

09 April 2020

James D. Fielder, Jr., Ph.D.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 N. Liberty Street, 10<sup>th</sup> Floor  
Baltimore, Maryland 21201

Dear Dr. Fielder:

I hope this letter finds you and yours healthy and safe as the world navigates the extraordinary and challenging time at hand due to COVID-19.

On behalf of President Elliot Hirshman and Stevenson University, I am pleased to submit the enclosed proposal to add a **Master of Education degree program in Integrative Learning**. The proposal has been approved by all of the necessary internal constituencies at Stevenson University, including the Deans' Council, the Faculty Council, President Elliot Hirshman, and our Board of Trustees.

In compliance with MHEC's request, we are submitting this cover letter and the proposal as PDF attachments to an e-mail message. We have also submitted under separate cover the required filing fee in accordance with MHEC procedures.

Please contact me at 443-334-2205 or at [sgorman@stevenson.edu](mailto:sgorman@stevenson.edu) if you have questions.

Thank you very much for your consideration of our proposal. Be well.

Sincerely,



Susan Thompson Gorman, Ph.D.  
Executive Vice President and Provost  
Stevenson University  
443-334-2205  
[sgorman@stevenson.edu](mailto:sgorman@stevenson.edu)

— ACADEMIC AFFAIRS —  
**STEVENSON**  
U N I V E R S I T Y  
Executive Vice President and Provost

09 April 2020

Ms. Patricia Francis  
Division of Academic Affairs  
Maryland Higher Education Commission  
6 N. Liberty Street, 10<sup>th</sup> Floor  
Baltimore, MD 21201

Dear Ms. Francis:

I hope this letter finds you and yours healthy and safe as the world navigates the extraordinary and challenging time at hand due to COVID-19.

Enclosed please find a check (# 0226858) in the amount of **\$850.00** made payable to MHEC for the review of the proposal for the **M.Ed. degree in Integrative Learning** being submitted by Stevenson University.

This check is sent in compliance with the filing fee for new academic programs.

For your information and records, I have enclosed a copy the submitted proposal.

If you have any questions or need any additional information, please do not hesitate to contact my assistant, Cheryl VanRensselaer, at 443-334-2205 or [cvanrensselaer@stevenson.edu](mailto:cvanrensselaer@stevenson.edu).

Thank you very much for your assistance. Be well.

Sincerely,



Susan Thompson Gorman, Ph.D.  
Executive Vice President and Provost  
Stevenson University  
443-334-2205  
[sgorman@stevenson.edu](mailto:sgorman@stevenson.edu)



## Cover Sheet for In-State Institutions

### New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	
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***Each action below requires a separate proposal and cover sheet.***

New Academic Program	Substantial Change to a Degree Program
New Area of Concentration	Substantial Change to an Area of Concentration
New Degree Level Approval	Substantial Change to a Certificate Program
New Stand-Alone Certificate	Cooperative Degree Program
Off Campus Program	Offer Program at Regional Higher Education Center

Payment Submitted:	Yes No	Payment Type:	R*STARS Check	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus		Distance Education ( <i>fully online</i> )
Program Resources			Using Existing Resources		Requiring New Resources
Projected Implementation Date			Fall	Spring	Summer      Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature:    See attached		Date:
			Date of Approval/Endorsement by Governing Board:		

Revised 3/2019

**Stevenson University**  
**Proposal for New Academic Program**  
**Master of Education – Integrative Learning**

**A. Centrality to Institutional Mission 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.**

Stevenson University is proposing a **Master of Education in Integrative Learning**. This master's degree is designed to equip teachers, instructional leaders, and educational professionals with the knowledge, skills, and ability necessary to promote students' 21<sup>st</sup> century learning, lead curricular reform, and engage community stakeholders to ensure student success in a dynamic and changing world.

As the 21<sup>st</sup> century unfolds, an integrative approach to teaching and learning has emerged as a necessary model for addressing the learning needs of students in a world where the jobs of tomorrow have not yet been imagined. Integrative learning fosters students' ability to think critically, make connections among concepts and experiences, use multiple literacies to communicate, and apply learning to novel and complex issues with real-world implications. Integrative learning engages students, parents, teachers, administrators, community members and policy makers in a shared responsibility for the lifelong learning success of students.

Degree candidates in this 36-credit program will be well-grounded in the social and emotional development of learners; the socio-political and cultural influences that shape students and their communities; rigorous problem-based learning approaches; emerging digital technologies and media; and community engagement and leadership. Students complete 21 credits of required coursework in theory, research, and integrative learning practices. Modeling an integrative approach, candidates select 15 credits of elective courses from three focus areas of Engaged Learning for 21<sup>st</sup> Century Skills, Multiple Literacies, and Community Engagement and Leadership, with one area as their primary focus based on individual professional goals. All students complete an action research project and capstone experience implementing theory into practice.

This degree program aligns well with Stevenson University's mission of being an innovative institution that applies learning beyond the classroom. The institution's core values focused on community, learning, integrity, and excellence are particularly well matched with the degree's focus on active, student-centered and collaborative learning, and especially applying learning to meet the needs of the community. The University's emphasis is on developing degree programs that are career-focused with an emphasis on professional proficiency. The proposed program is designed to foster this emphasis.

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

The Master of Education degree directly aligns with the University's strategic goals and is an institutional priority. This proposed program has received the full support of University stakeholders including, but not limited to, the President, the Provost, the Academic Affairs Committee of the Board of Trustees, Deans' Council, and Faculty Council. This proposed program is in direct response to the market demands, as is shown in the research section of this proposal.

In the 2014–2019 Strategic Plan for Stevenson University, approved by Board of Trustees, the program aligns with the Academic Affairs strategy to “support faculty and students in their pursuit of academic excellence by integrating academics with experiential learning and career preparation, and by establishing a solid liberal arts foundation.” Further, Stevenson University is currently finalizing a new strategic plan, which will be implemented in 2020. The inclusion of the following goals demonstrates that the proposed program will be an institutional priority: Develop Academic Programs and Focus on Students’ Professional Success and Career Development.

The proposed program supports the university’s focus as an innovative institution offering career-focused education. This program will empower educators to advance their craft, be innovative leaders in their educational communities, and address creatively the challenges facing their educational communities and beyond.

**3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)**

The Master of Education degree will draw upon existing University faculty and staff resources. The MEd program will include existing courses in Stevenson’s approved Post-Baccalaureate Certificate in Literacy, Master of Arts in Teaching, and Master of Arts in Community-Based Education with new courses developed as emerging issues arise. New course development is funded through existing budgetary resources for program development. The faculty for the program will be current full-time faculty along with adjunct faculty. Hence, minimal new resources will required for developing and implementing this degree program.

**4. Provide a description of the institution’s a commitment to:**

**a) ongoing administrative, financial, and technical support of the proposed program**

Stevenson University Online (SUO) has a dedicated recruitment, admissions, and advising team as well as full and part-time faculty who support students in over 15 different programs master’s and certificate programs. The MEd will enjoy the same level of administrative, financial, and technical support that is provided for other programs.

**b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

The University is committed to the development and continuation of the MEd program and will ensure that enrolled students are supported through completion of their degree. Many of the program courses crossover with other existing programs, ensuring sustainability during launch of the program and beyond.

**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:**

**a) The need for the advancement and evolution of knowledge**

- b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
- c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**

Maryland's 21st century knowledge economy requires a re-thinking of our educational conceptions to meet the evolving needs of today's students who live in a digital, media-rich, globalized world. In traditional education, focus was placed on basic reading, writing, and arithmetic skills, but the needs of today's students have changed dramatically. While the "three R's" are still important, a sole focus on them is no longer sufficient. The traditional educational paradigm is now obsolete.

Today's students require integrative, real-world learning and multiple literacies to navigate the complexities of today's society.<sup>3</sup> Our media culture, globalization, increasing diversity, technologies, social media, digitalization and cyber capabilities require an entirely new set of skills. What do the constant and rapid changes, combined with the unknowable future, mean for how we should educate students today? The new paradigm for 21st century education prepares students for present complexities, as well as a future full of unknown technological capabilities.

