

**BOARD OF HIGHER EDUCATION**  
**REQUEST FOR COMMITTEE AND BOARD ACTION**

**COMMITTEE:** Academic Affairs **NO.:** AAC 13-27  
**COMMITTEE DATE:** April 23, 2013  
**BOARD DATE:** April 30, 2013

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**APPLICATION OF GORDON COLLEGE TO AWARD THE EDUCATIONAL SPECIALIST IN THE FOLLOWING AREAS: ENGLISH AS A SECOND LANGUAGE, MATH SPECIALIST, READING SPECIALIST, AND EDUCATIONAL SPECIALIST, and MASTER OF MUSIC EDUCATION**

**MOVED:** The Board hereby approves the Articles of Amendment of **Gordon College** to offer the **Educational Specialist in the following areas: English as a Second Language; Math Specialist; Reading Specialist and Educational Leadership; and Master of Music Education.**

Authority: Massachusetts General Laws Chapter 69, Section 30 et seq.

Contact: Dr. Shelley Tinkham, Assistant Commissioner for Academic, P-16 and Veterans Policy

## BOARD OF HIGHER EDUCATION

### Gordon College

#### **Educational Specialist in the following areas: English as a Second Language; Math Specialist; Reading Specialist and Educational Leadership; and Master of Music Education**

#### **INTENT**

Gordon College, a New England Association of Schools and Colleges (NEASC) accredited independent institution, located in Wenham, MA, is seeking approval to offer the Educational Specialist in the following areas: English as a Second Language; Math Specialist; Reading Specialist and Educational Leadership and a Master of Music Education. Gordon College's mission is to graduate men and women distinguished by intellectual maturity and Christian character, committed to lifestyles of service, and prepared for leadership roles. The Education Specialist program maintains the College's commitment to intellectual rigor by preparing advanced students to deepen their service and leadership work within the field of education. By adding this program, the College intends to meet the professional needs of another population of post-graduate learners in the field of education and will offer four concentrations: Reading Specialist, Math Specialist, English as a Second Language, and Educational Leadership.

The Gordon College Graduate Education, Educational Specialist (Ed.S.) objectives are to:

- To equip post-masters degree professionals with the advanced knowledge, skills and abilities to effectively lead classrooms and schools throughout the country.
- To equip post-masters degree professionals with the advanced knowledge, skills and abilities to critically analyze current research and implement systemic change in their schools and communities.
- To have an in-depth, advanced knowledge of interventions that will make lasting developmental impacts on the children they teach and the schools that they lead.
- To engage post-masters degree professionals in developing a deeper level of understanding of current research, methodologies and practices that impact schooling in America.

The proposed Educational Specialist program was primarily the result of student requests and is consistent with the College's strategic goal to widen its circle of learners over the next five years. The Math Specialist concentration was developed as the result of the College's experience at the *Joint Convening on Mathematical Preparation of Elementary Teachers* at Lesley University in September 2009, sponsored by the Massachusetts Department of Higher Education and the Department of Elementary and Secondary Education. This event focused on the need to create math intervention specialists who are able to discern why a student is having difficulty. It is from this conference that Gordon College developed the Math Specialist track of the proposed Ed.S.

Gordon College currently offers gradate level licensure-only courses, which are approved by the Massachusetts Department of Elementary and Secondary Education, for students who already posses a master's degree. The licensure only course work

varies from 21 to 24 credits depending upon the content area. The proposed program at 30 credits would require a few additional courses and student would have the additional benefit of being awarded a degree rather than just taking a set of courses. Like the Certificate of Advanced Graduate Studies (CAGS), the Educational Specialist is designed for students who wish to develop advanced knowledge beyond the master's degree, but are not interested in a doctoral degree.

The proposed Master of Music Education degree is an existing program, established in 2002 that has not been approved by the Massachusetts Board of Higher Education. Gordon College was not cognizant of the requirement to approve all new programs and is seeking to rectify this. The Master of Music Education is a three-year 30 credit program, based primarily in summer sessions, designed to assist initially-licensed music teachers to develop and improve pedagogical skills. Since 1975 the Gordon College Department of Music which offers the Bachelor of Arts in Music, Bachelor of Music in Performance and Bachelor of Music in Music Education, has been an accredited institutional member of the National Association of Schools of Music (NASM). In addition, the music education program is approved by the Commonwealth of Massachusetts and licensed by the National Association of State Directors of Teacher Education and Certification (NASDTEC). Graduates will be prepared to pursue careers in the field of music education in public or private settings.

The proposed Ed.S. was approved by the Gordon College Board of Trustees on April 12, 2010. The Master of Music Education was approved by the Gordon College Board of Trustees on April 19, 2002.

