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

PROPOSAL FOR:

_____ NEW INSTRUCTIONAL PROGRAM

_____X SUBSTANTIAL EXPANSION/MAJOR MODIFICATION

_____ COOPERATIVE DEGREE PROGRAM

_____X 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

M.Ed.	**Master of Education**
Award to be Offered	Title of Proposed Program
0801.00	**13.0101**
Suggested HEGIS Code	Suggested CIP Code
Education	**Dr. Phyllis Sunshine**
Department of Proposed Program	Name of Department Head
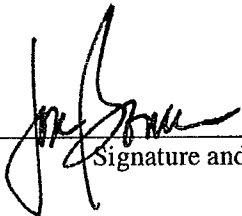
Kathryn Doherty	**Kathryn.doherty@goucher.edu**	**410-337-6802**
Contact Name	Contact E-Mail Address	Contact Phone Number

Signature and Date   12/15/17   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 M.Ed. 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 Goucher College (with Sheppard Pratt) Graduate Programs in Education's Master of Education Program and Professional Development Certificate Program is to provide articulated coursework that will instruct educators and professionals in allied fields in the theory and practice of learning/teaching. Individuals who complete the program will be reflective, critical thinkers who are effective within their professions and will employ a variety of strategies to meet the diverse needs of those they teach. Additionally, they will demonstrate a commitment to continuing their own learning in an effort to better serve their students.

The Goucher College/Sheppard Pratt Master of Education (M.Ed.) and Professional Development Certificate Program (PD) are designed to enable educators to address the societal forces that impact student development and success by examining the social and ethical issues, curricular and management strategies, and relevant research and theory. The program combines the academic excellence of Goucher College with the mental health expertise of Sheppard Pratt Hospital. The M.Ed. Program is based on the Goucher Programs in Education Standards.

Goucher College has been a leader in supporting the growth of Maryland educators since 1991. The College continues to respond to the needs of public and private schools in Maryland by producing and enhancing the development of teachers and administrators who can effectively educate all students. The Master of Education (M.Ed.) has provided highly effective educators to schools and school systems across the state and beyond.

Goucher College seeks to build on the long-term success of this traditional face-to-face M.Ed. program by offering the option of completing the program entirely online. Expanding the M.Ed. 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 seminal skills for classroom teachers and school administrators in Pre-k-12 settings. Educators in this program engage in rigorous action research with a job-embedded approach that supports the needs of students with whom they interact on a daily basis. Each student selects an area of concentration/ specialization. Technology and portfolio requirements provide evidence of mastery within each area of concentration.

An online option for the M.Ed. program will be responsive to our stakeholders and will enable students who cannot access the campus to customize activities unique to their assignment while gaining a broad understanding and appreciation of the content, skills, strategies and applications of coursework.

Goucher College's Master of Education degree and Professional Development Certificates are designed with a curriculum that integrates theoretical and practical course work in ten areas of specialization (**See Appendix A for course descriptions**):

- **Athletic Program Leadership and Administration** *(Courses, ED 615, 616, 617, and 618)*
- **At-Risk & Diverse Learners** (Courses, *ED 631, 632, 633, and 634)*
- **Literacy Strategies for Content Learning** *(Courses, ED 620A, 638 B,C, 678, and 679)*
- **Middle School Specialization** (only used with cohort or school system designated courses, *ED 621, 622, 623, and 634*) ;
- **Montessori Studies** (courses with the Maryland Center for Montessori Studies)
- **Reading Instruction** (*Courses, ED 625, 626, and 637)* for (MSDE-approved for Reading Specialist certification add *ED 636, 635, 638, 639 and 672*)
- **School Improvement Leadership** (*Courses, ED 671, 672, and 673* (MSDE-approved program for Administrator 1 Certification *add ED 653, 681, 646, and 674*)
- **Reducing Student, Classroom, and School Disruption: Prevention and Intervention** *(Courses, ED 607, 661, and 662*)
- **Special Education for certified Elementary and Secondary Teachers** *(Courses, ED 688, 690 and 691, and 698)*
- **Teacher as Leader in Technology** (*ED 675, 676, and 677*)