The National Council of Teachers of English (NCTE)<sup>4</sup> advocates that today's students require the ability to:

- Develop proficiency and fluency with the tools of technology;
- Build intentional cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought;
- Design and share information for global communities to meet a variety of purposes;
- Manage, analyze, and synthesize multiple streams of simultaneous information;
- Create, critique, analyze, and evaluate multimedia texts;
- Attend to the ethical responsibilities required by these complex environments.

It is evident that in today's ever-evolving, technological society, having these abilities is not optional, it is essential. For success in our global community, one must be prepared to learn, adapt to, and employ new ways of thinking. Integration of content areas and 21<sup>st</sup> century skills enables students to thrive in this environment. Not only does it prepare students for life after high school, where real problems are not divided into discrete, content-based categories, it helps to close the digital divide that currently exists between students from high socioeconomic households and those from low socioeconomic households.

Nicholson and Galguera<sup>5</sup> suggest five skills that must be taught to address the gap in students' 21<sup>st</sup> century literacy skills. These include:

- a. the ability to identify questions and frame problems to guide reading on the internet
- b. the capacity to identify information that is relevant to one's needs
- c. competence with critically evaluating online information,
- d. facility with reading and synthesizing information from multiple multimedia sources

In this era of rapid technological and social change, educators must be prepared to integrate varied content and skills to make school relevant to today's demands. Integrative learning allows educators to empower individuals as well as groups traditionally excluded, enabling them to be more responsive to the challenges of a democratic and multicultural society.



## 2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).

The perceived need matches well with the three primary goals outlined in the 2017-2021 Maryland State Plan for Postsecondary Education:

**Access:** Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

- The M.Ed. offers a bachelor's to master's option, allowing Stevenson University students to complete both degrees within five years, significantly increasing the financial feasibility of a master's degree.
- The degree is offered entirely online, offering flexibility for educators and other full-time professionals to complete the degree while balancing professional and family responsibilities.

**Success:** Promote and implement practices and policies that will ensure student success.

- The flexibility of the degree, allowing students to pursue three distinct pathways will align with the interests and professional goals of a diverse population. A focus on more personalized goals will foster a greater interest of completion.
- The degree is offered through Stevenson University Online, where there is an exemplary group of student success coaches already established to maintain positive relationships with students to foster academic success.

**Innovation:** Foster innovation in all aspects of Maryland higher education to improve access and student success.

- The degree aligns with *Strategy 9: Strengthen and sustain development and collaboration in addressing teaching and learning challenges*, and specifically addresses the following initiative outlined in the plan:
  - *Invest in the science of teaching and learning.* "Faculty and students are challenged to go beyond the tradition of lecture-based meetings. Engaged students are students who learn. The science of pedagogy has identified a variety of evidence-based strategies to support the changing demographics and needs of students in higher education" (Maryland State Plan for Postsecondary Education, p. 70). The integrative learning supports the changing needs and demographics of our population through evidence-based and innovative pedagogy.
- The M.Ed. is also consistent with *Strategy 11: Encourage a culture of risk-taking and experimentation*. According to the plan "The postsecondary community in Maryland should be prudent in challenging old ideas and in forging new ones." "The Commission looks forward to the opportunity to discuss, test, and implement innovative strategies to support students in achieving their educational dream" (Maryland State Plan for Postsecondary Education, p. 74). The emerging field of integrative learning challenges the ideas of traditional education and engages students in new and innovative ways.

## C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State

### 1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.

Graduates of the Master of Education program are expected to be early or mid-career teachers and educational leaders that work within public and private k-12 school systems, as well as educational professionals who serve in community educational settings. Teachers are required

to grow professionally and to continue their learning as a condition of employment in most school systems. This degree will satisfy requirements of employment as well as allow for advancement within career pathways.

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

Interested students are expected to primarily be current classroom educators with bachelor's degrees but without master's degrees. According to the Maryland State Department of Education (MSDE), 16,601 educators in Maryland fit into this category. In fact, almost 7000 educators in within the region surrounding Stevenson are potential candidates for this degree. Further, Stevenson University has existing relationships and partnerships with many of these regional school systems (see Table 1).

<b>Table 1: Teachers/Instructors with bachelor's degrees but without master's degree in Maryland and counties within Stevenson University's region</b>	
<b>State/School System</b>	<b>No. of Teachers</b>
<b>Maryland</b>	<b>16,601</b>
Baltimore County	1950
Baltimore City	2012
Carroll County	501
Harford County	797
Frederick County	806
Howard County	895
<b>Regional Total</b>	<b>6961</b>
Source: "MSDE Data Set: 2019_Staff," by Maryland State Department of Education, 2019 ( <a href="http://www.marylandpublicschools.org/">http://www.marylandpublicschools.org/</a> )	

Once teachers earn their initial certification in Maryland, they must renew the Standard Professional certificate every five years. Certificate renewal requires the completion of six graduate credits or Maryland State Department of Education workshop hours every five years. To earn an Advanced Professional Certificate, a teacher must have at least three years of teaching experience and meet one of the following standards:

- Earned a master's or higher degree from an IHE in a certification area directly related to public school education, including 6 semester hours related to the teacher's specific discipline or the specialist's specific assignment;
  - Earned at least 36 semester hours of approved content or professional education course work directly related to public school education, earned after the conferral of the bachelor's or higher degree, including at least 21 graduate credits, of which at least six credits shall be related to the teacher's specific discipline or the specialist's specific assignment; or
  - Obtained National Board Certification and earned a minimum of 12 semester hours of approved graduate course work, earned after the conferral of the bachelor's or higher degree and related to the teacher's specific discipline or the specialist's specific assignment.
- (<http://www.marylandpublicschools.org/about/Pages/DEE/Certification/Certification-Types.aspx>)



In addition, MSDE requires all early childhood and elementary teachers to complete 12 hours of reading coursework, and middle and high school teachers to complete six hours of reading coursework.<sup>1</sup> Many of these courses are included in the M.Ed. program.

Teachers who complete a master's degree program are eligible for a pay increase, based on the salary from their current school district and years of service. In many cases, this increase is significant. For example, in 2018-2019, a teacher in Baltimore County Schools with ten years of experience and only a bachelor's degree earned \$52,801, while a teacher with a master's degree earned \$60,120.<sup>2</sup> While the pay raise is incentive to earn the degree, in many states (including Maryland) the pressure is mounting to require *all* teachers to earn a master's degree.

### **3. 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.**

Stevenson University's School of Education (SOE) graduated 576 students over the last ten years. Teacher alumni of Stevenson have long expressed a desire for their alma matter to offer a master of education degree. In a recent email survey sent to alumni from the past 10 years, 85% of the respondents expressed an interest in pursuing a Master's of Education degree through Stevenson University (6% response rate). Some of the comments reflective of opinions expressed on the survey include:

- *Topic is relevant to the needs of today's learners in our ever-changing society.*
- *I love that digital learning is a part of this program.*
- *I have wanted a Master of Education Program through Stevenson for years.*

Additionally, the Maryland Teacher Staffing Report (2016) identifies multiple critical teacher shortage areas in all Maryland counties and Baltimore City. Numerous initiatives and incentives are underway to attract individuals to the profession in Maryland.<sup>3</sup>

Finally, according to the Bureau of Labor and Statistics, employment of education, training, and library occupations is projected to grow 5 percent from 2018 to 2028. Approximately 512,900 new jobs are projected to be added from 2018 to 2028. Enrollment is projected to increase at both the college and university level and among public elementary and secondary schools (see Table 2).

