



NOTRE DAME
OF MARYLAND
UNIVERSITY

June 11, 2019

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder:

Enclosed please find our proposal to offer a Master of Arts degree in Higher Education Leadership for Changing Populations. At this time, our Ph.D. in Higher Education Leadership for Changing Populations is a very robust program in the School of Education, and we would like to develop a seamless pathway beginning at the master's level. In its continuing effort to increase the number of highly effective higher education leaders especially focusing upon the diversity and changing populations in the state of Maryland, NDMU is uniquely positioned to continue to prepare future leaders. The proposed program, built primarily from existing courses, is a continuation of the long tradition of teacher education at Notre Dame and a logical extension of our education programs. The proposed program signals the ongoing commitment by NDMU to prepare educators to have the knowledge, skills and dispositions needed to close the achievement gap for diverse learners with skills to lead inclusive settings.

This degree program addresses the Maryland State Plan for Postsecondary Education, 2017-2021. The MA program uses a holistic admissions process to select a talented and diverse student body thereby supporting the State's minority student achievement goals. Accessibility and affordability of education will be maintained, as the University does not charge out of state tuition. The Maryland Higher Education Commission State Plan: *Increasing Student Success with Less Debt 2017-2021* goals and strategies call for Access, Success and Innovation. The proposed program allows students access to an opportunity to enroll in and earn a professional degree that will support their advancement in the workforce meeting the critical need across Maryland. The proposed program will provide a high quality affordable degree program that fosters innovation and includes support services to ensure student success. The curriculum and support services are designed to facilitate on-time degree completion, include career planning and advising, and provide innovative pedagogical options that serve the needs of both traditional and non-traditional students. Moreover, this degree program provides a seamless path into our existing Ph.D. program. Approval of this new program will provide increased professional development opportunities for educators, and more fully address the changing population needs of the region.

Institution: Notre Dame of Maryland University
Program: MA Higher Education Leadership for Changing Populations
Degree: MA

Contact person: Suzan Harkness. Associate Vice President for Academic Affairs and Assessment
410-532-5316, sharkness@ndm.edu

This proposed program increases opportunity for educators. The curriculum is based on existing courses within the NDMU School of Education, accredited by NCATE through 2020.

If you have any questions about this new program, please do not hesitate to call. Thank you in advance for consideration of this proposal. Please find a check in the amount of \$850.00 enclosed.

Sincerely,

A handwritten signature in blue ink that reads "Sr. Sharon Slear". The signature is written in a cursive style.

Sr. Sharon Slear, Ph.D.

Provost and Vice President for Academic Affairs



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

Institution Submitting Proposal	Notre Dame of Maryland University
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Each action below requires a separate proposal and cover sheet.

- | | |
|--|--|
| <input checked="" type="radio"/> New Academic Program
<input type="radio"/> New Area of Concentration
<input type="radio"/> New Degree Level Approval
<input type="radio"/> New Stand-Alone Certificate
<input type="radio"/> Off Campus Program | <input type="radio"/> Substantial Change to a Degree Program
<input type="radio"/> Substantial Change to an Area of Concentration
<input type="radio"/> Substantial Change to a Certificate Program
<input type="radio"/> Cooperative Degree Program
<input type="radio"/> Offer Program at Regional Higher Education Center |
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Payment Submitted: <input checked="" type="radio"/> Yes <input type="radio"/> No	Payment Type: <input type="radio"/> R*STARS <input checked="" type="radio"/> Check	Date Submitted: 4/16/19
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Department Proposing Program	School of Education	
Degree Level and Degree Type	Master of Arts	
Title of Proposed Program	Higher Education Leadership for Changing Populations	
Total Number of Credits	30	
Suggested Codes	HEGIS: 0 827	CIP: 13.0406
Program Modality	<input type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>) <input checked="" type="radio"/> Both	
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2019	
Provide Link to Most Recent Academic Catalog	URL: https://www.ndm.edu/academics/course-catalog	

Preferred Contact for this Proposal	Name: Suzan Harkness, Ph.D.
	Title: Associate VP for Academic Affairs & Assessment
	Phone: (410) 532-5316
	Email: sharkness@ndm.edu

President/Chief Executive	Type Name: Mary Lou Yam, Ph.D.
	Signature: Date: 06/11/2019
	Date of Approval/Endorsement by Governing Board: N/A

Revised 6/13/18

Executive Summary

Pursuant to COMAR 13B.02.03.03D, Notre Dame Maryland University (“NDMU” or “the University”) is proposing to offer a new **Master of Arts (MA) in Higher Education Leadership for Changing Populations** (proposed HEGIS: 0827; proposed CIP: 13.0406) instructional program. The demands of changing demographics in an increasingly culturally diverse society support the need for higher education professionals to be equipped with the professional skills and expertise to respond to the need of changing populations and a global society. At the same time, the higher education landscape in Maryland and nationally is undergoing substantial change and innovation. NDMU’s proposed program will target these key intersections and provide an opportunity for the next generation of college and university administrators to receive the training necessary to lead institutions into an ever-changing future.

The MA program fits within the framework of our currently approved Ph.D. in Higher Education Leadership for Changing Populations program (i.e. stackable credential) as a fully online non-residence-based program aimed at the working professional. Establishing the MA program further exemplifies the University mission, vision, and goals and creates opportunities for students to develop collaborative practice and interprofessional competencies.

The following academic proposal describes the market need, the design, the curriculum, the student learning outcomes, the evaluation plans to ensure quality, and the resources needed to launch the MA program. The budget indicates the strong likelihood of success in meeting the students’ learning goals and the effectiveness of the program. Further, the MA program will facilitate seamless transition into our existing Ph.D. program for those wishing to advance their academic preparation.

