MARYLAND HIGHER EDUCATION COMMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

_____ NEW INSTRUCTIONAL PROGRAM

__x__ SUBSTANTIAL EXPANSION/MAJOR MODIFICATION

_____ COOPERATIVE DEGREE PROGRAM

_____ WITHIN EXISTING RESOURCES or _____ REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

McDaniel College
_____
Institution Submitting Proposal

8-15-16
_____
Projected Implementation Date

PBC	Admin 1 Post-baccalaureate Certificate
Award to be Offered	Title of Proposed Program
082700	130401
Suggested HEGIS Code	Suggested CIP Code
Education	Margaret T. ad.r
Department of Proposed Program	Name of Department Head

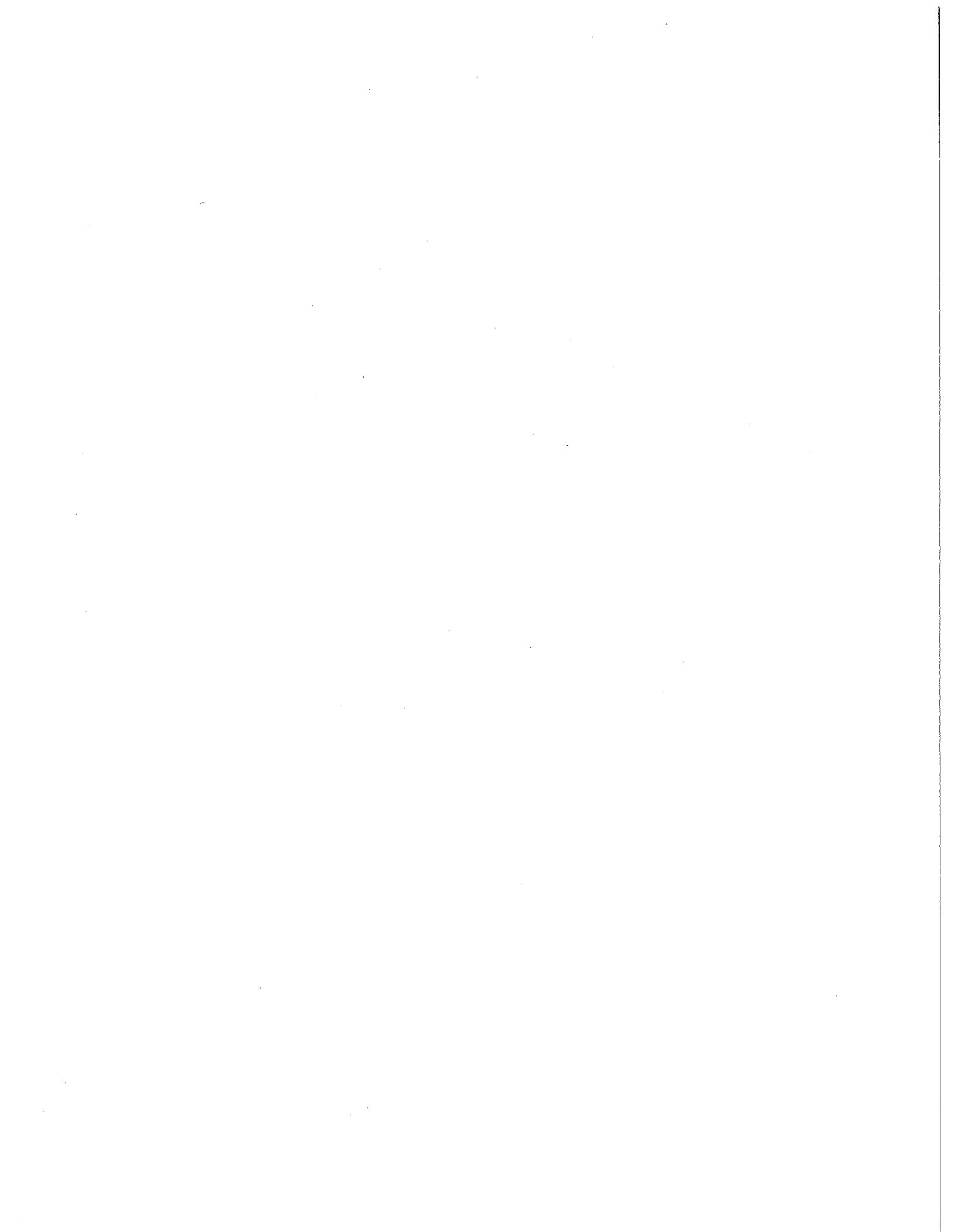|		
Barbara Clinton	bclinton@mcdaniel.edu	410-857-2247
Contact Name	Contact E-Mail Address	Contact Phone Number
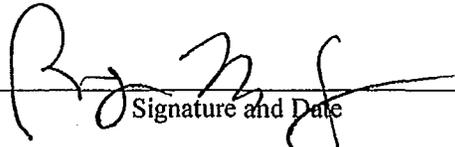
_____
Signature and Date

President/Chief Executive Approval

9/9/2015
_____
Date

Date Endorsed/Approved by Governing Board

Substantial Modification to Existing Program

An institution shall submit a program proposal for a substantial modification to:

change more than 33 percent of an existing programs course work;

convert more than 50 percent of a program previously approved for offering in a distance education format to a classroom or site-based learning format, *or convert more than 50 percent of a program previously approved for offering in a classroom or site-based learning format to a distance education format;*

establish a new area of concentration within an existing program, and/or;

establish a new program title within an approved program.

An institution shall submit a program proposal for an off-campus program for a substantial modification to offer an existing program as an off-campus program.

**Academic Program Proposals
From Degree-Granting Institutions Authorized to
Operate in the State of Maryland**

NEW PROGRAM GUIDELINES

An institution submits a proposal using guidelines in accordance with State regulations. See COMAR Title 13B.02.03 (PDF) for the full set of regulations. Proposals for new programs should be submitted electronically to acadprop@mhec.state.md.us.

New Academic Programs, Degrees and Stand-Alone Certificate Programs

A complete proposal shall include a cover letter from the chief academic officer addressed to the Secretary of Higher Education requesting approval of the new program, a *Proposal Cover Sheet*(pdf) with all required signatures, and should address all of the following areas:

A.   Centrality to institutional mission statement and planning priorities:

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

Proposal for Substantial Modification to Existing Program

Admin 1 Post-baccalaureate Certificate: convert more than 50 percent of a program previously approved for offering in a classroom or site-based learning format to a distance education format

A. EXPLANATION OF THE CENTRALITY OF THE PROPOSED SUBSTNATIAL MODIFICATION OF THE EXISTING PROGRAM TO THE MISSION OF THE INSTITUTION

Chartered in 1866 as a private, liberal arts college, McDaniel College (formerly Western Maryland College) has over a century and a half of tradition as an institution of higher learning.