<b>Table 2: Employment, projected outlook, and wages for preschool and K-12 teachers (except special education)</b>		
<b>Occupation</b>	<b>Employment, 2014</b>	<b>Job openings, projected 2014–24</b>
<b>Elementary school teachers</b>	1,358,000	378,700
<b>Secondary school teachers</b>	961,600	284,000
<b>Middle school teachers</b>	627,500	175,500
<b>Preschool teachers</b>	441,000	158,700
<b>Kindergarten teachers</b>	159,400	56,100

<sup>1</sup> Maryland State Department of Education (2019). *COMAR 13A.12.01.11*. Retrieved from <http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.01.11.htm>

<sup>2</sup> Maryland State Department of Education (2019). *Professional Salary Schedules Maryland Public Schools 2018-2019*. Retrieved from <http://www.marylandpublicschools.org/about/Documents/DCAA/SSP/20182019Staff/SalarySchedules.pdf>

<sup>3</sup> Maryland State Department of Education (2019). *Maryland teacher staffing report 2016-2018*. Retrieved from <http://www.marylandpublicschools.org/about/Documents/DEE/ProgramApproval/MarylandTeacherStaffingReport20162018.pdf>

<b>Career/technical education teachers, secondary school</b>	79,600	19,200
<b>Career/technical education teachers, middle school</b>	13,700	3,900
Note: Job openings are from growth and the need to replace workers who leave the occupation. Source: "Occupational Employment Outlook to 2022: Teaching for a Living," Bureau of Labor and Statistics, 2013 <a href="https://www.bls.gov/careeroutlook/2016/article/education-jobs-teaching-for-a-living.htm#by-the-numbers">https://www.bls.gov/careeroutlook/2016/article/education-jobs-teaching-for-a-living.htm#by-the-numbers</a>		

#### 4. Provide data showing the current and projected supply of prospective graduates.

To project the prospective number of graduates from the Master of Education program, enrollment trends in Stevenson's Master of Arts in Teaching (MAT), Master of Arts in Community-Based Education (CBEL), and PBC in Literacy were considered. The MAT program consistently enrolls 7-10 students annually, with the CBEL program enrolling 30 new students in each of its first two years, and the PBC in Literacy enrolled 12 in its first cohort. In the first year, while degree approval is sought and marketing and promotion efforts are put into place, a conservative estimate is projected. Applying retention and graduation rate expectations, the projection for enrollment and supply of graduates is shown below for the next five years.

<b>Projected Master of Education Enrollments, 2020-2025</b>					
<b>Program</b>	<b>Year 1 2020-2021</b>	<b>Year 2 2021-2022</b>	<b>Year 3 2022-2023</b>	<b>Year 4 2023-2024</b>	<b>Year 5 2024-2025</b>
M.Ed. Integrative Learning	8	15	25	35	45

<b>Projected Master of Education Graduates, 2020-2025</b>					
<b>Program</b>	<b>Year 1 2020-2021</b>	<b>Year 2 2021-2022</b>	<b>Year 3 2022-2023</b>	<b>Year 4 2023-2024</b>	<b>Year 5 2024-2025</b>
M.Ed. Integrative Learning	0	0	6	10	15

### 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.

While many Maryland colleges and universities offer master's of education degrees in various subject areas, there is no direct equivalent to Stevenson's proposed program offered at another state institution. The most similar degrees identified are (1) Master of Education with an Area of Concentration in Interdisciplinary Studies at Frostburg State University; (2) Master of Science in Education – Multidisciplinary Studies at Hood College; and (3) Master of Science in Education – Education Studies (Individualized Interdisciplinary Program Option) at Johns Hopkins University. As illustrated in the Table 3 below, while each program has some similarities, there are significant differences to Stevenson's proposed program.

<b>Table 3. Master's degrees in education with multidisciplinary or interdisciplinary approach in Maryland</b>
<b>(1) Frostburg State University: Master of Education, Area of Concentration – Interdisciplinary Studies (three focus areas of Education, Business, and Liberal Arts &amp; Sciences)</b>
<p><i>Similarities:</i></p> <ul style="list-style-type: none"> <li>Students select courses from three different focus areas based on professional goals.</li> </ul> <p><i>Differences:</i></p> <ul style="list-style-type: none"> <li>Frostburg's three focus areas include discipline areas outside of education.</li> <li>While learning is from multiple disciplines, Frostburg's degree does not focus on integrative learning as an approach to learning for students in the way that Stevenson's proposed MEd program does.</li> <li>Stevenson's program is delivered fully online. Frostburg's program has some online components, but is primarily intended to meet the needs of teachers in the Western MD region.</li> </ul>
<b>(2) Hood College: Master of Science, Education – Multidisciplinary Studies</b>
<p><i>Similarities:</i></p> <ul style="list-style-type: none"> <li>Students design an individualized curriculum plan by selecting courses from three educational areas which are similar to the three focus area in Stevenson's degree.</li> </ul> <p><i>Differences:</i></p> <ul style="list-style-type: none"> <li>While the program requirements of both programs allow for selection of courses from three similar subject areas, Hood's program does not have as its underlying foundation integrative learning for k-12 students that is present in Stevenson's proposed program.</li> <li>Hood's program is not delivered fully online and is designed primarily to meet the local needs of Frederick County teachers.</li> </ul>
<b>(3) Johns Hopkins University: Master of Science, Educational Studies – Individualized Interdisciplinary Option</b>
<p><i>Similarities:</i></p> <ul style="list-style-type: none"> <li>Both programs offer a customized course of study to meet individual professional career goals that allows for developing expertise in one or more areas while retaining a broad focus on educational practice</li> </ul> <p><i>Differences:</i></p> <ul style="list-style-type: none"> <li>While coursework can be selected from multiple education subject areas, JHU's degree does not focus on integrative learning as an underlying approach to teaching k-12 students that is present in Stevenson's proposed MEd program.</li> <li>Stevenson's program is delivered fully online. While JHU's program appears to have some online components, it is not listed among Hopkin's programs delivered fully online.</li> <li>Stevenson's MEd program offers a significant cost advantage to Hopkin's program. JHU tuition is \$793/credit for face to face programs, and \$840/credit for online courses plus \$15/credit technology fee as compared to Stevenson's \$495/credit with no fees for online graduate education tuition.</li> </ul>

## 2. Provide justification for the proposed program.

This MEd program addresses a need advanced teacher professional development in the emerging field of integrative learning that is unique, accessible fully online, and affordable. As articulated herewithin, the proposed program leverages Stevenson University's expertise in integrative learning strategies and strength as an online provider of graduate education programs and aligns with the University's mission of providing career focused graduate programs for professional advancement.

## **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.**

There is no impact expected on HBIs high demand programs. This fully online MEd program in Integrative Learning does not have any duplicative program at a HBI.

## **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.**

There is no impact expected on HBIs uniqueness, institutional identities, or missions. This fully online MED program does not have any duplicative program at a HBI.

## **G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10)**

- 1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.**

The Master of Education in Integrative Learning grew out of (1) a desire to provide an online MED degree for professional teachers that advances their teaching practice and meets the changing needs of learners; (2) to leverage Stevenson's well-developed expertise in integrative learning approaches, which are embedded in its existing master's degrees in Teaching and Community-Based Education and Leadership; (3) a desire to provide Stevenson University School of Education bachelor's graduates the option to pursue a master of education degree at their alma mater; and (4) a desire to offer a program so that students completing Stevenson's Post-Baccalaureate Certificate in Literacy could opt to continue towards a master's degree.

Key Stevenson University stakeholders, led by Dr. Lisa Moyer, Program Coordinator of Graduate Education at Stevenson University Online, analyzed emerging topics in education, opportunities in the marketplace for a new degree option, and areas of focus that would leverage Stevenson's expertise and align with its mission to arrive at a this new MEd in Integrative Learning.

Dr. Moyer will oversee the development of the Master of Education programs. Dr. Moyer has over twenty years of teaching and progressive academic leadership experience and has received multiple recognitions for outstanding teaching. Dr. Moyer received her PhD from Virginia Tech in Integrative STEM Education, where she focused her research on integrative, experiential learning and infusing non-formal learning pedagogy into formal educational settings. She received her Education Specialist Degree (Ed.S.) from the University of Virginia in Administration and Supervision, her Master of Arts Degree from the University of Mary Washington in Diverse Student Populations, and her Bachelor of Arts degree from Mary Washington College in Religion, with NK-6 teacher certification. She also earned National Board Teacher certification (NBPTS) Middle Childhood Generalist. She presents locally, nationally, and internationally on integrative learning models of education. Further, Dr. Moyer collaborates internationally on STEM and integrative education projects and is active in her local community, having developed and delivered multiple community engagement projects with both youth and adults.

Expected program faculty are experienced instructors, many of whom have terminal degrees in their field and are currently teaching for Stevenson. All faculty possess professional experience in the areas in which they teach. Additionally, they are experienced graduate level instructors and have demonstrated a high level of proficiency in teaching the courses within this program.

