

MARYLAND HIGHER EDUCATION COMMISSION ACADEMIC
PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
 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

August, 2018

Projected Implementation Date

Master of Science

Award to be Offered

Disability Support Services in Higher Education

Title of Proposed Program

0507

Suggested HEGIS Code

52.1301

Suggested CIP Code

Graduate and Professional Studies

Department of Proposed Program

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Signature and Date

President/Chief Executive Approval

2/27/18

Date Endorsed/Approved by Governing Board

**Proposal for
Masters of Science in
Disability Support Services in Higher Education**

A. Centrality to institutional mission statement and planning priorities:

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

The proposed program is a Masters of Science in Disability Support Services in Higher Education. The program is 33 credit hours in length and consists of 11 courses. The program will be offered both on-ground and on-line. Students will be able to complete the program 100% online if they choose. The program is designed to provide individuals with the specific knowledge and skills necessary to design, operate, and supervise disability services support programs in higher education settings. Individuals will learn to respond to individual student needs while complying with applicable laws and rules. Additionally, individuals will learn skills of supervision and management necessary to successfully advocate for students and lead other professionals in post-secondary environments.

The mission of Graduate and Professional Studies is to prepare culturally competent professionals committed to leadership in their field. Students are placed in the center of a community rich in the liberal arts tradition. An emphasis on the foundation of knowledge and critical decision-making based on current research, theory and practice are central to the various programs.

To accomplish this mission, the Graduate and Professional Studies program at the College prepares professionals who:

- are specialists in their field of study and who value the balance and interdependence of current theory, research and practice;
- advocate for and facilitate the personal growth and well-being of a diverse clientele;
- use appropriate technology, assessment and analytical tools to solve problems and make decisions in their field;
- are prepared to interact, communicate and practice in a variety of settings with unique constraints and cultures; and
- are committed to lifelong learning and continuing their own personal growth in order to stay current in their profession.

The proposed program in Disability Support Services in Higher Education meets these broad goals with a focus on developing professionals ready to lead in their discipline. Our candidates in the program will acquire skills as learning specialists and learn to advocate for the rights and needs of college students with disabilities. They will be able to employ myriad assistive technologies ranging from accommodations for students with physical disabilities to state-of-the-art software addressing learning needs of students with learning differences. Through developing an understanding of the intersection of disabilities and cultures, they will interact effectively with the diverse students who use disability services. Moreover, as leaders, our candidates will share their expertise in the field with various constituencies including families, administrators, and faculty. Finally, they will gain experience working with the leading professional association in postsecondary disability services (AHEAD) to use as a resource throughout their careers. The Master of Science program is appropriate both for individuals with experience in higher education as well as those seeking to move into a new professional role. The program requires no specific undergraduate degree or experience. The M.S. retains the certificate program and adds additional coursework to satisfy GPS requirements for the graduate degree.

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

This new program meets each of the 5 mission areas of Graduate and Professional Studies at McDaniel College. Students enrolled in the program will become content experts, learning to balance theory, research and practice through a rigorous curriculum that is heavy on experiential learning and includes specific field-based elements. Students will learn to work with a variety of clients with specific needs in a manner that is respectful, culturally sensitive, and appropriate to individual needs and goals. Technology will be used not only as a tool of learning, but more importantly as a way to support and enhance the educational experience of those individuals seeking higher education that have disabilities. While focused on post-secondary institutions, the program will address the range of institutions, differences in mission and culture, and the differences in students that may be attracted to these unique settings. Course work will specifically address cultural differences based not only on educational needs and disabilities, but on other areas of differentiation including racial, ethnic, gender, and class differences. Finally, as a graduate program, the program is designed specifically for the lifelong learner that wants to continue to add to their knowledge base and improve skills.

The program is also closely aligned to strategic goals of the institution. As part of the McDaniel College Strategic Framework, the expansion of curricular offerings is a central tenant to sustainability of the institution. Goal 3 of the Framework commits McDaniel College to updating curriculum pathways to allow students to access 21st century careers. Disability Support Services in Higher Education, while not a new field, is a rapidly growing and important field in the 21st century as more students exit secondary education with a desire and commitment to attend and succeed in post-secondary settings. The College faculty as well as the Board of Trustees have affirmed this priority in the approval and funding of this program.

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

1. 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:
 - o The need for the advancement and evolution of knowledge;
 - o Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;
 - o The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.

Providing services to postsecondary students with disabilities has grown markedly over the last thirty years, with no indication of decreasing need. Eighty-two (82) percent of institutions with fewer than 3,000 students and 100% of other institutions provide services to students with disabilities (National Center for Educational Statistics, 2008). Approximately 25% of youth with disabilities participate in postsecondary education after exiting high school (Wagner, Newman, Cameto, Garza, & Levine, 2005). About nine percent of all undergraduates in higher education (1.3 million) report having a disability, a percentage that has tripled from the 1980s to 2004 (Wolanin & Steele, 2004) and has continued to increase over the last 13 years.

“The professional background of postsecondary disability administrators is wide ranging and varied as is their educational preparation for careers in disability service provision (Madaus, 1997). In a survey of Offices for Students with Disabilities (OSD) reported by Madaus (1996) respondents indicated that they were most often trained in counseling (26%), law (17%), or social work (17%). Special education (16%), higher education (14%), and rehabilitation counseling (13%) followed closely (some respondents reported more than one area of training). Bigaj, Shaw, Cullen, McGuire, and Yost (1995) stated that the diversity of educational backgrounds may reflect the fact that postsecondary disability personnel lack professional standards and certification requirements. Fortunately, recent actions have begun to create the professional benchmarks for practitioners. Both professional standards (Shaw, McGuire, & Madaus, 1997) and a code of ethics (Price, 1997) have been developed and approved by AHEAD (Dukes, Lyman L., III; Shaw, Stan F.,

1999. Postsecondary Disability Personnel: Professional Standards and Staff Development: *Journal of Developmental Education*.