## **INSTITUTIONAL OVERVIEW**

Gordon College was incorporated in 1914 as the Gordon Bible Institute. According to its Articles of Organization the college was designed "to provide instruction in the Bible and in other subjects, to prepare men and women for the duties of the Christian Ministry and other special forms of Christian work..." At that time the college was authorized to grant Bachelor of Arts and Bachelor of Science degrees. In 1948, the college expanded its purposes from a Christian Ministry focus to a Christian Liberal Arts focus.

After numerous name changes, the college changed its name to the present title, Gordon College in 1969. The college was authorized to award the degree of Master in Theology from 1969 to 1971. Gordon College received the authorization to grant the degree of Master of Education in 1996. The College now seeks the authority to offer the Master of Music Education and an Educational Specialist in the following concentrations: Reading, English as a Second Language, Math and Educational Leadership.

## **ACADEMIC AND RELATED MATTERS**

### Admission

It is the goal of the Ed.S. to accept students into the program who show significant capability and once enrolled, to assist students in developing their educational and leadership skills for future employment in schools. To reach this goal, the following requirements have been developed:

- Students applying to the Educational Specialist Degree program (Ed.S.) must demonstrate a graduate degree GPA of 3.5 for consideration.
- Each applicant to the program will be required to interview with a Graduate Education faculty member.
- Each applicant must have a current educational leader (Superintendent, Principal, Business Manager, Special Education Administrator) submit a professional assessment of the candidate's skills.
- A completed graduate program application
- Two official transcripts of all degrees earned from accredited graduate schools
- A professional resume
- An academic reference that evaluates the applicants' ability to complete graduate work.
- Possession of a Commonwealth of Massachusetts educator license.
- A personal reference that speaks to the applicant's character and leadership abilities.
- A 500–700 word essay, which offers applicants an opportunity to demonstrate writing skills. In the essay applicants should explain their goals and aspirations of pursuing an Ed.S. degree and why they want to study at Gordon College.
- Individuals pursuing the math specialist track should have a bachelor or master's degree in math or have earned equivalent knowledge. In addition, the applicant must have passed the middle school mathematics subject knowledge test and/or a passing score on the mathematics subject test.

The minimum admission standards for the Master of Music Education are as follows:

- Initial teaching license in music (for those who wish to pursue professional licensure from the Commonwealth of Massachusetts);
- Undergrad degree in music education no less than 2.85 GPA) ;
- A 15–20 minute video demonstration of the applicant's teaching;
- At least one year of teaching experience.

Projected Enrollment

The projection of the program for the Ed.S. is based on (a.) current data from students enrolled in the current post-Master's degree licensure-only program and (b.) data gathered from interested students/school districts seeking enrollment in the proposed Ed.S. programs. The institution assumes that there will be an annual increase in the program based on data from interested students, school district partnerships/cohorts and prior experience with the growth of other graduate programs at Gordon College. For the Master of Music Education the target market is current music teachers who reside in the northeastern part of the United States who are in a summers-only master's degree.

The institution submitted the following enrollment projections for both programs.

<b>Educational Specialist</b>	<b># of Students Year 1</b>	<b># of Students Year 2</b>	<b># of Students Year 3</b>	<b># of Students Year 4</b>
<b>Leadership</b>	15	30	45	45

<b>ESL</b>	10	20	20	20
<b>Math</b>	10	20	20	20
<b>Reading</b>	15	30	45	45
<b>Total</b>	<b>50</b>	<b>100</b>	<b>130</b>	<b>130</b>

<b>Master of Music Education</b>	<b># of Students Year 1</b>	<b># of Students Year 2</b>	<b># of Students Year 3</b>	<b># of Students Year 4*</b>
New Full Time	12	12	12	14
Continuing Full Time	14	20	24	24
New Part Time				
Continuing Part Time				
<b>Totals</b>	<b>26</b>	<b>32</b>	<b>36</b>	<b>38</b>

*Tuition and Fee Charges*

Tuition for the proposed Master of Music Education is \$600 per credit. The Ed.S is \$325 per credit. The cost for the Ed.S. is \$9,900.

*Curriculum (Attachment A)*

The proposed Educational Specialist concentration intends to equip current classroom educators and school leaders with specialty knowledge and skills to make lasting developmental impacts on the students, schools and communities they serve. Curriculum outlines are attached for each concentration of the Ed.S. Each concentration's goals are explained in detail below.