## **2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.**

The educational objective of the Master of Education in Integrative Learning is to prepare educators to meet the changing needs of 21<sup>st</sup> century learners in a dynamic and diverse society through pedagogies of integrative, collaborative, and experiential student-centered learning.

At the completion of the program, students will:

- 1) Analyze the social and emotional development that shapes the way learners interpret information, build knowledge, and communicate.
- 2) Assess the socio-political and cultural influences on learners, their families, and the educational systems within their communities.
- 3) Design engaging and innovative learning experiences that foster critical thinking, creativity, and communication skills of learners.
- 4) Evaluate the purpose and application of digital tools and media to support the reading, writing, and communication skills of 21st century learners.
- 5) Analyze leadership theories and leader behaviors that foster change, empower others, and promote collaboration among educational and community stakeholders.
- 6) Integrate theory with practice through action research that seeks to advance integrative and engaged learning.
- 7) Reflect on one's role as an educator and leader.

The program will be delivered online using a variety of emerging technology tools to engage learners through an online learning management system. Students have full access to on campus academic support services and will be invited to campus for sharing of their capstone research experiences.

## **3. Explain how the institution will:**

- a) **provide for assessment of student achievement of learning outcomes in the program**
- b) **document student achievement of learning outcomes in the program**

Assessment and documentation of student achievement of learning outcomes occurs in all the online programs. Each course syllabus clearly identifies the desired learning outcomes for students. Assignments are designed so that all course outcomes are assessed, and graded assignments are scored using rubrics to determine if students demonstrate proficiency of the related outcome. Portfolios are used within the capstone course to allow students to document mastery of outcomes across all courses through collections of course artifacts and reflection. Portfolios will be assessed using a standards-aligned rubrics. Students will complete a scholarly research project that further allows them to demonstrate accomplishment of program outcomes. All master's degree program student learning outcomes are mapped to a sets of Master's Level Learning Outcomes (MLOs) that represent University outcomes for graduates of all Stevenson's master's programs.

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

**Master of Education in Integrative Learning – 36 credits**

**Required Courses (21 credits)**

**Theory and Research Core – 9 credits**

*ED 604 Cognitive, Social, and Emotional Development of Learners (3 credits)*

Explores current theory and research on cognitive, social, and emotional development from childhood through adulthood with emphasis on the dynamics of teaching and learning. Students examine cultural and environmental factors that influence learner development and conditions that foster positive self-identity, resiliency, and self-efficacy.

*ED 606 Socio-political and Cultural Influences on Families, Communities, and Organizations (3 credits)* Examines the socio-political and historical contexts of families, communities and organizations in contemporary society through various cultural perspectives including values, norms, symbols, rituals and expressions. The structure and dynamics of these groups in relation to contemporary educational systems and culturally relevant pedagogy is explored.

*ED 608 Action Research (3 credits)*

Provides organizational leaders and educational practitioners a foundation in research methodology with a focus on action research. Action research is explored as a reflective and participatory form of inquiry that engages community stakeholders toward the aim of achieving social change. Students prepare an action research proposal that includes an introduction, literature review, research methods, limitations and ethical considerations.

**Integrative Learning Core – 9 credits**

*ED 612 Innovative Teaching and Learning for 21<sup>st</sup> Century Skills (3 credits)*

Introduces a conceptual framework and methods for teaching and assessing essential skills through integrated problem-based and project-based learning. Topics include analysis and application of instructional strategies to engage and motivate learners of all ages and backgrounds. The course includes demonstration, development, and assessment of standards-based real-world problem-solving experiences. (cross listed w/ CBEL 612)

*LTED 623 Digital Literacy and Media (3 credits)\**

Examines the literacy skills required of literacy learners as a result of emerging technologies. Students design and apply instructional practices that integrate digital tools to support literacy instruction across the curriculum. Students examine and critically evaluate media in our society and develop instructional strategies that bolster learners' ability to access, analyze, evaluate and create information in a variety of media formats.

*CBEL 616 Community Engagement and Leadership (3 credits)*

Explores leaders as change agents who build, broker, and leverage community assets to empower others and grow capacity in community-based organizations. Students examine major theories of organizational development, community engagement, and communication with an emphasis on leading in non-profit organizations. The course will focus on the impact of strategic planning, goal setting, resource management, and partnership building on organizational sustainability, as well as the connection between social and economic policy and community engagement and advocacy.

**Capstone – 3 credits**

Students must select capstone research project in their primary focus area.

*ED 710 Capstone (3 credits)*



Provides opportunities for students to integrate theory and practice in a school based setting. Students implement action research, conduct analysis of evidence, and present findings to advance social change initiatives, and develop reflective practice with an aim of improving educational organizations. Students create a portfolio documenting achievement of program outcomes and competencies of educators and school leaders.

*LTED 701 Capstone (3 credits)\**

Examines the literacy skills required of literacy learners as a result of emerging technologies. Students design and apply instructional practices that integrate digital tools to support literacy instruction across the curriculum. Students examine and critically evaluate media in our society and develop instructional strategies that bolster learners' ability to access, analyze, evaluate, and create information in a variety of media formats.

*CBEL 720 Capstone (3 credits)*

Provides opportunities for students to integrate theory and practice in a community-based organization. Students implement action research, conduct analysis of evidence, and present findings to advance social change initiatives, and develop reflective practice with an aim of improving community organizations. Students create a portfolio documenting achievement of program outcomes and competencies of community-based educators and leaders.

**Elective Courses (15 credits)**

**Primary Focus Area – 9 elective credits**

Students select three elective courses from one of three focus areas as their primary area of focus.

**Secondary Focus Area(s) – 6 elective credits**

Students select two elective courses from focus areas other than their primary area.

**Focus Areas:** (1) *Engaged Learning for 21<sup>st</sup> Century Skills*; (2) *Multiple Literacies*;  
(3) *Community Engagement and Leadership*

***Engaged Learning for 21<sup>st</sup> Century Skills***

Educators will learn pedagogies of integrative, collaborative, and experiential student-centered learning that prepares educators to be on the forefront of innovative education.

*ED 550 Mathematical Concepts and Problem-Solving for Middle School Teachers (3 credits)*

Provides students with the concepts and problem-solving skills for teaching middle school math. Topics include numbers and their operations; algebraic expressions, equations, and formulas; functions and their graphs; geometry and measurement; and probability, statistics, and discrete math.

*ED 560 Scientific Concepts for Middle School Science Teachers (3 credits)*

Provides students with the knowledge and competencies necessary for teaching middle school science. Candidates examine concepts, terms, phenomena, methods, applications, data analysis, and problem solving in science, including the impact of science and technology on the environment and human affairs. Based on the National Science Education Standards (NSES) and the National Science Teacher Association (NSTA) standards, topics include scientific Inquiry, and methodology, basic principles of matter and energy, physical sciences, life sciences, earth and space sciences, and science, technology and society.

*ED 605 STEM Curriculum Principles and Practices (3 credits)*

This course provides a theoretical framework for understanding the teaching-learning process and the art and science of teaching. Candidates develop a professional knowledge base and build a repertoire of STEM instructional strategies and techniques.

*ED 615 Principles of Assessment (3 credits)*

Examines principles and practices of educational assessment. Teacher candidates examine current issues in measurement, analyze multiple assessment methods, and interpret standardized assessment results. Action research is explored as strategy for creating performance-based assessments to meet individual learning needs.

*ED 630 Principles of Special Education (3 credits)*

Provides background in special education principles for the classroom teacher. This course includes information on the requirements of specific disabilities, and how to adapt the curriculum and environment to meet the needs of children with special needs.

*ED 660 Foundations for Teaching ELL (3 credits)*

Introduces students to foundational and practical knowledge to effectively serve those who are learning English as a second language. Candidates develop habits of mind, skills, and pedagogical practices for teaching English language learners in a variety of settings.

*ED 690 Issues in STEM (3 credits)*

Introduces candidates to the political, economic, social, and/or pedagogical issues shaping secondary and STEM education policy and practice. Candidates explore current issues through research and discussion, identify issues that emerge in practice, and engage stakeholders in problem solving.