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 a fully online format. The M.Ed. program and Professional Development Certificate online option was requested by various stakeholders across the state. Online delivery will provide ease of access to educators who work long hours every day and for those who are also juggling family responsibilities. Goucher College also serves educators who are deployed in the military who want to enhance their skillset while deployed. Offering the M. Ed Program fully online will provide greater access for the military 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 school systems and private schools across the state as well as Goucher faculty. These professionals understand the need for and value of the online enhancement because the majority work fulltime in Pre-k-12 schools and are required by the Maryland State Board of Education (MSDE) to complete certification and renewal of certification areas. The M.Ed. is one option for certification renewal. These certificated educators work in the 24 local school systems and in non-public schools throughout the state. Maryland's students will benefit from graduates who can apply knowledge gained in any of the ten specializations listed above.

Those in the M. Ed program will benefit from joining an online community of like-minded professional educators who are working across the state and beyond in sharing best practices, research-based strategies and problem solving techniques.

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 M.Ed. program of study encourages students to develop specific knowledge, strategies and skills needed by coaches, teachers and school administrators in schools across the country. 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 educators in a variety of educational settings. The Goucher College M.Ed. and Professional Development Certificate have a "job-embedded" approach that encourages participants to produce artifacts and outcomes that directly relate to their profession.

The online program delivery will allow to students select their courses to meet requirements of their chosen specialization. The M.Ed. is 36.0 credits. The Professional Development Certificate Program is 21.0 credits. The courses required must be completed with a grade of B- or higher. A student with transfer credits must also meet these same requirements.

Course of Study (36.0 credits)

Course descriptions for all courses listed below are available in the catalogue (**See Appendix A**). Each of the ten specialization areas are listed in part A above. They address the societal and other forces that have an impact on student development and achievement and examine social and ethical issues, curricular and management strategies, and relevant research. Wherever possible a clinical perspective is offered with practical applications. The course of study is as follows:

A total of 36.0 credit hours is required to complete the M. Ed program. Students must complete 15.0 credit hours in (ordinarily) five core courses, as follows:

- ED 601 - Theories of Development: A Lifespan Perspective
- ED 602 - The Social and Psychological Forces Affecting Youth
- ED 603 - Personality Development and Self-Esteem
- ED 604 - Contemporary Issues in Education
- ED 605 - Research Method
- ED 681 – Curriculum Development for a Multicultural Society used as an alternative core for School Improvement Leadership and with permission of a Director for other specializations.

Six credit hours in four clinical courses, including:

- ED 651 - Educating for Character (recommended)
- ED 652 - Mediation of Conflict (recommended)

- Two additional clinical electives (1.5 credit courses are considered clinical electives).

Additional 15.0 credit hours, as follows:

- Three credits to be taken in an elective course
- Three credits to be taken in a research seminar implementing an action research project in the area of specialization
- The remaining 11 credits are taken in the area of specialization.

Each student must meet technology and portfolio requirements within the area of specialization.

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 a 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.

The current marketplace includes many online providers, Phoenix University and Western Governors' University to name two. Although "distance learning" options are growing exponentially, a strength of the Goucher program is that it aligns with the MSDE Institutional Performance Criteria for Pre-k-12 public school system priorities. This includes the Maryland Career and College Readiness Standards (MCCRS), Student Learning Objectives (SLO) used in teacher and principal evaluation, differentiation and continuing professional development for educators. Goucher College Graduate Programs in Education has been successful in providing hybrid courses for many educators in school systems throughout Maryland. Completely on–line options would support the needs of school systems and the educators who serve students in these systems.

Graduates of the M.Ed. programs become teacher–leaders and administrators in all areas of education and become the mentors, coaches and content experts that new and untenured teachers rely on in their schools.

The teacher shortage will become worse in the next decade; turnover of teachers who leave teaching before year five of their tenure is mounting. Teacher –leaders and administrators who have a rich set of skills and content knowledge are critical to stop the flow of teachers leaving the profession.