A. Centrality to institutional mission statement and planning priorities

The mission of Notre Dame of Maryland University (NDMU) is “to educate leaders to transform the world. Notre Dame challenges women and men to strive for intellectual and professional excellence, to build inclusive communities, to engage in service to others, and to promote social responsibility” (<http://www.ndm.edu/about-us/mission-social-responsibility>).

Changing demographics of the culturally diverse society within which colleges and universities exist support and demand the need for higher education professionals to be trained in and respond to the need of changing populations and a global society. Notre Dame of Maryland University seeks to offer a MA in Higher Education Leadership for Changing Populations to meet these needs. The program with its emphasis on leadership, organization, accountability, and culture within two- and four-year institutions.

Notre Dame has successfully offered the Ph.D. in Higher Education Leadership for Changing Populations as a fully online, non-residence-based doctorate aimed at the working professional. Nowhere is the mission of NDMU more evident or vibrant than in the School

of Education's undergraduate and graduate programs where one-third of students are students of color. This extremely rich cultural, racial and ethnic diversity reflects a strong foundational belief in meeting the needs of those who are underserved. NDMU students and faculty members come from a variety of backgrounds, bringing diverse perspectives to the academic community. The addition of the MA in Higher Education Leadership for Changing Populations program continues NDMU's evolutionary (and sometimes revolutionary) pathway and mission to educate leaders to transform the world.

The program was developed with input from faculty and professionals who understand the need for and value of this program to support community need and to provide access to this in-demand career. Maryland's citizens will benefit from an expanded pool of educated and trained professionals to address the increasing demands of culturally diverse communities, schools and institutions of higher learning. The program will deliver curriculum fully online. This will increase access to those students who require greater flexibility in degree and course offerings.

The University's Strategic Plan, *Inspired by Tradition: The Path to Transformation*, calls for the institution to "Advance Transformative Education" and "Expand Community and Global Partnerships." These goals includes initiatives to evaluate and respond to market demand by developing innovative programs where the workforce need is great. Moreover, the university mission statement identifies as a core value the goal to "foster intellectual and professional excellence." Notre Dame of Maryland University in its vision sets out "to be recognized as a preeminent Catholic University for integrating innovative programs in the arts and sciences with professional programs, for inspiring students to lead and serve globally, and for promoting the advancement of women" (<http://www.ndm.edu/about-us/institutional-effectiveness/strategic-plan>).

The MA program enacts the mission, vision, and strategic plan of the university through curricula that mixes classroom engagement and experiential opportunities while building upon a strong foundation in liberal arts, the catholic intellectual traditions and social teaching. The program maximizes professional competence in educational leadership and will provide students an innovative educational opportunity in alignment with the University's strategic goals and mission.

The curriculum of the MA program create societal impact through the:

- Preparation of critical thinkers who are dedicated to communities and populations in the promotion of Higher Education Leadership for Changing Populations because of a distinctive understanding of people as occupational, reflective, and spiritual beings; and
- Advancement of trained professionals who are adept in incorporating theory, transitional science, and evidence-based practice in the design of socially responsible and collaborative practices that lead to effective Higher Education Leadership for Changing Populations.

The design of the curriculum and admission processes address the Maryland State Plan for Postsecondary Education, 2017-2021. The MA program in Higher Education Leadership for Changing Populations will use a holistic admissions process to select a talented and diverse

student body thereby supporting the State's minority student achievement goals. Accessibility and affordability of education are a foundation of the University's heritage and identity, and the University does not charge out of state tuition.

As the proposed MA program will be within the framework of the Ph.D. program, the majority of the curriculum will be housed in existing academic programs. Some new financial resources may be needed to hire an additional faculty member in the School of Education who will teach two courses in the proposed new program, but overall, new expenses will be minimal. See Section L, Tables 1 and 2.

NDMU is committed to providing the resources for administrative and financial management for the proposed MA program. Administrative and faculty salary support exists within the existing Ph.D. program and the School of Education. NDMU is committed to offering and providing opportunities for completion of the MA program. If the program should be discontinued, NDMU will teach out the program and provide the necessary courses and resources so students will be conferred on a regular schedule.

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

The Maryland State Plan for Postsecondary Education: *Increasing Student Success with Less Debt 2017-2021* goals and strategies call for Access, Success and Innovation. Particularly, the State Plan calls for institutions to "Promote and implement practices and policies that will ensure student success" and "Foster innovation in all aspects of Maryland higher education to improve access and student success." Maryland is fortunate to have more than 50 colleges and universities across the two- and four-year, public and private sectors, enrolling over 350,000 students annually, and employing more than 47,330 faculty and staff members.¹ However, the demographics of our student population are shifting. Across the nation between 2012-2013 and 2026-2027, high school graduates that are white will decrease 10%, while black and Hispanic graduates will increase 19% and 30% respectively. By 2025, students of color will, for the first time, comprise the majority of high school graduates (NCES Projections of Education Statistics to 2026).

Consistent with the State Plan and in response to these changing demographics, NDMU's proposed MA in Higher Education Leadership for Changing Populations program allows traditional and non-traditional students access to ongoing and lifetime professional development opportunities. Through a stackable professional degree, NDMU will prepare postsecondary educators to respond to changing populations and support their advancement in the higher education workforce, supporting a growing need across Maryland and regionally. NDMU will provide a high quality affordable degree program that builds key skills, fosters creative thinking and cross-functional innovation, and prepares administrators for success in their industry. The curriculum and support services are designed to facilitate on-time degree completion, include career planning and advising, and provide innovative pedagogical options that serve the needs of both traditional and non-traditional students. The partnerships between NDMU and education facilities are currently well developed with our

¹ Student count is across all sectors; faculty and staff numbers are just for public two- and four-year institutions. MHEC Opening Fall Enrollment Report 2018 & 2019 Data Book.