Backgrounds in counseling and other fields including special education rarely include any content related to postsecondary students with disabilities. Effectively managing college disability support services requires specific skills including, but not limited to, compliance with disability law, assessment of diagnostic testing, academic and psychological support, collaborating with higher education faculty, advocacy, postsecondary transition, and an awareness of best practices, particularly in the use of technology. Although special education programs usually include much of this content, they are geared to the needs of elementary, middle, and/or high school students. Moreover, they center on teacher training rather than the unique roles of postsecondary disability service providers.

Post-secondary educators and administrators need to develop the knowledge and skills necessary to respond to this increasing need. At present, only a handful of graduate programs in education have developed curricula to address issues of disabilities in postsecondary settings. With the increasing population of postsecondary students with disabilities, an increase in the number of graduate level programs is critical. McDaniel College, with known expertise in student support as an institution, as well as known expertise in developing educators prepared to respond to the support needs of all students, is the appropriate institution to develop and offer this program.

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

Strategy 4 in the state plan addresses the need to ensure equal opportunities for all Maryland residents. One problem currently faced by residents with disabilities is that post-secondary institutions are not adequately prepared to address their needs. Students that have had great success with support in k-12 settings often struggle in higher education when the support is withdrawn. The proposed program provide one avenue to address this issue by increasing the number of professionals specifically trained to address student need. Strategy 6 refers to a need to provide services designed to support completion of degrees. As noted earlier, many individuals in the field, while well trained, are not trained specifically in post-secondary needs. As a result, services provided are at times not as effective as they might otherwise be. This program will help to address this issue by providing direct training in a post-secondary environment. Finally, Strategy 9 is about addressing learning and teaching challenges. Few opportunities exist for individuals to receive this level of training, to become effective advocates and leaders in higher education settings. So, while this program does not directly supply services to students in need, it will create the infrastructure necessary for institutions in the future to meet these needs.

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

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

As noted in Section B1 above, there is an ever-increasing response in higher education to the needs of students with disabilities. Further, as noted above, most individuals in positions to support those needs are coming from affiliated backgrounds that are lacking in certain key areas. The McDaniel program will provide a more direct avenue for individuals to specialize in this area and develop the most comprehensive skills and knowledge.

There is not a single job classification that encompasses the work that is performed in this area. As a result, issues of market demand need to be sought in many ways. One approach is to look at openings represented on common career sites. A search on HigherEdJobs.Com on 2-22-18 shows 141 openings posted in the first 45 days of 2018. A search on the Chronicle of Higher Ed website

uncovered 51 openings in disability services posted in the past 30 days. These openings, all in student affairs, were within 100 miles of McDaniel College. The 100 mile range is a geographic boundary that encompasses the vast majority of all online students. This demonstrates that there is a need immediately in this area.

2. 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.

At the current time, there is no single occupational classification that encompasses data analytics professionals. Market growth in the coming years can be inferred from other trends in the state of Maryland. Maryland Department of Labor data indicates that across all primary and secondary levels, special education teaching will grow at a rate of 21%-26%. This growth at the primary and secondary level will continue to feed increasing numbers of students into post-secondary environments where services will be required. Counseling is an area from which professionals in this area are often drawn. Labor Bureau statistics project a 28% increase in counselors through 2024. Finally, many people also move from social work into these positions. The same data set shows an increase in the need for social workers to be at 27% through 2024. The absolute change in the number of social workers and counselors needed in the next 6 years is over 12,000. As positions across these job classifications become harder to fill, there will be more competition to attract individuals from standard counseling or social work practice into higher education. At the master's degree level, the program will prepare individuals to take on a role as an administrator. Labor statistics in Maryland project a growth in post-secondary administrators of 33% by 2024.

The 2016 Biennial AHEAD Survey of Disability Services and Resources Professionals in Higher Education provides additional support. This research reports that of those professionals surveyed, 51% had been in their present position less than 5 years. The research indicates that this is a combination of growth as well as turnover in positions. This shows a need for new graduates. The research also indicates that 70.5% report that a master's degree is necessary for hire. This educational requirement supports the proposed master's degree program. Finally, the report noted that responses showed backgrounds in teaching (37%), counseling or mental health (27.4%), or student and academic affairs (26.5%). While most respondents held a master's degree, the variety of disciplines and backgrounds supports the need for a graduate-level certificate program to add skills and knowledge to already accomplished careers.

3. Data showing the current and projected supply of prospective graduates.

At the current time, there are very few options for individuals seeking to receive specific training in disability support services in higher education. The CUNY School of Professional Studies offers a master's degree program. Indiana University of Pennsylvania offers a B.S. in Disability Services. However, that program is not specific to higher education settings. Monroe Community College in New York also offers a certificate, but that program also is broadly directed and at the associate degree level. It is clear that there are very few program options, that the need in higher education is continuing to grow, and there are not currently enough programs to meet the need.

D. Reasonableness of program duplication:

1. 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.

Based on information provided by the Maryland Higher Education Commission, there are no approved programs in the state of Maryland in disability services, disability support services or special education in higher education settings. Searches on the internet were also unable to identify any programs in the state of Maryland.

2. Provide justification for the proposed program.

McDaniel College has a strong and well-deserved reputation for outstanding programs in education. Additionally, our programs in Deaf Education, Special Education, Teaching English to Speakers of Other Languages (TESOL), and School Counseling demonstrate our expertise and commitment to training leaders that are responsive to a full range of student needs. For decades, the focus of these programs has primarily been on a preK-12 student audience. Educational policy mandated that schools were responsive to these needs at the elementary and secondary levels.

