



November 14, 2018

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

David A. Vanko, Ph.D.  
Interim Provost and Executive  
Vice-President for Academic  
Affairs

Office of the Provost

Towson University  
8000 York Road  
Towson, MD 21252-0001

t. 410 704-2125  
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Dear Secretary Fielder:

Please find enclosed a proposal to offer a new program at Towson University, the **Master of Education in Gifted and Creative Education**.

Due to the requirements of Maryland's "Every Student Succeeds Plan", which requires the annual assessment of gifted children, and the demand for teachers trained in working with gifted students, Towson University proposes a **Master of Education in Gifted and Creative Education**. The program will provide Maryland teachers with the knowledge to develop gifted children's talents, especially those historically underrepresented in gifted education programs.

We respectfully request the Commission's consideration of this proposal.

Sincerely,

A handwritten signature in blue ink that reads "DAVanko".

David A. Vanko, Ph.D.  
Interim Provost and Executive Vice President  
for Academic Affairs

DAV/maw

cc: Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM  
Dr. Janet DeLany, Dean of Graduate Studies  
Dr. Westley Forsythe, Director, Accreditation and Compliance Services  
Dr. Laurie Mullen, Dean, College of Education  
Dr. Laila Richman, Assistant Dean, College of Education

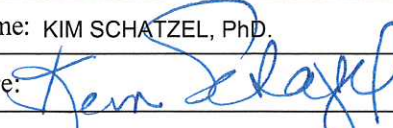


## Cover Sheet for In-State Institutions New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	TOWSON UNIVERSITY
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*Each action below requires a separate proposal and cover sheet.*

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

Payment Submitted:	<input checked="" type="radio"/> Yes <input type="radio"/> No	Payment Type:	<input checked="" type="radio"/> R*STARS <input type="radio"/> Check	Date Submitted:	
Department Proposing Program	EARLY CHILDHOOD EDUCATION				
Degree Level and Degree Type	MASTER OF EDUCATION (M.Ed.)				
Title of Proposed Program	GIFTED AND CREATIVE EDUCATION				
Total Number of Credits	30				
Suggested Codes	HEGIS: 81100		CIP: 131004		
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education ( <i>fully online</i> ) <input type="radio"/> Both				
Program Resources	<input type="radio"/> Using Existing Resources <input checked="" type="radio"/> Requiring New Resources				
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer             Year: 2019				
Provide Link to Most Recent Academic Catalog	URL: <a href="https://catalog.towson.edu/graduate/">https://catalog.towson.edu/graduate/</a>				
Preferred Contact for this Proposal	Name: WESTLEY FORSYTHE				
	Title: DIRECTOR, ACCREDITATION AND COMPLIANCE SERVICES				
	Phone: (410) 704-3312				
	Email: WFORSYTHE@TOWSON.EDU				
President/Chief Executive	Type Name: KIM SCHATZEL, PhD.				
	Signature: 			Date: 11/26/18	
	Date of Approval/Endorsement by Governing Board:				

Revised 6/13/18

## **Executive Summary**

Towson University proposes an M.Ed. program in gifted and creative education with a special focus on critical- and creative-problem solving and thinking skills, which would also earn students who already possess a valid Maryland teaching credential who successfully complete the program a statement on their transcript that he or she has completed a Maryland-approved program that fulfills the requirements for a Gifted & Talented Education Specialist endorsement on that pre-existing Maryland teaching certificate. This would be a program that would be housed in the Department of Early Childhood Education but use resources from across the College of Education and other colleges and departments at Towson University. This program, which is not offered by another University System of Maryland or state-funded institution, is envisioned as helping to meet the needs of Maryland teachers for excellent and affordable classes focused on developing the talents of bright children, especially those in groups historically underrepresented in gifted education programs, whose talents are often misunderstood. The “excellence gap” is especially troubling, as fewer black and Hispanic children score at “advanced” levels on achievement tests as compared to their white and Asian peers—this excellence gap is caused, in part, by the lack of gifted and creative coursework available to Maryland teachers. As Maryland’s new Every Student Succeeds Plan requires tracking annual yearly progress of gifted children for the first time, the interest in gifted education should grow. This program would be especially attractive to educators as all of the core coursework could be completed either on campus or, were there interest from school districts, as part of closed cohorts. A special emphasis of the program of study would be the developing talents, creativity, and problem-solving skills of all children and their families, including those from traditionally underrepresented groups.

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

In 1866, Towson University was established by the Maryland General Assembly for the training and certification of teachers in the State's public schools. Since that time, Towson University has served that role with pride and honor, with over a quarter of Maryland's teaching force holding a degree or credential or both from the university. Towson University's College of Education (CoE) prides itself on its responsiveness to Maryland's children, parents, teachers, administrators, and school districts, and works to provide classes, certificates, and degree programs that provide all of those constituencies with programming that is responsive to their needs, relevant to the best practices in the field, and rigorous in its content. In keeping with this tradition of service to the children, families, and teachers of Maryland, the Towson University CoE is thus pleased to propose an M.Ed. in gifted and creative Education (GACE), offerings that are not available from other public institutions within the state.