In 2012, McDaniel College adopted the following mission statement: *McDaniel College is a diverse student-centered community committed to excellence in the liberal arts & sciences and professional studies. With careful mentoring and attention to the individual, McDaniel changes lives. We challenge students to develop their unique potentials with reason, imagination, and human concern. Through flexible academic programs, collaborative and experiential learning, and global engagement, McDaniel prepares students for successful lives of leadership, service, and social responsibility.*

Currently, McDaniel College offers two graduate degrees: the Master of Liberal Arts and the Master of Science, along with numerous post-baccalaureate certificates. The Post-baccalaureate Certificate for Admin 1 certification is the focus of this change request.

As noted in our mission statement, McDaniel College is committed to offering flexible academic programs that prepare students for lives of leadership, service, and social responsibility. This mission has been operationalized in part over the years, through our extensive off-campus operations. Currently we offer programs in counties throughout the state at approved locations and in conjunction with our educational partners, primarily preK-12 public school systems. Offering on-site programs taught in facilities provided by our partners has allowed thousands of students to complete courses, certificates, and complete graduate degrees. These programs have provided highly flexible schedules and their location in facilities where our students work remove the barriers of transportation and additional time traveling to campus.

McDaniel College has slowly adopted a variety of technologies to create ever greater levels of flexibility in programs. This has led us to offer several post-baccalaureate certificates as well as full master's degree programs online. Over the course of several years, almost all of the courses for our Post-baccalaureate Certificate for Admin 1 have been developed to be delivered in hybrid and online formats. To meet the needs of students who want flexible scheduling and delivery options, McDaniel College is now prepared to offer the Post-baccalaureate Certificate for Admin 1 fully online. This represents not a change in our mission or operational structure,

but an acknowledgement that flexibility to current students means more than evening classes or classes delivered at a site near their home.

Additionally, the McDaniel College mission speaks to a desire to foster collaborative learning and global engagement. Extending our delivery to fully online models of education allows McDaniel to reach a broader group of students. Limited by population and diversity in our local community, engaging students beyond our campus, throughout Maryland and across the globe enhances our mission for global engagement by actually drawing in a global population. In the past, students generally completed courses in their local community, interacting in class with the same population that they worked with during the day in their professional setting. Moving to a fully online model for delivery of this program, McDaniel College will be able to foster engagement between students from the many diverse communities that we serve, communities that are currently separated by geography and often do not interact. This change in delivery model will not alter the McDaniel mission, but it will allow us to better meet the mission we have set for ourselves.

Finally, our mission is to prepare students for leadership, service, and social responsibility. The Admin 1 PBC is a program designed to move accomplished professionals from the classroom into leadership roles. Some graduates move into teacher-leader positions while others may choose to become building administrators or move to a central office. In every case, the knowledge and skills students learn in the program is tightly connected to this mission, and to the student's individual professional goals.

The focus of this substantial modification proposal is to convert more than 50 percent of a program previously approved for offering in a classroom or site-based learning format to a distance education format.

We are confident that our institution can successfully deliver an increased amount of coursework in a distance education format. McDaniel College already has approval for and is currently offering fully online master's degree programs in School Library Media, Teaching English to Speakers of Other Languages, and Gerontology. In addition, we offer fully online post-baccalaureate certificates in Romance Writing, Writing for Children and Young Adults, Learning Technology Specialists, and Gerontology. Our success in delivering these programs demonstrates the capacity of the institution. Through current operations, we have gained an understanding of online program needs including faculty and student needs, technology and infrastructure needs, and student service and administrative needs.

Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

During 2015, McDaniel College embarked on a community wide exploration of its path to success. The result was the McDaniel College Strategic Framework which has developed into a guiding document for our actions and planning over the course of the next several years. One

section of this document is *The Goal for Resources: Sustainability.* In creating operational goals for the vision elucidated in this section, there is a focus on building the Graduate and Professional Studies division of the college. Plans for growth include not only the development of new programs, but the strengthening of current programs to maintain our role in educating teachers in Maryland. The Post-baccalaureate Certificate for Admin 1 is our fastest growing program, and is now the third largest graduate program the College offers. Investing in this program to solidify our role in preparing leaders is a natural step in our commitment to creating sustainable programs.

McDaniel College is committed to a long-term strategy that includes expansion of online offerings to meet the needs of Maryland citizens. In addition to details outlined in the Strategic Framework, budgetary requests for the 2017 fiscal year are in line with an expansion of online programs. These budgetary changes represent increased support for faculty development, oversight of online course development, and needed technology. Additional funds are earmarked for student support including new orientation practices. Additionally, faculty within the Graduate and Professional Studies division are increasing their scholarly study of online instruction in specific disciplines to ensure that McDaniel remains at the forefront in our field.

McDaniel College has carefully groomed and supported the Post-baccalaureate Certificate for Admin 1. The program is McDaniel's third largest graduate program and is a flagship program for our off-campus offerings. Accolades, including a graduate who was State Superintendent of the Year attest to the strength of the program. The addition of a fully online option for our students ensures that students can access the quality program that they have participated in for years, without sacrificing flexibility.

McDaniel's Post-baccalaureate Certificate for Admin 1 program is well-regarded throughout the state. We have long term agreements with school systems to offer the program in cohorts, and these partnerships continue to grow in number. By offering our Post-baccalaureate Certificate for Admin 1 entirely online, these partnerships become more valuable because cohort students who miss classes with their cohorts will have more opportunity to complete their degree.

The Educational Leadership faculty and McDaniel College administration believe that our current practices of delivering high quality online instruction in a number of areas has prepared us to extend our online offering to the Post-baccalaureate Certificate for Admin 1. Doing so will provide teachers outside the reach of our current physical walls to benefit from excellent coursework and instruction. It would also allow our institution to compete with out-of-state institutions which currently offer distance learning opportunities in Maryland.

B.   Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

All Post-baccalaureate Certificate for Admin 1 candidates complete five (5) courses (15 credits) and an internship experience (4 credits). This program of study is intended to meet Maryland State Department of Education Certification requirements, as well as external requirements from NCATE/CAEP.

Course Number and Title	COMAR Alignment	Credits	Prerequisites
EDL 502: The Role of the Principal	13A.12.04.04.A.c.iv	3	None
EDL 504: Supervision and Evaluation of School Personnel	13A.12.04.04.A.c.ii	3	None
EDL 505: School Leadership in the Twenty-First Century	13A.12.04.04.A.c.iv	3	EDL 502 and 504
CUR 509: Monitoring and Aligning Curriculum, Instruction and Assessment	13A.12.04.04.A.c.i	3	None
EDL 540: School Law	13A.12.04.04.A.c.iii	3	None
EDL 552: Internship in Educational Leadership	13A.12.04.04.A.c.v	4	EDL 502, 504, 505, 540 and CUR 509

EDL 502: The Role of the Principal (COMAR 13A.12.04.04.A.c.iv)
3 credits

The course provides an overview of the role and responsibilities of the school principal as related to the Educational Leadership Constituent Council (ELCC) Standards. Understanding is developed of how to provide leadership to establish a professional learning community with a staff that collaborates to impact student achievement. Areas addressed include the change process and how it is sustained through communication and collaboration; the school culture and how change is embedded into the culture; how principals support growth and develop leadership capacity; the role of parents and the school community; and the power of mission, vision, values, and goals. Students develop an initial leadership portfolio.