*CBEL 664 Teaching & Learning for Specialized Populations (3 credits)*

Investigates the power and potential of learning across various non-formal and informal community educational settings such as community schools, libraries, churches, museums, athletics, recreation centers, and parks. Students select a specialized learning environment from their professional practice to explore in depth. Students research the mission, structure, and organization of their learning environments with special emphasis on evidence-based teaching and learning practices best suited for their setting. Through peer collaboration, students gain insight into myriad learning environments.

***Multiple Literacies***

Educators will be equipped with the theory and practice necessary to develop learners' knowledge, skills, and abilities in interpreting and using multiple literacies such as visual, digital, media, and technological literacies within varied social and cultural contexts that moves beyond traditional literacy.

*LTED 603 Foundations of Literacy (3 credits)\**

Examines the foundational theories and evidence-based practices of reading, writing and communication processes with emphasis on the development of holistic and integrated 21<sup>st</sup> century classroom literacy programs. This course considers the developmental progression of learners as readers, writers, and communicators of knowledge. Students connect and integrate reading, writing, and communication instructional strategies to meet the needs and interests of K-12 literacy learners across disciplines.

*LTED 611 Literacy Assessment (3 credits)\**

Focuses on principles and practices of formal and informal literacy assessment to evaluate learners' literacy performance and match instruction to developmental strengths and needs. Students examine the processes, models, and instruments for assessing literacy development of diverse learners and evaluate the effectiveness of interventions. Students develop methods for effectively and professionally communicating assessment results and corresponding instructional plans to relevant stakeholders.

*LTED 621 Culturally Responsive Literacy (3 credits)\**

Explores research and relevant concepts of diversity and equity and the impact of cultural factors on literacy learning and teaching. Addresses best practices for teaching culturally and linguistically diverse students specific to second language acquisition and usage. Identifies environmental and personal factors that can result in learner resistance, avoidance, and

maladaptive reading strategies and behaviors. Course includes strategies for creating inclusive and affirming classrooms through use of culturally responsive literacy instruction and a variety of literacy tools and technologies.

*ED 620 Literacy in the STEM Content Area (3 credits)†*

Focuses on the reading process in the STEM content areas, including comprehending, analyzing and extending meaning from texts. Candidates examine the factors that affect reading performance and review the strategies and materials appropriate for each of the purposes of reading. Candidates study the frameworks for planning instruction which prepare students for the reading task, assist in monitoring while reading, and plan to engage students in appropriate follow-up activities.

*ED 625 Advanced Literacy in the STEM Content Area (3 credits)†*

Focuses on the design and implementation of a literacy program for adolescents that meets the needs of various learners and supports content area learning. Teacher candidates use a variety of strategies to promote student independence in content area reading. Candidates incorporate methods in the content areas to address the diverse backgrounds of their students, including culture, language (dialect and ESOL), disabilities, and giftedness. Candidates explore multiple literacies and disciplinary literacy in the STEM content areas as well as ways to assess student literacy.

*ED 660 Foundations for Teaching ELL (3 credits)*

Introduces students to foundational and practical knowledge to effectively serve those who are learning English as a second language. Candidates develop habits of mind, skills, and pedagogical practices for teaching English language learners in a variety of settings.

*CM 615 Nonverbal Communication (3 credits)*

Examines theories and research surrounding nonverbal aspects of human communication. Students will investigate critically nonverbal communication in relation to a myriad of cultural groups and diverse contexts.

\*Courses meet educational requirements for MSDE Reading Teacher Endorsement

†Courses meet MSDE Secondary Reading/Literacy in the Content Area Requirement

***Community Engagement and Leadership***

Students will learn the critical elements of leadership and management necessary to build transformative learning communities and foster collaborative school and community partnerships.

*CBEL 610 Foundations and Frameworks for Community-Based Education*

Examines the foundational theories, educational frameworks, and interrelationships of formal, informal, and non-formal modes of education. Emphasis is placed on evidence-based educational practices that foster community engagement. Students explore the emergence of community-based education as a means for individual and societal change among differing age, gender, ethnic, racial, and socio-economic groups.

*CBEL 614 Program Planning, Implementation, and Evaluation (3 credits)*

Introduces the theoretical frameworks and core competencies for planning, implementing, and evaluating community-based programs. Students develop a fundable-quality program proposal that includes needs assessment, program design, implementation and evaluation plans. The course examines strategies for promoting collaboration among and inclusion of community stakeholders in the program planning process.

*CBEL 664 Teaching & Learning for Specialized Populations (3 credits)*

Investigates the power and potential of learning across various non-formal and informal community educational settings such as community schools, libraries, churches, museums, athletics, recreation centers, and parks. Students select a specialized learning environment from

their professional practice to explore in depth. Students research the mission, structure, and organization of their learning environments with special emphasis on evidence-based teaching and learning practices best suited for their setting. Through peer collaboration, students gain insight into myriad learning environments.

*CBEL 672 Advocacy in Community-Based Organizations (3 credits)*

Provides an introduction to advocacy in community-based organizations. The course will examine the role of community-based organizations as agents of social, political, and policy change. Students will explore an issue of concern to a community-based organization and create an advocacy campaign for influencing change and mobilizing community stakeholders.

*CM 600 Cultures and Communication (3 credits)*

Applies the theories and concepts of cultural communication to various personal, social, and professional contexts. Students will conduct research in the area of intercultural communication as well as analyze the effectiveness of their intercultural communication competence.

*CM 620 Conflict Communication and Leadership (3 credits)*

Evaluates one's own and others' conflict styles in various contexts. Students will determine appropriate conflict resolution methods as leaders and learn how to manage conflict from the perspective of one in charge.

*CM 635 Crisis Communication (3 credits)*

Analyzes the scope of various crisis situations in diverse contexts. Students will examine theories and research related to crisis communication in order to comprehend the ways in which strategists have addressed these issues.

**Program Requirements:**

Candidates are required to have a bachelor's degree from an accredited college or university.

Maintain a 3.0 GPA in the master's program

Complete 36 credit hours as described above

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

NA

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

An option exists for students to meet the requirements for MSDE Reading Teacher endorsement. A Reading Teacher Endorsement has previously been approved for the sequence of courses in Stevenson's Post-Baccalaureate Certificate in Literacy Education, all of which can be completed in this degree depending on selection of elective options. No additional specialized certification is being sought at this time. Stevenson has communicated with their MSDE liaison, Mr. Robert Eccles, regarding this new degree offering and been encouraged to move forward.

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

NA

**8. Provide assurance and any appropriate evidence that the proposed program will 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.**

As this program is in the proposal stage, specific evidence is not available directly for this program. However, the University will provide similar resources to students in the Professional Studies as it does for other programs. Hence, evidence is provided for existing programs, which demonstrates standard practices by Stevenson University.

Information regarding curriculum and degree requirements is provided to students via the catalog and degree audit for their academic year. The degree audit is individualized and requires secure login. The current and previous SUO catalogs are published on the following web site: <http://www.stevenson.edu/academics/catalog/>

The nature of faculty/student interaction is addressed in a few places: in the “Course Information” and “Discussion Boards” tutorials on SUO’s “Online Learning” web page (<http://www.stevenson.edu/online/about-us/online-learning/>), in a document called “SUO Student Expectations, which is published on the “Current Student Resources” web page (<http://www.stevenson.edu/online/about-us/current-student-resources/>) and the “Accepted Student Resources” web page (<http://www.stevenson.edu/online/about-us/accepted-student-resources/index.html>), and in GPS 100 New Student Orientation (requires login).

Assumptions about technology competence and skills, technical equipment requirements, and the learning management system (Blackboard) can be found on the “Current Student Resources” web page (<http://www.stevenson.edu/online/about-us/current-student-resources/>) and the “Accepted Student Resources” web page (<http://www.stevenson.edu/online/about-us/accepted-student-resources/index.html>), and in GPS 100 New Student Orientation (requires login).

Information about availability of academic support services, financial aid resources, costs, and payment policies can be found on the following web pages:

Availability of academic support services:

On the “Current Student Resources” web page (<http://www.stevenson.edu/online/about-us/current-student-resources/>), there is a section called “Academic Support” that contains sources of academic support for students.