COMAR 13A.04.07 regulations establish the minimum standards for gifted and talented programs that each school district is required to offer. The GACE programs would prepare practitioners with the knowledge, understandings, and expertise to provide the services required by COMAR 13A.12.03.12, with a special emphasis on working with the increasingly diverse student populations being served by Maryland schools and building creative thinking. The gifted and creative education program would be housed in the Early Childhood Education Department (ECED), but would make use of faculty from across Towson University.

Teachers must meet the needs of all learners, including the gifted and talented, and to nurture their creativity. None of the University System of Maryland institutions,

however, offer an M.Ed. in gifted and creative education. Indeed, gifted education was identified as a growth area and an area of need in Maryland higher education (Hanover Report, 2016—a copy of the Hanover Report is attached hereto as Appendix B and incorporated herein by this reference). This lack of graduate coursework in gifted and creative education limits the access of teachers in Maryland schools to those practices, strategies, and methods that have been demonstrated as being most effective in serving gifted and talented learners, in building creative and critical thinking skills, and in working with families from all backgrounds to support their children. Many teachers are unfamiliar with the characteristics and needs of diverse gifted learners (children of color, English learners, and students from low-SES households), which severely limits the identification of these children as gifted and in turn reduces their access to programming that develops their talents. No program in Maryland has a special focus on developing the creativity and problem-solving abilities of *all* children.

The proposed programs would help teachers assist children from all grade levels, all backgrounds, and all subject areas develop their creative potential and to better express this across a broad array of subjects in a nearly infinite variety of ways. The GACE program would begin with five courses covering classroom essentials (an introductory course, one focusing on gifted children’s social and emotional needs, one that explores how best to differentiate the curriculum for advanced learners), and augment these with two additional courses (models and strategies and creativity and problem solving) as well as an internship experience. All other courses required for the M.Ed. would comprise existing courses currently offered by Towson University, either within a single department of the CoE or from courses within the CoE combined with

those from other departments within Towson University. This approach would provide prospective students with the background and skills needed to best serve Maryland's highly able children, as well as the flexibility to tailor an educational experience that most closely aligns with their professional needs and interests, all while making efficient use of resources. As most teachers work with specific age groups of children (i.e., early childhood, elementary, middle grades, and secondary), candidates for the M.Ed. could elect to take classes in the department most aligned to their needs or (in the case of secondary and middle school teachers), in the disciplinary departments covered by their teaching certificate (i.e., biology, chemistry, English, etc.).

The proposed GACE programs fit well within Towson University's and the CoE's historic and current missions. Towson University's summary mission statement emphasizes its role in:

[F]ostering intellectual inquiry and critical thinking [to] prepare graduates who will serve as effective, ethical leaders and engaged citizens. Through a foundation in the liberal arts, an emphasis on rigorous academic standards, and the creation of small learning environments, we are committed to providing a collaborative, interdisciplinary and inter-professional atmosphere, excellence in teaching, leadership development, civic engagement, and applied and sponsored research opportunities at the undergraduate and graduate levels. Our graduates leave Towson University with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy, and environment of Maryland, the region, and beyond.

This mission aligns with the CoE's role as:

Maryland's preeminent teacher education institution as well as a national model for professional preparation, Towson University has a distinguished history in the preparation of classroom teachers and education specialists. The College of Education offers a comprehensive slate of high quality, performance-based,



professional education programs for the initial and advanced preparation of teachers and education specialists. The majority of graduates from the college enter schools as teachers and specialists.

Together, the expertise and leadership of Towson University, the CoE, and their faculty leave us uniquely suited to provide quality programming for the teachers serving Maryland's children.

## **B. Critical and compelling regional or Statewide need as identified in the State Plan**

Per MSDE's *Maryland Every Student Succeeds Act (ESSA) Consolidated State Plan*, "gifted and talented students" have been added to those groups whose performance is monitored and tracked for improvement. Until this document was published in September of 2017, the performance of gifted and talented students had not been tracked, and thus was not a primary focus of many teachers and administrators. As school districts will now be monitored and expected to demonstrate improvement of gifted and talented students from year to year, we anticipate there being increased demand to meet this critical and compelling statewide need for teachers with special training in serving this population.

Disparities in access to gifted programming exist, per National Center for Education Statistics data for Maryland, about 16% of children overall are identified as gifted, but only 7% of Black students are labeled as such. Similarly, 44% of children enrolled in the Howard County Public School System (HCPSS) are identified as gifted, while fewer than 3% of those educated in Baltimore City Public Schools are. All 76 HCPSS schools offer gifted programming, while only 28 of 177 Baltimore City Public Schools do so. Towson University envisions its GACE program, with its emphasis on

ways of identifying and serving gifted and talented children from diverse backgrounds, will help to reduce these disparities and to improve the educational outcomes of all children.