Ph.D. program and will support this new degree program. Moreover, this degree program provides a seamless stackable pathway into our existing Ph.D. program.

C. Quantifiable and reliable evidence and documentation of market supply and demand in the region and state.

Positions that require advanced training and credentials in the field of postsecondary education are prominent in Maryland and the region. With over fifty institutions of higher education in Maryland and many more regionally, NDMU's proposed fully online program will be well suited to meet the needs of working professionals in Maryland and beyond.

Online education courses and programs provide students with flexible learning opportunities. In fall 2016, over one-third of graduate students (1.1 million) participated in distance education, with 819 thousand students, or 28 percent of total graduate enrollment, exclusively taking distance education courses. These figures continue a year-over-year trend and increase from Fall 2015 with additional growth in distance education expected. Additionally, of the 819 thousand graduate students who exclusively took distance education courses, 350 thousand were enrolled at institutions located in the same state in which they resided, and 440 thousand were enrolled at institutions in a different state (NCES Digest of Education Statistics, Table 311.15). Notre Dame of Maryland has a strong record of accomplishment offering courses to meet our student's needs. We offer on-campus degree programs, hybrid programs, fully online programs, and courses and programs at locations around the State of Maryland. Moreover, our School of Education is ranked one of the leaders in the State of Maryland for serving and graduating a diverse pool of trained educated and certified educational professionals. We are able to do this by strategically meeting the diverse needs of our students.

Economists have continued to find that despite the soaring cost of attending higher education, the financial benefits still outweigh the expenses (<https://www.bls.gov/opub/mlr/2014/beyond-bls/is-a-colleg-degree-still-worth-it.htm>). In fact, although students have been paying more to attend college—trends that have led many observers to question whether a college education remains a good investment, an analysis of earnings since the 1970's demonstrates that a college degree leads to higher lifetime earnings. Researchers conclude that college remains a good investment because the wages of those Americans without a degree have been falling, keeping the college wage premium near an all-time high. To illustrate, the U.S. Bureau of Labor Statistics (BLS) reported in 2018 the median wages for an individual possessing a high school diploma to be \$37,960 (\$730/week x 52 weeks) with an unemployment rate of 4.1% and a Bachelor's degree to be \$62,296 (\$1,198/week x 52 weeks) with an unemployment rate of 2.1%. In comparison the median income of an individual possessing a Master's degree is \$74,568 (\$1,434/week x 52 weeks) with an unemployment rate of 2.1% (BLS, 2019). Additional education and professional training via a graduate-level program provides increased marketability and earning potential for graduates.

NDMU's proposed MA program will provide a strong foundation of skills that are

applicable to postsecondary education and a wide range of other industries and sectors, including research, analytical thinking, finance/budget, leadership for addressing changing populations, etc. On the national level, the BLS projects Education Administrators, Postsecondary (SOC: 11-9033) to grow 10% between 2016 and 2026 with over 157,200 job opening (new and replacement) during this period, or 15,720 openings annually. BLS reports that the typical entry-level education for postsecondary education administrators is a Master's Degree, with less than five years' experience and no on the job training. The median annual wage for employees in this occupational sector is \$92,360. The description of Education Administrators, Postsecondary is as follows:

Plan, direct, or coordinate research, instructional, student administration and services, and other educational activities at postsecondary institutions, including universities, colleges, and junior and community colleges.

The Department of Labor, Licensing, and Regulation (DLLR) reported that the market need for postsecondary education administrators to grow 8% between 2016 and 2026, with 1,182 job openings (new and replacement) during this period, or 118 openings annually in Maryland. The median annual wage for employees in this occupational sector is \$109,054 (\$52.34/hour x 2080 hours). According to Maryland Higher Education Commission data from the 2017, Trends in Degree and Certificates by Program report (March 2018), other institutions produce a rolling three-year average of 58 graduates annually. This results in a shortfall of approximately 61 graduates annually and a worsening workforce shortage.

D. Reasonableness of Program Duplication, if any.

While there are other MA programs in education in the State of Maryland most are designed for K-12 education, and none of the existing programs are specifically designed to offer training and a specialization in Higher Education Leadership for Changing Populations or stackable areas of concentration in enrollment management or philanthropy. Three other universities, Morgan State University, Goucher University, and Bowie State University offer a MA in Higher Education. However, Morgan State University's program is face-to-face and is designed for student affairs professionals, Goucher University's program is online but designed to be research and data focused, and Bowie State University's program focuses on ethical and legal responsibilities leading K-12 programs. Our proposed program at Notre Dame of Maryland University is intended to appeal to a broad higher education market with a distinctive changing population specialization unique to NDMU that will assist the State in meeting the demand for this profession. Moreover, opportunities to earn stackable areas of concentration in enrollment management or philanthropy advances specialized training for students seeking advanced areas of competencies.

NDMU already offers a Ph.D. in Higher Education Leadership for Changing Populations. Expanding the program to include a Master's degree will enhance the program through program stackability and seamless transfer. In addition, having two areas of concentration make this program distinct and unique.

E. Relevance to the implementation or maintenance of high-demand programs at HBIs.

Except as noted previously, no Historically Black College or University (HBCU) currently offers a similar MA in Higher Education Leadership for Changing Populations. NDMU's MA program is not anticipated to directly compete with any high demand program at a HBCU. While other Maryland institutions offer an MA in Higher Education, our proposed program is uniquely situated to compliment and not duplicate existing programs at other institutions.

F. Relevance to the support of the uniqueness and institutional identities and missions of HBI's.

An appropriate student for NDMU's proposed MA program will apply after attending and completing a baccalaureate degree at any undergraduate institution, including any of Maryland's HBCUs.

