

Title II Higher Education Act

SUBMIT REPORTS

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Goucher College
Traditional Program
2008-09

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[Program Information](#)

Name of Institution: Goucher College
Institution/Program Type: Traditional
Academic Year: 2008-09
State: Maryland

Address: 1021 Dulaney Valley Road

Towson, MD, 21204

Contact Name: Dr. Ann Marie Longo
Phone: 410-337-6468
Email: alongo@goucher.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	Yes	Yes
Transcript	Yes	Yes
Fingerprint check	No	No

Background check	No	No
Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	No	No
Minimum high school GPA	Yes	No
Minimum undergraduate GPA	No	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	Yes
Minimum SAT score	No	Yes
Minimum GRE score	No	Yes
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	Yes
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	No	No
Resume	No	No
Bechelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify: Praxis I exam)	No	Yes

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.goucher.edu/x2142.xml> or <http://www.goucher.edu/x21322.xml>

Indicate when students are formally admitted into your initial teacher certification program:

Other depends on graduate or undergraduate program

Does your initial teacher certification program conditionally admit students? Yes

Please provide any additional about or exceptions to the admissions information provided above:

Goucher offers initial teacher certification programs at the undergraduate and graduate level. At the undergraduate level admissions into the college serves as the admissions requirement into the education major. There are no additional requirements for a student to select education as a major. Therefore the general admissions requirements for Goucher are indicated above in the undergraduate column. Please note that beginning with the 2007-08 application cycle, Goucher has adopted an admissions test optional program, where test score (SAT Reasoning Test and ACT with writing) submission is optional when applying for admission. Students must indicate on the application supplement their preference for use of test scores in determining admission.

At the graduate level students can be conditionally admitted if they have not yet passed the Praxis I exam but they are not

permitted to become degree candidates, or begin the internship until they have passed Praxis I.

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2008-09:	122
Unduplicated number of males enrolled in 2008-09:	25
Unduplicated number of females enrolled in 2008-09:	97

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	2
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	2
Black or African American:	11
Native Hawaiian or Other Pacific Islander:	0
White:	67
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	90
Average number of clock hours required for student teaching	650
Number of full-time equivalent faculty in supervised clinical experience during this academic year	24
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	10.5
Number of students in supervised clinical experience during this academic year	42

Please provide any additional information about or descriptions of the supervised clinical experiences:

The undergraduate and graduate programs have different requirements in the number of clock hours. Without two separate columns it is impossible to accurately report the data for each program in the above table format. Therefore, in the above table, we have chosen to report on the hours required in the undergraduate program.

Another note regarding the table format is that it does not allow for a range of hours to be entered. In the undergraduate program the average number of clock hours required prior to student teaching varies by certification type. Without the ability to enter a range, we chose to enter the highest number in the range of hours required prior to student teaching for the undergraduate program. Elementary and Special Education students are required to do a minimum of 60 clock hours prior to student teaching, but often do as many as 90 hours. The Secondary Education students are required to do 90 clock hours prior to student teaching.

Information on the graduate programs clock hours is as follows: The M.A.T. program does not require the completion of clock hours prior to the year long student teaching internship. The average number of clock hours required for the yearlong student teaching internship for the M.A.T. program is 1000.

The number of full-time equivalent faculty in supervised clinical experience includes the 21 mentor teachers who are compensated for working with the interns as well as the three full-time IHE faculty members who serve as supervisors to the undergraduate interns.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	24	30	22
Elementary Education, grades 1-6	11	16	14
Special Education, Generic (grades 1-6)	5	5	3
Special Education, Generic (grades 6-adult)	4	1	0
English, grades 7-12	3	5	2
Mathematics, grades 7-12	0	1	1
Biology, grades 7-12	0	0	1
History, grades 7-12	1	1	1
Social Studies, grades 7-12	1	0	0
Art, grades PreK-12	1	1	1
Dance, grades PreK-12	1	0	0
Spanish, grades 7-12	0	0	1