The title of the proposed program, Gifted and Creative Education, clarifies the broad focus of the program and a greater concern for contemporary issues of diversity and inclusiveness. The emphasis on using a variety of research-based instructional strategies that have been demonstrated as effective with diverse gifted and creative learners of the programs reflects the mission statements of Towson University, the College of Education at Towson University, and Goal 1 of the Maryland State Plan for Higher Education, Diversity. The Maryland State Plan for Higher Education notes, as Strategy 1, that we shall, “Continue to improve college readiness among K-12 students, particularly high school students” (p. 27) and, as part of Strategy 6, “Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements” (p. 27). The interdisciplinary, discipline-focused, and collaborative approach of the proposed MEd program in Gifted and Creative Education responds to this charge given in the Maryland State Plan for Higher Education. Moreover, the critical thinking skills which will be developed in the program’s graduate classes and internship will provide students with the tools to successfully negotiate questions of diversity and difference within the context of developing talents and skills.

### **C. Quantifiable and reliable evidence and documentation of market supply and demand in the region and State**

There are currently an estimated 3.5 million teachers in the United States. According to the Teach.com website, the national demand for teachers will grow by 18 percent by



2024. Teacher shortages are already effecting schools in Maryland, the District of Columbia, and Virginia. Over the next 10 years, The National Bureau of Labor Statistics predicts over 1.9 million new teachers will be hired. The Hanover Report suggests that gifted education specialist positions will increase due to:

- Additional school-aged children in America's schools;
- High turnover, as an increasing number of current teachers reach retirement age;
- The inability of many teachers to receive training in gifted education because of a lack of programs; and
- The perceived importance of reporting gifted children's progress as a result of recent changes to ESSA.

According to the P-12 Longitudinal Data System, Towson University is the public state institution that prepares the highest number of teachers each year, and we also serve many in-service teachers through our closed cohort programs as well as our offerings at Towson and the Universities at Shady Grove site. Recent graduates are working in every one of the state's 24 school districts.

At the moment, few options exist for teachers interested in serving gifted and creative children, and no options exist that are offered by University System of Maryland institutions. This serves to make additional preparation prohibitively expensive for many teachers and school districts.

Fall Enrollment in Similar Programs					
Institution	2012	2013	2014	2015	2016
Johns Hopkins	7	6	2	1	1
Notre Dame	18	24	22	28	31
McDaniel College (approved 2018)	0	0	0	0	0

Source: MHEC Trends in Enrollment Data by Program

#### D. Reasonableness of program duplication

To meet more effectively the needs expressed by our local school districts and the requirements of increasingly rigorous national data reporting standards, the proposed program builds on the strengths of the faculty and existing coursework in the Towson University CoE. A unique aspect of the proposed program that differentiates it from others in the state and directly addresses the evolving role of teachers who work with gifted and creative children, will be the ability of graduates to obtain a M/Ed. with specialized content related to the grade levels which they serve. The 30-credit M.Ed. degree will contain a required core of 18 credits which consists of the courses required for MSDE gifted specialist endorsement, while the remaining 12 credits can be satisfied with a range of elective courses, including options for the completion of Post Baccalaureate Certificates.

Degrees Awarded in Similar Programs					
Institution	Year 1	Year 2	Year 3	Year 4	Year 5
Institution	2012	2013	2014	2015	2016
Johns Hopkins	21	7	9	6	2

Notre Dame	0	2	3	3	4
McDaniel College (approved 2018)	0	0	0	0	0

Source: MHEC Trends in Degrees and Certificates by Program

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

The proposed GACE programs would not overlap or compete with any offered by Maryland's HBIs, and thus not affect the Maryland HBIs' identity.

### **F. Relevance to high-demand programs at Historically Black Institutions (HBIs)**

The proposed GACE programs would not overlap or compete with any offered by Maryland's HBIs, as no HBIs offer a program of this kind.

### **G. Adequacy of curriculum design and delivery to related learning outcomes**

Towson University's CoE has designed a curriculum that will provide an overview of ways to best serve gifted, talented, and creative children while also supplying the specific skills and understandings necessary to provide supports and challenges to children in the classroom. At the center of this curriculum are six courses designed to provide a rigorous and rich background to the field. These courses include the following: Introduction to Gifted Education & Talent Development; Developing and Implementing Curriculum for the Gifted; Models and Strategies for Teaching the Gifted, Talented, and Creative; Social & Emotional Development of Gifted and Creative Children; Creativity & Problem Solving; and Internship. Complete descriptions of these courses are included in Appendix A, and incorporated herein by this reference.