NDMU already offers a Ph.D. in Higher Education Leadership for Changing Populations. It is anticipated that adding a stackable Master credential will have little to no effect on the uniqueness or institutional identities or missions of the programs at any HBCU.

G. Adequacy of curriculum design program modality, and delivery to related learning outcomes consistent with Regulation 3.10 of COMAR.

1. Program Development: The program was developed with input from faculty and professionals who understand the need for and value of this program to support community need and to provide access to this in-demand career. Maryland's citizens will benefit from an expanded pool of educated and trained professionals to address the increasing demands of culturally diverse communities, schools and institutions of higher learning. The program will deliver curriculum fully online. This will increase access to those students who require greater flexibility in degree and course offerings. The program will be nested within the School of Education, reporting to the Dean.

2. Objectives: The MA in Higher Education Leadership for Changing Populations is designed to prepare graduate who will be equipped to provide Higher Education Administration in a globally diverse society.

To accomplish this, educators need a worldview, skills in management and organizational leadership, and hands-on experience with diverse educational practice and educational policy. Selected higher education courses complement core courses by adding breath to the student understands of the field.

The MA program in Higher Education Leadership for Changing Populations mixes classroom engagement and experiential opportunities while building upon a strong foundation in liberal arts, the catholic intellectual traditions and social teaching. The program maximizes professional competence in educational leadership and will provide students innovative educational opportunities to address changing populations.

Upon completion of the program, the MA candidates will know and be able to demonstrate content knowledge, skills, and beliefs in the following:

- Scholarship of discovery
- Scholarship of integration
- Scholarship of application
- Scholarship of leadership for changing populations

Candidates will have the knowledge, skills and commitment to:

- Create an environment where leadership places an emphasis on linguistically and culturally diverse populations;
- Use best practice in organization change and leadership to build and maintain effective and efficient institutions of higher learning;
- Demonstrate an awareness of how beliefs develop in others and how leaders lead in diverse and changing settings;
- Demonstrate sensitivity to issues and trends within society and higher education related to the needs of changing populations;
- Create an environment that provides a collaborative community for higher-level thinking and problem-solving among administrators and leaders; and
- Demonstrate strong critical thinking to lead change, organize administrative units for efficiency and effectiveness, and make decisions based on competing priorities and available data.

Candidates completing the areas of concentration will have additional knowledge, skills and commitment to:

- Integrate technological applications to enrollment, financial aid and retention practice;
- Utilize marketing principles and strategies as well as digital technology to effectively impact enrollment;
- Create strategic enrollment, retention and marketing plans
- Acquire knowledge and skills to lead effectively
- Acquire an understanding of the historical and philosophical underpinnings of philanthropy and development;
- Demonstrate knowledge and skills needed for effective fundraising;
- Articulate best practice in advancement services and operations; and
- Acquire the knowledge and skill needed for effective grant writing.

The proposed launch date of the program will be fall 2019. The program consists of 30 credit hours, which may be completed within two academic years. Students would enroll in 15 credit hours each academic year. Students may enroll in one of two optional and stackable areas of concentration extending the program to 36 credits that can be completed in two academic years.

3. Assessment of Student Achievement: The Master's Program aims to improve higher education effectiveness and efficiency by empowering administrators as change leaders who possess, to a high degree, breadth and depth of relevant knowledge, analytics and critical research skills, governance and finance skills and the principled global perspectives that will

enable them to be leaders in education to address and administer within the needs of colleges and universities with increasingly linguistically and culturally diverse populations.

The MA student learning outcomes for the program are evaluated through course level evaluation, curricular level evaluation, faculty evaluation, and program evaluation.

- Each course is evaluated at the conclusion of the grading period. Feedback is shared with faculty, chairs, deans, and the provost.
- Faculty are evaluated annually by their department chairperson as provided for in the NDMU faculty handbook, and this will continue for full-time faculty teaching in the MA program.
- Adjunct faculty teaching at NDMU are evaluated through peer observation and feedback during their first two semesters at the university using criteria for best practices in teaching and learning.
- The University Assessment Plan at NDMU guides the assessment of student learning outcomes at all levels of the institution. Every course syllabus must contain learning outcomes for the program and the course, and assess those outcomes every year.
- Departments prepare and submit an annual student learning outcomes assessment report, which is reviewed by the University Assessment Committee. Feedback for these reports is provided to the chairs and the faculty at department and individual meetings. All requests for resource allocation and budget change must be supported by assessment data, including course-based outcomes results.
- Each academic program is included in a program review assessment rotation and assessed every three to five years.

4. Course of Study (30-36 credits)

Changing Populations Core Courses:

9 credits

EDU 557 Leadership (3)*

EDU 698 Linguistic and Cultural Diversity in Higher Education (3)

EDU 760 Legislative and Legal Decisions Affecting Changing Populations (3)

Higher Education Core Courses

15 credits

EDU 722 Education and Policy Analysis for Higher Education (3)

EDU 803 Assessment, Accreditation and the Strategic Planning Process (3)

EDU 804 Finance, Philanthropy, and Budgeting for Higher Education (3)

EDU XXX Internship in Higher Education Leadership (3)**

EDU XXX Student Affairs (3)

Or

EDU 563 Curriculum Development (3)

Or

BUS XXX Principles of Philanthropic Development (3)*

Or

EDU XXX Principles of Enrollment Management and Retention (3cr)*

Research Core Courses

6 credits

EDU 543 Reading, Analyzing and Interpreting Educational Research (3)

EDU 567 Learning Theory and Practice (3)

Optional Area of Concentration – Enrollment Management (12 credits total)

EDU XXX Principals of Enrollment Management and Retention (3)

EDU XXX Financial Aid and Data Analytics for Enrollment Planning (3)