**Educational Leadership**

The Gordon College Graduate Education, Educational Specialist (Ed.S.) Program in Educational Leadership aims to develop educators and leaders who embrace research-based curriculum and apply promising instructional practices to meet the following

objectives in order to serve diverse student populations in schools within the Commonwealth and beyond. The program objectives are:

- To investigate the highest critical standard of current leadership research and leadership theories.
- To promote the learning and growth of all students and the success of all staff by cultivating a shared vision that makes effective teaching and learning the central focus of schooling.
- To promote student learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.
- To promote the learning and growth of all students and the success of all staff through the effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.
- To promote success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.
- Provide a forum in which leadership philosophies and practices are synthesized, analyzed and evaluated.
- Meet and exceed all the leadership standards required by the Commonwealth of Massachusetts
- Develop school leaders with the knowledge, skills and abilities to effectively lead schools.
- Provide mentoring to help students become reflective, discerning, and effective leaders.

### **English as a Second Language (ESL)**

The ESL concentration aims to develop classroom teachers and school leaders who ensure equal educational opportunities for English Language Learners through the implementation of research-based instructional programs and practices in order to help linguistically diverse student populations overcome language barriers that impede equal participation in schools. To do this, the Ed.S. program will:

- Prepare teachers and school leaders with an advanced understanding of diversity and background of English language learner populations, including family systems, and communities, and their impact on teaching and learning.
- Investigate the highest critical standard of current language acquisition research and theories in order to implement strategies for coordinating SEI and English language development instruction for English language learners.
- Prepare students with the knowledge of how to build a culture of equity and inclusiveness for linguistically and culturally diverse populations.
- Provide a forum in which the use of best practices for sheltering content for, and teaching academic language to, English language learners in the classroom is practiced.
- Develop classroom teachers and leaders to be able to implement best practices for sheltering content for, and teaching academic language to, English language learners.
- Equip teachers and school leaders with the knowledge, skills and understanding of the challenges that English language learners face in the mastery of academic

- Provide mentoring to assist students to become reflective, discerning, and effective teachers of English language learners.

### **Math Specialist**

This concentration aims to develop classroom teachers with the skills to assess, diagnose, differentiate and remediate areas of difficulty that students have in the learning of math. To develop classroom teachers who apply research-based instructional practices order to effectively implement mathematical instruction and intervention to students in schools. To do this, the program will:

- Investigate the highest critical standard of current classroom mathematical teaching, research, theory, interventions and curriculum trends.
- Create opportunities for learners to develop mathematical practices and to critically evaluate their selection and use of these practices.
- Develop classroom teachers who can diagnose mathematical misconceptions and errors, and design appropriate interventions.
- Provide a learning environment in which classroom teachers demonstrate the ability to choose and/or design tasks to support the learning of new mathematical ideas or methods.
- Develop classroom teachers who can select from a repertoire of methods to communicate professionally about students, curriculum, instruction, and assessment to educational constituents (i.e. parents, school administrators, and/or school boards).
- Provide a forum in which mathematical concepts, inquiry, technology and practices are synthesized, analyzed and evaluated in order to support teachers in systematically reflecting and learning from practice.
- Meet and exceed all the mathematical teaching standards required by the Commonwealth of Massachusetts.
- Develop classroom teachers with the knowledge, skills and abilities to effectively provide mathematical assessment, differentiation and remediation.
- Provide mentoring to help students become reflective, discerning, and effective teachers of Mathematics interventions.

### **Reading Specialist**

The Gordon College Graduate Education, Educational Specialist (Ed.S.) Program in Reading and Specialist Teacher of Reading aims to develop classroom teachers who embrace research-based curriculum and apply promising instructional practices to meet the following objectives in order to effectively implement reading instruction to students in schools within the Commonwealth. To do this, the program will:

- Investigate the highest critical standard of current reading strategies, research, theory and interventions.
- Provide students with an advanced understanding of the language processing requirements of proficient reading and writing.
- Investigate the known causal relationships among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency,

background knowledge, verbal reasoning skill, vocabulary, reading comprehension and writing.

- Investigate the aspects of cognition and behavior that affect reading and writing.
- Identify the environmental, cultural, and social factors that contribute to literacy development.
- Investigate ways to adapt curricular content.
- Develop classroom teachers with the knowledge, skills and abilities to effectively provide reading assessment, intervention and instruction.
- Develop classroom teachers who know and are able to identify phase in the typical developmental progression of: Oral language, phonological skill, printed word recognition, spelling, reading fluency, reading comprehension and written expression.
- Provide mentoring to help students become reflective, discerning, and effective teachers.
- Provide students with an advanced level of understanding how the relationships among the major components of literacy development change with reading development.
- Meet and exceed all the reading teaching standards required by the Commonwealth of Massachusetts.

### **Master of Music Education**

The Master of Music Education's curriculum includes courses in music theory, music history, music pedagogy, along with a strong large-ensemble performance component. The entire degree is 30 credits: 27 are classroom based and 3 are field based. Courses meet for three weeks online, two weeks on campus in the classroom, suspend for a one-week mini-term during which workshops are offered for elective credit, and resume for two additional weeks on campus in the classroom.