The Maryland State Board of Education declared the following content areas as critical shortage areas at the October 25, 2016 State Board 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.

Recommendation 1: The Maryland State Board of Education declares the following content areas as critical shortage areas:

Business Education (7-12)
Career and Technology areas (7-12):
Technology Education
      Family and Consumer Sciences
      Computer Science (7-12)
English (7-12)
English for Speakers of Other Languages (ESOL) (preK-12)
Mathematics (7-12)
Middle School Education (4-9):
English Language Arts
Mathematics
Science
Social Studies
Science areas (7-12):
      Biology
      Chemistry
      Earth/Space science
      Physical science
      Physics
Special Education areas:
      Generic: Infant/primary (birth-grade 3)
      Generic: Elementary/middle school (grades 1-8)
      Generic: Secondary/adult (grades 6 – adult)
      Hearing impaired
      Blind and Visually impaired
World Language Areas (PreK-12):
      French
      Spanish
The Arts:
   Art (PreK-12Dance (PreK-12)

Recommendation 2: The Maryland State Board of Education declares the following 24 Maryland jurisdictions as geographic areas of projected shortage of certified teachers:

> Allegany County
> Anne Arundel County
> Baltimore City
> Baltimore County
> Calvert County
> Caroline County
> Carroll County
> Cecil County
> Charles County
> Dorchester County
> Frederick County
> Garrett County
> Harford County
> Howard County
> Kent County
> Montgomery County
> Prince George's County
> Queen Anne's County
> St. Mary's County
> Somerset County
> Talbot County
> Washington County
> Wicomico County
> Worcester County

Recommendation 3: The Maryland State Board of Education declares a shortage of teachers who are males and teachers who are members of minority groups.

Recommendation 4: The Maryland State Board of Education declares a shortage of the non-classroom professional positions of library/media specialist, school psychologist, and speech/language pathologist.

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

The online M.Ed. Program degree will allow educators throughout the state to have flexibility in earning this degree. In Pre-k-12 schools the M.Ed. is a precursor to qualifying for administrative positions such as principal and various specialist and supervisor positions for educators.

The 24 local school systems as well as private schools are intent on retaining educators with the Advanced Professional Certification (APC) as the "the baby boomer" generation is retiring. Educators completing this M.Ed. are teacher leaders, assistant principals, specialists, supervisors and principals. Superintendents and Assistant Superintendents also must have this certification which requires a masters.

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 online 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, provides methodology for analyzing the data. The staffing report surveys the deans and directors of teacher education programs in Maryland colleges and universities as well as the directors of human resources in local school systems. The report is produced by the Division of Educator Effectiveness. Along with survey data, the analysis is based on data collected by the Division of Curriculum, Assessment and Accountability.

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, 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.

The Bureau of Labor Statistics (data.bls.gov) employment data for 2016 show the following.

Although not all M.Ed. program are listed as critical shortage areas, all of the Goucher Collge programs enhance and support leaders in education to strengthen the skillset of their peers and enhance the education of students in challenging public schools. The effectiveness of assistant principals, principals, reading specialists, literacy and technology teacher–leaders has a direct impact on the achievement of students. Additionally educators with expertise in dealing with disruptive student behaviors and students who are at-risk for failure help Maryland meet the requirements under the federal Every Student Succeeds Act (ESSA).

These are all areas in which Goucher M.Ed. Program graduates excel, and in which our proposed online M.Ed. Program graduates will demonstrate effectiveness as they advance to leadership positions.

Provide data showing the current and projected supply of prospective students
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 30 new students per year by the 5^h year of the program. The retention rate from the first year to the second year of the program is estimated at 75 percent. Projected 5-year enrollment is presented below:

	2018	2019	2020	2021	2022

Number of anticipated students	10	15	20	25	30

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 M.Ed. online program are unique in content to Goucher College and emphasize Goucher College's commitment to meeting the needs of Pre K-12 students who live in challenging circumstances and to the educators, teachers and administrators, who work with them on a daily basis. The M.Ed. focuses on the knowledge, skills and dispositions critical to educator effectiveness in the areas of specialization.

