



## LOYOLA UNIVERSITY MARYLAND

*Office of the Provost*

— 1852 —

May 24, 2021

James D. Fielder, Ph.D.  
Secretary of Higher Education  
Maryland Higher Education Commission  
Via email ([acadprop.mhec@maryland.gov](mailto:acadprop.mhec@maryland.gov))

Dear Secretary Fielder:

Loyola University Maryland proposes an off-campus program for the Master of Education in Montessori Education (CIP 13.1207 and HEGIS 89905) at 5600 Rivertech Court, Suite K, Riverdale Park, MD 20737. Loyola University Maryland provides the only Montessori Education degree program in the state's program inventory, and it is viewed as the premier center for graduate study in Montessori education, attracting students from across the United States and from many international locations. The off-campus program will allow the University to maintain its current relationship with Washington Montessori Institute (WMI) at its new off-campus site and to serve the region's educational needs at a convenient location for those who reside or work in the District of Columbia and surrounding Maryland counties.

The proposed off-campus program aligns with the institution's mission of providing a Jesuit education and the development of the whole person and meets the needs of the Maryland community in preparing Montessori educators and professionals.

Please find attached to this email a scanned copy of the check for the fee of \$250.00.

Thank you for your consideration of our proposal.

Sincerely,

Amanda M. Thomas, Ph.D.  
Provost and Vice President for Academic Affairs



Office Use Only: PP#

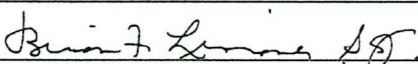
**Cover Sheet for In-State Institutions**  
**New Program or Substantial Modification to Existing Program**

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

- |   |   |
|---|---|
| <input type="radio"/> New Academic Program          | <input type="radio"/> Substantial Change to a Degree Program            |
| <input type="radio"/> New Area of Concentration     | <input type="radio"/> Substantial Change to an Area of Concentration    |
| <input type="radio"/> New Degree Level Approval     | <input type="radio"/> Substantial Change to a Certificate Program       |
| <input type="radio"/> New Stand-Alone Certificate   | <input type="radio"/> Cooperative Degree Program                        |
| <input checked="" type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> R*STARS #	Payment	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check #	Amount: 250.00	Submitted: 05/25/2021

Department Proposing Program	School of Education
Degree Level and Degree Type	Master of Education
Title of Proposed Program	Montessori Education
Total Number of Credits	36
Suggested Codes	HEGIS: 89905.00 CIP: 13.1207
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online)
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2021
Provide Link to Most Recent Academic Catalog	URL: <a href="https://catalogue.loyola.edu/preview_program.php?catoid=21&amp;poid=2257&amp;returnto=716">https://catalogue.loyola.edu/preview_program.php?catoid=21&amp;poid=2257&amp;returnto=716</a>
Preferred Contact for this Proposal	Name: David Mack
	Title: Academic Assessment and Compliance Specialist
	Phone: (410) 617-2317
	Email: <a href="mailto:dsmack@loyola.edu">dsmack@loyola.edu</a>
President/Chief Executive	Type Name: Rev. Brian F. Linnane S.J.
	Signature:  Date: 05/25/2021
	Date of Approval/Endorsement by Governing Board:

Revised 1/2021

**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.

Loyola University Maryland is a Jesuit Catholic university committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person. Accordingly, the University will inspire students to learn, lead, and serve in a diverse and changing world.

Loyola University Maryland requests the Secretary's recommendation to establish an off-campus program at Washington Montessori Institute (WMI) at 5600 Rivertech Court, Suite K, Riverdale Park, MD 20737 as an additional location for our Montessori Graduate program. This location will be the new home of the Washington Montessori Institute (WMI), whose classes are currently held at 18501 Mink Hollow Road, Ashton, MD, 20861. Upon the Secretary's recommendation, WMI will offer Loyola's Master of Education in Montessori Education, to be earned concurrently with an Association Montessori Internationale (AMI)<sup>1</sup> teacher training diploma in the Primary and Elementary (ages 3-12) level. Students will attend WMI in either an academic year or multi-summer format to complete the first 27 credits of a 36-credit degree, followed by one summer online or in residence at Loyola's Evergreen campus in Baltimore, Maryland, to complete the remaining Education core courses (9 credits) of Loyola's graduate program.