EDU XXX Enrollment Marketing and Communications (3)

EDU XXX Leadership and Strategic Planning for Enrollment Management Professionals (3)

Optional Area of Concentration – Philanthropy (12 credits total)

BUS XXX Principles of Philanthropic Development (3)

BUS XXX Cultivating Donor Relations (3)

BUS XXX Communication and Branding (3)

NPM 545 Fundraising and Grant Writing (3)

**Stackable into Areas of Concentration*

***If student elects an optional Area of Concentration, EDU XXX Internship in Higher Education (3) is not required.*

Course Descriptions

EDU 543 Reading, Analyzing and Interpreting Educational Research

Provides an interactive learning environment that will enable students to acquire knowledge, education skills and abilities required for the analysis, interpretation and evaluation of educational research. In addition, the course will enable students to cultivate the skills necessary for engaging in their own creative and meaningful research. *3 credits.*

EDU 557 Leadership

Analyzes various models of leadership and explores societal and personal assumptions about leadership. Students investigate key elements of effective leadership, strategic planning and raise questions from several cultural viewpoints. Participants will be encouraged to integrate and apply diverse leadership perspectives in order to enhance their leadership abilities and strengthen their capacity to lead as educational professionals. *3 credits*

EDU 567 Learning Theory and Practice

Evaluates theories of learning from cognitive, physiological and affective perspectives as a basis for effective instructional practice. Research into the theoretical basis for learning and higher level thinking skills is applied to educational planning, implementation, and evaluation. *3 credits*

EDU 563 Curriculum Development

Considers the forces driving quality curriculum development. This course examines how different groups, issues, ideologies and research have influenced what has been taught

historically. Attention will be focused on recent reform literature and its impact on curriculum. Current political, economic, demographic and academic trends will be studied. *3 credits*

EDU XXX Student Affairs

The course will provide students with an overview of the profession of student affairs. An emphasis will be placed on understanding the responsibilities that student affairs professionals have in promoting holistic students development including intellectual, social, moral and emotional development. Emphasis will be placed on developing a professional philosophy toward student affairs practice. *3 credits*

EDU 698 Linguistic and Cultural Diversity for Higher Education

Assists educators in better understanding the nature of language and language acquisition in the context of their relevance for education. First and second language acquisition will be studied in detail, primarily from a cognitive perspective with emphasis on the analysis of the diverse variables that play a role in language acquisition and how these affect literacy development. The focus of this course will be on the study of language in students who are linguistic minority students including those for whom Standard English is a second dialect and those for whom it is a second language. *3 credits*

EDU 722 Education and Policy Analysis for Higher Education

Creates awareness of recurring issues and tensions inherent in providing educational opportunities in a democratic society. Examples are: impact of linguistic and cultural diversity on equity, ethical issues confronting teachers and policy-makers, tensions between individual and collective interests, limits of democratic authority and equality of educational opportunity in a democratic society. This course introduces the process by which such policies are accomplished; identify in context and relevant antecedents, framing of problems and solutions within policies, policy implementations participating and responding to policy consequences. The course included theoretical and applied readings on state and national policy issues as they affect the educational environment and the learning needs of mainstream and non-mainstream students. *3 credits*

EDU 760 Legislative and Legal Decisions Affecting Changing Populations

Applies the analytical and legal reasoning skills to new and emerging issues in the law of education. The case-study approach will be used to explore the contours of some of the constitutional and statutory rights that students and teachers enjoy as well as the contours of some of the duties that the U.S. constitution and federal and state statutes impose on teachers and administrators. Among other issues, we will investigate issues of immigration, the establishment and free exercise of religion, searches of students, students discipline (including zero tolerance), and racial, gender and sexual-orientation discrimination. *3 credits*

EDU 803 Assessment, Accreditation and the Strategic Planning Process

Centers on a comprehensive and inclusive overview of federal, regional, and state mandates for accountability and compliance; systems and processes for the assessment and evaluation of institutional outcomes; and patterns and standards in regional and

professional accreditation. Presents methods and models for strategic planning, and links these models to institutional effectiveness and success. *3 credits*

EDU 804 Finance, Philanthropy and Budgeting for Higher Education

Uses today's challenging economic climate to review the need of college and university Administrators for reliable financial information and data to support the efficiency and effectiveness of their institutions in a globally dynamic and culturally diverse society. Surveys the purpose and product of private giving to colleges and universities, explores revenue sources and marketing in higher education, and looks to attune higher education professional with the reality of their understanding and become more proficient in their financial management role with the institution. *3 credits*

EDU XXX Internship in Higher Education Leadership

Provides the opportunity for students to integrate and apply theory and coursework, their own experience in higher education, and the practice of leadership on a diverse campus. Focuses on development of skills, competencies, and understanding that serve as a foundation for successful leaders, while strengthening the student's ability to analyze and respond to issues of importance in today's higher education arena. Placement will be at the student's home campus or at a similar institution emphasizing expansion of experience, network connections and professional value-added. *3 credits*

Courses applicable for Area of Concentration (AOC)

EDU XXX Principles of Enrollment Management and Retention

The course explores research, trends and techniques related to strategic University-wide retention and enrollment management planning. Topics will also include admission and recruitment processes and regulations, searches as well as the application and use of data analytics. *3 credits*

EDU XXX Financial Aid and Data Analytics for Enrollment Planning

Students examine models of financial aid assistance in enrollment management. An exploration of the trends in financial aid in higher education and policies related to regulatory requirements and compliance. Integration of data analytics, research and technology applications to financial aid are integrated in this course. *3 credits*

EDU XXX Enrollment Marketing and Communications

Principles of marketing and communication are explored. Use of CRMs, social media, branding and targeted techniques as well as the evaluation of the effectiveness of marketing strategies across student populations are examined. Students create a strategic marketing plan. *3 credits*

EDU XXX Leadership and Strategic Planning for Enrollment Management Professionals

Students explore concepts of leadership, team building, working with internal and external constituents, organizational structure and strategic planning for the enrollment management areas in the context of the higher education environment. Design of a strategic enrollment and retention plan.