Financial aid resources: <https://www.stevenson.edu/online/admissions-aid/financial-aid/>

Costs: All program web pages include a tab called “Admissions/Tuition”, which delineates tuition information. Below is a link to the web page for the undergraduate program in business administration as an example of a typical program page:

<https://www.stevenson.edu/online/academics/online-graduate-programs>

Payment policies and Payment Plan:

<https://www.stevenson.edu/about/campus-services/student-accounts/>  
<https://stevenson.afford.com/>

- 9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

The SUO home page has five majors sections. Two of these sections, Admissions & Aid and Academic, contain advertising, recruiting, and admissions content. For example, the Admissions and Aid web page (<https://www.stevenson.edu/online/admissions-aid/>) provides prospective students with starts dates for the next session, and information about admissions requirements, transferring, financial aid, veterans. In addition, there is a form on the right side of the page where students can request information. This page applies to all programs offered by SUO.

In addition, under Academics (<http://www.stevenson.edu/online/academics/>) all program web pages have sections that contain information that is of interest to prospective students: program overview, admissions/tuition, and program requirements. All printed materials are consistent with electronic publications. Finally, all electronic and printed materials are reviewed for accuracy regularly (at least twice a year).

## H. Adequacy of Articulation

- 1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

This is not applicable at this time.

## 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 in the proposed program.**

Expected program faculty are experienced instructors, many of whom have terminal degrees in their field and are currently teaching for Stevenson. All faculty possess professional experience germane to the areas in which they teach. Additionally, they are experienced graduate level instructors and have demonstrated a high level of proficiency in teaching the courses within this program.

During the implementation of the degree program, the expectation is that full-time faculty at Stevenson along with part-time faculty who are practicing professionals serve as instructors. Dr. Lisa Moyer, full-time Program Coordinator for Graduate Education programs at Stevenson, will oversee the implementation and development of curriculum. Stevenson's undergraduate School of Education will serve as additional subject matter experts (SME) as new curriculum is developed. See table below for a summary list of faculty currently employed by Stevenson University with appropriate credentials to advise and/or teach in the proposed program.

Name	Academic Degree/Field	Academic Title/Rank	Status	Subject Matter Expertise (SME)/ Courses Taught
Lisa Moyer	PhD, Curriculum & Instruction, Integrative STEM Education	Coordinator, Graduate Education, Assistant Professor	Full-time	Integrative Learning SME CBEL 608, CBEL 610, CBEL 720



Name	Academic Degree/Field	Academic Title/Rank	Status	Subject Matter Expertise (SME)/ Courses Taught
Anne P. Davis	DM, Doctor of Management, Higher Education focus	Dean, Stevenson University Online; Professor, Education	Full-time	Learning Outcome Assessment SME ED 615, ED 701
Beth Kobett	EdD, Education	Associate Professor, Education	Full-Time	Middle School Math instruction SEM
David Nicholson	EdD, Education	Professor, Education	Full-Time	Educational Philosophy SEM
Leanne Bell McManus	PhD, Communication	Associate Professor, Communication Studies	Full-Time	CM 635
Lee Krähenbühl	PhD, Communication	Program Coordinator, Associate Professor, Communication	Full-Time	CM 615
D'Andrea Jacobs	PhD, Educational Psychology	Adjunct Professor, Nationally Certified School Psychology	Part-time	ED 510, ED 604
Rebecca Pisano	PhD, International Studies Education	Adjunct Professor, Education U.S. State Department	Part-time	ED 606
Amanda Klein	EdD, Education and Leadership Policy	Adjunct Instructor, Owner, Structured Solutions, LLC	Part-time	CBEL 664
Tiveeda Stovall	EdD, Urban Leadership	Adjunct Instructor, Director, Campus Compact	Part-Time	CBEL 616
Cynthia Appleby	MEd, Reading Specialist	Adjunct Instructor, Education; Reading Specialist	Part-Time	LTED 623, LTED 603, ED 620, ED625
Randi Norris	MAT, Secondary Education	Adjunct Instructor, Education; Manager, Howard County Department of Community Services	Part-Time	ED 612, CBEL 614
Edwin Green	Ph.D. Urban Leadership	Adjunct Instructor, Education Non-profit leader	Part-Time	CBEL 662

**2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:**

**a) Pedagogy that meets the needs of the students**

Faculty adhere to Quality Matters standards and to principles of best practice which include the following: (1) providing clear guidelines for student-to-student and student-to-faculty

interaction; (2) creating well designed discussion assignments that facilitate meaningful dialogue among students; (3) developing student assessments which include project-based assignments to facilitate critical thinking in addition to tests and quizzes; (4) providing timely feedback; (5) providing regularly distributed deadlines to encourage course/program completion; (6) communicating high expectations; and (7) facilitating student participation in selection of project and paper topics. Faculty train in the community of inquiry model of instruction where course engagement revolves around three core areas: student to content engagement, student-to-student engagement, and student to faculty engagement. Course activities and assignments are designed to facility these three engagements. Courses are regularly reviewed to ensure that they are meeting these standards. Faculty are supported by an instructional design team at the University.

#### **b) The learning management system**

All faculty have access to the training opportunities routinely provided by the instructional design staff of SUO. The schedule for faculty professional development includes training in the use of available technologies for enhancing online and face-to-face instruction and use of Blackboard at both a beginner and advanced level. Individual appointments with instructions design staff are also encouraged. The SUO instructional design team offers professional development seminars for faculty related to pedagogy and the best practices for teaching adult students and Stevenson maintains a faculty professional development website for faculty to access webinars and virtual trainings asynchronously. Once a semester, faculty meetings are held using a virtual meeting software BlueJeans and recordings of the meetings are posted and made available for faculty. Additionally, the instructional design team maintains a faculty resources website with links to webinars and other resources related to instructional methods and technology and best practices for using the LMS.

#### **c) Evidenced-based best practices for distance education, if distance education is offered.**

Faculty are provided support specifically related to teaching in a distance education format throughout their entire time of teaching for Stevenson University. As noted above, prior to teaching a distance education course, faculty are required to participate in an online faculty development course. In addition, faculty attend twice annual meetings which are held virtually to accommodate faculty who live out-of-state or are otherwise unable to come to campus.

Continuing professional development workshops from a variety of local and national organizations are made available to the faculty to improve their teaching effectiveness in an online environment. Sessions are a mix of synchronous and asynchronous and are made available on a Faculty Development site and on the Faculty Resources site in Blackboard. Workshop topics have included the following: (1) Introduction to Blackboard; (2) Advanced Blackboard Training; (3) Use of the Grade Center; (4) Facilitating Discussions; (5) How Interaction Aids Learning; (6) Developing Accelerated Online Courses; (7) Best Practices in Accelerating Courses; (8) Available Technologies to Facilitate Online Learning; (9) Teaching a Course You Did Not Develop; and (10) Working with Master Courses. Each workshop is evaluated.

### **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.**

Library resources at Stevenson University are available through the library's webpage at [stevensonlibrary.org](http://stevensonlibrary.org) and at three convenient campus locations: Greenspring, Owings Mills and Owings Mills North. Currently, construction is underway to build a new library space at Owings Mills North, which will provide additional space for library collections and archives as well as individual and group study. This new building will also include instructional space and space for library events.

The main Stevenson University Library physical collection is maintained at the Greenspring campus location. In addition to print books, videos and other materials at Greenspring, students enjoy access to many specialized databases, featuring the full text of electronic journals, magazines, books, newspapers, and more. A few of the databases to which the Stevenson University Library subscribes include Artstor, SciFinder, Lexis-Nexis Academic, Business Source Complete, The Baltimore Sun, and Science Direct. Approximately 70,000 full text magazines, journals, and newspapers are available, as well as over 200,000 eBooks forming a significant academic resource for students. All are searchable from home or office. The OneSearch tool, available from the Library website, enables researchers to easily find books, articles and more through a single search box.

Stevenson University researchers also have access to books, videos and articles through the library's interlibrary loan services and membership in the BREILL Consortium which, in partnership with other Baltimore-area libraries, allows quick turnaround of materials using a daily courier service.