The goals of the Master of Music Education is to equip music educators with the pedagogical knowledge and skills to effectively teach and lead music education programs in public and private schools, to think critically about music education and its role in schools and the greater community, to understand and apply research to daily teaching and learning and to encourage and rejuvenate music educators by participating in a community of people who value music as central to humanity.

### **RESOURCES AND BUDGET**

#### Faculty and Staff (Attachment B)

The Director of Graduate Education will oversee both programs. Given the College's current graduate degree and licensure-only program offerings, the addition of the Ed.S. will require no structural changes in the department. As with other graduate programs, administration of the Ed.S. will fall under the Director of Graduate Education and will mostly use existing professors and courses.

The faculty who will be teaching in the proposed Ed. S. program include eight full-time faculty in education or cognate areas with terminal degrees and 13 part-time instructors



who include practitioners in the fields of the program licenses. Within this faculty composition, there is one full-time faculty member who will head the educational leadership track, one part-time faculty who will lead the reading track, and a part-time faculty member, who is a math specialist, who will lead the math specialist track until a full-time faculty member is hired.

The Master of Music Education degree program is currently taught by two full-time professors—both of whom carry full loads during the fall and spring semesters in the Gordon College Music Department. In addition, four adjunct faculty members teach classes for the degree program during the summer semester. Both full-time faculty possess appropriate terminal degrees in the field.

### Library and Information Technologies

Gordon's Jenks Library, which houses over 190,000 items, including books, 350 journals in hard copy, DVDs, videos, CDs, music scores, rare books and curriculum materials. In addition, the library provides access to 60 online databases, over 45,000 online journal titles, and more than 1,000 e-books. The library's membership in NOBLE (North of Boston Library Exchange) dramatically expands access to a variety of materials for students as well. In terms of instructional technology, Gordon has 67 technology-equipped learning spaces on campus. All classrooms have been equipped with some level of education technology. Forty classrooms and labs are equipped with the College's "classroom technology standard" which includes video projection, Laptop connectivity, a local document camera, DVD/VHS playback, Network connectivity, and stereo audio support. Wireless Technology was introduced in 2006 and all buildings on campus have been outfitted with at least 2 access points. In the Fall of 2010, Gordon committed resources for an all-campus wireless initiative.

The on-line format of the Master of Music Education is delivered through VoiceThread and BlackBoard. VoiceThread allows for an integrated PowerPoint and audio lecture while BlackBoard gives overall structure to all course content.

### Physical Resources

The Ed.S. program will be offered using existing physical resources. In addition to classroom space, the Master of Music Education offers courses online and uses the following resources specific to music: the Phillips Music Center Lab, including composition, music education and music notation software, film scoring, audio creation/production software, etc; Philips Recital Hall and classroom.

### *Fiscal (Attachment B)*

The School provides a four-year budget for the proposed programs.

## Licensure

According to the Massachusetts Department of Elementary and Secondary Education, Gordon College has approved educator preparation programs at both the baccalaureate and post-baccalaureate (graduate) level, including in Reading, English as a Second Language, Math, Leadership and Music. A full listing can be found at:

<https://www4.doemass.org/elar/licensurehelp/HigherEdOrganizationsPostControl.ser?orqld=3865&countyId=5>

Gordon College most current licensure approval letter is dated October 23, 2013 and approval extends until April 2018. Please note that leadership licensure standards have recently changed and Gordon College's approval for leadership will expire if the review of the program based on new standards is not approved by the Department of Elementary and Secondary Education. New program submissions were due on 4/1/13 and Gordon College will be seeking licensure approval in this area.

## **EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE**

The proposed programs were reviewed by a committee comprised of faculty members Nancy Niemi, Ph.D., Associate Professor & Chairperson, Department of Education, University of New Haven; Michael E. Adams, Ph.D., SUNY Distinguished Professor Emeritus, State University of New York; Mary-Lou Breitborde, Ed.D., Associate Dean of Education and Professor, School of Education, Salem State University; James Nehring, Ed.D., Associate Professor, Graduate School of Education, University of Massachusetts Lowell; Steven G. Young, DMA, Professor of Music, Bridgewater State University and Peter Loel Boonshaft, DMA, Professor of Music, Hofstra University.

The evaluation included the team's review of the written proposal submitted to the Massachusetts Department of Higher Education (MA-DHE) by Gordon to offer the Educational Specialist and Master of Music Education, and the site visit conducted from September 27-29, 2012, when additional documents were provided by the College. During this visit information was also obtained from direct communications with the Gordon College President, Chief Academic Officer, Provost, Vice President for Finance, Music and Education Program Chairs, Music Education and Community Program Coordinator, Director of Information Technology, Director of the Library, Registrar, Director of Financial Aid, Director of Facilities and Grounds, students, and faculty members who will be administering and/or teaching in the proposed M.M. Ed. and Ed. S. programs. The team also visited the library and classroom spaces, reviewed the computer facilities, and the Music Department's equipment, library, rehearsal and performance spaces.