BUS XXX Principles of Philanthropic Development

The history of Philanthropy is explored. Students are introduced to types of fundraising, development plan creation and the basics of the fundraising process as organized by nonprofit organizations. *3 credits*

BUS XXX Cultivating Donor Relations

Examines donor motivations and relationship building as influential factors in the philanthropic process. Prospect research, donor identification and retention, CRM systems and strategies and programs that build relationships are reviewed. Ethical and legal considerations in fundraising including donor Bill of Rights are. *3 credits*

BUS XXX Communication and Branding

Principles of branding and marketing are explored. Topics include brand management, brand creation and strategies for brand communication. *3 credits*

NPM 545 Fundraising and Grant Writing

Explores the various methods that nonprofits use to raise funds to support the organization's operations and programs. Addresses basic grant acquisition methodologies including conducting grant research, making contacts, and creating standard and comprehensive case statements. Learners write the grant application of their choice. *3 credits*

5. Information dissemination. Notre Dame of Maryland publishes a catalog each academic year with clear, complete, and timely information on the curriculum, course and degree requirements. Course syllabi provide students with clear and accurate faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, course/learning management system, and the availability of academic support services. The financial Aid Office provides students with information on financial aid resources, and costs while the Business Office provides students with payment plans, options and policies.

6. The MA Program will be highly visible, widely marketed, and accurately represented.

- a. Marketing materials will be current and compelling (websites, brochures, information flyers)
- b. The MA Program will be regularly exhibited at local and national conferences aimed at the recruitment of a diverse student body
- c. The MA Program will have increasingly more diverse students each year (men, students of color, disability status, etc.), similar to our other graduate programs.
- d. In addition, NDMU abides by Federal and MSCHE standards to publicly disclose consumer information in accordance with MSCHE standards for accreditation, requirements of affiliation, policies and procedures, and federal regulation 34 CFR §602.16(a)(1).

- e. NDMU accurately represents our current accreditation phase, accreditation status, and scope of accreditation to the public, in accordance with federal regulation 34 CFR §602.23(d). We also update and retain current membership with NCSARA.
- f. NDMU will correct any misleading information that may ever accidentally be released, including information about accreditation status with MSCHE in accordance with federal regulation 34 CFR §602.23(e).

H. Adequacy of Articulation.

Not Applicable, although there exists the opportunity for future articulations (e.g. 3+2 agreements) with other Maryland colleges and universities to enhance access and educational opportunities for Maryland students.

I. Adequacy of Faculty Resources

Notre Dame of Maryland has adequately trained and credentialed full-time faculty to support this new degree program. Existing and any new faculty who teach online for this program will be required to comply with NDMU’s online course design and delivery policy, which mandates Quality Matters criteria for all online courses and programs, and requires QM training for online faculty. In the second year of the program, NDMU School of Education will hire one additional faculty member who will teach two courses in the proposed new MA program.

Current Faculty Resources for the MA in Higher Education Program

Faculty Name & Rank	Terminal Degree	Full or Part-time	Courses Taught
Mark J. Fenster, Associate Professor of Education	Ph.D.	Full-time	EDU 543
Sister Mary Fitzgerald, Associate Professor of Education	Th.D.	Full-time	EDU 557
Gary Thrift, Full Professor of Education	Ed.D.	Full-time	EDU 722
Stepahnie Savick, Associate Professor of Education	Ph.D.	Full-time	EDU 567
Patricia Dwyer, Full Professor	Ph.D.	Full-time	EDU 803, 804
Christa DeKleine, Full Professor	Ph.D.	Full-time	EDU 698
Brandy Garlic, Adjunct Professor	Ph.D.	Part-time	EDU XXX
Carmen Blanco Marinelli, Adjunct Professor	Ph.D.	Part-time	EDU 563
Heather Woodridge. Adjunct Professor	Ph.D.	Part-time	EDU XXX
1 New Faculty Hire	Ph.D.	Part-time	EDU XXX, EDU XXX
Heather Carpenter	Ph.D.	Full-time	BUS XXX NPM 545
Deborah Calhoun	Ph.D.	Full-time	BUS XXX BUS XXX

J. Adequacy of Library Resources

Since its opening in 1973, the Loyola/Notre Dame Library has served as a critical resource for outstanding teaching and scholarship. Notre Dame and Loyola have recently completed a joint renovation and expansion project. The results of this project are expanded use of technology for teaching and learning; accommodation of greater numbers of students, faculty and community patrons; and vibrant, vital center for scholarly exploration and achievement.

The Loyola/Notre Dame Library is open 7 days a week during the fall, spring, and summer Semesters. The Loyola Notre Dame Library provides information services and resources to support the academic programs and educational concerns of Notre Dame of Maryland University and Loyola University Maryland. Through the Library's website, faculty, students and staff may access an extensive array of books, journals, databases, and streaming video to support research, teaching, and learning.

The library's collection consists of 455,000 volumes, 1,421 print and 22,126 electronic periodical subscriptions, and 39,000 media items. The library's web site is the gateway to a wealth of information, including over 120 online databases, which encompass access to over 300,000 journals, magazines, and newspapers in print and electronic formats.

The Loyola Notre Library's Online Journal holdings are substantial, including 143 peer reviewed Journal titles dedicated to Higher Education, 6 peer reviewed Journal titles specific to education administration, 6 peer reviewed Journal titles dedicated to teaching instruction, and 3 peer reviewed Journal titled dedicated to language arts. The journal holdings are sufficient and are constantly updated as more publications become available.