Provide justification for the proposed program.

Goucher College has determined through surveys that its current and potential M.Ed. population expects 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 to the use of technology, online options are very much 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 M.Ed. 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, The 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.

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 as those currently participating face-to–face at Goucher College.

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 M.Ed. 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

G. 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, as a member of Maryland Online, has adopted the Quality Matters standards as guidelines for design, development and delivery of all online courses and programs. Courses are developed under the criteria outlined in the QM rubric, and go through an internal peer review process (QM qualified reviewers) prior to delivery. Faculty wishing to teach online are required to complete two QM webinars that review best practice in design and delivery of online courses and programs.

The Goucher College online delivery option for the M.Ed. 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 witin 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.

H.   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 M. Ed program will remain the same as for the face-to-face program with some additions depending upon enrollment. The current Director of the M. Ed 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 has several fulltime faculty who direct and coordinate GPE programs Program Faculty are typically adjunct school system practitioners who hold a M.Ed. or a Doctorate. They are specialists, supervisors, principals, directors, assistant superintendents and so forth in school systems around the state. They bring hands on problem solving skills, theoretical expertise and practical experience in challenging schools and a commitment to improving achievement for all students. In their 2013 Accreditation Report for Goucher, the Maryland State Department of Education (MSDE) commended the quality of the Goucher College graduate 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 listing of current faculty, titles, and teaching assignments.

I. 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 M.Ed. program was evaluated in 2013 with renewal approval granted in July 2014.

The fully online Goucher M.Ed. will be subject to the same evaluation requirements as the face-to-face program for course, faculty and program evaluation. All Goucher 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.

The assessment plan that guides the assessment of student learning outcomes for the M.Ed. will continue to be in place for the online M.Ed. 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 M.Ed. Director and the Assistant Provost. Feedback from these reports are provided by the Assistant Provost to the faculty at Graduate Programs in Education Program Improvement Team (PIT), a committee comprised of representatives of faculty, students, alumni and school system stakeholders.

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 Pre-k-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 and 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 M.Ed. student population. The job-embedded approach of the Goucher M.Ed. Program face-to-face and online 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 M.Ed. 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 M.Ed. Program is one of the largest graduate programs at Goucher with a 2017-18 enrollment of 450+.

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	25	30
e) Credit Hr. Rate	$550	$560	$575	$580	$590
f) Annual Credit Hr.	9	9	9	9	9
g) Total P/T Revenue (d x e x f)	$49,500	$75,600	$102,600	$130,500	$159,300
3. Grants, contacts, & other external sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (add 1-4)	$116,060	$143,158	$171,171	$200,100	$229.944

Table 1: Resources Narrative

Allocated Funds
 Two full-time faculty (Assistant Provost and M.Ed. Director) will continue to work with the current face-to-face M.Ed. 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, but these funds are already allocated and are not new. Current faculty for the face-to-face program will be paid to develop online versions. 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 % 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 30 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 existing students in the face-to-face program. Tuition will be consistent with other Goucher online graduate programs. School systems that reimburse teachers based on their master agreements with their teachers' association will get a reduced price for courses. The cost per credit will be $ 540.00 per credit.

Expenditure Categories	2018	2019	2020	2021	2022
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	1	1	1	1	1
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	$68,058	$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 fully 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 percent 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 online delivery of the M.Ed. and Professional Development Certificate 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 online delivery system and is currently in use for some hybrid courses.

5. Library:
 The present library resources can accommodate the needs of the Goucher College M. Ed 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. However, a total of $4,500 will be allocated for the library to address any of the unique research and scholarship needs of online students.

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 online versions will be folded into our current marketing strategy.

Appendix A

Master of Education 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 602.   The Social and Psychological Forces Affecting Youth (3 credits)
A study of the sociological and psychological forces prevalent in today's world and the effects of these forces on children and adolescents. Review and critique of solutions proposed for social problems using a cultural design model, including community agencies, health systems, social services, and help for the homeless.