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2008-09: 41

2007-08: 50

2006-07: 48

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2008-09</p> <p>Goal: increase enrollment</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>The BA/M.Ed. or 4+1 program is designed to reach undergraduate students in content areas and offer them the opportunity to become certified to teach and earn a master's degree in one additional year beyond the Bachelor's degree.</p> <p>Advertising and information sessions were also used to recruit students to the M.A.T. program.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Lessons learned: Mathematics majors are reluctant to go into teaching as there are other job opportunities with greater earning potential.</p>
Science	<p>Academic year: 2008-09</p> <p>Goal: increase enrollment</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>The BA/M.Ed. or 4+1 program is designed to reach undergraduate students in content areas and offer them the opportunity to become certified to teach and earn a master's degree in one additional year beyond the Bachelor's degree.</p> <p>Advertising and information sessions were also used to recruit students to the M.A.T. program.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in</p>

	<p>meeting goal:</p> <p>Lessons learned: Physics and Chemistry majors are reluctant to go into teaching as there are other job opportunities with greater earning potential. Students earning a BA with Biology major are more likely to choose teaching as a profession.</p>
<p>Special education</p>	<p>Academic year: 2008-09</p> <p>Goal: increase enrollment</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>The Maryland Approved Alternative Preparation Program (MAAPP) partnership with Baltimore County Public Schools was established to increase the number of certified Special Education teachers.</p> <p>Goucher has also pursued partnerships with Anne Arundel and Baltimore County Public Schools to offer cohorts/reduced tuition courses in Special Education to current teachers who may wish to add Special Education as an additional certification area.</p> <p>Goucher also has many partnerships with non-public Special Education schools who may have non-certified teachers. These partnerships provide direct reimbursement options for teachers as well as reduced tuition in some cases.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Lessons Learned: When those wishing to go into Secondary Special Education don't have a content major it can be a challenge for them to be certified at the Secondary Special Education level. This is due to the requirement that Secondary Special Educators have a content major and/or pass the Praxis II exam for a content area to be considered highly qualified.</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2008-09</p> <p>Goal: N/A</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>N/A- Goucher does not offer a program in instruction of limited English proficient students.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
<p>Other (N/A)</p>	<p>Academic year: 2008-09</p> <p>Goal: N/A</p> <p>Goal met?</p>

	Description of strategies used to achieve goal:
	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

Provide any additional comments, exceptions and explanations below:

This note is being added in regards to section 1 d. Since there was no comment filed on that page, the note is being added to this page as there were no additional notes to be made regarding the annual goals.

Section 1 d: In the M.A.T. program students can receive dual certification in elementary and special education or a secondary content area and special education. Therefore, the total number of students certified in each year does not necessarily match what the total of all teaching areas is. For example in 2008-09, three students were dually certified so the number for all certification areas equals 27 but the total number of those being certified only equals 24. In 2006-2007, two students were dually certified so the number for all certification areas equals 24 but the total number of those being certified only equals 22.

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

At the undergraduate and graduate levels, General Education students are required to complete their internship in public or private educational settings that serve the needs of children with disabilities, children with limited English proficiency, as well as children from low-income families. The students are trained and supervised in specific techniques designed to teach children with disabilities, children with limited English proficiency, as well as children from low-income families.

When possible, traditional student teachers at both the undergraduate and graduate levels are placed in Professional Development Schools (PDS), as required by the Maryland State Department of Education. The placement of students in a PDS assures that the local school systems and the college are working together to ensure that the training the student teachers are receiving is closely linked with the needs of schools and the children being educated in these schools.

In addition, at the graduate level, the Program Improvement Team (PIT), which includes faculty, staff, students and Local School System (LSS) partners, serves as the advisory board to the Master of Arts in Teaching Program. The PIT reviews data on a continuous basis in an effort to continually improve the quality of the programs offered.

Section III. Assessment Rates

Section III. Summary Rates

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**

Yes

- **use technology effectively to collect data to improve teaching and learning**

Yes

- **use technology effectively to manage data to improve teaching and learning**

Yes

- **use technology effectively to analyze data to improve teaching and learning**

Yes

Provide a description of how your program prepares teachers to integrate technology effectively into

curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

At both the undergraduate and graduate levels, all students are required to meet the Maryland Teacher Technology Standards (MTTS).