The visiting committee made some common recommendations involving both programs, several recommendations for the Educational Specialist program and fewer and less intensive recommendations for the Master of Music Education. The most salient of the issues involving the Educational Specialist involved planning, faculty and curriculum and include the following:

- Establish program goals for the Ed. S. and the M.M. Ed. and clearly articulate
- Reference the Education's Department's mission statement in course syllabi explicitly, and clearly link it to course outcomes, topics, major assignments, and assessment and resubmit course syllabi and course outlines for the proposed Ed.S. program
- Commit to hiring more full-time faculty in order to ensure program quality for both proposed programs.
- Demonstrate how the EdS will meet the licensure standards of the Massachusetts Department of Higher Education.
- Establish a more explicit set of goals and strategies for the planning of future full-time appointments of faculty and of adjunct faculty with terminal degrees.
- To meet DESE standards for ESL teachers, a multicultural course should be required in the ESL concentration.
- Clarify the admission standards to include a demonstration of mathematic competency for the math specialist track

The institution developed program goals for each concentration of the Ed S and redeveloped and resubmitted course syllabi; the link to course outcomes, topics, etc. These syllabi were resubmitted. The institution articulated its planning and hiring for the proposed Ed.S. In 2012 the institution hired a full-time faculty member to lead the leadership concentration and has retained one-part time faculty member for the reading concentration. A current faculty member, who is also a math specialist and helped design the math specialist concentration, will lead the math specialist concentration until a full-time person is hired. The institution has hired a full-time faculty for the ESL position who begin on August 15, 2014.

The institution clarified its hiring plan, claiming that a significant amount of time has gone into the advertising, recruiting and hiring of the faculty who will assist in the teaching and growth of each area. Currently, approximately 70 percent of the Graduate Education Department faculty have terminal degrees. It is anticipated that as more full-time faculty are added, adjunct faculty with terminal degrees will be hired, as necessary and thus decreasing the need to hire adjunct faculty without terminal degrees.

The math specialist admission standards have been clarified and are outlined under the admission section in this report. Also, the College clarified its licensure approval from the Department of Elementary and Secondary Education (DESE), and Department staff contacted the DESE for confirmation of the College's licensure status,

The institutions submitted goals for the program, which are included in the curriculum section of this document, and clarified hiring plans. With the further solidification of institutional finances, it is hoped that a full-time orchestral music educator position might be approved to enhance the string portion of the graduate program and contribute to the undergraduate program. Pursuit of qualified fulltime and adjunct faculty candidates would include a preference for those holding terminal degrees. Working with the Academic Dean and Provost, the Department of Music and Graduate Music Education proposed hiring a one-year, non-tenure track, full-time faculty member in music, (with a terminal degree) who will teach undergraduate and graduate classes for summer 2013 and academic year 2013-2014

The visiting committee reevaluated the institution's submission, including all of the syllabi for the Ed.S. program. After review the visiting committee feels that the institution meets minimal standards for approval and recommends that the Board approves the Educational Specialist and Master of Music Education.

### **PUBLIC HEARING**

The required public hearing will be held on April 12, 2013 at the Department of Higher Education, located at One Ashburton Place in Boston, Massachusetts.

### **STAFF ANALYSIS AND RECOMMENDATION**

After a thorough evaluation of all documentation submitted, staff is satisfied that the proposal of Gordon College to award the **Educational Specialist in the following areas: English as a Second Language; Math Specialist; Reading Specialist and Educational Leadership; and Master of Music Education** meets the requirements for NEASC-accredited institutions set forth in 610 CMR 2.08 in the Degree Granting Regulations for Independent Institutions of Higher Education. Recommendation is for approval.

**Graduate Program Curriculum Outline**  
(Gordon College MMEd)

<b>Major Required (Core) Courses (Total # of courses required = 13)</b>		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
GMU610	Analytical Techniques	2
GMU612	History of Western Music	2
GMU614	Survey of Non-Western Music	2
GMU616* or GMU618	Techniques of Conducting* or Conducting Seminar *(All students must take Techniques of Conducting unless waived by audition)	2
GMU622	Foundations of Music Education	2
GMU624	Learning Theory and Assessment in Music	2
GMU626	Curriculum Development in Music Education	2
GMU628	Supervision and Administration in Music Education	2
GMU630	Introduction to Research in Music Education	2
GMU682	Field Based Experience or Thesis	3
GMU620	Lab Ensemble (1 credit taken each of 3 summers)	3
	SubTotal # Core Credits Required	24
<b>Elective Course Choices (Total courses required = varies) (attach list of choices if needed)</b>		
GMU619	Seminar in General Music Education	2
GMU501-580	Special Topics: Workshops in Music Education	1-6
GMU621	Child and Adolescent Vocal Pedagogy	2
GMU618	Conducting Seminar: Instrumental or Choral	2
GMU671	Special Topics in Music	1-3
[Course Number]	[Course Title]	[0]
	SubTotal # Elective Credits Required	6
<b>Curriculum Summary</b>		
Total number of courses required for the degree		15-19
Total credit hours required for degree		30
<b>Prerequisite, Concentration, Dissertation or Other Requirements:</b>		