The Montessori graduate program is overseen by Loyola's Center for Montessori Education, which reflects the mission of Loyola University Maryland and its School of Education (SoE). Within the Jesuit traditions of intellectual excellence, social justice, ethical responsibility, and *cura personalis* (care for the whole person), the SoE promotes leadership and scholarship in the development of teachers, counselors, administrators, and other educators. The SoE's programs are united by a conceptual framework to cultivate educational leaders of competence, conscience, and compassion.

Two statements encapsulate the mission of Loyola's Center for Montessori Education:

- The Center for Montessori Education supports the development of children in all domains: physical, emotional, social, intellectual, and spiritual.
- The work of the Center for Montessori Education is situated in the belief that the path to social justice occurs through encouraging and assisting the optimal development of every child's potential.

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<sup>1</sup> "Founded by Maria Montessori, AMI is the steward of the Montessori educational approach developed over 100 years ago, building upon her work to apply it in every setting and to each child without compromising the integrity of the approach." (<http://montessori-ami.org/about-ami/what-we-do>, 6/8/2020)

Thus, the purpose of its graduate program is to guide adults as they prepare for the work and the responsibility of helping each child develop the fullness of his or her potential. The program provides students with opportunities to develop an understanding of a child's stages of development and the different conditions and strategies necessary to support development at each stage. In this way, its learning aims are directly aligned with the university-wide Graduate Learning Goals that embrace the core values and principles inherent in the mission of Loyola and the School of Education's conceptual framework.

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

Loyola University Maryland is a Jesuit Catholic comprehensive university with a mission to educate students to learn, lead, and serve in a diverse and changing world.

Loyola's affiliation with WMI continues to fulfill a role in the mission of Loyola's graduate education, as it was found to do when Loyola initiated the M.Ed. in Montessori Education in 1991. Dr. William Amoriell, then Chair of the Education Department, led a detailed examination of the AMI training program. His committee determined that AMI training contained both the academic rigor and the integration of theory and practice that characterized the Department's graduate programs. The committee translated the AMI curriculum content into distinct graduate course equivalents and added additional courses to be taken at Loyola to comprise the complete master's course of study.

Following that first pilot program, several other AMI institutes expressed interest in affiliating with Loyola's graduate (M.Ed.) program, and the University developed an application and review process for affiliate institutes. Enrollment in the program continued to expand, and the University hired a full-time Director for the Montessori Graduate Program in 1996. Today, the Center for Montessori Education includes affiliations with WMI and seven out-of-state institutes. Loyola University Maryland is viewed as the premier center for graduate study in Montessori education, attracting students from across the United States and from many international locations.

Montessori Education aligns with the University's strategic priorities. An example of this alignment is reflected in Loyola's strategic plan, specifically the focus area of Cultivating Innovation and Entrepreneurship, which states in part: "We will offer students the tools and practice to become change agents for our community and beyond." Loyola's master's program offers students the tools to become agents of change both in and beyond their educational communities by enabling students with a pathway to leadership positions in the Montessori field.

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 M.Ed. in Montessori Education is a very successful program that has been in existence for several years. The continued affiliation with WMI as an off-campus site will be funded through Loyola's Center for Montessori Education. No additional administration or overhead costs will be required; the cost of additional instruction and materials have been added to the model. Since the program site is local, the cost of marketing the program will be lower than in jurisdictions where Loyola is a less recognizable name. The cost to travel to the location when we conduct program and faculty assessments will be lower than that at our other off-site programs.

4. Provide a description of the institution's a commitment to:
  - a) ongoing administrative, financial, and technical support of the proposed program

The organizational infrastructure for the Center for Montessori Education extends to WMI as an off-site partner institute. Loyola's Center employs a Director that oversees the program and acts as an academic advisor to the graduate students. In addition, the Center employs a dedicated program administrator who supports overall program operation and student administrative needs.

As an affiliate institute, WMI will have its training course marketed on our program website and promotional materials. Faculty will have access to all university tools for online learning. WMI students enrolled in Loyola's M.Ed. in Montessori Education will have access to all Loyola graduate student services, including Loyola technical support, financial aid, and disability support services.