Changes in policy, parental expectation, and societal norms have resulted in an expectation that these same students that have been served for years in preK-12 environments, should be provided the opportunity to attempt College. There is growing recognition that colleges may not be prepared to provide the range of services that these students will expect or require to be successful. The *Every Student Succeeds Act* (ESSA) was signed into law in December 2015 with a goal to help prepare PreK-12th grade children for careers and postsecondary education. Higher Ed for Higher Standards, the Council of Chief State School Officers, National Association of System Heads, and State Higher Education Executive Officers Association recently released a new policy brief as part of their “Leveraging ESSA” series. The brief identifies “clear strategies for developing aligned K-12” and “higher education goals and outlines how states can use those goals to drive strategic actions to support all youth on their path to attain a postsecondary credential of value.” Seventeen states have submitted their ESSA plans and have laid out goals to align PreK-12th grade education with higher education to support long-term student success.

IDEA 2004 mandates that secondary schools provide a Summary of Performance (SOP), called by different names across states, in order to assist students as they exit the PreK-12th grade arena and move on to the next phase of their lives – postsecondary education, employment, etc. A successful transition from secondary education to the next step is a critical aspect of success in adulthood.

Professionals who serve disabled students have had pivotal roles in expanding access to college and university campus environments by encouraging colleagues and administration to adopt the pedagogical principles and practices of Universal Design (UD), Universal Design for Instruction (UDI), and in playing key roles in transforming sociopolitical consciousness of disability (Vance, Lipsitz, & Parks, 2014). In the 21st century, disability is now viewed as a form of diversity and a part of the range of natural expression of difference in the human condition rather than a deficiency by definition. The language of disability has also undergone changes over time in response to ever - emerging scholarship from the field of disability studies as well as from the perspectives of social justice and disability advocacy.

Further influences on the language of disability flow from concepts of universal design, which emphasize universal access through intentional design and barrier removal, thus moving toward equality of experience for all individuals and removing distinctions and stigmas of disability.

It is important that DRS professionals and institutional administrators be alert to the evolving language of disability and its implications for and impacts on the design and delivery of resources and services.

In 1973, Section 504 of the Federal Rehabilitation Act was enacted, which has an effect on elementary, secondary and postsecondary education policies and procedures. This law, as well as Title II of the Americans with Disabilities Act Amendment Act (ADAAA), originally passed into law in 1990 and amended in 2008, are enforced by the Office of Civil Rights (OCR). Section 504 is considered by many to be the Civil Rights Act for individuals with disabilities. Access to higher education for students with disabilities was increased dramatically. As a result, colleges and universities that receive federal funding must make higher education accessible (physically and academically) to individuals with disabilities and they cannot discriminate based on disability

regarding admissions [<https://www2.ed.gov/about/offices/list/ocr/transition.html>]

In the 1970s and 1980s, U.S. postsecondary institutions began to establish offices and departments to address the access needs of disabled students (Linton, 1998). These offices, aligned with student affairs or academic affairs, facilitated academic adjustments and modifications for disabled students. Services included administering tests when extra time or other accommodations were needed, arranging for sign language interpreters, securing accessible instructional materials, and coordinating room assignments in residence halls. The medical, or individual rehabilitation, model of disability was the framework for much of this early disability services work on campuses. As a result of these early initiatives, work of the disability services professional is now linked with all sectors of the campus community in a collaborative network that includes study abroad, residence life, food service, security, administration, financial aid, diversity, career services, library services, academic advising, and other campus services.

Disability services professionals serving in colleges and universities have varied educational and career backgrounds, including counseling, social work, education, psychology, rehabilitation, and disability studies. The majority of directors and coordinators of disability resource and service departments have master's degrees, and many have doctorates across these academic disciplines (Kasnitz, 2011).

In the 21st century, colleges and universities are being challenged to provide inclusive education to an expanding population of disabled students (U.S. Department of Education, 2008). The number of disabled students attending colleges and universities continues to grow (U.S. Government Accountability Office, 2009). Special education under the Individuals with Disabilities Education Act (IDEA) has resulted in higher enrollment of disabled students at postsecondary institutions than a couple of decades ago (Wagner, Newman, Cameto, Garza, & Levine, 2005). Learning disability is the most prevalent type of disability, both in the PK-12 system and at the postsecondary level (Kasnitz, 2011).

Challenges for institutions of higher education and disability services professionals and departments are numerous. They include retrofitting and adapting poorly designed services, programs, and offerings where accessibility by all students was not a consideration at inception; adapting to a new and emerging population of disabled students with, such as wounded warriors who do not self-identify as disabled; adapting to the rapidly evolving world of technology, in particular to technology designed for access by persons with disabilities; securing or facilitating use of accessible instructional materials; facilitating equal access in online course management systems; and educating campus personnel regarding the shared institutional responsibilities of creating just, equitable, and usable environments through the elimination of barriers in any and all areas of the academic experience.

Additionally, in many settings, the individuals responsible for providing services may not have a background or knowledge in what services to provide, how to help students transition to higher education, or how to apply knowledge of services provided in preK-12 settings to the post-secondary environment. As more students exit the secondary school system and move into post-secondary environments, the demand to provide responsive services will increase.

The National Association of Graduate Admissions Professionals (NAGAP) has been studying common factors reported by applicants as to why they are not pursuing higher education. McDaniel College can successfully address these concerns.

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

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

At the current time, none of the HBI's in the state of Maryland offer a program in disability support services at the graduate level. There will be no direct competition between the proposed program and programs at any HBI in the state. However, each of the HBI's in Maryland does have an office that supports students with disabilities. The proposed program does have the potential to provide education and skilled professionals to these offices to help improve services to meet student need.