**GORDON**  
COLLEGE

**Educational Specialist (Ed.S.)**

English as a Second Language (PreK-8, 5-12)

**Core Courses (9 semester hours)**

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- EDU 633 Principles of Reading and Literacy (3)\*
- EDU 651 Multicultural Education (3)
- EDU 654 Understanding Cultural and Family Systems (3)

**Concentration Courses (18 semester hours)**

- EDU 634 Language Acquisition, Learning Disabilities and the ELL (3)
- EDU 635 Sheltering Content Instruction for ELLs (3)
- ENG638 General Linguistics (3)
- EDU 639 Assessment and Diagnosis of Reading Language Difficulties (3)\*  
Prerequisite EDU633
- EDU 640 Differentiation and Remediation (3)\* prerequisites EDU633,  
EDU639
- EDU 684 Advanced Theory and Practice for ESL (3)

**Practicum for Licensure\*\* (3 semester hours)**

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- EDU687 Practicum and Seminar in ESL (3)

Total Program: 30 credit hours



**GORDON**  
COLLEGE

## **Educational Specialist (Ed.S.)**

Reading Specialist (All Levels), Initial License

### **Core Courses (6 semester hours)**

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EDU628 Advanced Disciplinary Literacy, Writing and Critical Thinking (3)  
EDU633 Principles of Reading and Literacy (3)\*

### **Concentration Courses (18 semester hours)**

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EDU629 Integrating Reading, Writing, and Technology (3)  
EDU634 Language Acquisition, Learning Disabilities and the ELL (3)  
EDU635 Sheltering Content Instruction for ELLs (3)  
EDU639 Assessment and Diagnosis of Reading Language Difficulties (3)\* Prerequisite  
EDU633  
EDU640 Differentiation and Remediation (3)\* Prerequisites EDU633, EDU639  
EDU683 Advanced Theory and Practice for Reading Specialists (3)

### **Capstone Practicum for Licensure\*\* (6 semester hours)**

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EDU688 Reading Clinic (3)  
EDU689 In-School Clinical (3)

### **OR Capstone Experience for Non-Licensure (6 semester hours)**

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EDU690 Action Research in the Classroom (6)

Total Program: 30 credit hours



**GORDON**  
COLLEGE

**Educational Specialist (Ed.S.)**

Math Specialist (PreK-8)

**Core Courses (6 semester hours)**

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EDU633 Principles of Reading and Literacy (3)\*  
EDU661 Advanced Human Development (3)

**Concentration Courses (21 semester hours)**

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MAT621 Modeling Mathematics (3)  
MAT627 Investigating Mathematical Concepts (3)  
MAT636 Mathematical Inquiry (3)  
EDU630 Integrating Math, Writing and Technology (3)  
EDU649 Assessment and Diagnosis of Math Difficulties (3)\* prerequisite  
MAT621, 627, 636  
EDU650 Differentiation and Remediation of Math Difficulties (3)\* prerequisite  
MAT621, 627, 636, EDU649  
EDU685 Advanced Theory and Practice for Math Specialists (3)

**Capstone Experience for Licensure\*\* (3 semester hours)**

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EDU686 Math Clinic (3)

Total Program: 30 credit hours





**GORDON**  
COLLEGE

**Educational Specialist (Ed.S.)**

Educational Leadership

**Core Courses (9 credit hours)**

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- EDU701 Educational Leadership I—Theoretical Seminar (3)\*
- EDU702 Educational Leadership II—Applied Concepts and Case Studies (3)\*
- EDU705 Principled Leadership—Ethics, Values and Moral Leadership (3)

**Concentration (15 credit hours)**

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- EDU710 Curriculum, Instruction and Assessment (3)\*
- EDU720 Human Resources and Personnel Administration (3)\*
- EDU725 School Finance, Administration and Technology (3)\*
- EDU730 School Law (3)
- EDU740 School and Community Relations (3)

**Capstone Experience and Practicum\*\* (6 credit hours)**

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Choose one of the following:

- EDU781 Practicum and Seminar for Supervisor/Director (6)\*\*
- EDU782 Practicum and Seminar for Principal, PreK–6 (6)\*\*
- EDU783 Practicum and Seminar for Principal, 5–8 (6)\*\*
- EDU784 Practicum and Seminar for Principal, 9–12 (6)\*\*
- EDU785 Practicum and Seminar for Special Education Administrator (6)\*\*
- EDU786 Practicum and Seminar for School Business Administrator (6)\*\*
- EDU787 Practicum and Seminar for Superintendent/Assistant Superintendent (6)\*\*

**OR Capstone Experience for Non-Licensure (6 credit hours)**

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- EDU751 Research-Based School and Program Improvement: Principal/Asst. Principal (6)

Total Program: 30 credit hours

## Budgets: Appendix B

### Master of Music Program Budget

<i>One Time/ Start Up Costs</i>	<i>Cost Categories</i>	<i>Annual Expenses</i>			
		<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
	Faculty Wages - Full Time	\$19,514	\$20,000	\$20,000	\$20,000
	Faculty Wages - Part Time	\$35,000	\$35,000	\$35,000	\$38,000
	Staff Wages - Full Time	\$27,480	\$28,000	\$28,000	\$30,000
	Employee Stipends	\$3,500	\$3,500	\$3,500	\$4,000
	Benefit Chargeback to Function	\$19,570	\$20,000	\$20,000	\$22,000
	Student Wages	\$2,500	\$2,500	\$2,500	\$2,800
	Office Supplies/Equipment	\$2,000	\$2,000	\$2,000	\$2,500
	Travel/Program Room and Board	\$10,500	\$10,500	\$10,500	\$11,500
	Advertising	\$2,500	\$2,500	\$2,500	\$3,000
	Telephone	\$150	\$150	\$150	\$150
	Photocopying	\$100	\$100	\$100	\$100
	Printing	\$10,000	\$10,000	\$10,000	\$11,000
	Postage	\$2,500	\$2,500	\$2,500	\$3,000
	Books/Library	\$1,000	\$1,500	\$1,500	\$2,000
	Professional Services	\$17,700	\$17,700	\$17,700	\$19,000
	Miscellaneous	\$3,000	\$3,000	\$3,000	\$3,000
	<b>Total Expenses</b>	<b>\$157,014</b>	<b>\$158,950</b>	<b>\$158,950</b>	<b>\$169,350</b>

<i>One Time/Start-Up Support</i>	<i>Revenue Sources</i>	<i>Annual Income</i>			
		<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
	Grants				
	Tuition	\$140,000 (33 students)	\$143,000 (34 students)	\$143,000 (34 students)	\$151,200 (36 students)
	Fees	\$500	\$500	\$500	\$500
	Departmental				
	Reallocated Funds (from Graduate Workshops)	\$16,514	\$16,150	\$16,150	\$17,650
	Other (specify)				
	<b>TOTALS</b>	\$157,014	\$158,950	\$158,950	\$169,350

## ED.S. Program Budget

<i>One Time/ Start Up Costs</i>	<i>Cost Categories</i>	<i>Annual Expenses</i>			
		<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
	Full Time Faculty (Salary & Fringe)	\$60,000	\$150,000	\$250,000	\$275,000
	Part Time/Adjunct Faculty (Salary & Fringe)	\$40,000	\$40,000	\$20,000	\$20,000
	Staff	\$20,000	\$30,000	\$30,000	\$30,000
	General Administrative Costs	\$15,000	\$15,000	\$15,000	\$15,000
	Instructional Materials, Library Acquisitions	\$4,000	\$5,000	\$6,000	\$6,000
	Facilities/Space/Equipment	\$2,000	\$2,000	\$2,000	\$2,000
	Field & Clinical Resources	\$2,000	\$3,000	\$5,000	\$5,000
	Marketing	\$2,500	\$3,000	\$3,000	\$3,000
	Other (Specify): Travel, Professional Development	\$2,000	\$5,000	\$5,000	\$5,000
	<b>TOTALS</b>	\$147,500	\$253,000	\$336,000	\$361,000

<i>One Time/Start- Up Support</i>	<i>Revenue Sources</i>	<i>Annual Income</i>			
		<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
	Grants				
	Tuition	\$136,500	\$253,500	\$315,900	\$343,200
	Fees	\$7,000	\$10,000	\$16,000	\$22,000
	Departmental	\$8,000	\$12,000	\$13,000	\$13,000
	Reallocated Funds				
	Other (specify)				
	<b>TOTALS</b>	\$151,500	\$275,500	\$344,900	\$378,200