ED 603.   Personality Development and Self-Esteem (3 credits)
An exploration of the relationship between personality development and self-esteem. Implications for learning, motivation, and creativity. Specific strategies and practical methods of enhancing self-esteem.

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, Frire, Spring, and other educational approaches, methods, and practices.

ED 605.   Research Methods (3 credits)
Basic principles of research methodology, design, and analysis of data. Evaluation of methodology and design. Application to education. Prerequisite: Course should be completed in the middle of the program and after two courses in the student's area of specialization.

ED 606.   Action Research/Special Project (1-6 credits, variable)
Implementation of an action research or a special research project. Choice is made individually in consultation with a member of the faculty. It is recommended that the action research work be completed over two semesters. Prerequisite: ED 605.

ED 607.   Prevention Strategies, Classroom Management and Communication (3 credits)
Developing strategies to increase positive classroom and school environments. Prevention strategies include communication; instruction; classroom environment and structure; rules, routines and procedures and developing and maintaining meaningful relationships with students.

ED 615.   Athletic Administration/Leadership (3 credits)
Analysis of the strategies, objectives, and policies for managing high school and collegiate sports programs. Emphasis on personnel management, program and facility management, legal issues, fiscal and budgetary controls, rules compliance, and marketing and public relations.

ED 616.   Sports Psychology (2 credits)
An examination of sports from a psychological perspective. Emphasis is on the personality, behavioral, and motivational dynamics of sports involvement. Implications of competition, personality, aggression, attitudes and motivation, stress management, and group processes. Small-group research will be encouraged.

ED 617.   Coaching Seminar (2 credits)
An exploration of the philosophy, ethics, and strategies of coaching. Problems and contemporary issues associated with coaching at all levels. Prerequisite: ED 615.

ED 618.   Athletic Administration/Coaching Internship (2 credits)
On-the-job supervised learning in an athletic administrative/leadership or coaching setting. For degree and certificate candidates, completion of technology competencies and portfolio are required. Prerequisite: ED 615, 616, 617.

ED 619   Diversity Issues in Athletics (3 credits)
Recognize and manage issues of diversity in sports and sports organizations. Application of theoretical frameworks to contemporary diversity and inclusion issues faced in sports organizations. Examination of impact of mainstream stereotypes and misconceptions of diversity in sports.

ED 620A.   Teaching Students to Write Using Multiple Strategies: Composing (3 credits)
Analysis of stages of writing including development of ideas, organization, voice, word choice, sentence fluency, presentation, and conventions. Exploration of strategies to help students compose quality written products. Strategies for identifying students' strengths and needs in writing.

ED 620B.   Teaching Students to Write Using Multiple Strategies: Issues of Correctness (3 credits)
Analysis of developmental stages of writing and spelling, focusing on the development of a command of basic and advanced grammar and mechanics. Identification of common errors in written and spoken English and review of grammatical concepts that underlie these errors. Strategies to help students recognize and correct errors in their writing and in spoken English.

ED 621.   Middle School Colloquium I [content topic 1] (3 credits)
The content discipline addressed will vary to meet students' needs. Interwoven with the content will be an emphasis on the development milestones of early adolescence and the pedagogical implications from both content and learner perspectives.

ED 622.   Middle School Colloquium 2 [content topic 2] (3 credits)
The content discipline addressed will vary to meet students' needs. Interwoven with the content will be an emphasis on the development milestones of early adolescence and the pedagogical implications from both content and learner perspectives.

ED 623.   Middle School Colloquium 3 [content topic 3] (3 credits)
The content discipline addressed will vary to meet students' needs. Interwoven with the content will be an emphasis on the development milestones of early adolescence and the pedagogical implications from both content and learner perspectives.

ED 624.   Middle School Special Seminar (1–3 credits, variable)
The topics of the seminar or project will vary to meet students' needs. May be repeated for credit. A maximum of 10 credits may be taken. For degree and certificate candidates, one credit is required to complete a special project, portfolio, and technology competencies. Prerequisites: ED 621, 622, and 623.