Teachers, of course, are certificated to work with children in specific and limited age spans. For example, teachers with early childhood certification work with children from birth through the third grade, those with elementary certification teach children enrolled in first through sixth grade, those with middle school certification teach grades four through nine in a specific subject area (e.g., mathematics) and those with secondary

certification teach children enrolled in seventh through twelfth grade in a specific subject area. While principles of gifted and creative education will span the PreK through 12<sup>th</sup> grades, the practitioners who will earn this degree will most frequently work with children enrolled in specific grades.

For this reason we wish candidates for the Gifted and Creative Education (GACE) M.Ed. to take their four electives in one of the specific departments at the College of Education (CoE) or two electives from a CoE department and two electives from a specific academic program from the College of Liberal Arts (CLA), the College of Fine Arts & Communication (CFA), or the Fisher College of Science & Mathematics (FSM). The decision of which classes to take would be made in consultation with and approved by the student’s advisor. This would permit GACE students to take advantage of the rich offerings already offered at Towson and to let them focus on those areas that would best benefit them in the classroom.

*Table 1. Core Courses for Gifted and Creative Education M.Ed.*

<i>Course Number</i>	<i>Title</i>	<i>No. of Credits</i>
ECED 6xx	Introduction to Gifted Education and Talent Development	3 credits
ECED 6xx	Developing and Implementing Curriculum for the Gifted, Talented, and Creative	3 credits
ECED 6xx	Models and Strategies for Teaching the Gifted, Talented, and Creative	3 credits
ECED 6xx	Social & Emotional Development of Gifted and Creative Children	3 credits

ECED 6xx	Creativity & Problem Solving	3 credits
ECED 6xx	Internship	3 credits

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These core courses would be augmented by four others from a single department at Towson University's CoE, selected with the student's advisor so that they best meet the needs of the student's professional practice. As each student has unique needs, and may or may not have already earned an M.Ed., it is difficult to say with certainty how these electives would look. Below are several typical approaches that make use of course required by individual departments for their programs:

*Table 2. Early Childhood Education (a total of 12 credits selected from below courses)*

<i>Course Number</i>	<i>Title</i>	<i>No. of Credits</i>
ECED 607	Learner Diversity and Inclusion in Early Childhood Education	3 credits
ECED 609	Growth and Development of Young Children	3 credits
ECED 610	Learning Environments: Curriculum & Technology	3 credits
ECED 619	Assessment, Observation and Evaluation in Early Childhood Education	3 credits
ECED 665	Curriculum Development in Early Childhood Education	3 credits
ECED 680	Celebrating the Arts with Young Children: Integrating the Arts in Curriculum for Young Children	6 credits

*Table 3. Elementary Education*

<i>Course Number</i>	<i>Title</i>	<i>No. of Credits</i>
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EDUC 605	Informing Educational Practice to Affect Change	3 credits
EDUC 647	Advanced Processes of Teaching and Learning	3 credits
EDUC 660	Matters of Diversity, Equity, and Empowerment in Learning Communities	3 credits
EDUC 665	Curriculum Theory and Development	3 credits

*Table 4. Reading Education (the following 4 courses)*

<i>Course Number</i>	<i>Title</i>	<i>No. of Credits</i>
REED 650	Social, Cultural, and Curricular Contexts for Second Language Learning	3 credits
REED 651	Introduction to Assessment for Second Language Learners	3 credits
REED 652	Introduction to Linguistics for Teachers of Language and Literacy	3 credits
REED 665	Teaching Reading & Writing in the Content Areas PreK-12	3 credits

*Table 5. Secondary & Middle School Education (the following four courses)*

<i>Course Number</i>	<i>Title</i>	<i>No. of Credits</i>
EDUC 601	Concepts and Issues in Education	3 credits
EDUC 605	Informing Educational Practice to Affect Change	3 credits
SCED 741	Curriculum Development in the Secondary School	3 credits

SCED 647                                      Advanced Processes of 3 credits  
Teaching and Learning

*Table 6. Educational Technology & Literacy (one course sequence would be selected)*

<i>Course Number</i>	<i>Title</i>	<i>No. of Credits</i>
ISTC 541	Foundations in Instructional Technology	3 credits
ISTC 655	Multimedia Design & Development	3 credits
ISTC 717	Distance Education Theory & Practice	3 credits
ISTC 731	Advanced Technology Integration	3 credits
<i>OR</i>		
ISTC 541*	Foundations in Instructional Technology	3 credits
ISTC 667	Instructional Development	3 credits
ISTC 674	Special Topics in Instructional Technologies	3 credits
ISTC 731	Theory and Practice for Integrating Digital Resources into Learning and Teaching	3 credits

\*Completing the second sequence would also result in a post-baccalaureate certificate (PBD) in educational technology

### **Admission Requirements**

Admission to the GACE M.Ed. will require the following:

- A baccalaureate degree from an accredited college or university;

- A minimum undergraduate GPA of 3.00 is required for full admission and 2.75 for conditional admission to the program. All GPA calculations are based on the last 60 units of undergraduate and post-baccalaureate study;
- A current résumé to as well as all post-secondary transcripts.
- Experience/background in the field with children and families;
- Two professional narrative letters of recommendation;
- An admission essay discussing the applicant's experiences working with children and families, and rationale for earning a master's degree related to professional goals and career aspirations.