EDL 504: Supervision and Evaluation of School Personnel (COMAR 13A.12.04.04.A.c.ii)
3 credits

This course presents a study of evolving supervision and evaluation practices that nurture, develop, and sustain the educational vision of what schools can and should be. Emphasis is placed on supervisory practices that enhance reflection about teaching and learning, teacher evaluation, and staff development. Learners will investigate supervisory strategies necessary to successfully lead schools through restructuring and change. There is a special focus on the Educational Leadership Constituent Council (ELCC) Standards as they apply to school leadership.

EDL 505: School Leadership in the Twenty-First Century (COMAR 13A.12.04.04.A.c.iv)
3 credits

Prerequisites: EDL 502, EDL 504

Designed for present and future administrators, this course addresses current topics and issues effective administrators must address regularly and well. Topics include establishing and maintaining a safe learning environment; developing effective communication skills; addressing health and family issues; finding, analyzing, and using school data available through current technologies; being a change agent; and leading a staff toward a shared vision and empowerment. Educational Leadership Constituent Council (ELCC) Standards are addressed.

CUR 509: Monitoring and Aligning Curriculum, Instruction and Assessment (COMAR 13A.12.04.04.A.c.i)
3 credits

This course engages learners in evaluating and developing a comprehensive, valid and reliable assessment system to monitor student progress towards long-term curricular outcomes and standards. Participants use selected response, essay/brief constructed response, performance and personal communications methods to design strategies that facilitate and assess student learning. Emphasis is placed on needs assessment including analysis of available data, collection and integration of formative and summative data and engagement of stakeholders, including students, in planning and decision-making.

EDL 540: School Law (COMAR 13A.12.04.04.A.c.iii)
3 credits

A study of school leadership from the legal point of view; principles of law and their applications described in legal theory. Attention is given to legal powers and duties. Supreme Court and other appellate cases are examined. (Educational Leadership students will address Educational Leadership Constituent Council (ELCC) Standards as assigned.)

EDL 552: Internship in Educational Leadership (COMAR 13A.12.04.04.A.c.v)
4 credits

The educational leadership internship at McDaniel College is designed to complement in-class performance by providing opportunities for candidates to assume responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) provide candidates with substantial responsibilities that increase over time in amount and complexity and involve direct interaction with staff, parents and community leaders. The internship is the process and product that results from applying the knowledge and skills described in the ELCC Standards, which incorporate the Interstate School Licensure Consortium Standards for School Leaders (ISLLC). Two hundred forty hours of specified performance-based field experience are required with an internship portfolio. A plan must be approved by the Coordinator of Administrative Internships and completed under the dual supervision of an on-site and College supervisor.

Describe the educational objectives and intended student learning outcomes.

The Admin 1post-baccaluareate certificate program is aligned with the Maryland Instructional Leadership Framework. The Framework serves as the over-riding program outcomes. These outcomes include:

- Facilitate the development of a school vision.
- Align all aspects of a school culture t student and adult learning.
- Monitor the alignment of curriculum, instruction and assessment.
- Improve instructional practices through purposeful observation and evaluation of teachers.
- Ensure the regular integration of appropriate assessments into daily classroom instruction.
- Use technology and multiple sources of data to improve classroom instruction.
- Provide staff with focused, sustained, research based professional development.
- Engage all community stakeholders in a shared responsibility for student and school success.

Discuss how general education requirements will be met, if applicable.

The program does not meet any general education requirements as it is a graduate degree program.

Identify any specialized accreditation or graduate certification requirements for this program and its students.

This program leads to certification through the Maryland State Department of Education. To obtain the certification, students must possess a master's degree. Students may be admitted to the program prior to attainment of the master's degree.

If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

N/A

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

Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

The need for the advancement and evolution of knowledge;

Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;

The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.

This program meets a demonstrated demand and need in the present and the foreseeable future in the region and state. McDaniel College has offered a course sequence that leads to Administrator I certification for many years. The demand for this coursework has been strong across the area that McDaniel serves. The course sequence has sustained an average of about 800 enrollments over the past three years (2012-2015), with enrollments showing a slight increase over the 2014-2015 academic year. Additionally, the need for school administrators is high in Maryland. The *May 2014 Bureau of Labor Statistics Report on Elementary, Middle and Secondary School Principals Report* indicates that Maryland has one of the highest concentrations (#4) and location quotients of administrator jobs in the U.S. The Baltimore/Towson area has one of the top 10 employment levels of administrator jobs in the U.S. That Maryland administrators are in the top annual mean wage category in the U.S. also contributes to the demand for the Administrator I credential.

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

The Post-baccalaureate Certificate for Admin 1 program responds to a number of recommendations from the Maryland State Plan for Postsecondary Education (Maryland Higher Education Commission, 2009). The Plan calls for "academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and the nation." The McDaniel Post-baccalaureate Certificate for Admin 1 program uses cutting edge best practices that align with the Maryland Instructional Leadership Framework.

Regarding the goal of "Access and Affordability", expanding the distance learning opportunities for our candidates aligns very well. The Maryland State Plan explains, "Whether to increase the number of G.E.D. or Ph.D. completers, postsecondary institutions will be challenged to provide academic programs, support services, and delivery methods that serve the needs of these students who often require flexible class schedules, locations, and ways of interacting with their peers and faculty" (Maryland Higher Education Commission, 2009, p. 3). In providing distance learning opportunities our Post-baccalaureate Certificate for Admin 1 program will be increasing the flexibility of the program for our students, as well as providing another way and modality of interaction with peers and faculty for our students. This same argument holds true for addressing Goal 3: Diversity. By providing the choice for distance learning opportunities, we are improving the delivery and instruction possibilities for non-traditional students.

The program also addresses "Affordability". Tuition for McDaniel graduate classes is competitive. Our tuition rates remain lower than many other Maryland IHEs, including most private institutions in the state. To further reduce costs, McDaniel College works closely with our public school partners and in many cases provides discounted tuition to make access to graduate education more affordable. In addition, the pacing of our program allows students to

progress at a pace congruent with most county reimbursement timelines. Finally, the online delivery model has the potential to reduce some site specific costs which will allow the College to maintain lower tuition rates as these site costs continue to climb.

"Student-centered learning" is evident in the design and implementation of the Post-baccalaureate Certificate for Admin 1 program. Our pedagogy places the candidate in the center of the educational process. Our coursework has been developed to allow our candidates to actively apply theory and research about educational leadership to their current everyday work in our schools. Coursework emphasizes developing candidates into reflective practitioners, and our instructional model is consistently constructivist, focusing on the personal construction of meaning. Our online course model is specifically built around a student-centered approach that furthers the connection between McDaniel College's offerings and the Maryland Plan for Post-Secondary Education.