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

The Montessori graduate program at Loyola University Maryland has been established since 1991 and has grown to include several off-site locations and up to 300 students annually through our lasting partnerships with AMI training institutes. The Washington Montessori Institute itself has been operating since 1960. The continuity of both WMI and Loyola's graduate program will allow the program to continue to flourish. Loyola's innovative partnership model shows a strong commitment to our students. Those at the new location will be assured that they are joining a national network of graduate students and are not isolated in their studies.

Any closure of the program would include a teach-out plan that would allow for students to complete their degrees in an appropriate time period.

**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:

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

Montessori Education has seen a rapid expansion in the past decade. Two of the largest public Montessori Charter Schools exist in Baltimore and Washington D.C. Each are at capacity with long waiting lists. The ability for Maryland to develop educators for these programs to expand educational opportunities is essential in optimizing outcomes for minority and educationally disadvantaged children in Maryland and D.C. By providing a master's degree option through its continued partnership with the Washington Montessori Institute, Loyola is expanding opportunities for all teachers in the Baltimore-DC Metropolitan area, particularly those who do not have the means to relocate in order to complete the concurrent program through one of our other affiliate Montessori training institutes across the country. Washington Montessori Institute has indicated its desire to maintain the current relationship with Loyola at its new location. Appendix A includes an MOU between Washington Montessori Institute and Loyola University Maryland.

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

The 2017-2021 Maryland State Plan for Postsecondary Education involves Access, Success, and Innovation. This proposal will extend access to graduate education in Montessori Education to students in the Maryland and D.C. regions. Loyola University Maryland offers its Montessori graduate degree at a discounted rate that is far lower than many graduate programs in Education, thereby making the program more financially accessible. In terms of student success, the program will follow the fundamental and internationally recognized AMI teacher training, meaning that Montessori Schools in Maryland will have access to some of the most well-prepared Montessori teachers in the world. The graduate program in Montessori Education at Loyola is an innovative partnership model the University supports as a meaningful way to bring innovative ideas to higher education.

**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 this program will be prepared to enter both the public and private spheres of education as both teachers and administrators. In addition, graduates will be well-suited to Montessori advocacy, research, and leadership positions across the nation and around the world.

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

The website Montessori Public<sup>2</sup> describes a ‘crisis’ within Montessori public schools: there is a critical shortage of credentialed teachers. Washington Montessori Institute is credentialed by the Montessori Accreditation Council for Teacher Education (MACTE). As such these graduates will be in high demand in a region containing two of the largest public Montessori schools (Baltimore and D.C.). According to the census<sup>3</sup> provided by the National Center for Montessori in the Public Sector (NCMPS), there are 27 public Montessori schools in our region alone (13 in Virginia, 6 in Maryland, and 8 in D.C.) with three times as many private Montessori schools in each area. The state is home to well over fifty private Montessori schools. The program would thus serve both the public and private sector in its immediate location.

WMI offers a Primary training in two formats (multi-summer and academic year), which focuses on children ranging in age from 2 1/2 - 6 years old thereby also meeting the need for investment in Early Childhood Education<sup>4</sup>. Furthermore, many elements of Montessori are a logical fit for students with special needs<sup>5</sup>, a demographic that has seen a dramatic rise in recent years according to the U.S. Department of Education’s National Center for Educational Statistics<sup>6</sup>.

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.

Both the U.S. Bureau of Labor Statistics and Maryland Department of Labor project increased demand for teachers in preschool, kindergarten, and elementary levels. In Maryland, the increase in demand between 2018 and 2028 for preschool, kindergarten, and elementary teachers is forecast to grow between 14 and 17 percent.

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<sup>2</sup> Ayer, David. “Credential Recognition for Montessori Training.” *Montessori public* National Center for Montessori in the Public Sector, Posted May 22, 2018, <https://www.montessoripublic.org/2018/05/credential-recognition-for-montessori-training/>

<sup>3</sup> “Montessori Census.” *The USA Montessori Census*, Accessed 5/28/2020 <https://www.montessoricensus.org/>

<sup>3</sup> Slycer, Kirsten. “5 Reasons Why the Importance of ECE Is Impossible to Ignore.” *Rasmussen College*, July 29, 2019, <https://www.rasmussen.edu/degrees/education/blog/importance-of-early-childhood-education/>