**Appendix C: Faculty**

**Faculty Form**

Summary of Faculty Who Will Teach in Proposed Program							
Please list full-time faculty first, alphabetically by last name. Add additional rows as necessary.							
Name of faculty member (Name, Degree and Field, Title)	Check if Tenured	Courses Taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	Number of sections	Division of College of Employment	Full- or Part- time in Program	Full- or part-time in other department or program (Please specify)	Sites where individual will teach program courses
<b>Example:</b>							
Apple, Thomas Ph.D. in Criminal Justice Assistant Professor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Intro to Bus (C,OL)</li> <li>• Management (C)</li> <li>• Research Methods (C)</li> </ul>	(2) (3) (3)	Evening	Full-time	No	<ul style="list-style-type: none"> <li>• Main Campus</li> <li>• Quincy campus</li> </ul>
Arndt, Janet Ed.D.in Curriculum and Instruction Associate Professor of Education	<input type="checkbox"/>	• EDU689	1	Day	Full -time	No	• Main Campus
Auday, Bryan, Ph.D in Psychology  Professor of Psychology	X <input type="checkbox"/>	• EDU 670	1	Day	Full-time	Yes Psychology	• Main Campus

Bird, Graeme Ph.D. in Classics Associate Professor of Languages and Linguistics	<input type="checkbox"/>	• EDU638/ENG638	1	Day	Full -time	Yes Linguistics and Foreign Languages	• Main Campus
Deweese-Boyd, Ian Ph.D. in Philosophy  Associate Professor of Philosophy	X <input type="checkbox"/>	• EDU604	2	Day	Full Time	Yes Philosophy	• Main Campus
Meeuwssen, Joyce Ed.D. in Leadership, Policy & Organizations Assistant Professor	<input type="checkbox"/>	• EDU651	1	Day	Full Time	No	• Main Campus
Nelson, Priscilla Ed.D. in Language Arts & Literacy  Associate Professor	<input type="checkbox"/> X	• EDU633	3	Day	Full Time	No	• Main Campus
Plosker, Ryan, Ed.D in School Leadership  Associate Professor, Special Education and Leadership	<input type="checkbox"/>	• EDU701 • EDU730 • EDU785 • EDU786 • EDU787	1 2 1 1 1	Evening	Full-time	No	• Main Campus
Robinson, Donna Ed.D. in Language Arts & Literacy Associate Professor	<input type="checkbox"/> X	• • EDU628 • EDU629	2	Day	Part Time as of 8/15/13	No	• Main Campus
Todd Morano, Ed.D E.S.L.	<input type="checkbox"/>	• ESL Courses • Dependent on Specialization		Day	Full Time as of 8/15/13	No	• Main Campus

Wood, Susan, C.A.G.S. Certificate of Advanced Study in Educational Leadership  Associate Professor in Education	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• EDU690</li> <li>• EDU710</li> </ul>	1 1	Day	Part Time	No	• Main Campus
Arndt, Elissa Ph.D in Reading  Adjunct Professor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• EDU634</li> <li>• EDU639</li> <li>• EDU640</li> <li>• EDU683</li> </ul>	1 2 2 2	Evening	Part-Time	No	• Main Campus
Bargende, Abigail M.Ed in Reading Orton-Gillingham certification Adjunct Professor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• EDU688</li> </ul>	1	Evening	Part Time	No	• Main Campus
Capen, Nancy C.A.G.S.in English as a Second Language Adjunct Professor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• EDU635</li> </ul>	2	Evening	Part-time	No	• Main Campus
Favazza, Kathy Master of Arts in Teaching,- Mathematics Adjunct Professor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• MAT621</li> <li>• MAT627</li> <li>• MAT636</li> </ul>	2	Evening	Part-time	No	• Main Campus
Illingworth, Mariann Master of Education in Teaching English as a Second Language Adjunct Professor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• EDU634</li> <li>• EDU684</li> </ul>	1 2	Evening	Part-time	No	• Main Campus
Mort, Kathleen, Ed.D in Educational Leadership  Adjunct Professor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• EDU740</li> <li>• EDU751</li> <li>• EDU661</li> </ul>	1  3	Evening	Part-time	No	• Main Campus

Murray, Mary A.B.D Leadership in Schooling  Adjunct Professor	<input type="checkbox"/>	• EDU720	2	Evening	Part-time	No	• Main Campus
Read-Thompson, Andrea A.B.D in Leadership in Schooling  Adjunct Professor	<input type="checkbox"/>	• EDU725	1	Evening	Part-time	No	• Main Campus
Redford, Christine, Ed.D in Educational Leadership; M.Ed Math Adjunct Professor	<input type="checkbox"/>	• EDU649 • EDU650 • EDU685 • EDU686	1 1 1 1	Evening	Part-time	No	• Main Campus
Sachs, Barbara, Ed.D in Special Education  Adjunct Professor	<input type="checkbox"/>	EDU665	2	Evening	Part-time	No	• Main Campus
Winsor, Kim Ed.D in Administration  Adjunct Professor	<input type="checkbox"/>	• EDU 702 • EDU 705	1	Evening	Part-time	No	• Main Campus