Additionally, the Library provides access to collections at other partner libraries:

- The University System of Maryland and Affiliated Institutions consortium provides access to over 9 million items at 17 member libraries.
- The Eastern Academic Libraries Trust (EAST), a print archive that guarantees access to 6 million volumes via Interlibrary Loan.

Assistance Provided

- Students, faculty and staff may request help in-person, via email, instant messaging, and telephone.
- Online chat reference is available 24 hours a day, seven days a week.
- Information about copyright is available through a resource guide, workshops and individual consultations provided by a librarian in the Copyright Information Center.

Other Library Resources

- 693 individual seats are available for studying
- A 100 seat auditorium is available
- Two computer instructional labs, Lab A has 20 seats; Lab B has 30 seats

- The Collaboratory at the Library, an active learning space that accommodates up to 22 students in a flexible environment
- a 24 seat screening room
- cyber café and a multi-functional gallery used for events and flexible study space
- group study areas
- seminar rooms
- 91 computers with Microsoft Office and access to the Internet
- Adaptive technology mainstreamed throughout the Library to provide access for disabled users
- Makerspace, a technology-rich environment that fosters creation, innovation, and collaborative learning.
- Reference librarians are available seven days a week to guide students using the library and its on-site and virtual resources. Five librarians provide reference services and bibliographic instruction programming. Students learn techniques for searching for information on research topics, evaluating citation and sources, and finding the full text of articles in the library. Walk-in sessions on RefWorks and individual or group consultations with librarians are available.
- Online web tutorials guide students on searching the library catalog, finding e-journals, interlibrary loan and refWorks.
- A link to the LDNL will reside on each program course.
- Online students have full access to the library and library resources. Students may access the library electronically and physically. Each student has a University credential with bar code that provides him or her access to the library resources. The link to the University library is: <https://www.lndl.org/> off campus access is provided via <https://www.lndl.org/help/off-campus-access>. If students require assistance, they may access support assistance through a login help guide (<http://guides.lndllibrary.org/ezproxy>) Or by contact the Library Desk at 410-617-6801.
- Students have access to articles by accessing <http://guides.lndllibrary.org/fulltext>. If an article is not available through the library, either in print or online, students may request a copy through Interlibrary Loan <https://www.lndl.org/help/borrowing#loan>). Articles are typically delivered via email in 24 hours or less.

K. Adequacy of Physical Resources, Infrastructure, & Instructional equipment

As the program will be delivered fully online, there will be no impact on existing facilities and equipment. In the digital space, NDMU has a robust Course/Learning Management system to support this degree program.

Instructional Resources:

Course/Learning Technology: NDMU has technology, support, and expertise to offer courses across a variety of modalities, including fully on ground, fully online, and hybrid. There is a staffed Faculty Resource Center and instructional course design support. In addition, NDMU has a state-of-the art global classroom that supports superior web conferencing, internet collaboration across institutions, mobile screen sharing, HD resolution, video collaboration, and the ability to build collaboration-enabled Zoom conference rooms. NDMU supports a Moodle-based Course/Learning Management System (C/LMS) where faculty may deposit course materials,

facilitate online instruction, quizzes and exams, host chat and discussion board collaboration, and engage with students outside of the classroom to enrich the learning experience.

The entire campus hosts a wireless community to support mobile and web-based collaboration and communication. NDMU also supports learners with a well-staffed and supportive technology helpdesk.

L. Adequacy of Financial Resources with documentation

Projected Enrollment (Part-time)

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Enrolled	20	35	45	50	50

Projected Graduates

	May 2021	May 2022	May 2023	May 2024	May 2025
Graduates	15	15	15	20	20

**Anticipates a 75percent retention/graduation rate*

TABLE 1: RESOURCES

Resource Categories	YEAR 1 2019	YEAR 2 2020	YEAR 3 2021	YEAR 4 2022	YEAR 5 2023
1. Reallocated	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	\$165,000	\$296,888	\$393,188	\$450,000	\$463,500
a) # F/T Students	0	0	0	0	0
b) Annual Tuition/Fee Rate	0	0	0	0	0
c) Annual F/T Revenue (a x b)	0	0	0	0	0
d) # P/T Students	20	35	45	50	50
e) Credit Hr. Rate	\$550.00	\$565.50	\$582.50	\$600.00	\$618.00
f) Annual Credit Hr.	15	15	15	15	15
g) Total Part-Time Revenue (d x e x f)	\$165,000	\$296,888	\$393,188	\$450,000	\$463,500
3. Grants, contacts, & other external sources	0	0	0	0	0
4. Other Sources	\$11,100	\$19,425	\$24,975	\$27,750	\$27,750
TOTAL (add 1-4)	\$176,100	\$316,313	\$418,163	\$477,750	\$491,250

Table 1: Resources Narrative

- a. Tuition and Fee Revenue: All students will be part-time and will enroll the first year at \$550.00 per credit (Fall 2020). Tuition is calculated at a 3% increase each year. We have an estimated annual retention rate of 75%.
- b. The program is designed as a cohort model, with students taking 15 credits annually for two years.
- c. Grants and Contracts: We have not identified additional sources of funding for this program, although there may be opportunities we could pursue in the future. We do not plan to rely upon grants or contracts to make this program viable.
- d. Other Sources: Each enrolled student will be charged a registration/technology fee of \$185.00 per term (\$555.00 per year).
- e. Table 1 is a conservative estimate of expected revenue for the program for the first five years, based upon past performance and current levels of support we are able to dedicate to this program.