In addition to the foregoing, applicants will be required to produce one or more of the following:

- An undergraduate degree or graduate course work in education, child development, psychology, family studies or a related field OR
- Teacher certification OR
- A minimum of three years of professional experience in a classroom or related setting serving children from birth to age 18 OR
- Undergraduate courses in the following areas: educational psychology or psychology of learning, child growth and development, curriculum and methods in education

Exceptional candidates who do not meet the specific experience/background criteria above may be considered for admission if they intend to work in settings with children from birth through age 18. In these instances, an interview with the program director is required.

## **Learning Outcomes**

The descriptions of the courses reflect a clear focus upon contemporary issues facing educators working with gifted and creative children that include issues of diversity and difference, whether through the encounter of difference in race or language, the movement of populations, the negotiation of new communities and learning environments, differences in language, or difference in human cultural practices surrounding schooling and learning—to name just a few examples. Standards-based performance tasks have been developed for each core course so that the competencies that comprise each standard are addressed by both formative and summative assessments within the specific course.

Consistent 1 to 5 scoring rubrics have been developed for every competency within each standard. These scoring rubrics will be used every time a course is offered, and results related to each student's performance will be relayed to both the individual student, the program director, the department assessment committee, and the department chair. This permits the program to provide specific standards-based feedback to students while they are enrolled in the course, and provides the department with information necessary to make curricular and instructional modifications to meet identified areas of student and program need.

ECED faculty will be involved in identifying ways to improve the program based upon assessment data collected. Specifically, faculty members shall:

1. Gather, compile, and submit data in table form at the conclusion of each core course summarizing student performance on those competencies that are assessed in each course;

2. Departmental members will organize and analyze data for each standard across the program;
3. Faculty members will review this data on a regular basis;
4. Proficiency data generated by the core assessments will be triangulated with instructor perceptions and grades as well as student and program completion assessments;
5. The department will analyze the scope and sequence of each course in light of the assessment data, with special attention paid to curriculum, instructional strategies, and assessments; and
6. Course content shall be modified as a result of these analyses.

#### **H. Adequacy of articulation**

N/A

#### **I. Adequacy of faculty resources**

The Towson University College of Education (CoE) has faculty members with special expertise in gifted and talented education and creativity and problem solving, especially as conceptualized to create inclusive programming in the schools. Many Maryland school districts would welcome an excellent and affordable program that would permit their teachers to gain either gifted and talented specialist certification, or an MEd in Gifted and Creative Education, or both. To that end, the Towson University CoE has envisioned creating a program that would meet the needs of teachers to build talented children's cognitive and creative skills. Two full-time, tenure-track faculty members in Towson University's CoE have extensive backgrounds in gifted, talented, and creative education, both at the PreK-12 level and in higher education.

Dr. Stephen T. Schroth is Professor & Graduate Programs Director at the CoE at Towson University, where he directs the MEd and MEd Plus programs in Early Childhood Education. Dr. Schroth holds a PhD in Educational Psychology/Gifted Education from the University of Virginia, where he worked as a research assistant for the National Research Center on the Gifted and Talented (NRC/GT). Dr. Schroth has written extensively on gifted education, with three articles being awarded the MENSA Education & Research Foundation Award for Excellence in Research, which recognizes studies of particular interest to gifted, talented, and creative learners. He has served as the chair of both the Arts Network and the Conceptual Foundations Network of the National Association for Gifted Children (NAGC), and as the Visual Arts Coordinator of the Torrance International Legacy Awards. His research interests include parenting gifted children; quality curriculum for gifted, talented, and creative children; and about preparing teachers to work with diverse gifted children.

Dr. Kimberly McCormick holds a PhD in Learning and Developmental Sciences with a Specialization in Educational Psychology and a Minor in Counseling from Indiana University and an MS in Educational Psychology with an emphasis in gifted and talented education from Ball State University. Dr. McCormick also holds a gifted endorsement from the Indiana Department of Education.

Complete the following table:



Faculty Resources					
	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Existing Faculty					
Stephen T. Schroth, PhD	1	PhD, Educational Psychology/Gifted Education	Professor & Graduate Programs Director	Full-time	GACE 601; GACE 602; GACE 603; GACE 710
Kimberly McCormick, PhD	1	PhD, Learning & Developmental Sciences	Assistant Professor	Full-time	GACE 601; GACE 604; GACE 605; GACE 710
Janese Daniels, PhD	1	PhD, Human Development Education	Associate Professor	Full-time	GACE 601; GACE 605
Ocie Watson-Thompson	1	EdD, Curriculum & Instruction	Professor	Full-time	GACE 602; GACE 603
Lea Ann Christianson	1	PhD, Curriculum & Instruction	Associate Professor	Full-time	ECED 665
Mubina Kirmani	1	EdD, Education	Professor	Full-time	ECED 607
Judith Guerrero	1	PhD, Curriculum & Instruction	Associate Professor	Full-time	ECED 665

Faculty Resources					
	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Sara Hooks	1	EdD, Special Education	Assistant Professor	Full-time	GACE 603

(Note: Faculty resources must address minimum requirements detailed in COMAR 13B.02.03.11 and 13B.02.03.20 (1) at least 50% of the total semester credit hours within the program shall be taught by full-time faculty; and 2) at least 1/3 of the courses offered in an off-campus program shall be taught by full-time faculty of the parent institution.)