Goal 5 of the Maryland State Plan for Postsecondary Education focuses on "Economic Growth and Vitality". In some areas of the state, graduate educational opportunities are widely available as IHE's are clustered heavily in certain metropolitan regions. Moving to an online delivery model, the entire state can be more actively involved in educational activities that will promote economic opportunity locally. As noted in the plan ; "Only through an increase in the quantity and preparedness of Maryland's teachers can a workforce be grown and stimulated to meet current and emerging work force needs" (Maryland Higher Education Commission, 2009, p.43). The preparedness of educational leaders must be seen as a concomitant focus. Opening up educational opportunities to leaders regardless of proximity to an IHE benefits the entire state.

D.   Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

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

The teaching profession is a stable profession which responds to the U.S population and demographics. At the national level, according to the U.S Bureau of Labor Statistics, occupations categorized as "Education, training, and library occupations" are occupations projected to grow between the years of 2012-2022 (United States Department of Labor, Bureau of Labor Statistics, 2013). In fact, this grouping of occupations has a predicted growth rate of 11.1% between 2012-2022, increasing from 9,115.9 jobs (in thousands) to a projected need of 10,131.7 jobs (in thousands). The need for administrative personnel remains very strong. BLS data suggests a growth rate of 6% of more in the coming years, although the percentage of new hires is likely to be higher as an aging population retires.

Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

From 2009-2014 student K-12 enrollment in Maryland public schools has increased each year. Over this five year period Maryland saw an increase of 22,308 K-12 students (Maryland State Department of Education, 2014). Although increased student enrollment does not automatically create increased demand for administration, additional evidence demonstrates the connection and need. Recommendation 4 of the Maryland Teacher Staffing Report 2012-2014 "declares a shortage of ... principals..." While this designation was removed in the most recent report, the need remains high. The 2014-2016 report notes that hiring has been very low for the past 5 years. This creates a bottleneck and as more experienced administrators retire in the coming years, there will be a new level of need. Finally, it should be noted that this program is the fastest growing program in Graduate and Professional Studies at McDaniel College. The demand is quite strong and the College is seeking to meet this demand so that students will remain in Maryland-based programs, rather than seeking to attend out-of-state programs that are not aligned with the Maryland Instructional Leadership Framework.

Data showing the current and projected supply of prospective graduates.

The Maryland Teacher Report 2014-2016 shows that the supply of newly eligible administrators rose between 2008 and 2013 (the last year for which data was available). This report notes a total number of graduates by Maryland institution in 2012-2013. However, data is not available that shows recent trends in enrollment or demand brought through attrition, retirement, or individuals returning to classroom activities. In 2014, principals were removed from the list of critical need areas. This is likely due in part to a poor economy which led to many individuals choosing not to retire. As the economy improves increased turnover in administrative ranks can be expected.

During the 2015-2016 academic year, McDaniel College maintained enrollment of approximately 30 students in the Masters of Educational Leadership program. This is a slight decline from previous years. During the same period, the College maintained an enrollment of about 250 students in the Admin 1 post-baccalaureate certificate program.

McDaniel College does not anticipate the Admin 1 post-baccalaureate certificate to grow significantly as a result of this change. The College certified 176 new administrators in 2012-2013. After a brief decline in enrollment, the program has returned to a similar size and is expected to continue. The proposed change is expected to provide a more flexible program to our current enrollees. Additionally, McDaniel College is a recognized provider in the state of Pennsylvania. The proposed change will allow the College to seek a larger share of the Pennsylvania market. Finally, our public school partners have shared information that a number of their employees have sought graduate training through out-of-state online programs. This

change will allow McDaniel College to enroll more of these students in a Maryland based program.

E. Reasonableness of program duplication:

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

According to the Maryland Higher Education Commission website (http://www.mhec.maryland.gov/utilities/results_CIP.asp?sCIP=13&subTP=Search), there are only three approved post-baccalaureate programs in the state. McDaniel is one of these three. In addition to McDaniel, the administrator 1 program is offered by Coppin State University and Johns Hopkins University. The addition of online offerings by McDaniel will allow students across the state to have access to an in-state institution offering this certificate to meet local need.

McDaniel College's Administrator I Certification Program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and was awarded "Nationally Recognized" status by the Educational Leadership Constituent Council (ELCC). It also is approved by the Maryland State Department of Education (MSDE) and the Maryland Higher Education Council (MHEC). In order to achieve this level of approval, it is necessary for the courses and the internship to be closely aligned to the ELCC Standards, which incorporate the Interstate School Leaders Licensure Consortium (ISLLC) Standards. As a result, it is necessary for students to be well grounded in the knowledge, skills, and dispositions of the ELCC Standards, ISLLC Standards, and the Maryland Instructional Leadership Framework and/or the Pennsylvania Inspired Leaders Standards. The Pennsylvania Department of Education (PDE) has also awarded "Out of State Comparable Initial Program Approval."

The program embraces the Maryland Instructional Leadership Framework and The Pennsylvania Inspired Leadership Standards and is designed to provide students/candidates with opportunities to study and apply theories, standards, and practices in educational leadership and to prepare them for leadership positions in public and private schools and schools for special populations. The program further instills the theories and practices of the discipline while providing multiple paths for certification and career change. In this program, students will interact with students preparing for positions in public schools, private schools, or schools for special populations, as well as with those progressing toward jobs in higher education. Clearly aligned with state licensing recommendations and recommended highly by educators in the field, the McDaniel College program offers a chance for knowledge, preparation, and application that are the hallmarks of outstanding administrators and educational leaders.

Maryland certification as an Administrator I (assistant principal or supervisor) and Pennsylvania certification as a K-12 principal require completion of an administrative internship in addition to having completed a master's degree. In addition, Maryland certification as an Administrator II (principal) and Pennsylvania certification as a K-12 principal require evidence of a qualifying score (MD – 165, PA – 163) on the School Leaders Licensure Assessment (SLLA).

Provide justification for the proposed program.

The requested change centers on students' changing expectations for completing graduate and professional studies. Increasingly, students expect to be able to complete their education online, anytime. With the passage of SARA legislation in Maryland, a wide variety of online institutions can operate within the state of Maryland and provide fully online degree programs with no specific approval from the state. In order to maintain market share, and to meet the demands of our constituents, McDaniel College needs approval to offer this program online. If we do not make this critical change, we anticipate that an increasing number of Maryland educators will seek graduate education outside the state. We believe that institutions from our jurisdictions will not be tightly aligned to the Maryland framework, and will not build curriculum in conjunction with a Maryland constituency. Therefore, we believe that it is in the best interest not only of the College but of the entire education community to allow McDaniel College to offer a fully online program.

F.   Relevance to Historically Black Institutions (HBIs)

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

McDaniel College is currently a large provider of Admin 1 certification in the state of Maryland. As noted above, we do not anticipate that this change will have a large impact on the overall size of the program offered in Maryland. Therefore, we do not believe that the program will have an adverse impact on the HBI's within the state.

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

N/A

G.   If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

13B.02.03.22

C. Principles of Good Practice.

(1) This section applies to distance education and distance education programs offered by an institution of higher education operating in this State that is required to have a certificate of approval from the Commission under chapter .01 or .02 of this subtitle.