<sup>4</sup> “Montessori for Children with Special Needs.” *American Montessori Society*, Accessed 5/28/2020, <https://amshq.org/About-Montessori/Montessori-for-Children-with-Special-Needs>

<sup>6</sup> “Students with Disabilities.” *National Center for Educational Statistics*, Last updated May 2020, [https://nces.ed.gov/programs/coe/indicator\\_cgg.asp IES NCES Students with Disabilities](https://nces.ed.gov/programs/coe/indicator_cgg.asp IES NCES Students with Disabilities)

United States Occupational Projections

Occupational Title	SOC Code	Employment, 2019	Projected Employment, 2029	Change 2019-29	
				Percent	Numeric
Preschool teachers, except special education	25-2011	540,400	553,900	2	13,500
Kindergarten teachers, except special education	25-2012	127,700	132,400	4	4,700
Elementary school teachers, except special education	25-2021	1,452,100	1,503,500	4	51,400

*SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program*

Maryland Occupational Projections

Occupation	2018	2028	Change	Pct. Change
Education Administration, Elementary and Secondary School	6,021	6,897	876	14.55%
Education Administration, Preschool and Childcare Center/Program	1,286	1501	215	16.72%
Elementary School Teachers, Except Special Education	30,076	34,402	4,326	14.38%
Kindergarten Teachers, Except Special Education	2,958	3383	425	14.37%
Preschool Teachers, Except Special Education	11,664	13,647	1,983	17.00%
Special Education Teachers, Kindergarten and Elementary School	3,681	4,200	519	14.10%
Special Education Teachers Preschool	353	408	55	15.58%

*Source: Maryland Department of Labor, Maryland Occupational Projections – 2018-2028 Workforce Information and Performance, Occupational projections*



*Loyola University Maryland Off-Campus M.Ed. in Montessori Education*

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

No Montessori program outside of Loyola University Maryland is currently listed on MHEC's Academic Program Inventory. Loyola conferred 88 Montessori Education master's degrees in 2020, per the MHEC Degree Trends Data.

<b>Degrees Conferred</b>		<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Loyola University Maryland	Montessori Education	115	105	94	116	127	88

(Source: MHEC Degree Trends Data)

Projected enrollment for the off-campus program with WMI at 5600 Rivertech Court, Suite K, Riverdale Park, MD 20737 is listed below. Enrollment data reflects conservative enrollment modeling and historical course taking behavior for Loyola's Montessori Education M.Ed. students in Maryland.

<b>Off-Campus Location with WMI</b>	<b>FY 22</b>	<b>FY 23</b>	<b>FY 24</b>	<b>FY 25</b>	<b>FY 26</b>
Projected Loyola Enrollment	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>

**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.

Maryland Higher Education Commission's API does not indicate any other M.Ed. programs in Montessori Education in the state.

2. Provide justification for the proposed program.

Given the growth in public Montessori programs in the region, credentialed Montessori teachers are already in demand, and that demand continues to grow (for reference, see section C.1-C.3 above). The U.S. Bureau of Labor Statistics and the Maryland Department of Labor project job market growth in Early Childhood Education over the next eight years. The proposed off-campus program will continue to provide premier preparation for teachers in a Montessori environment and to extend access to graduate-level Montessori education in the region.

Loyola's Center for Montessori Education is committed to investing in those who dedicate themselves to a career in service of the child. Graduates of our program have made significant contributions in the Montessori field around the globe, and this off-campus program will allow Loyola to further its mission of inspiring students to learn, lead, and serve in a diverse and changing world.

**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 HBIs.

Loyola's proposed off-campus location will have no impact on the implementation or maintenance of high-demand programs at HBI's in Maryland as no HBI in Maryland has a Montessori Education program.

**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.

The off-campus program in Montessori Education will have no impact on the uniqueness and institutional identities and missions at HBIs in Maryland because no HBI in Maryland has a Montessori Education program.

**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 M.Ed. program in Montessori Education was initiated in 1991 by Loyola University Maryland (then Loyola College in Maryland) in response to the growth of Montessori Education in the United States. The program began as a partnership with WMI, which was then located in Washington, D.C. Dr. William Amoriell, then Chair of the Education Department, led a detailed examination of the AMI training program. His committee determined that AMI training contained both the academic rigor and the integration of theory and practice that characterized the Department's graduate programs. The committee translated the AMI curriculum content into discrete graduate course equivalents and added additional courses to comprise the complete course of study.