### J. Adequacy of library resources

Albert S. Cook Library on the Towson campus supports student scholarship across Towson University by providing a wide array of resources, services, and learning opportunities that are available to students both on and off campus. Cook Library serves as an information hub with more than 300 computer workstations available to connect users to library catalogs, electronic databases, electronic books, online journals and the Internet. The library has three electronic classrooms with wireless Internet, and cloud printers and photocopy machines are located throughout the building as well. Graduate students have access to a graduate reading room on the second floor, as well as individual quiet study areas and group study spaces are available across the library as well. Special space within Cook Library is dedicated to quiet study and there are study cubicles located throughout the building for individual study as well as rooms specially designed for group work.

Cook Library's online catalog and electronic resources are accessible to Towson University students anytime, anywhere through the library's web page: <http://libraries.towson.edu>. The library's collection contains over 600,000 books, as well as almost 250,000 electronic books that can be accessed by students from any

location. Towson University students also have access to more than 150 electronic databases and about 20,000 electronic and print journals. Cook Library's collection is especially rich in areas related to teacher education, educational psychology, curriculum & instruction, gifted and creative education, and most matters related to PreK-12 schools, as befits its role as the State of Maryland's flagship teacher education institution. In addition to the rich resources available at Cook Library, Towson students can utilize other area library collections. They may request books from the University System of Maryland and Affiliated Institutions (USMAI) libraries, and they have access to many private college and university libraries in the Baltimore area. Materials needed for academic research may also be obtained from around the world via interlibrary loan and graduate students have access to document delivery as well. The Towson University CoE has and will continue to submit requests to Cook Library for books and other resources that support scholarly inquiry into gifted and creative education.

#### **K. Adequacy of physical facilities, infrastructure and instructional equipment**

The College of Education has been located in Hawkins Hall since its opening in 1977. Recently, the CoE has expanded into the adjacent and connected Psychology Building, which gives it extensively more space for both classrooms and offices. During the summer of 2017, Hawkins Hall was extensively renovated, with new ceilings, lighting, HVAC, flooring, and sprinklers being installed throughout the building. Additionally, the technology in all classrooms was upgraded, two new workspaces were introduced, that permit students, faculty, and classes to work with technology in collaborative and innovative ways. As such, the facilities of Hawkins Hall are sufficient for the purposes of this program.

#### **L. Adequacy of financial resources with documentation**

As a member of the University System of Maryland (USM), Towson University receives funding from both state funding and other revenue streams. For the 2017-2018 academic year, for example, Towson University has received state-assisted revenues of over \$307,372,708, a sum which represents nearly 61% of Towson University's total budget of \$505,513,573. The Gifted and Creative Education Program will operate within this budget, and will generate additional funding. As a result, the Gifted and Creative Education program will not need additional resources from the Provost of the University nor the Dean of the College.

#### **M. Adequacy of provisions for evaluation of program**

The proposed program will be evaluated on an annual basis by the CoE as well as by Towson University. It will also be evaluated every seven years at the state level by University System of Maryland (USM) and the Maryland State Department of Education MSDE. The program will also undergo review every seven years by the Council for the Accreditation of Educator Preparation (CAEP), the national accreditor for education programs.

The evaluation process for the GACE program will proceed as follows: In November each year, the program will submit the Yearly Assessment System Update & Data Analysis Report (YASU/DAR) to the CoE for review. The YASU/DAR is a report on the assessment results, analysis of those results, progress toward program goals, and any new goals and/or changes for the upcoming year. The CoE assessment team reviews the reports and sends feedback to the department. The YASU/DAR is then forwarded on to the Towson University Office of Assessment for university-level review.

In January, the Office of Assessment hosts “Assessment Day” where all programs present data and analysis on their program learning outcomes. Faculty from across Towson University participate in this peer review process and utilize a rubric developed by the University Assessment Council’s Subcommittee on Institutional Effectiveness to evaluate program reports. Results are then synthesized and recommendations are submitted to the University Assessment Council for approval. This data is used for continuous program improvement as part of the Middle States Accreditation process.