F. Relevance to the identity of Historically Black Institutions (HBIs)

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

Because there is no direct programmatic crossover, there is little likelihood of any impact on institutional identity or mission of Maryland HBIs.

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

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

1. SED 500 - Introduction to Special Education (3 Credits)

An overview of the major exceptionalities, including both high and low incidence disabilities. Emphasis will be placed on history and legal proceedings, definitions of disabilities, and research-based educational interventions of school-age students.

2. SED 507 - Special Education Law (3 Credits)

This course provides a comprehensive overview of special education law. The issues of who is protected, what is an appropriate education, and what is the least restrictive environment will be stressed through actual cases. Legal and policy issues will be discussed in a practical manner to benefit general and special education. You will learn about laws such as Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and the No Child Left Behind Act (NCLB)/Every Student Succeeds Act (ESSA). In addition, you will learn about the major principles of the Individuals with Disabilities Education Improvement Act (IDEA 2004).

3. SED 570 - Outcomes of Adults with Disabilities (3 Credits)

This course examines adult issues and successful outcomes of persons with disabilities. Topics include adult developmental theory, models of successful adult outcomes, in-depth investigation of specific disabilities in adulthood, and analyses of skills and attributes used by successful adults with disabilities. Papers on each of the four topics, learning logs, and participation in group discussions indicate the degree to which candidates inform their perspectives on adulthood and apply material to their teaching practices.

4. SED xxx – Best Practices in Postsecondary Disability Services (3 Credits)

Taken concurrently with the practicum, this capstone seminar addresses skills identified as best practices in the literature. Topics include: providing professional development for administrators, faculty and students on-site training; student orientation and self-advocacy training; technology-based training; distance education; web accessibility; building capacity for institutional change; administrative and faculty directives; leveraging resources; and student retention. In conjunction with the practicum, students will develop action plans for each topic and implement at least one.

5. RSM 550 – Introduction to Research Methodology (3 Credits)

This course is directed toward an understanding of how research is conducted. Includes the study of quantitative and qualitative strategies and their appropriate use. Reviews appropriate statistical tools and their use in data collection and interpretation.

6. SED xxx – Capstone/Thesis in Disability Support Services (3 Credits)

The Master's Capstone in Disability Support Services is a culminating project that demonstrates the candidate's ability to apply what he or she has learned in a practical setting. The precise nature and composition of the project is open to negotiation with the project adviser (within the limits of required academic and professional standards) to maximize the professional relevance and learning of each candidate.

7. SED xxx – Practicum in Disability Support Services (3 Credits)

This practicum involves field experience working with students and administrators in a higher education program providing disability support services. The practicum experience is meant to complement and extend the knowledge and skills gained through course work in the DSS program and will be co-supervised by a field supervisor and a McDaniel College faculty member.

Electives

Choose Four:

8. SED 503 – Diagnostic-Prescriptive Assessment (3 Credits)

A review of basic diagnostic procedures and development of competencies in standardized and non-standardized assessment techniques administered to exceptional elementary and secondary students. Emphasis will be placed on the study of techniques and strategies used to develop prescriptive educational programs. Students will learn to develop and implement individual education programs (I.E.P.). These competencies will be enhanced through practical application with exceptional students, elementary or secondary, depending upon declared concentration area.

9. CED 505 – Diversity Sensitive Counseling (3 Credits)

Introduces and examines the origins and dimensions of human similarities and differences. Explores social, political, personal, and behavioral influences upon culture and diversity, and examines issues such as racism, oppression, white identity development, gender, sexual orientation, age, ethnicity, disability, and their impact on self and ability to counsel effectively. Projects and assignments will focus on development or identification of the student's values, cultural identity, attitudes, and biases.

10. EDU 507 – Assistive Technology (3 Credits)

This course explores the role of assistive and instructional technology in accessing the general education curriculum for students with and without disabilities within the Universal Design for Learning (UDL) framework. Topics to be addressed include principles of universal design, the SETT framework, low and high tech solutions within the classroom related to classroom material creation, and a classroom based ATDP (Assessment, Trial, Data Collection, Plan) cycle. Candidates construct a universal design unit plan which addresses the needs of diverse learners within the general education curriculum by utilizing adaptations such as social stories, visual supports, curriculum based computer and digital text accessibility supports.

11. EDU 512 – Group Dynamics for Leaders (3 Credits)

This course offers an overview of group processes and an understanding of the relationship between group goals and group process. This course is intended to help the learner acquire the knowledge necessary to recognize the dynamics that are occurring within a group and the confidence needed to challenge the group to meet its goals and objectives. The course develops group skills for participants, observers, leaders and facilitators. Group leadership, theoretical approaches to working with a group, and the application and integration of group dynamic concepts with various systems are developed. Learners will develop a toolkit of skills that will enable them to carry out this description.

12. HRD 520 – Organizational Change and Development (3 Credits)

This course emphasizes the theory, research, and practice of long-term planned organizational change and development. This course will provide students with the fundamentals necessary to conduct and understand organizational diagnosis, action research, process consulting, planned and unplanned change efforts and the dynamics of organizations as they attempt to remain viable. Topics will include: organizational culture, power and team building, strategic planning, group development, and empowerment.

13. HRD 539 – Leadership and Executive Development (3 Credits)

This course provides an overview of leadership training theories and approaches for a variety of organizational settings. Program development, evaluation, and potential outcomes will be discussed.

14. SED 513 - Bilingual Special Education (3 Credits)

This is a survey course that addresses the basic issues surrounding the teaching and learning of culturally and linguistically exceptional learners. Topics concerning bilingual special education will be covered including: premises of bilingual/multicultural/ special education; culture and acculturation; native language development, second language acquisition, and language assessment; general assessment; referral and diagnostic process; federal and state laws; individualized education programs (IEP's), curriculum development; inclusion and mainstreaming; consultation services; and parental involvement.