In 1998, WMI became part of Loyola, moving into its graduate center in Timonium, MD and subsequently the graduate center in Columbia, MD. In June of 2020, WMI re-established operation as an independent affiliate institute at their current location in Ashton, MD. They will relocate to the proposed location in Riverdale Park, MD between the spring 2021 and fall 2021 semesters. The move was determined based on spacing needs as well as the new site's highly advantageous proximity to DC-based Montessori schools in which students can complete their practicum requirements. Although no Loyola students will be provided instruction at the new site until all appropriate approvals are received, Loyola would like to continue to provide a graduate Montessori education program with WMI at their new site as soon as possible and therefore is submitting this off-campus proposal for WMI's new location.

The Center for Montessori Education is housed within Loyola's School of Education. The program is overseen by the Director of the Center for Montessori Education, and the current full-time Loyola affiliate faculty members at WMI will continue on to the new location.

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

Montessori Education program learning outcomes align with Loyola's Graduate Learning Goals and are appropriate to the rigor, breath, and modality of the program.

<b>Montessori Education Graduate Program – Alignment of Learning Outcomes</b>		
<b>Graduate Learning Goals</b>	<b>Program Learning Outcomes</b>	<b>Assessment of Learning</b>
Master Skills and Knowledge	The candidate will demonstrate subject matter expertise across all domains of instruction in a Montessori classroom.	The candidate will create comprehensive albums which serve as exemplary manuals to use as reference materials for all lessons in a Montessori classroom.
Master Skills and Knowledge	The candidate will acquire a considerable acquisition of child development concepts.	The candidate will submit theory essays demonstrating a thorough understanding and analysis of various theories of child development.
Think Critically	The candidate will apply the required competencies for operating a Montessori Classroom within their teaching instruction plans.	Through practice teaching observations and the reflection on practice teaching by journaling the candidate will demonstrate their preparation for teaching.
Manifest Leadership and Social Responsibility	The candidate will incorporate an awareness of the issues related to Teaching Students with Special Needs.	Through a comprehensive exam, students will demonstrate their knowledge of Special Education theory so they may serve as a resource in the Montessori community.

3. Explain how the institution will:
  - a) provide for assessment of student achievement of learning outcomes in the program

As provided in the table under G.2 each student is required to complete comprehensive albums, theory essays, practice teaching and observation, and comprehensive written and oral exams demonstrating their acquisition of Montessori program learning outcomes. The portfolios are

graded by the Loyola faculty in consideration of the fundamental Association Montessori Internationale training method, and in alignment with the university grading rubric.

- b) document student achievement of learning outcomes in the program

Loyola's School of Education has a dedicated Assistant Dean for Assessment and Data Management to provide assessment data for all Education graduate programs. The administrator in this role distributes a comprehensive program exit survey to all Montessori graduate students in their final course of the M.Ed. program. The data is then collected and routed to the Center Director for determination of how to improve student success and program learning outcomes.

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

The goal of the graduate program in Montessori education is to guide adults as they prepare for the work and the responsibility of helping each child to develop the fullness of his or her potential. The program provides students with opportunities to develop an understanding of a child's stages of development and the different conditions and strategies necessary to support development at each stage.

This off-campus program offers students the choice of specialized graduate study in Montessori Education at either the primary (ages 2.5-6) or elementary (ages 6-12) level. Graduates receive both the internationally recognized Association Montessori Internationale (AMI) diploma and the Master of Education (M.Ed.). The program is offered in a full-time academic year or multi-summer format (over three or four consecutive summers).

The M.Ed. in Montessori Education with Montessori training requires successful completion of 36 graduate credits plus written and oral comprehensive examinations. The coursework is divided into two parts. The Montessori courses comprise the requirements for the AMI diploma. These 9 Montessori 3-credit courses total 27 credit hours and are listed in the catalogue with the MO course key. The remaining 3 education core courses (3 credits each) are designed to broaden the student's knowledge of research and trends in the field of education. These courses total nine credit hours and are listed with ED or SE course keys.