The University System of Maryland (USM) requires a program review by external reviewers for all academic degree programs every seven years. The 7-year program review process is extensive and consists of an internal self-study of each program within the context of the discipline as a whole and the department in which it resides. Each review must include feedback from an external reviewer and a comprehensive plan for improvement

#### **N. Consistency with the State’s minority student achievement goals**

Maryland’s minority student achievement goals are set forth in COMAR 13B.02.03.05 and the State Plan for Post-Secondary Education. The Maryland State Plan for Post-Secondary Education notes the changing demographics of the State’s school age population, and what this will mean for both PreK-12 schools and institutions of higher education.

The Gifted and Creative Education Program proposed will support these goals and objectives. As Maryland’s flagship teacher education institution, Towson University has long been charged with improving the instructional practices teachers use in Maryland’s classrooms. Both of these documents examine the excellence gap that exists in Maryland,

with fewer students who are black and Hispanic, from low-SES homes, or English learners scoring at advanced levels on state and national achievement tests. This gap is exacerbated by the paucity of opportunities such teachers have to obtain training on how best to serve diverse gifted learners. Specifically, the Gifted and Creative Education Program will:

1. Better recognize the characteristics and needs of gifted and creative children and to understand how those of diverse gifted and creative learners differ from those of the traditional populations served by such programs;
2. Design and implement curriculum that is rigorous and discipline-based, so that all children are able to interact with material that is challenging, accurate, and stimulating;
3. Use instructional strategies, including project-based learning, differentiation, guided investigations, acceleration, discussion, and others that have a strong research base that demonstrates their effectiveness with gifted learners;
4. Assess student learning so that gifted children's progress can be accurately tracked and to use this data to plan instruction;
5. Teach and support gifted and creative learners' critical and creative thinking skills, recognizing that all children are creative but that they often need to have different skills and needs that teachers can support and nurture;
6. Demonstrate that gifted and creative children's social and emotional needs include addressing heightened awareness, anxiety, perfectionism, stress,



issues with peer relationships, and concerns with identity and fit and provide teachers with the tools and strategies to address these; and

7. Support teachers and administrators who seek to establish and support gifted and creative programming and programs in the schools they serve in ways that will support both excellence and equity.

For these reasons, the proposed Gifted and Creative Education Program will support and enhance the State's minority student achievement goals are set forth in COMAR 13B.02.03.05 and the State Plan for Post-Secondary Education.

**O. Relationship to low productivity programs identified by the Commission**

N/A.

**P. If proposing a distance education program, please provide evidence of the Principles of Good Practice**

N/A.

**Q. Program Resources and Expenditures Tables**

Towson University has received state-assisted revenues of over \$307,372,708, a sum which represents nearly 61% of Towson University's total budget of \$505,513,573. The Gifted and Creative Education Program will operate within this budget, and will generate additional funding based on the projected enrolled students completing six credits per annum. As a result, the Gifted and Creative Education program will not need additional resources from either the Office of the Provost or the Dean of the College.

Instructions: Double clicking on the tables below allows you to input data as you would in an excel spreadsheet. The calculations will be completed automatically. Simply click on the page elsewhere to embed the spreadsheet in the Word document again.

<b>a. Annual Full-time Revenue of New Students</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Number of Full-time Students	0	0	0	0	0
Annual Tuition Rate	\$0	\$0	\$0	\$0	\$0
Subtotal Tuition	\$0	\$0	\$0	\$0	\$0
Annual Fees	\$0	\$0	\$0	\$0	\$0
Subtotal Fees	\$0	\$0	\$0	\$0	\$0
<b>Total Full-time Revenue of New Students</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>b. Annual Part-time Revenue</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>\$0</b>
Number of Part-Time Students	10	20	30	30	30
Credit Hour Tuition Rate	\$398	\$398	\$398	\$398	\$398
Annual Fees Per Credit Hour	\$130	\$130	\$130	\$130	\$130
Annual Credit Hours Per Student	6	6	6	6	6
Subtotal Tuition	\$23,880	\$47,760	\$71,640	\$71,640	\$71,640
Subtotal Fees	\$7,800	\$15,600	\$23,400	\$23,400	\$23,400
<b>Total Part Time Revenue</b>	<b>\$31,680</b>	<b>\$63,360</b>	<b>\$95,040</b>	<b>\$95,040</b>	<b>\$95,040</b>
<b>3. Grants, Contracts &amp; Other Sources<sup>3</sup></b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>4. Other Sources</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL (Add 1 - 4)</b>	<b>\$31,680</b>	<b>\$63,360</b>	<b>\$95,040</b>	<b>\$95,040</b>	<b>\$95,040</b>

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<sup>1</sup> Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote: origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and manner in which the reallocation is consistent with the institution's strategic plan.

<sup>2</sup> This figure should be a realistic percentage of tuition and fees which will be used to support the new program. Factors such as indirect costs linked to new students and the impact of enrolling continuing students in the new program should be considered when determining the percentage.

<sup>3</sup> Whenever external funds are included among the resources, the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external funding.