ED 625.   Strategies and Resources for Teaching Reading (3 credits)
Exploration of a comprehensive approach to literacy education, including selection of strategies and materials, grouping options, and best uses of time to foster reading and writing. There is focus on decision making for learners at differing stages of development and from differing cultural and linguistic backgrounds.

ED 626.   Diagnosis of Reading Difficulties (3 credits)
An exploration of reading and writing disabilities and the assessment-instruction process. Strategies to evaluate student performance and instructional context, including informal

classroom-based assessments, structured inventories, and formal assessments. (MSDE-approved course in reading: Reading Assessment)

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, nonfiction, 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, variable)

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 comprehension. (MSDE-approved course in reading: Reading Assessment)

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

Strategies to ensure the success of all students in meeting the literacy demands of learning in content areas. Exploration of the effects of individual differences on student performance and motivation. Specific methods to teach and use research, media, and study skills effectively. 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)

ED 631.   Psychological and Social Characteristics of At-Risk and Diverse Learners (3 credits)

Preventive emphasis on the factors placing children at risk. Retrospective and prospective at-risk research and its social and educational implications for diverse learners. An examination of genetic, biological, medical, developmental, socioeconomic, familial, and educational factors.

ED 632.   Psychological and Social Characteristics of Resilient Learners (2 credits)

The concept of the "vulnerable but invincible" at-risk student. An examination of the protective factors and competencies that distinguish resilient at-risk children from vulnerable at-risk children. The social, educational, and familial factors that foster resiliency. The use of protective factors for prevention and educational intervention. Prerequisite: ED 631 or permission of the director.

ED 633.   Methods of Teaching At-Risk and Diverse Learners (3 credits)

Analysis of effective organizational and instructional strategies, including psychological, social, and educational approaches for at-risk and diverse learners. Participants will be encouraged to apply techniques to students in their own classes. Prerequisite: ED 631 or permission of the director.

ED 634.   Special Project Seminar on At-Risk and Diverse Learners (1-6 credits, variable)

The topic of the seminar or special project will vary to meet students' needs. For degree and certificate candidates, one credit is required to complete a special project, portfolio, and technology competencies. Prerequisite: 24 credits completed, including ED 631, 632, and 633.

ED 635.   Practicum Part II: Role of Reading Specialist/Literacy Coach (3 credits)

An examination of the various facets of the role of the reading specialist. Techniques for developing a reading support program. Strategies for working with students, teachers, parents, and other staff and community leaders. Considerations in working with adults in a support role. Ideas for supporting the total school reading program. For degree and certificate candidates,

completion of technology competencies and portfolio required. Prerequisite: nine credits of reading and Practicum Part I.

**ED 636.	Overview of Reading Intervention Strategies (1.5 credits)**
An exploration of theories and models of reading intervention. An examination of factors that cause children to experience difficulty learning to read. Emphasis on characteristics common among intervention models, as well as characteristics that differentiate among models. In-depth analysis of intervention models used in schools.

**ED 637.	Practicum Part I: Reading Diagnosis/Instruction (3 credits)**
A clinical experience in conducting diagnostic assessment and designing appropriate instructional interventions. Supervised administration of reading measures and preparation of diagnostic reports. Opportunity for practice in application of specific intervention techniques with students experiencing difficulty in reading. Requires practicum work with children. Prerequisites: ED 625, 626, 638, and 639.

**ED 638A.	Special Project Seminar in Reading Interventions: Word Identification (1.5 credits)**
Detailed examination of intervention models for word identification instruction for early literacy, intermediate children and adolescents, and for special education and inclusion classrooms. Strategies for teaching and developing word identification skills. Often requires practicum work with children.

**ED 638B.	Special Project Seminar in Reading Interventions: Comprehension (1.5 credits)**
Detailed examination of intervention models for comprehension instruction for early literacy, intermediate children and adolescents, and for special education and inclusion classrooms. Strategies for teaching and developing comprehension skills. Often requires practicum work with children.