The AMI diploma is awarded at the end of the training portion if the AMI written and oral examinations are passed and all requirements to date have been completed.

A list of the program's courses with title, semester credit hours, and course descriptions can be found in **Appendix B**.

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

As a graduate level program, general education requirements are not applicable.

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

Students must successfully complete their AMI teacher training diploma in addition to successful completion of all courses in order to earn the Master of Education degree.

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

Students enrolled in the M.Ed. in Montessori Education are taught by Loyola faculty on site at WMI and on campus at the Baltimore Evergreen campus.

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

All students are provided with access to the Program Handbook immediately upon admittance to the graduate program. The handbook provides a summary of the course of study, program cost, important program contacts, academic support services, and catalogue policies pertaining to academic standards.

All program requirements, including admission requirements, pre-requisites, curriculum, administration, financial aid, and any other relevant information will be maintained on the program's website and in the Graduate Catalogue. The Center Director will be responsible for ensuring that the webpage is current and that students are informed of any changes, especially the curriculum. Individual course requirements will be clearly delineated on syllabi, as well as in catalogue descriptions prior to registration. The Director will also be available to discuss program/course requirements and university services during office hours or by appointment. Loyola provides support services that include an Office of Technology Services, Counseling Center, Disability Support Services, Financial Aid Office, and many other support services to assist students for success. As mentioned above, Loyola's website provides the appropriate program costs and student support resources including required consumer information disclosures.

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.

Loyola University has a dedicated Office of Marketing and Communications. Loyola endorses and adheres to ethical principles and codes of conduct published by various national organizations. These include the Public Relations Society of America (PRSA) Code of Ethics, the National Association for College Admission Counseling (NACAC) Statement of Principles of Good Practice, the National Association of Student Financial Aid Administrators (NASFAA) Statement of Ethical Principles and Code of Conduct for Institutional Financial Aid Professionals, American Association of Collegiate Registrars and Admissions Officers (AACRAO) Professional Practices and Ethical Standards, the NAFSA: Association of International Educators Statement of Ethical Principles, and the Association for Institutional Research (AIR) Code of Ethics, which are followed by the University Communications team, Admission Office, the Office of Financial Aid, the Records Office, the Office of International Programs, and the Office of Institutional Research, respectively.

## **H. Adequacy of Articulation**

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

Not Applicable

## **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 this program).

Faculty provide expertise in their fields and have been fully vetted by the School of Education to meet the requirements for teaching within the Montessori Education M.Ed.

<b>Faculty - Department</b>	<b>Terminal Degree and Field</b>	<b>Appointment</b>	<b>Status</b>	<b>Course(s)</b>
<b>Jennifer Shields</b> – School of Education	MEd, Montessori Preschool Education	Affiliate Faculty	Full Time	MO 630, MO 631, MO 632, MO 633
<b>Janet McDonell</b> – School of Education	MEd, Montessori Education	Affiliate Faculty	Full Time	MO 634, MO 635, MO 636, MO 626, MO 628

Faculty - Department	Terminal Degree and Field	Appointment	Status	Course(s)
<b>Caroline Lang -</b> Teacher Education, School of Education	EdD, Educational Administration & Supervision; MEd, Elementary Education, CASE Early Childhood Education	Clinical Assistant Professor & Program Director	Full Time	ED 625
<b>Jessica Enos -</b> Montessori, School of Education	MAT, Elementary Education, <i>PhD Curriculum &amp; Instruction expected Spring 2021</i>	Affiliate Faculty	Full Time	ED 600
<b>Dr. James Snow –</b> Philosophy	PhD, Philosophy	Affiliate Faculty	Full Time	ED 625
<b>Dr. Andree Rolfe –</b> School of Education	PhD, Special Education	Affiliate Faculty	Part-Time	SE 761

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

Loyola has several opportunities in which professors and instructors can develop their teaching methods and pedagogical approaches based on best practices for student learning. There are two formal university-wide teaching enhancement workshops and several other workshop sessions focused on these advancements throughout the year. The university's Office of Academic Affairs has also created other programs that provide faculty with professional development in teaching, such as the High-Impact Practices Faculty Fellows, where faculty members research, incorporate, and disseminate effectiveness in teaching through high impact practices; the Service Learning and Community-Engaged Teaching Faculty Fellows, which integrates community service with academic course work; and the Ignatian Pedagogy Series, which intends to promote discussion of interdisciplinary theory and develop new ways of expanding student learning. These workshops and trainings promote the exhibition, discussion, research, and reflection of successful practices for teaching and student learning that are shared with the university-wide faculty community.

