fischer, *assistant professor of practice (pt)*; ED 628; resource teacher, Baltimore County Public Schools; B.S., Towson University; M.Ed., Goucher College

Barbara Flook, *assistant professor of practice (pt)*; adjunct lecturer, Graduate Programs in Education, Goucher College; B.S., University of Delaware; M.A., George Washington University

Bryon Fracchia, *assistant professor of practice (pt)*; curriculum coordinator, The Harbour School; B.A. & M.A.T., Goucher College

Susan Gallo, *assistant professor of practice (pt)*; retired English department chair, Anne Arundel County Public Schools; B.A., Towson University; M.Ed., Johns Hopkins University

Rebecca Gault, *assistant professor of practice (pt)*; teacher specialist, Harford County Public Schools; B.S., M.A., M.S., Towson University

Maria Teresa Gomis Quinto, *assistant professor of practice (pt)*; supervisor, Graduate Programs in Education, Goucher College; B.A., Universidad de Alicante; M.A., West Virginia University

L. Gail Green, *assistant professor of practice (pt)*; language arts supervisor, Baltimore County Public Schools; B.A., M.Ed., Towson University

Bernadette Grizzell, *assistant professor of practice (pt)*; resource teacher, Anne Arundel County Public Schools; B.S., Saint Louis University; M.S., Purdue University

Sharon Hansen, *assistant professor of practice (pt)*; ED 693; principal, Anne Arundel County Schools, B.S., Auburn University; M.Ed., University of Alabama; MA, Johns Hopkins University

James Hargest, *assistant professor of practice (pt)*; retired assistant supervisor of special education, elementary schools, Harford County Public Schools; B.S., M.Ed., University of Maryland

Timothy Hayden, *assistant professor of practice (pt)*; coordinator, Office of School Counseling, Baltimore County Public Schools; B.A., Keene State College; M.A., Loyola University Maryland

Allison Hecht, *assistant professor of practice (pt)*; neuropsychologist/school psychologist, private practice; B.S., Duke University; M.A., Ph.D., University of Georgia

Suzanne Henneman, *assistant professor of practice (pt)*; facilitator ballroom program, Baltimore County Public Schools; B.S., University of North Carolina at Greensboro; M.A., Notre Dame of Maryland University

Judith Jenkins, *assistant professor of practice (pt)*; ED 630, ED 681; coordinator of graduate programs in reading, Graduate Programs in Education; retired curriculum director, Maryland State Department of Education; B.S., Kent State University; M.Ed., University of Maryland, College Park

Oliver Jenkins, *assistant professor of practice (pt)*; mathematics education consultant, Math Ed Constructs, Inc.; B.A., Loyola University; M.S., John's Hopkins University; M.Ed., Ph.D., University of Maryland, College Park

Robert Jervis, *assistant professor of practice (pt)*; ED 694; retired coordinator, schools under reconstitution, Maryland State Department of Education; B.A., M.Ed., Pennsylvania State University

Josephine Kolakowski, *assistant professor of practice (pt)*; retired reading specialist, Anne Arundel County Public Schools; B.S., Towson University; M.Ed., Goucher College

Diana Kolego, *assistant professor of practice (pt)*; reading specialist, Harford County Public Schools; A.A., Harford Community College; B.S., M.Ed., Towson University

Katherine Lauritzen, *assistant professor of practice (pt)*; retired coordinator, reading and language arts, Maryland State Department of Education; B.S., University of Maryland; M.Ed., Loyola University Maryland

Amber Letters, *assistant professor of practice (pt)*; department chair, English Department, Sparrows Point High School; B.A., Duquesne University; M.Ed., Nova Southeastern University

David Maimone, *assistant professor of practice (pt)*; ED 688; special education resource teacher, Baltimore County Public Schools; B.A., Towson University; M.Ed., Goucher College

Patricia Mason, *assistant professor of practice (pt)*; principal, Magnolia Elementary School; B.S., Towson State University; M.Ed., University of Maryland

Barbara McCain, *assistant professor of practice (pt)*; retired assistant principal, Baltimore County Public Schools; B.A., Gettysburg College; M.Ed., Towson University

Thomas Michocki, *assistant professor of practice (pt)*; science department chairmen, Eastern Technical High School, Baltimore County Public Schools; B.S., Towson University; M.A.E., University of Maryland, Baltimore County

Geoffrey Miller, *assistant professor of practice (pt)*; director, physical education and athletics, Goucher College; B.A., Amherst College; M.S., University of Massachusetts

Natasha Miller, *assistant professor of practice (pt)*; specialist, research and evaluation, Maryland State Department of Education; B.S., City University of New York, Brooklyn College; M.S., Ph.D., Pennsylvania State University

Edmund Mittel, Jr., *assistant professor of practice (pt)*; ED 683; science teacher, Cecil County Public Schools; B.A., University of Delaware; M.Ed., Johns Hopkins University; Ed.D., University of Maryland, College Park

Michele Murphy, *assistant professor of practice (pt)*; ED 689; special education resource support teacher, Baltimore County Public Schools; B.A., Hood College; M.Ed., Goucher College

Laurie Namey, *assistant professor of practice (pt)*; equity supervisor, Harford County Public Schools; B.S., Bloomsburg University; M.Ed., Goucher College

George Newberry, *assistant professor of practice (pt)*; retired coordinator of STEM Initiatives, MSDE; B.S., Shippensburg State; M.Ed., Goucher College

Laura Oldham, *assistant professor of practice (pt)*; inclusion resource teacher, Baltimore County Public Schools; B.A., M.Ed., Goucher College

Edmund O’Meally, *assistant professor of practice (pt)*; attorney, Pessin Katz Law, P.A.; B.A., Frostburg State University; J.D., University of Maryland School of Law

Christina O’Neill, *assistant professor of practice (pt)*; Graduate Programs in Education, Goucher College; B.A., College of Notre Dame of Maryland; M.Ed. Loyola University

Andrea Parrish, *assistant professor of practice (pt)*; lecturer, Department of Special Education, Towson University; B.S., Towson University; M.Ed., Johns Hopkins University

Stefani Pautz, *assistant professor of practice (pt)*; curriculum development coordinator, Baltimore County Public Schools; B.A., M.A., Salisbury University; Ed.D., Towson University

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