2. Describe the educational objectives and intended student learning outcomes.

1. Use knowledge of the history of disability services in higher education as a context for differentiating between K-12 legislation (IDEA) and disability law and policies relevant to post-secondary education, including but not limited to Section 504, ADA, AHEAD standards, CAS Standard, rehabilitative services (e.g., DORS in Maryland), FERPA, and institutional procedures. (SED500, SED507, SED570, Best Practices)
2. Develop expertise in interpreting diagnostic evaluations and be able to explain them to students, parents, professors, and others with a need-to-know. (SED500, SED507, SED570, Best Practices, Practicum)
3. Be able to work closely with faculty, staff, and administrators in meeting the needs of students with disabilities in the classroom and in other aspects of college life. (SED500, SED507, SED570, Best Practices, Practicum)
4. Adapt information in IEPs and 504 plans and Summaries of Performance (SOP) to develop appropriate postsecondary educational planning. (SED570, Best Practices)
5. Utilize a wide range of assistive technology. (SED500, Best Practices, Practicum)

6. Provide psycho-social counseling to students with disabilities. (SED500, SED570, Best Practices, Practicum)
7. Refer students to appropriate services based on knowledge of a wide range of community resources. (SED500, SED570, Best Practices, Practicum)
8. Apply research-based office management approaches. (Best Practices)
9. Develop policies and practices within the institution that promote and protect student access and accommodations. (SED500, SED507, Best Practices)
10. Develop research and information literacy skills to enhance professional and scholarly activities. (RSM550)
11. Formally synthesize the overall effectiveness of the program (Capstone)
12. Build individual expertise in specializations and additional topics (Electives)

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

Not applicable.

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

At this time, there is no professional accreditation, certification, or licensure required or sought for this program.

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

There are no collaborative agreements in place for this program.

H. Adequacy of articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions.

There are no articulation agreements in place and none are planned in the near term.

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

1. 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 faculty member will teach.

McDaniel College will draw from across several discipline areas to implement this multi-disciplinary degree. While the core of the program is in special education, courses also touch on the counseling discipline, human service management discipline, and leadership. Faculty from each of these areas will be available to contribute to the development and maintenance of a quality program.

Faculty	Degree	Academic Rank	Status	Courses
Henry Reiff	PhD; Special Education	Professor	Full Time	SED 500 Intro to Special Ed SED 570 Outcomes of Adults with Disabilities

Janet Medina	Psy.D.; Psychology	Associate Professor	Full Time	SED 5xx Best Practices in Postsecondary Disability Services SED 513 Bilingual Special Education
Cynthia Vejar	Ph.D.; Counselor Education	Lecturer	Full Time	CED 505 – Diversity Sensitive Counseling
Julia Orza	Ph.D.; Counseling Psychology	Associate Professor	Full Time	EDU 512 – Group Dynamics for Leaders CED 505 – Diversity Sensitive Counseling
Melanie Conley	M.S.; Counselor Education	Director, Student Academic Support Services	Full Time	SED xxx – Best Practices in Postsecondary Disability Services SED xxx – Practicum in Disability Support Services
Dana Neville	MSW	Associate Director & Coordinator of Special Programs	Full Time	SED xxx – Best Practices in Postsecondary Disability Services SED xxx – Practicum in Disability Support Services
Beverly Gallagher	Ph.D.; Education- Instructional Design for Online	Lecturer	Full Time	EDU 507 – Assistive Technology

	Learning			
Al Moyer	Ed.D.; Educational Leadership	Lecturer	Full Time	HRD 539 – Leadership and Executive Development
Mark Rust	Ph.D.; Education	Associate Professor	Full Time	RSM 550 – Introduction to Research Methodology
Jennifer Felbinger	M.S.; Special Education	Adjunct Instructor	Part Time	SED 503 Diagnostic Prescriptive Assessment

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

1. 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.

Attachment A is a letter from the Director of Hoover Library, the McDaniel College library. The letter notes that the College is prepared to meet the needs of this new program through existing resources. The letter further notes that the College will add a new budget line to maintain a collection specific for Data Analytics. A portion of that budget will be funded by Graduate and Professional Studies as seen in the attached financial documents.

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

1. 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.

The proposed program does not require specialized facilities, labs or additional equipment. Graduate and Professional Studies is located in Merritt Hall, formerly named Academic Hall which includes 44 offices, 11 classrooms, 23 laboratories and workrooms, 11 seminar or conference rooms, and several storage spaces for a total of 46,036 square feet. At this time the building contains vacant offices and equipment necessary to meet the needs of new faculty. The addition of online sections will not require new capacity as current infrastructure has access capacity available. Attachment B is a letter from Dr. Casey, President, in support of these plans.