The University's Disability Support Services office also provides faculty the resources to accommodate students with registered disabilities.

Both Loyola University Maryland and Association Montessori International USA (AMIUSA) endorse continued professional development in the Montessori field. Workshops for teachers, heads

of school, and classroom assistants are offered annually at the Montessori Refresher Course, which our off-site faculty attend each year. These workshops examine current educational structures and strategies as well as deepen the knowledge and understanding of Montessori pedagogy.

b) The learning management system

Loyola uses the Moodle learning management system and support from the Office of Technology Services. Support includes a help line for faculty, several Moodle specialists, and Moodle training workshops to help faculty use Moodle effectively. The institution also provides an Office of Digital Teaching & Learning that provides additional support and training for face-to-face courses that supplement learning with digitally enhanced supports.

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

This program is not a distance education program. However, the Office of Digital Teaching and Learning instructional designers are available to develop on-line classes. Loyola as a whole follows Quality Assurance Standards for Online Education Programs including adhering to C-RAC guidelines.

**J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).**

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

All graduate students, including those at Loyola's off-site locations, have online access to library resources through the Loyola Notre Dame Library ([www.lndl.org](http://www.lndl.org)). Through the Library's website, faculty, students, and staff may access an extensive array of books, journals, databases, and streaming video to support research, teaching, and learning.

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

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

The President's signature on the proposal coversheet indicates his support for library resources to meet the program's needs. The library affirmed it has adequate resources to support the proposed program.



**K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)**

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

The relocated WMI training center will be located on the same site as the National Foreign Language Center which has extra unused office space in their suite. The entire area is modern and architecturally attractive. The practice rooms will be fitted with a complete set of Primary Montessori classroom materials. Adult restrooms, a copier/workroom, a kitchen/break room, a wellness room, and two small work offices will be available.

The location for the off-campus program has the library resources, technology infrastructure, and support staff required for student success. Students attending Loyola at the off-campus site will have wireless access as well as online access to the resources of the Loyola Notre Dame Library.

As noted previously, Loyola's Director of the Center for Montessori Education makes periodic site visits to evaluate the well-being of the program, its students, the faculty, and the AMI training sites. The president's signature on the proposal coversheet indicates his support for adequate physical facilities, infrastructure, and instructional equipment for the program.

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,

Students are provided with an electronic mailing system and other technologies upon enrollment.

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

All students enrolled in the program are provided access to the university's learning management system. The Office of Technology Services provides technical support for all student email accounts and for those utilizing the learning management system. The Office of Digital Teaching and Learning provides additional support to students and faculty specifically for distance education courses.

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

1. Complete [Table 1: Resources and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

Conservative budgeting models were used in determining student enrollment. Revenue projections exceed expenses for operating at the off-campus location.

<b>TABLE 1: PROGRAM RESOURCES</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	40,000	40,000	40,000	40,000	40,000
2. Tuition/Fee Revenue					
(c + g below)	98,280	101,304	104,328	107,352	110,628
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue					
(a x b)	0	0	0	0	0
d. Number of P/T Students	12	12	12	12	12
e. Credit Hour Rate	390	402	414	426	439
f. Annual Credit Hour Rate	21	21	21	21	21
g. Total P/T Revenue					
(d x e x f)	98,280	101,304	104,328	107,352	110,628
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	138,280	141,304	144,328	147,352	150,626

Notes:

1. Reallocated Funds: Carry over from closures within division budget. Amount remains in the budget from year to year.
- 2.d. Enrollment data reflects conservative enrollment modeling and historical course taking behavior for Loyola's Montessori Education M.Ed. students in Maryland.
- 2.e. Credit hour Rate: Recent year's increases have averaged ~ 1.3%.
3. No grants, contracts, or other external sources are projected
4. No other sources projected

2. Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year.