(2) An institution shall provide evidence to the Secretary of compliance with the principles of good practice in this section.

(3) Principles of Good Practice for Distance Education.

(a) Curriculum and Instruction.

(i) A distance education program shall be established and overseen by qualified faculty

McDaniel College has a long history of offering the Admin 1 post-baccalaureate certificate both on campus and off campus. We have graduated hundreds of students from our high quality program. The same faculty that currently teach our program on campus will be responsible for maintaining the program as a completely online delivery option is made available to students.

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

McDaniel College will maintain the Admin 1 post-baccalaureate certificate program currently offered. All requirements for the program will remain as they are in the face-to-face delivery option. All course work will remain the same, and outcomes in each class will remain the same. While the specific methodology of instruction will change for the online courses, the outcomes intended for student learning will not change. It is the intent of the College to offer course flexibility. Students will be able to move seamlessly between online and face-to-face courses, achieving the same outcomes and completing the same key assessments regardless of format.

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

All online courses in McDaniel's Admin 1 post-baccalaureate certificate program are designed to deepen candidate's understanding of program content and permit exploration regarding the application of content. Online instruction also allows for a flexible and accessible means for continuous feedback from and communication with the course instructors. Learning outcomes as stated in Section B2 of this document are supported through the online interactions. We anticipate that there will be no substantive change in the rigor or breadth of the program being offered.

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

McDaniel College uses the Blackboard Learning Management System as the backbone of our online courses. The system allows easy organization for students, and multiple ways to communicate with faculty and others in the class. As noted in the College's Expectations of Faculty Teaching Online Classes for GPS, faculty are expected to be "in the classroom" almost every day. This allows students to contact faculty either through the message board, or the internal messaging system. Additionally, faculty are expected to check email and respond to students, generally within a single day. To facilitate communication and create relationships, the College generally sets a cap of 18 students on all graduate level online classes. This helps to enhance the opportunity for communication between faculty and students.

Expectations for students are also clearly communicated and intended to help create direct interaction between students and faculty. McDaniel's established structure for online instruction details the following instructional and interaction expectations. In terms of time and commitment, online courses are based on the traditional, 3-(graduate)-credit-hour semester. It is expected and that each participant sign on to Blackboard at least three times a week and participate in any prescribed learning experiences (discussion forums, synchronous or asynchronous Adobe Connect sessions, video viewing, etc.). Candidates are advised that in order to succeed in an online course, they should expect to spend approximately **115 hours** in the course, roughly divided as follows:

- 40 hours participating in online discussions/activities
- 30 hours reading
- 25 hours working on individual projects/papers/reflections
- 20 hours working on collaborative projects/papers

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

McDaniel College Graduate and Professional Studies provides an outstanding online delivery course format. All course templates are designed by the Director of Instructional Technology, Steve Kerby. Prior to coming to McDaniel, Steve Kerby was an Assistant Dean of Distance Education at UMUC where he designed and wrote courses in the program. McDaniel's Director of the Office of Instructional Technology works with faculty to design online course components to ensure the use of best practices in online instruction. Our development model seeks to bring together the resources of instructional design specialists with the content expertise of faculty members. In all cases, faculty members who meet the standards for employment at the institution own and oversee the development of content in each online course. The role of the designer is to help ensure that courses meet Best Practice Standards. As one check on the quality of courses, McDaniel College has submitted courses to *Quality Matters* to obtain feedback on design and help the College build better courses.

(b) Role and Mission.

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

"The mission of Graduate and Professional Studies is to prepare culturally competent professionals committed to leadership in their field." Competency and experience in online instruction is an important cultural proficiency for 21st Century teacher leaders. The coursework of this program, including the online components seeks to support the mission of GPS, which includes preparing leaders who can use technology effectively, communicate in a variety of settings, and commit to life-long learning and continued professional growth. All of these areas are enhanced through the use of online instruction.

More broadly, an increased reliance on online delivery options is consistent with McDaniel College's institutional mission as discussed in section A of this document.

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

This program, including online aspects of the program, was reviewed and approved by the Graduate Curriculum and Planning Committee and the full McDaniel Faculty. All online coursework is reviewed and approved by The Director of Instructional Technology (for federal Section 508 compliance, media appropriate material, and online instructional design standards).

(c) Faculty Support.

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

All McDaniel instructors who teach and/or participate in the design of online courses must take and pass a 4-week online class in Best Practices in Online Teaching and Learning which was designed by and is delivered by our Director of Instructional Technology. The class emphasizes the Community of Inquiry model and the importance of social presence, cognitive presence, and teaching presence.

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

A committee of McDaniel faculty who teach online contributed to the document "Expectations of Faculty Teaching Online Classes" for GPS (attached at end of section G.). The division of Graduate and Professional Studies maintains an active Distance Education Council that has responsibility to recommend policy related to online learning, assist in the assessment of online learning, and recommend strategies to improve both support for and structures of online learning in the division. This committee, composed of franchised faculty, ensures that curricular issues in distance education remain the purview of the faculty.

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

The Office of Instructional Technology (InTech) has three full time staff to support faculty, each with experience and training in media and technology support. One of the InTech team has a Master's Degree in Online Instructional Design and Distance Education Management. The College maintains a technology helpdesk, available by phone and email to provide technology support to all faculty and students. As noted above, all faculty that teach online must complete our Best Practices in Online Education Class. Faculty are also supported in the learning

management system through a series of documents and teaching resources that are embedded in each Blackboard course.

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

McDaniel's Hoover Library resources (including streaming video from Films on Demand) are available to off campus users. All users can access over 100 online databases, many full text, to assist in meeting educational needs. All users have access to interlibrary loan services as well as access to reference librarians onsite. On-line students can speak directly to library personal during all business hours by phone, or by email. Librarians also maintain program specific resource pages that are designed to meet specific program needs. As the educational leadership program has increased the number of online courses available, librarians have been responsive to insure that students needs are met regardless of the delivery modality of classes in the program.

(e) Students and Student Services.

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

Ongoing support for academic issues within a program is supplied through faculty advising. Every student is assigned an advisor and information on curriculum, course and degree requirements can be obtained from the advisor. Additionally, program specific student handbooks contain documentation of policy, requirements, information on how to access services, and other information pertinent to student needs. The Office of Instructional Technology, and the Writing Center are available by phone and email and can provide additional support. The Office of Instructional Technology can assist students in navigating the learning management system and help to troubleshoot if problems arise. The Writing Center can be accessed remotely for assistance. Students can submit materials for feedback and review and can speak to tutors to gain assistance by phone and by email. Information about academic expectations, financial aid resources, and costs and payment information are also provided to students via the College website. College policy, the College catalog, and additional information including forms necessary for registration, graduation and associated activities are all available online for immediate access.

All online courses include the following statement related to technical help and support:

TECHNICAL HELP

In many cases, the instructor can help you, especially if it concerns logging into Blackboard

or the use of Blackboard's features. It is the student's responsibility to make sure the technological equipment being used is up to date and compatible.