L. Adequacy of financial resources with documentation

Table 1: Resources

TABLE 1: RESOURCES:					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5

1. Reallocated Funds	\$34,000	\$31,000	\$5,000	\$5,000	\$0
2. Tuition/Fee Revenue (c + g below)	500	510	520	535	545
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate					
c. Total F/T Revenue (a x b)	\$0	\$0	\$0	\$0	\$0
d. Number of P/T Students	18	33	40	40	40
e. Credit Hour Rate	\$500	\$510	\$520	\$535	\$545
f. Annual Credit Hour Rate	15	15	15	15	15
g. Administrative Fees	\$4,050	\$7,425	\$9,000	\$9,000	\$9,000
h. Total P/T Revenue (d x e x f) + h	\$139,050	\$259,875	\$321,000	\$330,000	\$336,000
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$173,050	\$290,875	\$326,000	\$335,000	\$336,000

Table 2: Expenditures

TABLE 2: EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$69,825	\$151,720	\$194,655	\$198,548	\$202,518
a. # FTE	0.875	1.875	2.375	2.375	2.375
b. Total Salary	\$52,500	\$114,075	\$146,357	\$149,284	\$152,269

c. Total Benefits	\$17,325	\$37,645	\$48,298	\$49,264	\$50,249
2. Admin. Staff (b + c below)	\$9,975	\$10,274	\$10,479	\$10,676	\$10,903
a. # FTE	0.125	0.125	0.125	0.125	0.125
b. Total Salary	\$7,500	\$7,725	\$7,879	\$8,027	\$8,198
c. Total Benefits	\$2,475	\$2,549	\$2,600	\$2,649	\$2,705
3. Support Staff (b + c below)	\$1,573	\$3,241	\$4,132	\$4,215	\$4,300
a. # FTE	0.05	0.1	0.125	0.125	0.125
b. Total Salary	\$1,183	\$2,437	\$3,107	\$3,169	\$3,233
c. Total Benefits	\$390	\$804	\$1,025	\$1,046	\$1,067
4. Equipment	\$750	\$1,500		\$1,500	
5. Library	\$300	\$300	\$300	\$300	\$300
6. New or Renovated Space					
7. Other Expenses	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
TOTAL (Add 1 – 7)	\$83,423	\$168,035	\$210,566	\$216,238	\$219,021

[Complete Table 1 and Table 2 for the first five years of program implementation, and totaled across time. See Finance Data PDF for further explanation]

1. Provide a narrative rationale 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.

No funds are being reallocated from other areas to launch the proposed program.

Resources

1) Tuition and Fees: The proposed program will be entirely tuition driven. The proposed tuition is in line with other programs in the state and consistent with other offerings at McDaniel College. In addition to tuition, students will be required to pay a \$75 administrative fee during each term of registration. This fee is consistent with McDaniel practice. The tuition modeling that has been done is based on a part time program with small initial enrollments and limited growth. Some attrition has been modeled to achieve a conservative estimate of revenue. All revenue has been calculated on a

part-time basis as the program does not intend to operate with enough classes to allow for full-time registration. A small increase in annual tuition has been calculated into the formula.

2) **Credit Hour Rate:** The program is intended to be operated as a cohort program, admitting students 1x per year and maintaining the class as a cohort group. Based on the current McDaniel 8-week schedule, 5 classes (15 credit hours) will be offered each year.

3) **Grants, Contracts, Endowment Income:** No additional revenue is anticipated for the program at this time.

4) **Total Revenue:** Total revenue is reflected on the Resources Table. Total revenue is sufficient to cover all expenses that will be incurred for program launch and maintenance.

Expenses

1) **Faculty:** Faculty expenses reflect partial assignment of faculty to this program as well as other programs in Graduate and Professional Studies. The formula includes small salary increases across time building to 2.375 faculty FTE assigned to this program. Note that additional faculty FTE will be assigned to the PBC program in Disability Support Services where students will be completing the same core courses. As a result, the program will have expertise beyond the 2.375 FTE assigned financially.

2) **Administrative Staff:** McDaniel practice is to assign a full-time faculty member to perform the duties of Program Coordinator when possible. The calculations for administrative staff assume that a portion of a regular faculty member's salary will be assigned to this task. Small salary increases are included.

3) **Support Staff:** The Disability Support Services programs will be assigned to a support staff. The financial calculations assume that this individual will dedicate a portion of their time to the DSS program, and that time will be split equally between the MS and PBC program. This is consistent with other staffing based on anticipated enrollments.

4) **Equipment:** The equipment budget will cover the cost of specialty needs in the area. Additional support for the MS program is included in the budget for the PBC.

5) **Library:** As a multi-disciplinary program, library resources utilized by students will come from many different collections including education, social work, psychology, counseling and special education. As a result, no significant expansion is anticipated for the collection. A small increase in library budget is assigned to the program to address need.

6) **Other Expenses:** Additional expenses related to the advisory board and outreach activities are planned and included.

M. 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 will use a process of data triangulation to ensure the adequacy of courses, faculty, and student learning outcomes. The process is mirrored in programs at the institution and is an outgrowth of both Middle States expectations and the requirements of external accreditors including CAEP (formerly NCATE).

McDaniel College will maintain an advisory board for the program. Program Advisory Boards at the College are overseen by the program coordinator. The purpose of the advisory board is to review

curriculum and outcomes from the perspective of industry need, external bodies that provide oversight, certification, or accreditation, and to compare the McDaniel curriculum and outcomes with industry standards as used at other institutions, both peer groups and aspirational groups. While the advisory board may meet quarterly, one meeting annually will be specifically set to review the curriculum and data related to student learning success.

Both direct and indirect measures of student learning will be used to assess learning outcomes. Direct measures of learning outcomes include standardized assessment materials that are embedded into classes within the program. All students complete these materials as part of the course. A variety of standardized assessments are used. When possible, assessment materials are designed to mimic activities from the professional environment creating authentic assessment tools. Additionally, indirect measures of student learning are used. The indirect measures include surveys of student learning in every class, a survey at the time of graduation, and follow-up surveys post-graduation. These indirect measures allow students to provide valuable feedback not only on their level of learning, but on curricular, programmatic, and policy issues. These indirect measures are combined with periodic surveys provided to employers of graduates that provide comparative data on McDaniel graduates related to employees from other institutions. The data becomes part of the program assessment and is used to assist in the compilation on an annual assessment report required of all programs at the institution.