At the undergraduate level, mastery of basic computer skills such as Blackboard, MS Word, PowerPoint, Excel and the Internet is demonstrated throughout students' education program coursework.

The undergraduate education students are required to complete an e-portfolio in order to fulfill the undergraduate computer proficiency requirement. Students are provided with training and workshop sessions to assist them in the development of their e-portfolios.

In addition, undergraduate students document and demonstrate their competency in each of the seven MTTS standards in their e-portfolios which are reviewed during the exit conference at the end of the internship.

Undergraduate students are required to complete ED 221 Assessment and Evaluation in Education. In this course students learn to use the Maryland databases and learn to collect, manage, and analyze data to improve teaching and learning.

At the graduate level, each student is required to complete three technology modules to demonstrate mastery of the Maryland Teacher Technology Standards (MTTS).

Module 1: Using Blackboard, MS Word, PowerPoint, Excel and the Internet for own scholarship.

Each semester the graduate department offers a module 1 session in a two hour training format. Students who feel they are proficient in the use of Module 1 content (Word, Excel, PowerPoint and the Internet) can exempt out of this module and will demonstrate the completion of the requirements during the core courses.

Module 2: Setting up your E-Portfolio.

All M.A.T. students are required to complete the module 2 requirement prior to their student teaching internship. Students are encouraged to complete this module early in their program.

Module 3: Using technology for instruction.

Students in the M.A.T. program complete the Technology Module 3 requirements by attending a semester long seminar during the second semester of their yearlong internship.

Students document and demonstrate their competency in each of the seven standards in their e-portfolios which are reviewed during the exit conference at the end of the internship.

In addition all students in the M.A.T. program are required to take a course in assessment - ED 672 Assessing Needs and Evaluating Progress. In this course students learn to use the Maryland databases and learn to collect, manage, and analyze data to improve teaching and learning.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**

Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

At the undergraduate level, all students are required to take SPE 100 Special Education: Historical, Philosophical and Legal Foundations prior to their student teaching experience. Included in this course is a 30 hour internship or field work experience in which they are supervised and observed teaching children with disabilities. In addition, during the student teaching experience students are exposed to differentiation of instruction and diverse populations (including children with limited English language proficiency).

At the graduate level, all students are required to complete ED 686 Foundations of Special Education. This course examines the characteristics of exceptional children, their educational needs, their legal rights, and curricular and methodological models for teaching them, as well as the historical and philosophical development of treatments, provisions, institutions, programs and services for exceptional children. In addition, during the yearlong internship students are exposed to differentiation of instruction and diverse populations (including ESOL students).

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**

Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

At the undergraduate level students pursuing certification in Special Education are required to take not only the introductory course in special education along with a 30 hour internship, but also five additional courses specific to special education. They take two curriculum courses (one on methods and instructional procedures and one on principles and programs). They also take a course on diagnostic and prescriptive techniques as well as a course on counseling students and their parents. The fifth course requires an assessment of the behavior and development of a child with special needs in which the student must complete an extensive case study.

In addition, the internship focuses on teaching students with special needs and there are a specific set of standards that students becoming certified in Special Education are required to complete.

At the graduate level, students pursuing certification in Special Education are required to take not only the foundations of special education course, but also four additional courses specific to special education. They take two courses in assessment and diagnosis of students with special needs (one at the general and the other at the severe and profound level). In addition, they take two additional courses in curriculum design and adaptations for students with special needs (one at the general and the other at the severe and profound level).