Expenditures are based upon the anticipated need for a 0.3 fte of a faculty salary for the first year, rising to 0.9 in the fifth.

<b>1. Total Faculty Expenses</b>	\$21,280	\$42,560	\$63,840	\$63,840	\$63,840
(b + c below)	\$0	\$0	\$0	\$0	\$0
<b>a. #FTE</b>	<b>0.3</b>	<b>0.6</b>	<b>0.9</b>	<b>0.9</b>	<b>0.9</b>
<b>b. Total Salary</b>	<b>16,000</b>	<b>32,000</b>	<b>48,000</b>	<b>48,000</b>	<b>48,000</b>
<b>c. Total Benefits</b>	5,280	10,560	15,840	15,840	15,840
<b>2. Total Administrative Staff Expenses</b>	0	0	0	0	0
(b + c below)	0	0	0	0	0
<b>a. #FTE</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>b. Total Salary</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>c. Total Benefits</b>	0	0	0	0	0
<b>3. Total Support Staff Expenses</b>	0	0	0	0	0
(b + c below)	0	0	0	0	0
<b>a. #FTE</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>b. Total Salary</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>c. Total Benefits</b>	0	0	0	0	0
<b>4. Equipment</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>5. Library</b>	<b>2,500</b>	<b>500</b>	<b>500</b>	<b>500</b>	<b>500</b>
<b>6. New or Renovated Space</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>7. Other Expenses</b>	<b>9,000</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>
<b>TOTAL (1-7)</b>	<b>\$32,780</b>	<b>\$44,560</b>	<b>\$65,840</b>	<b>\$65,840</b>	<b>\$65,840</b>

## **Appendix A**

### **GACE Course Descriptions**

ECED 6xx—Introduction to Gifted Education and Talent Development (3 credits). Overview of the fundamental background knowledge necessary for making decisions about the identification and education of gifted, talented, and creative students and ways of interacting with families to ensure that children receive adequate challenge and support both in and out of the classroom. Topics explored will include definitions of giftedness and creativity, the history of the field, characteristics of gifted and creative learners, identification of children for inclusion in gifted and creative education programs, service delivery models, curricular considerations, ways of developing creativity and problem solving skills, the social and emotional needs of gifted and creative students, and consideration of special populations of gifted and creative students (e.g., children of color, students from low-SES backgrounds, English learners, immigrants, twice exceptional learners).

ECED 6xx—Developing and Implementing Curriculum for the Gifted, Talented, and Creative (3 credits). This course examines basic guidelines for creating appropriate curriculum for gifted, talented, and creative children. This will be done through an exploration of the major curriculum models in the field (e.g., Multiple Menu Model, Integrated Curriculum, CLEAR Curriculum, Depth and Complexity, Differentiation, Parallel Curriculum; Guided Investigations; Creative Problem Solving). Students will be guided in the creation of a knowledge menu for a particular discipline and accompanying units of instruction based on these that can be applied to classrooms, so that children from all backgrounds, including the gifted and creative, will receive instruction that is rigorous and discipline-based while also focused upon their particular skills and needs.

ECED 6xx—Models and Strategies for Teaching the Gifted, Talented, and Creative (3 credits). An exploration of the general models for delivering instruction to gifted and creative students (e.g., Schoolwide Enrichment Model, Autonomous Learner Model, Multiple Talent Model, Purdue Three-Stage Model, Levels of Service Approach) as well as introducing and adapting a variety of instructional strategies for teaching gifted and students (e.g., Socratic Method, curriculum compacting, acceleration, problem-based learning, complex instruction, creative problem solving, questioning strategies). Approaches that are effective in a variety of settings (i.e., pull-out, inclusion, special classes) will be emphasized.

ECED 6xx—Social & Emotional Development of Gifted and Creative Children (3 credits). Designed for teachers, administrators, parents, and others who work with high ability learners. Investigates similarities and differences between the development of gifted and

creative learners and other students, exploring the implications of these comparisons and focusing on strategies to assist gifted and creative learners in school and home environments. Special attention shall be paid to challenges faced by children of color, students from low-SES backgrounds, English learners, immigrants, twice-exceptional learners, males and females, and the like.

ECED 6xx—Creativity & Problem Solving (3 credits). Explores theories of creativity through study of creative people, the creative process, and creative products. Focuses on definitions of creativity, assessment of creativity, research on creativity and its applications to education, environments conducive to the development of creativity, and heuristics designed to encourage creativity. Special attention shall be paid to ways children’s creativity can be encouraged and developed in the classroom and at home and how manifestations of creativity may vary among certain populations (e.g., children of color, students from low-SES backgrounds, English learners, immigrants, twice exceptional learners).

ECED 7xx—Internship (3 credits). A special assignment designed to present an experience relating theory and practice in gifted and talented education programs. Prerequisites: Graduate student standing and consent of the Gifted and Creative Education graduate program director. This internship will provide a unique experience in an educational setting consistent with the student’s professional objectives and program focus.