The Annual Assessment Report is provided to the Graduate Assessment Committee for review. The Assessment Committee provides feedback on the structure and veracity of the report, offers formative feedback for improvements, and holds programs accountable for acting upon insights developed in the report through follow-up activities. The Annual Assessment Report is also provided to the Advisory Board for review and input.

The process is similar to the process followed by all education programs with Graduate and Professional Studies that must compile and submit data for external accreditation through CAEP. McDaniel College has been identified through this process as an institution that has strong assessment processes in place, and a robust data system that drives quality.

N. 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 well-deserved reputation for creating pathways to higher education for minority group members, first-generation students, and individuals that struggle with financial means. Approximately 1/3 of the undergraduate population are members of minority groups. At the graduate level, access to the McDaniel campus is difficult for many individuals in the state because unlike undergraduates that relocate, graduate students tend to seek education while remaining in place. Through a strong online education model, and fully online programs, McDaniel College has been able to increase access to higher education for students across the state of Maryland. Further, with a constant drive to maintain costs, the College continues to provide graduate education at a cost equal to many state schools and lower than many of our private school peers. This results in large groups of students having access to unique McDaniel graduate programs that reflect our liberal arts heritage, without needing to commute to our Westminster campus.

The proposed program will be available 100% online. This delivery will increase access for all individuals living in the state of Maryland by providing affordable, high-quality graduate education in a flexible manner. The online learning approach removes geographic barriers to higher education by allowing individuals to access an in-state school without needing to physically commute. The online approach also removes temporal barriers, allowing individuals to participate in education when their

schedule allows. This is important for individuals that are working but may not have worktime flexibility. It is also beneficial to individuals that have responsibilities that may limit their opportunity to leave their house during typical course hours.

O. 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.

This program is not associated with a low productivity program identified by the commission.

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

(a) Curriculum and Instruction.

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

The program was designed in conjunction with a group of qualified faculty and industry representatives meeting the qualifications expected by all faculty at McDaniel College. The program will be overseen by a faculty member that meets all quality expectations established by the College and all faculty that teach courses in the program will meet the standards established by the College. In all cases, faculty will possess a minimum of a master's degree in the field and substantial industry experience demonstrating currency and expertise in the field, or a doctorate consistent with teaching assignment. Preference will be given to individuals that hold a doctorate and have demonstrated professional experience.

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

McDaniel College develops all graduate programs with an eye to providing flexibility in offerings. This results in all classes being developed in a consistent manner that allows for some sections to be taught online, while other sections can be offered in a face-to-face format. This approach to development ensures that all courses are grounded in the same rigorous development process, and all students receive the same quality education experience, regardless of the format in which a course is delivered. In every case, the course outcomes are identical, and the assessment materials used to assess the course remain the same.

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

Learning outcomes for the proposed program were developed independently of delivery method. Working with an advisory team, program outcomes were developed based on industry need, comparable programs elsewhere, and best-practice identified in the literature. The outcomes are compared to both peer and aspirational institutions and reviewed by industry representatives to ensure that students are receiving the professional education required. Additionally, all learning outcomes at both program and course level are subjected to review by internal committees and the full faculty of McDaniel College.

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

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.

All courses at McDaniel College are developed by faculty that meet or exceed qualifications established by the College for faculty. No distinction is made in qualifications between on-ground and on-line faculty, with the exception that on-line faculty are required to participate in a rigorous process of education and mentoring to prepare to teach online. In all cases, McDaniel College faculty directly develop courses including descriptions, outcomes, assignments, and choosing support material. Courses developed are subject to review through the faculty governance process, including review and approval by the Graduate Curriculum Committee and the faculty as a whole.

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. McDaniel College Graduate and Professional Studies provide an outstanding online delivery course format. All course templates are designed by the Director of Instructional Technology, Steve Kerby, who also is an associate adjunct professor at the University of Maryland University College graduate program in distance education. 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.

(b) Role and Mission.

- (i) 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." Providing access to high quality graduate courses, in both certificate programs and master's of science programs is one manner in which the College seeks to fulfill this mission. For years, the College implemented this mission through satellite sites and partnership agreements where students completed McDaniel coursework in their community, throughout the state of Maryland. As technology has improved and models of distance education have become increasingly accepted, the College has shifted focus from providing face-to-face courses in communities throughout the state to providing access in these same communities through distance education. As a result, the College has not increased its footprint as much as it has altered the impression made.

- (ii) 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 participate in a multi-step process designed to teach the pedagogy and technical skills necessary for success in an online environment. The first step in the process is completion of a 4-week online class in Best Practices in Online Education 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. Once this course has been successfully completed, instructors are assigned a shadow role.

Instructors in the shadow role are assigned to an online course, when possible the course they will eventually teach. In the shadow role, the individual lurks in the background observing the behavior of the instructor. Specific assignments are provided to help the individual in the shadow role improve their knowledge and skill of online instruction. Over the course of the 8-week class, the person in the shadow role becomes familiar with all aspects of the class, the technology, and begins to learn about the student experience in the class.

Finally, new instructors are placed into their own class where a mentor is assigned. During the instructors first teaching experience, the mentor lurks in the class to offer suggestions and assistance, although never directly to students. Once placed into a class, the new instructor remains wholly responsible for the students and the course although the mentor is a valuable resource from which to gain guidance and support.

(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.).

(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.

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

McDaniel College has been supporting off-campus program students for years. Students from across Maryland have been successfully supported. McDaniel’s Hoover Library resources (including streaming video from Films on Demand) are available to off campus users. Specific individuals within the library are assigned to support distance students. Materials that are not available electronically can be sent directly to a student’s home.

(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 is supplied through faculty advising, the Office of Instructional Technology, and the Writing Center. Information about academic expectations, financial aid resources, and costs and payment information are likewise articulated.