In addition, the internship focuses on teaching students with special needs and there are a specific set of standards that students becoming certified in special education are required to complete. The students are also required to conduct a case study on a special education student.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Sanford J. Ungar, President; Marc Roy, Provost; Dr. Ann Marie Longo, Chair, Department of Education; Dr. Phyllis Sunshine, Director, Graduate Programs in Education; www.goucher.edu. Founded in 1885, Goucher is an independent, selective, coeducational liberal arts college located on 287 wooded acres in Towson, eight miles north of downtown Baltimore. Enrolling more than 2,300 undergraduate and graduate students, Goucher offers a wide variety of majors and encourages students to create interdisciplinary programs of study. Undergraduates are required to participate in at least one international study program or internship, testing and enhancing their classroom learning through real, firsthand experience in the field. Community service projects are also an integral part of a student's experience. Additionally, Goucher offers Master of Arts in teaching, historic preservation, creative nonfiction, arts administration, and cultural sustainability, as well as a Master of Education in conjunction with the Sheppard Pratt Health System. For Goucher undergraduates interested in the pursuit of advanced areas in education, Goucher offers an accelerated degree program in which students can earn both the Bachelor of Arts degree and either a Master of Arts in Teaching or Master of Education degree in five years rather than the more typical six or seven years. The Post-Baccalaureate Premedical Program provides students with the necessary courses to enter medical school. The Goucher II program is for men and women beginning or resuming a college career after the age of 24. Professional Education Unit Profile: Undergraduate Program: •Small independent college of about 1400 undergraduate students, located in a suburb of Baltimore, Maryland •Thirteen programs for certification at the undergraduate level •Elementary Education, grades 1-6 •Generic Special Education, grades 1-8 •Secondary programs in art, biology, chemistry, dance, English, French, history, mathematics, Russian, social studies, and Spanish •The education department is one of the undergraduate departments in the college. Students begin school internships/fieldwork for the education program in their freshman year and build toward a yearlong internship in their junior-senior year. The department is responsible for recommending students for certification. •Approved Graduate Program: •Small independent college of about 135 MAT graduate students, located in a suburb of Baltimore, Maryland •Four programs for certification at the graduate level •Elementary Education, grades 1-6 •Generic Elementary Special Education, grades 1-8 •Generic Secondary Special Education, grades 6-12 •Secondary programs in art, biology, chemistry, dance, earth/space science, English, French, history, mathematics, music, physics, Russian, social studies, and Spanish •The MAT program is part of the Graduate Programs in Education and offers both state certification and a master's degree to qualified students. The department is responsible for recommending students for certification. •Approved

Supporting Files

[Goucher College Middle States Report](#)

[State Report from 2006 Accreditation Site Visit](#)

Goucher College
Traditional Program
2008-09

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Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)

**Maryland State Department of Education
HEOA Certification Page for Colleges and Universities**

**Higher Education Act of 1965, as amended in 2008 by the Higher Education Opportunity Act
Title II State Report Card on the Quality of Teacher Preparation**

Directions: After completing the *HEOA: Title II State Report Card* online (due April 30, 2010) and certifying online that it is complete, please have this form signed and mailed or faxed to MSDE to complete the process. You can print a copy of the whole report for your records. MSDE only wants this one page for our permanent records.

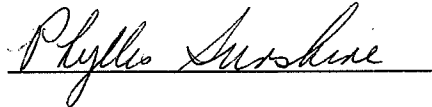
Section XIII. Certification of the *HEOA: Title II State Report Card, April 30, 2010.*

I certify that, to the best of my knowledge, the information on the electronic HEOA: Title II State Report Card site is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

 Signature

Dr. Ann Marie Longo Print name of responsible representative for the teacher preparation program (undergraduate)

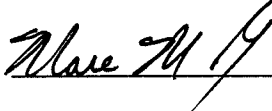
Chair, Education Department Title

 Signature

Dr. Phyllis Sunshine Print name of responsible representative for the teacher preparation program (graduate)

Director, Graduate Programs in Education Title

Certification of review of submission:

 Signature

Marc Roy Name of President/Chief Executive/ School Superintendent (or designee)

Provost Title

Please fax (410-333-8963) or mail this form by April 30, 2010 to the address below:

Dr. Louise A. Tanney
Division of Certification and Accreditation
Maryland State Department of Education
Baltimore, MD 21210