TABLE 2: EXPENDITURES					
Expenditure Categories	YEAR 1 2019	YEAR 2 2020	YEAR 3 2021	YEAR 4 2022	YEAR 5 2023
1. Faculty (b + c below)	0	\$40,320	\$40,320	\$40,320	\$40,320
a) # FTE	0	.5	.5	.5	.5
b) Total Salary	0	\$31,500	\$31,500	\$31,500	\$31,500
c) Total Benefits	0	\$8,820	\$8,820	\$8,820	\$8,820
2. Admin. Staff (b + c below)	0	0	0	0	0
a) # FTE	0	0	0	0	0
b) Total Salary	0	0	0	0	0
c) Total Benefits	0	0	0	0	0
3. Support staff	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses marketing, and course development	\$9,300	\$3,000	\$2,000	\$2,000	\$2,000
8. TOTAL (add 1-7)	\$9,300	\$43,320	\$42,320	\$42,320	\$42,320

Table 2: Expenditures Narrative

- a. The MA program is consistently financially sustainable and viable within the

- University.
- b. The benefit costs are applied only to full-time faculty. Salaries for adjunct faculty are paid at \$2,650 per course and full-time faculty benefits are calculated at 28%.
 - c. Existing administrative staff will support this program as well as existing full-time faculty.
 - d. During the first year, two new courses will be developed at the development stipend fee of \$2,650 per course. Existing full-time faculty will develop the new courses.
 - e. During the second year, one new faculty member would be hired into the School of Education and would support the growing program. The new faculty would teach only two courses in the program, while supporting other courses in the department.
 - f. During the first year, we will dedicate \$4,000 to market the program, \$3,000 the second year and \$2,000 each year thereafter. Marketing materials will be current and compelling (websites, brochures, information flyers). The MA Program will be regularly exhibited at local and national conferences to facilitate the recruitment of diverse students.

M. Adequacy of Provisions for Evaluation of the Program.

Notre Dame of Maryland deploys consistent and frequent assessments of student perceptions of curricular “value” of programs, we also monitor tuition rates on an annual basis to maintain marketplace currency and we track program income over direct expenses on an annual basis. Notre Dame of Maryland also reviews the currency of curriculum within a frequent rotation model to ensure the program remains consistently aligned to societal need, educational complexity, and marketplace need. We further deploy a consistent assessment of student learning outcomes and course level evaluations and assessment.

N. Consistency with State Minority Achievement Goals

The MA program will use a holistic admissions process that fairly supports a diverse student body. Candidates for admission must fulfill the following admission requirements:

- Bachelor’s degree from an accredited institution with a GPA of at least 3.0
- Official undergraduate and graduate transcripts
- Submission of an Essay

In addition, Notre Dame of Maryland University is proud to have a significant number of minority students. At present over 38% of the student, body identifies as a minority student.

O. Relationship to low productivity programs identified by the Commission

Not Applicable

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

NDMU, a member of Maryland Online, has adopted the Quality Matters standards as the guidelines for design, development and delivery of all online courses and programs at Notre Dame. Courses are developed under the criteria outlined in the QM rubric, and go through an internal peer review process (QM qualified reviewers) prior to delivery. Faculty wishing to teach online are required to complete two QM courses that review best practice in design and delivery of online courses and programs.

Prior to January 1, 2018, Notre Dame of Maryland was approved by the Commission to offer several distance education programs. Per COMAR 13B.02.03.22A(1), Notre Dame of Maryland University is an institution eligible to provide distance education. As a member of NC-SARA, NDMU complies with C-RAC guidelines

NDMU utilizes *Quality Matters*TM standards of online curricular design. All faculty hired to teach in the MA program and prior to offering any courses online will provide either proof of experience with online teaching and/or will receive training with the online platform and tools if these tools are unfamiliar. Faculty will also be trained using the *Quality Matters*TM principles of best practice for online teaching and learning.

Regular training in the teaching/learning management platform, online course design (*Quality Matters*TM), design of learning objects, and online course management will be available. An instructional designer works with the MA faculty prior to launch and during the first year of the launch will work with faculty to ensure the online curriculum design is consistent throughout each course and incorporates the mission components of the NDMU.

Students enrolled in online courses are provided information prior to enrollment about hardware, software, and IP provider issues prior to admission. The orientation at the beginning of the program verifies student identity and provides student ID badges needed for course enrollment and participation, as well as engages students in a sample online course with introduction to online services. Students enrolled in online courses receive reasonable and adequate access to the range of student services, and a 24-hour help desk to support their education activities. All students, regardless of the modality of content delivery have access to advisors to support clarity of curricular and online community expectations, access to library resources, e-books, and databases, and access to faculty, advisors, and support services.

Addendum

Mark Fenster, Ph.D. – Political Science
<https://www.ndm.edu/directory/mark-fenster>

Mary FitzGerald, Th.D. M.Ed., - Education
<https://www.ndm.edu/directory/s-mary-fitzgerald-ssnd>

Gary Thrift, Ed.D. – Education Policy, Planning, and Administration
<https://www.ndm.edu/directory/gary-thrift>

Stephanie Savick, Ph.D. – Instructional Leadership for Changing Populations
<https://www.ndm.edu/directory/stephanie-savick>

Patricia Dwyer, Ph.D. – American Literature
<https://www.ndm.edu/directory/patricia-dwyer>

Heather Carpenter, Ph.D. – Nonprofit and Philanthropic Leadership and Management.
<https://www.ndm.edu/directory/heather-carpenter>

Deborah Calhoun, Ph.D. – Business and Marketing*
<https://www.ndm.edu/directory/deborah-calhoun>

Brit Christensen, Ph.D. – Media and Public Affairs*
<https://www.ndm.edu/directory/britt-christensen>

Deborah Calhoun, Ph.D. – Business and Marketing*
<https://www.ndm.edu/directory/deborah-calhoun>