All online courses include this statement about technical help and support:

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.

The preferred browser is Firefox for PC and Safari for Mac. IE often has problems running scripts, and Chrome occasionally has problems playing videos.

It is the student's responsibility to make sure the technological equipment being used is up to date and compatible.

Technical Help: In many cases, the instructor can help you, especially if it concerns logging into Blackboard or the use of Blackboard's features.

McDaniel has a HelpDesk. You can call them at 410-871-3390 or email help@mcdaniel.edu

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

All distance students have access to the same range of services as our on-campus students. Support offices provide support via telephone or internet chat. The writing center uses a combination of synchronous and asynchronous technologies- students submit writing samples and schedule telephone conferences to review materials with a writing tutor. Graduate and Professional Studies maintains evening hours where professional staff are available by phone to help students with specific needs outside of normal business hours.

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

Prior to enrolling in this program, students will be provided with information concerning minimum expectations for prior learning. Students that cannot demonstrate knowledge and skills in specific areas may be required to complete additional courses. All students are provided access to a distance learning introduction where they can watch video, read program specific material, and review course expectations. Enrolled students have access to McDaniel's HelpDesk and InTech staff. Additionally, program faculty are provided specific information on how to support distance students during the online faculty development process described earlier.

(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 any recruitment event prior to the start of the program. Upon acceptance into the program, the Graduate Admissions Office informs new students in writing on the procedures to set up online accounts and create passwords to access online services and email. All recruitment materials are reviewed to ensure accuracy, clarity, and

currency. All online materials are designed to be fully ADA compliant, ensuring all students have access to information.

(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 asks 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 150 year history of meeting student needs. In the event that a program is determined to be unsustainable, a teach-out plan will be developed that ensures protection of all students. However, the program has been developed with very modest financial expectations and enrollment does not need to be large to sustain the program. Faculty hired to support the program will have expertise that supports other programs within the College's portfolio, ensuring that faculty will remain to teach out students that have started a program. The administration has made a multi-year commitment, ensuring a minimum of 5 years for the program to develop.

(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 on a regular basis throughout each semester 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.

(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 graduate programs. We collect direct and indirect measures of student learning, as well as measures of student, graduate and employer satisfaction. Program outcomes are benchmarked against peer institutions. The college's program assessment plan, as described in section (g)(1) above further adds to the assessment and documentation of student achievement.

Attachment A: Library Support



2 College Hill
Westminster, MD 21157-4360

410/844-7000 • 410/876-2855
www.mcdaniel.edu

February 20, 2018

McDaniel College's Hoover Library contains approximately 208,921 book volumes (of which 180,724 are unique titles) 14,214 audiovisual volumes, 260 print journals, and 65,808 electronic journals. Of these materials, approximately 2,884 book titles (print and electronic) and 4,245 journals (print and electronic) relate to Master of Science in Disability Support Services in Higher Education. Relevant subscription databases include:

- Academic OneFile
- Academic Search Complete
- Ageline
- Education Database
- ERIC
- Health Source: Consumer Edition
- Health Source: Nursing/Academic Edition
- LGBT Life with Full Text
- MEDLINE
- Mental Measurements Yearbook (MMY) with Tests in Print
- National Guideline Clearinghouse
- Nursing Reference Center
- PsycARTICLES
- PsycINFO
- PubMed
- Social Services Abstracts
- SocINDEX with Full-text
- Sociological Abstracts
- SPORTDiscus Full-text
- Teacher Reference Center
- Tests in Print (MMY with Tests in Print)

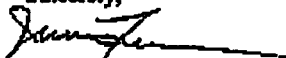
Titles from the Library's print collection (with the exception of reference materials) are available for loan to all McDaniel College student, faculty, staff and other community members. No fee interlibrary loans from other institutions supplement the collection to support research and classroom projects.

The Hoover Library facility is open over 100 hours per week to meet the needs of the College community, with extended hours during exam periods. Hours are posted on the Library website and advertised via announcements in electronic and print format. Electronic resources are available 24/7 to students, faculty and staff.

As part of the Carroll Library Partnership, Hoover Library shares an online catalog with Carroll County Public Library and Carroll Community College. Student, faculty and staff may use, request, and check out titles from any of the three collections. This arrangement makes an additional 739,377 volumes available to the McDaniel College community. McDaniel College students and faculty also have reciprocal borrowing privileges at participating library members of the following consortia: Maryland Independent Colleges and Universities Association (MICUA), Baltimore Area Library Consortium (BALC).

A Master of Science in Disability Support Services in Higher Education fund will be created in the Library's materials budget when the program is created. The proposed library fund allocation for this subject area should be sufficient to adequately support the program. This will allow for further collection development in this subject area.

Sincerely,



Jessame Ferguson
Director of Hoover Library
McDaniel College

JF:dg

BB&T

Branch Banking and Trust Company
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McDANIEL COLLEGE

Westminster, Maryland 21157

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Arthur J. Wilson
TREASURER



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⑈ 335294 ⑈ ⑆ 055003308 ⑆ 5150416878 ⑈

McDANIEL COLLEGE / Westminster, Maryland 21157

335294

INVOICE DATE	INVOICE NUMBER	ITEM DESCRIPTION	ACCT. CODE	PURCHASE ORDER NO.	INVOICE AMOUNT	DISCOUNT TAKEN	OTHER DEDUCTIONS
02/06/18		NEW GRAD/mcdaniel colleg M.S. DSS			850.00		
DETACH THIS VOUCHER BEFORE DEPOSITING CHECK				SUBTOTALS ▶ 850.00	0.00		
VENDOR NO. 0558453		DATE ISSUED: 02/16/18		NET AMOUNT OF VOUCHER ▶		850.00	

Security Features Included Details on back.