For this class, you need a computer (PC or Mac) with a connection to the Internet. It is best if the computer is relatively recent (last 3-4 years) and keeps up-to-date in programs and OS. It is also best if you have Microsoft Office Suite, but it is not required for this class.

McDANIEL HELP DESK

McDaniel has an **Online Help Desk.** You can email them at help@mcdaniel.edu, or call them at 410-871-3390.

ATOMIC LEARNING VIDEO TUTORIALS HELP VIDEOS AND INSTRUCTIONS

Atomic Learning—is an online technology training and professional development tool for students and teachers. This online training resource is available 24/7 to ALL McDaniel students, staff, and faculty. It delivers on-demand technology training on the use of computer applications, technology integration, and professional development. Get answers to many of your "how do I do that?" questions about 200+ programs and topics such as Microsoft Office, Adobe Connect, Dreamweaver, Photoshop, Blackboard®, MLA Style, and plagiarism.

BLACKBOARD STUDENT HELP

Blackboard Student Help provides instructions, videos, and help with such tasks as turning in assignments, using the discussion board, and most tasks required by this class.

ADDITIONAL SUPPORT SERVICES

Student Academic Support Services (SASS)—assists all students with documented disabilities. The SASS Office works with each student on a case-by-case basis to determine and implement appropriate accommodations based on individual needs. See link on the site for the SASS Registration Form.

Writing Center—provides individual online tutoring sessions and has an extensive list of helpful resources. To schedule an appointment, click on <u>Online Tutoring.</u>

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

McDaniel College has been offering the Admin 1 post-baccalaureate certificate at off-campus locations for many years. As a result, the College has already created the infrastructure necessary to support students who are not physically located on our campus. This includes extended office hours, processing of materials remotely, online payment systems, and processes for accessing all on campus support services. Additionally, because the College has offered other master's degrees and post-baccalaureate certificates online for some time, this substantive

change in the Admin 1 post-baccalaureate certificate program does not require a substantive change in other aspects of our operations.

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

McDaniel College supports entering students with clear expectations and guidance. Technology statements provide accurate information on the recommended equipment. An online orientation class will be available to students that choose to take advantage of the opportunity to enhance skills and try out online learning. Student handbooks provide additional clarifying information. Enrolled students have access to McDaniel's HelpDesk and InTech staff. Additionally, program faculty are adept at supporting students should they encounter problems in the online environment given the preparation McDaniel requires for online teaching.

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

All aspects of the program are fully disclosed to students during face-to-face recruiting and subsequent information meetings (cohort information meetings, Graduate Open Houses) prior to the start of the program. Upon acceptance into the program, the Graduate Admissions Office informs new students in writing of procedures to set up online accounts and create passwords to access online services and email. All marketing materials are reviewed by program faculty to ensure accuracy.

(f) Commitment to Support.

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

Course evaluations are collected for each of the courses in this program. The online course evaluation form specifically inquires about the value of online forums for the mastery of course content, the ability of the online components to allow students to work at a pace that is appropriate for their schedules, and the students' ability to use the technology presented in and used by the course to meet their learning goals. The quality of student-student and faculty-student interaction, which are expectations of online forums and reflections, are also queried. The Program Coordinator is responsible for reviewing instructors' course evaluations to make determinations about the quality of their instruction. Online courses are treated the same as face-to-face courses for the purposes of faculty promotion and tenure.

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

McDaniel has a strong and successful history of supporting its programs and is able to ensure that once students begin a program, they are able to complete it. The Educational Leadership program dates to before 1973 and has contributed to the growth and success of Graduate and Professional Studies at McDaniel. The evolution of our Admin 1 post-baccalaureate certificate program to include a fully online delivery option is viewed as an innovation and strengthening of our program. The success of other online programs provides us with the knowledge to appropriately plan for success in this program.

(g) Evaluation and Assessment.

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

The college requires an annual assessment plan, developed by the Academic Assessment Committee, for each program. This assessment plan evaluates each program in five categories: (1) student learning outcomes, (2) assessment measures, (3) assessment timeline, (4) assessment results, and (5) use of assessment results for program improvement. McDaniel's Office of Institutional Research collects and distributes data to evaluate student retention and cost effectiveness. Course evaluations contribute to assessing and documenting student satisfaction. Ongoing collaboration between program faculty and the Program Coordinator assess faculty satisfaction and support faculty development.

(ii) An institution shall demonstrate an evidence based approach to best online teaching practices.

McDaniel's Best Practices Online course required of faculty teaching online is informed by the Community of Inquiry Model, an instructional design model for distance learning, by Garrison, Anderson, and Archer, and follows generally accepted best practices in online teaching and learning as outlined by Quality Matters.

Upon completion of this class, participants are expected to:

- understand the importance of **community** in online instruction and be able to apply basic theoretical principles of online learning to build an effective student-centered learning community;
- understand the importance of **presence** in online instruction and be able to implement best-practice strategies that create and maintain social presence, teaching presence, and cognitive presence in building and maintaining an effective student-centered learning community;
- understand the importance of **collaboration** in online instruction and be able to implement best-practice strategies to support a collaborative environment throughout the course;

- understand the importance of **reflection** in online instruction and be able to implement best-practice strategies that help to create transformative learning experiences for students throughout the course;
- understand the importance of **learner-centered design** in online instruction and be able to implement best practices in encouraging students to be more autonomous, resourceful, and independent;
- be able to define and implement an **appropriate online persona**;
- apply best practices in time management and student expectations;
- anticipate and solve problems that typically arise in groups and collaborative assignments;
- apply best practices in moderating discussion forums, wikis and blogs;
- apply best practices in evaluation and assessment, and in providing learner-centered feedback to multiple types of student work

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

This program is assessed through the same procedures as all McDaniel programs of teacher education. We collect annual data for NCATE/CAEP for each course focusing on student achievement of learning outcomes. The college's program assessment plan, as described in section (g)(1) above further adds to the assessment and documentation of student achievement. While data sets can be disaggregated to assess the online delivery approach in comparison to the face-to-face approach, the data collected is identical allowing the College to ensure that students have the same quality learning experience regardless of delivery modality. Where differences are seen, improvement efforts can be undertaken to move all students to the highest possible level of achievement.

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Expectations of Faculty Teaching Online Classes for GPS

This document outlines expectations for all faculty teaching online classes for Graduate and Professional Studies (GPS), including instructors' use of Blackboard. In addition to observing the expectations listed below, faculty should work closely with their program coordinators to comply with program expectations and practices.

I. **Prior to teaching** a GPS online class for the first time:

All faculty members are required to earn certification by taking **BPO 100**, Best Practices in Online Teaching and Learning. Information about this 4-week, online class is available at: http://www2.mcdaniel.edu/its/BPO_register

II. **One week prior to the first day of class**, all faculty members who teach online are expected to:

Make their online classes in Blackboard available.

Send an email to students, informing them that the class is open and will begin in one week.