**ED 638C.	Special Project Seminar in Reading Interventions: Vocabulary (1.5 credits)**
Detailed examination of intervention models for vocabulary instruction for early literacy, intermediate children and adolescents, and for special education and inclusion classrooms. Strategies for teaching and developing vocabulary. Often requires practicum work with children.

**ED 639.	Psychological and Linguistic Foundations of Reading (3 credits)**
Theoretical and research-based perspectives on reading. Factors that impact reading and learning, including concepts related to phonemic awareness and its relationship to early reading success; phonemes, graphemes, and their correspondence; morphemes and structural analysis; and construction of meaning. Perspectives related to language development and reading acquisition and the variations related to cultural and linguistic diversity.

**ED 640.	Collaboration: Engaging Families, Staff, and Young Children with Special Needs**
		(2 credits)
Designed to provide students with an understanding of working with children and their families and childcare providers through a home visiting model. Examine home visiting from a historical perspective and from a family perspective. Topics include the characteristics of a home visitor, adult learning theory and coaching.

**ED 642.	Early Intervention: An Approach to Early Care and Education (3 credits)**
Focus on planning, implementing, and evaluating early intervention programs for eligible infants, toddlers, and their families. Topics include Individualized Family Service Plan (IFSP) development, family-centered curriculum, family support techniques, problem solving and

decision-making, instructional strategies, early literacy development, technology, and alternative models for provision of early intervention services.

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 657A.   Communications: Theory (1.5 credits)
An examination of various theories of communication and their impact on development of active listening and concentration skills.

ED 657B.   Communications: Application (1.5 credits)
The application of various styles of communication and a study of the most common barriers to effective communication.

ED 660.   Reflective Planning/Reflective Teaching (1.5 credits)
An exploration and analysis of instructional planning processes. Strategies to engage learners and maximize learning.

ED 661.   Intervention Strategies I, Conflict Resolution (2 credits)
Principles of alternative dispute resolution strategies, conflict resolution education and issues of violence prevention, social justice and responsible citizenship. Theoretical and philosophical frameworks for interventions, communication and conflict resolution.

ED 662.   Intervention Strategies II, Supporting Students with Challenging Behaviors (3 credits)
Positive behavioral supports through a multi-tiered approach. Characteristics of several different types of students demonstrating behavioral difficulties (e.g. emotional and behavioral disorders; attention deficit disorders; developmental disorders and conduct disorders). Strategies that can increase positive behaviors and design of an individualized behavior plan.

ED 665.   Active Learning with Technology: Enriched Classroom Presentations (3 credits)
Basic scripting procedures used to transform traditional desktop presentation technology to active presentations, independent learning experiences and/or a flipped classroom experience.

ED 666.   Applying Technology in the Social Sciences Classroom–Online (3 credits)
Provides an overview of the pedagogies and technologies that are widely integrated into teaching social sciences. It will also familiarize participants with many resources for integrating technology in a purposeful and targeted way.

ED 671.   School Improvement Leadership: A Theoretical Perspective (3 credits)
A consideration of the psychological, social, and administrative processes and assumptions underlying school improvement and change. Recent educational leadership and administrative research related to programs, strategies, and techniques that address varying student needs.

ED 672.   Assessing Needs and Evaluating Progress (3 credits)
Analysis of techniques that identify student strengths and weaknesses. Uncovering problem causality and monitoring and evaluating change. Exploration of the technical considerations of any measurement system and of ways to depict information from assessments and other indicators. Exploration of assessment consequences. (MSDE-approved course in reading: Reading Assessment when taken with one-credit ED 629)

ED 673.   School Improvement Leadership: Facilitating a Positive School Culture (3 credits)
Tools to improve and maintain a positive school culture. Strategic planning techniques to maximize collaborative behaviors and participation. A study of systems thinking and effective staff development techniques. Prerequisite: ED 671.