<b>TABLE 2: PROGRAM 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)	38,889	39,667	40,460	41,269	42,095
a. Number of FTE	0.778	0.778	0.778	0.778	0.778
b. Total Salary	38,889	39,667	40,460	41,269	42,095
c. Total Benefits	0	0	0	0	0
2. Admin. Staff (b + c below)	15,540	15,540	15,540	15,540	15,540
a. Number of FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary	12,000	12,000	12,000	12,000	12,000
c. Total Benefits	3,540	3,540	3,540	3,540	3,540
3. Support Staff (b + c below)	6,450	6,450	6,450	6,450	6,450
a. Number of FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary	5,000	5,000	5,000	5,000	5,000
c. Total Benefits	1,475	1,475	1,475	1,475	1,475
4. Technical Support and Equipment	520	520	520	540	540
5. Library	300	300	300	310	310
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	1,050	1,050	1,050	1,075	1,075
TOTAL (Add 1 – 7)	62,774	63,552	64,345	65,209	66,035

Notes:

1. Affiliate faculty salary of \$50,000 in year 1 by site; 2% increase in salary each subsequent year.
  - 1.a. FTE calculated by faculty teaching percentage of normal load to equal 0.778
2. Director, prorated allocation per site
3. Program Administrator, prorated allocation per site
4. Administered remotely through Main Campus
5. Administered remotely through Main Campus
6. Covered by affiliate, per agreement
7. Marketing, promotion, travel

**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.

Loyola University Maryland utilizes several mechanisms for evaluating courses, including student evaluations of courses and faculty, student exit surveys evaluating the program, and annual site visits conducted by the Center Director. Electronic course evaluations, which provide a cumulative review of faculty teaching effectiveness, are given to students through the Qualtrics platform as they complete the AMI training portion of their graduate degree. Exit surveys are also distributed a couple of weeks prior to the end of the capstone course. These measures, in conjunction with annual visits to the off-site institute, allow the Center Director to continually evaluate program needs and efficacy.

Loyola's School of Education has a dedicated Assistant Dean for Assessment and Data Management to provide assessment data and support for all of its graduate programs. The administrator in this role distributes an exit survey to all Montessori graduate students in their final course of the M.Ed. program. The data is then collected and routed to the Center Director for determination of how to improve student success and program learning outcomes. The graduate program administers faculty and program evaluations via Qualtrics to all students at off-site locations.

Program learning outcomes are primarily evaluated on the student's ability to: understand and exercise course materials, integrate theory and practice, and successfully complete observation and practicum components of the teacher training. Faculty are evaluated on their ability to achieve these learning outcomes in the classroom.

The Center Director oversees this evaluation process and makes annual determinations as to the competence and continuation of affiliate faculty members.

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.

The program's educational effectiveness is evaluated at both the School and program level. All students complete course and faculty evaluations following the completion of the course. Feedback is shared with both the course instructor and Center Director. In order to prepare for the next year, the course instructor and Center Director review the results of the evaluation together to determine any areas of concern.

The Center Director also completes site visits for all of our off-site training institutes on an annual to bi-annual basis. Student retention is tracked at the program level. Cost-effectiveness of the program is determined by the Dean of the School of Education and monitored on an annual basis through periodic budget analysis.

**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.

Loyola University Maryland has a strategic focus on ensuring equity and inclusion for the university community. The university is committed to creating a community that recognizes the inherent value and dignity of each person. The strategic plan goal to enhance equity and inclusion guides faculty and administrators' work toward promoting inclusive academic excellence. Specifically, teaching practices identified by AAC&U as highly impactful for the success of all students are being incorporated more fully in academic and co-curricular programs across the university. The provost has invested in related professional development by funding new cohorts of faculty fellows each year to explore, employ, disseminate, and support high-impact teaching strategies. Faculty Fellows for High-Impact Practices (HIPs) are represented in all three schools, including the School of Education. Following a similar model, a cohort for Equity & Inclusion Fellows launched in fall 2020.

Regarding access at the graduate level, there are institutionally funded academic scholarships and need-based grants, in addition to participation in the major federal and state student aid programs. Loyola has been recognized as a top School for Value by Kiplinger's, Forbes, Money Magazine, Payscale.com, and the Princeton Review.

**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.

The proposed program is not a low productivity program.

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

The proposed program is not a distance education program.