Knowledgeable and friendly library staff members assist Stevenson University Online students to identify and locate vetted resources appropriate for their assignments. Reference and research help are available in person, by phone, and electronically via text, chat and email. Through AskUsNow, Stevenson students have live chat access to a librarian 24 hours a day, seven days a week.

Additionally, students have access to a wide variety of online resources available through other Maryland libraries (Sailor), the Library of Congress and World Cat. One Search and PubMed are also resources that are used for science proposals. In addition, students have borrowing privileges through Stevenson's partnership with the Baltimore Area Library Consortium (BALC) and MICUA Consortia.

**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.**

The University anticipates little or no impact on the use of existing facilities and equipment to provide this online program. Courses will not require additional classroom space or office space for faculty/staff.

**2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**

**a) An institutional electronic mailing system, and**

All full-time and part-time faculty are issued a secure Stevenson.edu email account upon hire or re-hire. In addition, all new students are issued a secure Stevenson.edu email account upon admission. All Stevenson faculty, staff, and students are expected to use their secure university email account to conduct university business and are expected to check the account regularly.

**b) A learning management system that provides the necessary technological support for distance education**

Resources for online courses include a robust learning management environment provided through Blackboard SaaS and a variety learning technologies to promote engagement including VoiceThread, BlueJeans and Office365. Instructional designers work with the faculty members to implement and maintain courses for online delivery. Instructional designers are provided by the Learning Technologies and Instructional Design Services(LTID) team which reports to the CIO and the Office of Information Technology. This administrative unit consists of four professionals with a director, two instructional designers and an instructional technologist. The director and instructional designers who have work responsibilities for SUO courses have graduate degrees in education with specialties in instructional technology and distance learning. All three hold certifications with Quality Matters, a global organization leading quality assurance in online and innovative digital teaching and learning environments. The Director of LTID works closely with the Dean of SUO to ensure that faculty have sufficient professional development and technology resources for their courses.

Academic support for learning is provided through Smarthinking, 24 hour tutoring service for writing and select subjects, and Hoonuit, an on demand training site with 24/7 access to step-by-step video tutorials and workshops on a variety of topics including student success and 200+ technology applications.

**L. Adequacy of Financial Resources with Documentation** (as outlined in COMAR 13B.02.03.14)

**1. Table 1: Resources and Narrative Rationale.**

TABLE 1: RESOURCES:					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$23,760	\$66,825	\$111,375	\$155,925	\$178,200
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	8	15	25	35	40
e. Credit Hour Rate	\$495	\$495	\$495	\$495	\$495
f. Annual Credit Hour Rate**	6	9	9	9	9
g. Total P/T Revenue (d x e x f)	\$23,760	\$66,825	\$111,375	\$155,925	\$178,200

3. Grants, contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
<b>TOTAL (Add 1 - 4)</b>	<b>\$23,760</b>	<b>\$66,825</b>	<b>\$111,375</b>	<b>\$155,925</b>	<b>\$178,200</b>

**TABLE 1: RESOURCES – NARRATIVE**

**Reallocated Funds**

No reallocation of funds is planned as part of delivering this new academic program

**Tuition and Fee Revenue**

Tuition makes up the total revenue generated for the support of the program as no fees are assessed. The enrollment projections are conservative, with only 8 students enrolled in Year 1 (see section C.4. for more detailed rationale of enrollment projections), with growth expected each year thereafter. All of these students will be part-time, as is the case with other graduate programs at Stevenson. The assumption in the tuition revenue projection is that in the initial year students will average 6 credit hours, and each year after students will average 9 credits, which is typically the number of credits/year that teachers receive tuition remission funds.

**Grants and Contracts**

There are no resources from grants, contracts, or other external sources that are designated for implementation of this program.

**Other Sources**

No resources from other sources are necessary for the delivery of this new academic program.

**Total Year**

No additional explanations or comments are included.

**2. Table 2: Program Expenditures and Narrative Rationale.**

<b>TABLE 2: EXPENDITURES</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	<b>0</b>	<b>\$3,900</b>	<b>\$7,800</b>	<b>\$11,700</b>	<b>\$11,700</b>
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$3,900	\$7,800	\$11,700	\$11,700
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
2. Admin. Staff (b + c below)	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
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 (b + c below)	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
a. #FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0

4. Equipment (Computer hardware and software)	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	2,850	1000	0	0	0
<b>TOTAL EXPENDITURES (Add 1 - 7)</b>	<b>\$2,850</b>	<b>\$4,900</b>	<b>\$7,800</b>	<b>\$11,700</b>	<b>\$11,700</b>

**TABLE 2: EXPENDITURES – NARRATIVE**

### **Faculty**

Given the conservative estimates during the launch and scale up for this new program, as well as the fact that most courses are currently taught within existing programs, there is expected to be no initial faculty cost incurred. The second and subsequent years there will be expected increases in enrollment that require additional sections of course from MEd enrollments (\$3,900/course).

### **Administrative and Support Staff**

This new program will not require any additional administrative or support staff. As one program among approximately twenty programs the admin and support staff needs will be jointly supported by existing admin and support staff.

### **Library**

No new library resources will be needed for this degree.

### **Other**

Other expenses include course development costs at \$1,000 per course. Year 1 costs is for two new courses and Year 2 costs are for one additional new course. Additional cost of \$850 is included for MHEC program fees.

## **M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15)**

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

Courses are routinely monitored by program coordinators/department chairs/associate deans to ensure that best online teaching practices are being maintained by faculty including: (1) frequent faculty-to-student and student-to-student interaction; (2) prompt feedback; (3) clear expectations for completing assignments and other activities; and (4) opportunities for active learning among students. Stevenson utilizes the Quality Matters Standards rubric as a guideline for all online courses. Faculty presence in each course is monitored. Courses are managed by a course manager and instructional designer with expertise in online course development to ensure that the courses include a sequence of learning activities that students can easily navigate and a communication strategy is in place for the unexpected. Academic program coordinators/department chairs/associate deans and instructional designers ensure there is continued alignment between assignments and course objectives and faculty communicate high expectations for student performance. Finally, faculty are able to avail themselves of ongoing assistance in the performance of their responsibilities through access to the technical and academic assistance provided by the instructional design staff and academic program coordinators/department chairs/associate deans.

Assessment and documentation of student achievement of learning outcomes occurs throughout the distance education programs. Each course syllabus clearly identifies the desired learning



outcomes for students. Assignments are designed so that all course outcomes are assessed, and each graded assignment is scored often using a rubric to determine if the student has demonstrated proficiency with the related outcome. Student portfolios demonstrate student mastery of outcomes across all courses in the program and are assessed using a standards-aligned rubric during the capstone course of the program.

Student course evaluations are routinely administered at the end of each session and are analyzed. Alumni are surveyed periodically to ascertain their opinions about whether they had attained the skills and knowledge required for their jobs and to provide their judgment about the strengths and areas for improvement in their program.

Faculty adhere to Quality Matters standards and to principles of best practice which include the following: (1) providing clear guidelines for student-to-student and student-to-faculty interaction; (2) creating well designed discussion assignments that facilitate meaningful dialogue among students; (3) developing student assessments which include project-based assignments to facilitate critical thinking in addition to tests and quizzes; (4) providing timely feedback; (5) providing regularly distributed deadlines to encourage course/program completion; (6) communicating high expectations; and (7) facilitating student participation in the selection of project and paper topics. Courses regularly are reviewed to ensure that they are meeting these standards.

## **2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

Programs within Stevenson University Online (SUO) undergo an annual cycle of program effectiveness review. Each Program Chair compiles an annual assessment report that includes performance metrics on student enrollments, retention, grade distributions, and graduation rates, employment placement data, and student learning outcomes. Student learning outcomes are assessed through collection and scoring of student artifacts that have been mapped via curricular maps to program outcomes and Master's Level Learning Outcomes (MLOs). The MLOs represent outcomes for any student graduating from one of Stevenson's master's programs.

Program chairs meet within program teams – consisting of program faculty, admissions and advising staff to review, analyze, and set goals for the coming year to ensure continuous improvement. Where concerns arise, re-assessment follows changes to the program curriculum. Program chairs submit their report and analyses annually to the Dean of SUO.