ED 674.   Special Project Seminar/Practicum in School Improvement Leadership (Part A, 1.5 credits; part B, 1.5 credits)
Topics of the seminar or special project include school logistics, scheduling, maintenance, finance, parent involvement, personnel, and human relations. Computer applications in management are reviewed. Other topics to address individual needs of students. For degree and certificate candidates, completion of technology competencies and portfolio are required. Required practicum for students seeking certification as administrator I. Prerequisite: ED 673 and permission of the director.

ED 675.   Teacher Leadership in Technology-Based Learning (3 credits)
Examines how teachers can assume a technology leadership role in their schools through the lens of the change process. Examines ways schools help students use technology based on Maryland Teacher Technology Standards. Prerequisite: experience with a variety of productivity tools such as word processing, databases, spread sheets, graphics, digital imaging, presentation tools, and web design.

ED 676.   Leading Technology-Based Learning for Improved Student Learning (3 credits)
Examines how teachers can take a technology leadership role in their schools by exploring the integration of emerging technologies into school curriculum based on Maryland Teacher Technology Standards. Analyzes cultural and societal factors related to curriculum and technology. Designs, implements, and evaluates the impact of a curriculum designed with technology integration. Prerequisite: ED 675.

ED 677.   Special Project Seminar / Practicum in Teacher Leadership in Technology (Part A, 1.5 credits; part B, 1.5 credits)
Enables teachers to learn how to deal effectively with critical learning issues in integrating technology within the school program based on Maryland Teacher Technology Standards. Analyzes how to work productively with other staff members to improve learning through technology. Focuses on how to help the total school community plan for the implementation of technology. For degree and certificate candidates, completion of technology competencies and portfolio are required. Prerequisites: ED 675, 676.

ED 678.   Choosing Diverse Materials for Improving Content Learning (2 credits)
Evaluation, analysis, and selection of a variety of appropriate texts for subject-matter learning. Investigation of issues related to text complexity and selection of text of sufficient rigor for content learning. Exploration of content reading materials that promote depth of information, offer distinctive points of view, fit reading competencies of the intended audience, and offer opportunities for a range of thinking.

ED 679.   Special Project Seminar in Literacy Strategies (1 credit)
The topic of the seminar or special project will vary to meet students' needs. For degree and certificate candidates, one credit is required to complete a special project, portfolio, and technology competencies. Prerequisite: 24 credits completed, including ED 620A, 638, and ED 678.

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 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 697.   Reading Strategies for Content Learning (3 credits)
Challenges of supporting high-quality subject-matter learning through effective reading strategies, including discipline-specific challenges. Investigation of strategies, grouping options, differing cultural and linguistic backgrounds.

ED 698.   Special Project Seminar for Special Education A/B (1 credit each term)
Students demonstrate understanding of relationship between theory, research and professional practice through completion of e-portfolio and a project that provides a service to their school related to the area of specialization.

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); 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); ED 636; 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); 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); Ed 606; middle school language arts teacher, Immaculate Conception School; B.A., Marquette University; M.Ed., Goucher College

Gaye Brown, *assistant professor of practice* (pt); ED 606, 673; 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); ED 602, 632; assistant principal, Kipp Ujima Village Academy; B.A., M.Ed., Goucher College.

Lorraine Costella, *assistant professor of practice* (pt); ED 601, 674, 698; 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); 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 Demestihas, *assistant professor of practice* (pt); 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); ED 638A, 638B; principal, Anne Arundel County Public Schools; B.S., Salisbury State University; M.Ed., Loyola Univerity

Brenda Duerr, *assistant professor of practice* (pt); ED 639, special education teacher, Anne Arundel County Public Schools; B.S., Towson University; M.S., Western Maryland College

Marquis Dwarte, *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); ED 665, 666, 675, 676; 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, 629; resource teacher, Baltimore County Public Schools; B.S., Towson University; M.Ed., Goucher College

Barbara Flook, *assistant professor of practice* (pt);, 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); ED 620A, 620B; 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

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(pt) = part-time; (ft) = full-time