Make certain the following is available in the Blackboard class:

A Welcoming Announcement

The Read Me First (or syllabus)

The Course Guide (or schedule)

All assignment setups, including due dates, weights, and rubrics

A "Café" type Discussion Forum that includes an Introductions thread, where students introduce themselves to the class and interact with one other informally.

III. **Throughout the semester**, all faculty members who teach online are expected to:

Be "visible" in the classroom several times a week (almost every day) to let students know they are involved and "listening."

Post a class announcement at least once a week.

Treat the Discussion Forum area as the heart of the Blackboard class by:

Creating at least one content-focused conference for each module of the course.

Providing clear guidelines for conference participation.

Starting initial Discussion topic threads, interjecting as appropriate during the week, and providing summary comments as needed.

Organizing class activities so that they take place primarily in the online classroom, rather than by e-mail, phone, or mail.

Pay attention to the activity level of all students and, as needed, privately contact individual students who are not participating actively.

Respond to student inquiries promptly, even if it is just to let students know that the instructor is working on the inquiry and will reply fully as soon as possible.

Use rubrics to manage student expectations regarding grading of all course requirements, including assignments, projects, and class participation.

Provide adequate feedback on all assignments that acknowledges strengths and offers suggestions for improvement and growth.

Post all grades promptly in the Grade Center (within a week is best practice for an 8-week online class).

IV. **At the end of the semester,** faculty must submit final grades online according to the McDaniel grade submission policies within 72 hours of the last day of class.

H. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

Provide a brief narrative demonstrating the quality of program faculty . Include a summary list of faculty with appointment type. terminal degree title and field. academic title/rank. status (full-time. part-time. adjunct) and the course(s) each faulty member will teach.

Dan Cunningham, Ph.D., full-time faculty, lecturer and Coordinator of Educational Leadership Programs. EDL 502, EDL 504, EDL 552

Elizabeth Aitken, Ph.D., full-time faculty, lecturer, and Area Coordinator for the Curriculum and Instruction Program: CUR 501, CUR 512, CUR 556, CUR 557

Robin Townsend, M.S., full-time, Professional Development School Coordinator, EDL 502, EDL 505

Daria Buese Ph.D., full-time faculty, Associate Dean of Off Campus Programs: CUR 509

Andy Bashinger, M.Ed., EDL 504 and EDL 505

Jeanne Paynter, Ed.D., full-time faculty, lecturer, and Area Coordinator for the Curriculum and Instruction Program: CUR 515, Capstone courses (CUR 556, CUR 557), CUR 509

Nick Urick, Ph.D., Coordinator of Educational Leadership Internships. EDL 505, EDL 552

Adam Konstas, JD, Adjunct Faculty and practicing Attorney in Educational Law EDL 540

McDaniel's Educational Leadership program draws from faculty across the division of Graduate and Professional Studies to support the program. Representing a range of academic disciplines in title, the full-time faculty of the division have worked at every level of administration in counties throughout the state of Maryland. Each brings a unique perspective on the role and work of the educational leader. As a team, they represent decades of building, central administration, and state level careers which inform their practice in the classroom. Each has a history of scholarship and service appropriate for their role in the College.

It is the norm in many sectors of graduate education to employ master teachers and educators as part-time instructors to teach graduate level classes. In the case of the Admin 1 post-baccalaureate certificate, McDaniel College does hire current building level and central administration staff to teach certain classes. The utilization of these practicing professionals helps ensure a tight connection between our programs, the strategic needs of the districts, and the realities of educational practice in the state. Adjunct faculty, when used, shall: (1) possess the same or equivalent qualifications as the regular faculty of the institution; and (2) be approved by the academic unit through which the credit is offered.

I. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. **If the program is to be implemented within existing institutional resources,** include a supportive statement by the President for library resources to meet the program's needs.

McDaniel College Hoover Library supports the academic needs of all its majors. Additionally, it also supports McDaniel's robust graduate programs in education, making it a valuable resource for Admin 1 post-baccalaureate certificate candidates. Hoover Library's total holdings include 375,679 titles, 148,306 of which are e-books accessible online. The Library subscribes to 420 scholarly journal titles in print and provides access to an additional 48,779 periodical titles online. Faculty and students also have direct as well as courier access to the collections of our consortium partners (an additional 823,522 volumes and 421,074 titles in all subject disciplines). The library subscribes to approximately 68 databases. Full-text online databases are provided for all graduate students that serve the needs of the program, including: Proquest Education Journals, Ebsco Primary Search, Mental Measurements Yearbook with Tests in Print, PsycARTICLES, Sage Premier and SocINDEX with full-text. There are also numerous additional subscriptions to individual electronic journals in the topic area. If students cannot access a particular article they need through the Hoover Library's existing resources the Library will provide fast document delivery service for the article via ILLiad usually within 24-48 hours. As a designated partial United States Government Depository, the Library contains over 500,000 federal documents, in paper and on microform, and provides electronic versions of publicly accessible federal documents through GPO Access.

There are 73,895 square feet in the building which provides 507 seats, ample desk space, six group study rooms, and two group technology rooms that may be reserved by students via an online reservation system. The library is open approximately 97 hours per week during the regular semester and offers extended hours during exams. Overnight study from Midnight to 8am is available for two floors of the library during regular semester. Located inside the lobby of the building is a 24 hour key card accessible computer lab operated by the IT department. The online support from the Hoover Library is outstanding, offering research support with a librarian through any mode preferred by off-campus students including email, instant massaging (chat), and texting services. Library services and research guides are embedded in Blackboard courses and librarians offer instructional service to students individually or in courses online or in-person. The Mission and Vision of the Hoover Library is as follows:

Mission Statement

Hoover Library supports McDaniel College's mission to promote critical, creative, and global thinking while fostering academic excellence and intellectual freedom. The Library

provides a learning environment that encourages scholarship, access to resources, instruction, and guidance for the interpretation and evaluation of information.

Vision Statement

Hoover Library is the core of scholarly and social interaction for the McDaniel College community of learners. As such, the library will:

- Create an inspiring 21st century facility which provides engaging learning spaces and state-of-the-art technology.
- Deliver information resources that are relevant, intuitive, and well-organized.
- Meet and anticipate evolving information needs to support the curriculum through a robust information literacy instruction program, appropriate assessment tools, and sound fiscal management.
- Provide responsive service through collaborative relationships with its staff of highly skilled, team-oriented, and approachable people.
- Present creative and inspiring programming to the campus and local community.
- Strengthen and build outreach initiatives to foster community partnerships on our campus and beyond.
- Encourage and support ongoing professional development for all library staff.

J. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

This substantive change request seeks to obtain approval to offer a post-baccalaureate certificate entirely online. Once approved, McDaniel College anticipates an increase of approximately 5% in the total number of course sections offered online as a result of this change. This relatively minor change in the scale of online operations, from approximately 175 to 184 online sections annually will have almost no impact on the infrastructure necessary to offer online classes. All online classes are housed on Blackboard Learn 9.1, and services are fully hosted by Blackboard and licensed by McDaniel College. Because hosting is provided off-campus by Blackboard, the on-campus infrastructure is not impacted by this change. The increase in traffic from faculty accessing online courses will be negligible as it is spread across our campus of 1600 residential students. The change is not expected to increase graduate enrollment significantly, but will help to maintain enrollment at current levels. Additionally, while the program has not been offered fully online, many of the classes are offered online. Therefore, creating a fully online program will not require completing creating all new online

courses. A shift to more online programming is expected to increase the average class size from the low teens to the mid-teens. This change will reduce some pressure by decreasing the total number of sections needed to teach the same level of enrollment. If enrollment increases as a result of this change, the new revenue generated will offset needs.

K. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

Complete Table 1: Resources (pdf) and Table 2: Expenditure(pdf). Finance data(pdf) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.

TABLE 1: RESOURCES						
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Reallocated Funds	NA	NA	NA	NA	NA	NA
Tuition/Fee Revenue (c + g below)	$157,700	$234,806	$245,727	$250,857	$250,857	$1,139,947
Number of F/T Students	0	0	0	0	0	0
Annual Tuition/Fee Rate	NA	NA	NA	NA	NA	NA
Total F/T Revenue (a x b)	NA	NA	NA	NA	NA	NA
Number of P/T Students	31	43	50	50	50	
Credit Hour Rate	$465	$479	$479	$489	$489	
Annual Credit Hour Rate	10.94	11.4	10.26	10.26	10.26	
Total P/T Revenue (d x e x f)	$157,700	$234,806	$245,727	$250,857	$250,857	$1,139,947
Grants, Contracts & Other External Sources	0	$0	0	0	0	0
Other Sources	0	0	0	0	0	0
TOTAL (Add 1-4)	$157,700	$234,806	$245,727	$250,857	$250,857	$1,139,947

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty (b + c below)	$78,660	$138,856	$143,021	$147,312	$151,731

# FTE	1	1.66	1.66	1.66	1.66
Total Salary	$57,000	$100,620	$103,639	$106,748	$109,950
Total Benefits	$21,660	$38,236	$39,382	$40,564	$41,781
Admin. Staff (b + c below)	$11,385	$11,730	$11,965	$12,203	$12,516
# FTE	0.15	0.15	0.15	0.15	0.15
Total Salary	$8,250	$8,500	$8,670	$8,843	$9,020
Total Benefits	$3,135	$3,230	$3,295	$3,360	$3,496
Support Staff (b + c below)	$9,660	$9,853	$10,050	$10,251	$10,455
# FTE	0.25	0.25	0.25	0.25	0.25
Total Salary	$7,000	$7,140	$7,283	$7,428	$7,576
Total Benefits	$2,660	$2,713	$2,767	$2,823	$2,879
Equipment	0	0	0	0	0
Library	0	0	0	0	0
New or Renovated Space	0	0	0	0	0
Other Expenses	0	0	0	0	0
TOTAL (Add 1 – 7)	$99,705	$160,439	$165,036	$169,766	$174,702

Provide a narrative rational for each of the resource category. If resources have been or will be reallocated to support the proposed program. briefly discuss the sources of those funds.

Reallocated Funds

Analyze the overall impact that the reallocation will have on the institution, particularly on existing programs and organizational units.

At this time, there is no need to reallocate resources for this substantive change. This change will largely result in a movement of students from face-to-face classes to online classes. The program currently is large enough to absorb a slight increase in students that may occur. If there are increased costs, these will be covered by increases in revenue. No funds will be reallocated from other programs.

Tuition and Fee Revenue

Describe the rationale for the enrollment projections used to calculate tuition and fee revenue.

Enrollment projections are based on current enrollment patterns of students in the admin 1 certificate program. While students can complete up to 5 courses (offered in an 8-week format)

each academic year, the average student completes less than this and our projections take this into account. We anticipate continuing to admit new students in both Fall and Spring semesters. Current projections anticipate admitting 16-20 new students each semester. Tuition projections are based on current tuition rates with a slight increase in each of the next several years.

Grants and Contracts

Provide detailed information on the sources of the funding. Attach copies of documentation supporting the funding. Also, describe alternative methods of continuing to finance the program after the outside funds cease to be available.

The program does not have any current sources of funding from grants or contracts.

Other Sources

Provide detailed information on the sources of the funding, including supporting documentation.

N/A

L. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

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

McDaniel College has a systematic and comprehensive evaluation system for professional education faculty. The college faculty are formally reviewed (reappointment, tenure, promotion, and periodic reviews) in three areas: (1) effective teaching, (2) participation within the college community (including advising, participation with the student community, and college participation), and (3) research, creative work, and other professional activity, and are expected to follow a professional code of ethics as outlined in the Faculty Handbook.

Effective teaching is evaluated through course evaluation forms submitted by students at the end of each semester, the submission of course syllabi, assessments, documentation of teaching strategies, and projects developed for courses. Additionally, an optional Teaching Analysis Poll (electronic mid-term assessment) is available to faculty as well as independently developed mid-term evaluations that are conducted collaboratively with candidates. Lecturers and senior lecturers undergo the same review procedures as those established for tenure track faculty. Adjunct faculty are expected to participate in any programmatic review procedures and their course evaluations are reviewed by program coordinators. Coordinators consult regularly with adjunct faculty to ensure the quality of their instruction as they are held to the same teaching standards of any full time faculty member.

This program was last reviewed and approved by MSDE in the spring of 2016. The requirements for MSDE program approval ensure the rigor of assessing student learning outcomes.

M. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

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

McDaniel College has a mission to "prepare culturally-competent professionals committed to leadership in their field..." One benefit of the online delivery model is that students will have the opportunity to increase the range of peers with whom they interact in classes. Currently, most of our students take classes in the geographic region where they live and work, and with other professional educators that work in these same environments. As a result, our students have limited access to interacting with others who have vastly different cultural views and experiences. By combining students from broadly different regions and working environments, the online classroom allows students to interact with others, increasing perspective and raising cultural understanding.

Additionally, McDaniel College currently offers the Admin 1 post-baccalaureate certificate program in areas with large concentrations of teachers. There are many professional educators throughout the state that do not have access to a McDaniel degree program. The online delivery model that is proposed will remove geographic barriers increasing opportunity for educators, including minority educator that may live and work in areas that do not have easy access to an IHE.

McDaniel College maintains and supports the Office of Diversity and Multicultural Affairs (ODMA). The mission of the ODMA is to provide visible leadership and direction for the College's efforts on behalf of diversity and multiculturalism; offer programs and provide guidance and assistance, both academic and nonacademic, to underrepresented students; support and coordinate student groups that serve the needs of diverse student populations; develop programs and services to promote diversity awareness and understanding within the larger campus community; and be a resource to students, faculty, and staff in their efforts on behalf of diversity and multiculturalism. The office has worked with the entire Graduate and Professional Studies division over the current academic year as part of our strategic goal to increase awareness and understanding among our faculty and staff. The office will continue to work with the division, providing support and consultation as we expand our online efforts.

N. Relationship to low productivity programs identified by the Commission:

If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration. library resources and general operating expenses) may be redistributed to this program.

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