Student satisfaction is collected via an electronic course evaluation process as well as through student surveys and alumni surveys assesses students self-reported satisfaction with the program and achievement of goals following graduation. Each session, faculty receive their course evaluations and review with program chairs to consider course adjustments. Students are also provided opportunities to provide feedback via surveys on their experience in the admission process so that the SUO enrollment team can make adjustments as needed to improve student support services.

Faculty participate in once a semester program meetings as well as meeting individually with program chairs to discuss course curricula, program goals, and participate in assessment activities. These meetings allow faculty to express any concerns.

Twice a year SUO completes a competitor cost analysis to determine if its tuition rate for master's programs remains reasonable in the marketplace. Currently, SUO's tuition rate are around the mid-point among online competitors. As a result of these biannual cost comparisons, the tuition rates for

education master's degrees has remained consistent for a 6 year period with no plans for any tuition increases.

**N. Consistency with the State's Minority Student Achievement Goals** (as outlined in COMAR 13B.02.03.05).

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

Stevenson University's minority student population is among the highest within Maryland's private colleges and universities. In the 2018-2019 academic year, 45% of undergraduate students and 49% of graduate students represented minority groups.<sup>4</sup> Among the University's guiding documents is the following Diversity and Inclusion Statement:

Stevenson University commits itself to diversity as it relates to awareness, education, respect and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning differences, and political perspectives. The University believes its core values are strengthened when all of its members have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.<sup>5</sup>

To support the commitment to diversity, Stevenson has a Center for Diversity and Inclusion with a full-time staff member serving as Director of Diversity and Inclusion reporting directly to the Vice President for Student Affairs. In addition, a President-appointed Diversity and Inclusion Committee, co-chaired by two members of Cabinet, is responsible for supporting related campus-wide initiatives.

The proposed program supports and promotes the priorities outlined in the *State Plan* to ensure equal opportunity for Maryland's diverse citizenry as demonstrated through Stevenson University's commitment to diversity and inclusion among its students, faculty, and staff.

**O. Relationship to Low Productivity Programs Identified by the Commission**

**1. 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 section is not applicable to independent institutions.

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

**1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**

Stevenson University is fully accredited to provide distance education programs. The University has been offering quality distance education programming since 2006. The University is

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<sup>4</sup> Stevenson University Fact Book, fall 2018: <https://now.stevenson.edu/depts/oira/Pages/Factbook.aspx> (accessed 2 January 2020).

<sup>5</sup> Diversity and Inclusion at Stevenson: <https://www.stevenson.edu/about/diversity-inclusion/> (accessed 2 January 2020).

regionally accreditation through Middle States Commission on Higher Education. In addition, two programs that are offered via distance learning have programmatic accreditation or approval. The RN to MS in Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE) and the B.S. in Legal Studies is approved by the American Bar Association (ABA). All three of these governing bodies have standards and/or requirements for distance education and the online programs are fully accredited or approved.

**2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

Evidence that Stevenson complies with C-RAC guidelines #1-9 is addressed below:

C-RAC guidelines #1: Online learning is appropriate to the institution's mission and purposes.

Online learning is consistent with the University's mission and purposes as described in Section A of this proposal, specifically to provide accessible, affordable, career focused education. Further, Stevenson's online programs are fully supported by a dedicated recruitment, admissions, and advising team with a dedicated leader, Dean of Stevenson University Online.

C-RAC guidelines #2: The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.

In the 2019-2020 President's Strategic Initiatives, ten initiatives explicitly relate sustaining, improving, and expanding Stevenson University's online offerings. These initiatives are monitored regular with data collected for periodic assessment.

C-RAC guidelines #3: Online learning is incorporated into the institution's systems of governance and academic oversight.

Stevenson University Online is one of the University's seven schools and has dedicated leadership of a Dean. SUO has representation on Faculty Council as well as Faculty Council's standing committees such as Academic Affairs, Faculty Welfare, and Fiscal Affairs.

C-RAC guidelines #4: Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

All courses in the distance education program are subject to the same design and approval process as those offered in traditional instructional formats. All courses, whether in a distance education or traditional format, are initially proposed by the academic departments. The courses are reviewed first by the academic program coordinator/departments chair/associate dean and then by the dean of the school which oversees the academic department. The courses are then reviewed by the school's representative to the Academic Affairs Committee (AAC) subcommittee of the University's Faculty Council, as well as by an AAC non-school representative; a representative from the Office of Institutional Research and Assessment; and a University librarian to ensure that the appropriate materials are available to the students. Courses are then submitted for review and approval by the Deans' Council, which is comprised of the deans from all seven schools in the University. Finally, the courses are submitted for review and approval by the AAC. The course content and student learning outcomes are identical regardless of whether a course is offered in a traditional format or a distance learning

format. This thorough review process ensures the curriculum for distance education programs is coherent, cohesive and comparable in academic rigor to programs offered in traditional instructional formats.

C-RAC guidelines #5: *The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.*

Assessment and documentation of student achievement of learning outcomes occurs throughout the distance education programs. Each course syllabus will clearly identify the desired course objectives for students. Specifically, a course alignment map delineates how each module objective aligns with course objectives, learning activities, and graded assessments. Course alignment maps are carefully reviewed to ensure that each course objective is met in at least one module, ensuring that all course objectives are assessed. In addition, all assignments must be mapped to at least one course objective. Most graded assignment will be scored using a rubric to determine if the student has demonstrated proficiency with the related objective. Graduate programs are assessed through scoring of student artifacts and rubrics to ensure that program outcomes are met. Program outcomes are mapped to broader level of master's level outcomes expected of all master's degree graduates.

C-RAC guidelines #6: *Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.*

Stevenson University distance education programs are developed and overseen by faculty members specifically selected for their subject matter expertise as well as their ability to teach in the online environment. All faculty members hired to teach in the online environment must participate in a faculty in-take session. During the in-take session, faculty are assessed for appropriate teaching skills and ability to interact effectively with students in the online environment through a series of Blackboard learning management system activities that include the following: (1) grading student papers; (2) responding to student discussion forums; and (3) creating an online presentation using media. Faculty are also required to participate in a subsequent online development course that includes facilitating adult learning, developing course management techniques, using grading rubrics, avoiding and recognizing plagiarism and cheating, among other topics. Only faculty who successfully complete these activities are selected to teach distance education courses.

Faculty are supported in several ways. All SUO faculty are invited to a virtual faculty meeting every fall and spring semester. This meeting includes faculty development. Also, every course in Blackboard has a "Need Course Help?" tab that directs faculty to a form (generates a ticket) they can submit any time they need instructional design (ISD) assistance. In addition, the SUO ISD Team maintains a web site called "Just in Time Course Design" (<https://isd4su.com/>) for faculty who need instructional design support. This site has three main sections: self-help, training, and request help (submit a ticket). Finally, the SUO section of the Portal (requires login) has a section called "Faculty information" where faculty can learn about upcoming events, professional development opportunities, Blackboard resources, and other helpful information.

C-RAC guidelines #7: *The institution provides effective student and academic services to support students enrolled in online learning offerings.*

Online tutoring is accessible through Smarthinking. Online tutoring services are provided to students through a variety of means including one-on-one live online tutoring sessions, drop-in

tutoring sessions, scheduled tutoring sessions, or through submission of writing assignments for feedback. Students can access these online tutoring activities from any computer facilities available to them. In addition, students can obtain supplemental instruction at their discretion via Honuit. Students are provided personalized academic advising by full-time professional advisors that are dedicated to online students.

C-RAC guidelines #8: *The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.*

The University has made the financial commitment to support this proposed program. Please refer to Section L of this proposal.

C-RAC guidelines #9: *The institution assures the integrity of its online offerings.*

Integrity is an institutional value. The University has an Academic Integrity Officer (AIO) and an Academic Dishonesty Policy that the AIO ensures is implemented. Students complete a mandatory orientation to online learning that includes academic integrity policies and procedures. Faculty are encouraged to ask students to add the University's Honor Pledge to their assessments. Faculty are encouraged to create assessments in a manner that prevents academic misconduct such as selecting test settings that discourage cheating and creating written assignments in a manner that discourages plagiarism, such as submitting assignments in stages. Blackboard's SafeAssign program is available for faculty to use and many do. Students must log in to their online courses using their secure login credentials that are unique to them.