



LOYOLA UNIVERSITY MARYLAND

— 1852 —

Office of Academic Affairs

February 15, 2024

Sanjay Rai, Ph.D.
Acting Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

HEGIS: 13.1207
CIP: 089905

Dear Acting Secretary Rai,

Loyola University Maryland is pleased to submit a proposal for a substantial modification to the Montessori Education M.Ed. including a new area of concentration in Early Childhood.

The proposed new concentration is designed to cater to the contemporary pedagogical requirements of the workforce aligning with the demands of the field and equips educators with the latest tools and insights. The curricular goals derive from the University's mission and address the 2022 Maryland State Plan for Higher Education's goals and priorities.

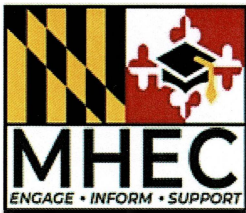
Loyola's Academic Senate and Loyola's Board of Trustees approved the proposed new concentration. The President approves this proposal, as made evident by his signature on the MHEC Cover Sheet. I approve the proposed program modifications and submit them for your recommendation for implementation. Should the Commission have any questions about the proposals, please contact Mr. David Mack, Academic Program Development Specialist, at 410-617-2317 or dsmack@loyola.edu.

Sincerely,

A handwritten signature in cursive script that reads "Cheryl Moore-Thomas".

Cheryl Moore-Thomas, Ph.D., NCC
Provost and Vice President for Academic Affairs

Cc: Afra Hersi, Ph.D., Dean, School of Education
Mr. Matthew Power, President, Maryland Independent College and University Association
Dr. Angela Sherman, Vice President for Academic Affairs, Maryland Independent College and University Association



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**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 checked="" 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 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 # 56393	Amount: 250.00	Submitted: 2/15/24

Department Proposing Program	Teacher Education		
Degree Level and Degree Type	Master of Education		
Title of Proposed Program	Montessori Education - AOC - Early Childhood		
Total Number of Credits	33		
Suggested Codes	HEGIS: 89905.00	CIP: 13.1207	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input type="radio"/> Fall <input type="radio"/> Spring <input checked="" type="radio"/> Summer Year: 2024		
Provide Link to Most Recent Academic Catalog	URL: https://catalogue.loyola.edu/content.php?catoid=33&navoid=1215		

Preferred Contact for this Proposal	Name: David Mack
	Title: Program Development Specialist
	Phone: (410) 617-2317
	Email: dsmack@loyola.edu

President/Chief Executive	Type Name: Terrence M. Sawyer, J.D.
	Signature: Date: 2/8/24
	Date of Approval/Endorsement by Governing Board: 02/12/2024

Revised 1/2021

LOYOLA UNIVERSITY MARYLAND

A DEGREE-GRANTING INSTITUTION AUTHORIZED TO OPERATE IN MARYLAND,

PROPOSAL FOR A NEW AREA OF CONCENTRATION WITHIN THE
MASTER of EDUCATION IN MONTESSORI EDUCATION PROGRAM

EARLY CHILDHOOD AREA OF CONCENTRATION

Submitted in accordance with state regulations found in COMAR 13B.02.03

On

February 15, 2024

M.Ed. in Montessori Education – Substantial Program Change Proposal for a New Area of Concentration in Early Childhood

Executive Summary

Loyola University Maryland forged a pioneering partnership with the Association Montessori Internationale in 1991, marking over three decades of delivering high-level Montessori pedagogy paired with contemporary curriculum. This groundbreaking collaboration, now a cornerstone of Loyola's academic offerings, extends its impact to students in Maryland, across the nation, and globally.

In light of the ongoing challenges posed by the pandemic and its impact on education, Loyola recognizes the pressing need to address the learning gaps that many children are facing. Montessori educators are not immune to these challenges. With over 500 Montessori schools in the region and 200 job postings seeking master's degree-trained Montessori educators, the need for skilled professionals is evident. In response, Loyola University Maryland's Teacher Education Department presents a proposal for a substantial modification to the Montessori Education M.Ed. The proposed modification includes the addition of a new area of concentration titled Early Childhood.

Rooted in the Jesuit tradition, the proposed concentration's curriculum inspires students to learn, lead, and serve in the vibrant landscape of Montessori education. Specialized training in Montessori principles ensures graduates emerge as proficient leaders and reflects Loyola's dedication to meeting the specific needs of the educational workforce. Graduates are poised to lead Montessori education on a global scale, contributing to the education of students from birth through adulthood, and for the Early Childhood concentration, ages three through six.

The proposed concentration dovetails with recent department discussions on innovation, aiming to bring the Montessori graduate program into the 21st century with new and modern curriculum and design. It aligns seamlessly with Loyola's unwavering commitment to providing quality education, leveraging existing expertise, and bolstering the impact of skilled educators on a state, national, and global scale.

Requirements for Maryland Higher Education Commission

A. Centrality to Institutional Mission and Planning Priorities:

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

The proposed changes to the Montessori graduate program seamlessly align with both Loyola University Maryland's overarching mission and the specific mission of the School of Education. Loyola's mission emphasizes preparing students for impactful service and leadership, fostering a rigorous academic environment, and encouraging ethical introspection. Meanwhile, the School of Education's mission focuses on inspiring teaching, innovative scholarship, and social justice practices.

The proposed new Montessori Education M.Ed. area of concentration in Early Childhood is designed to address contemporary pedagogical requirements and aims to cater to the evolving needs of the workforce in the Montessori sector.

The concentration focusses on the pedagogical and developmental psychology of children aged three through six years of age. By developing this concentration, the program seeks to continuously equip early childhood professionals to effectively engage with children, families, and communities, fostering meaningful educational transformation.

The concentration's updated curriculum with core values of the Montessori approach, emphasizes Diverse Voices, Inclusive Practices, and Educational Change.

Guided by the spirit of St. Ignatius, the concentration addresses the need for equitable learning opportunities for young learners. The updates to Loyola's established 30-year Montessori program history allow the program to adapt to the evolving educational landscape while honoring the philosophy, pedagogy, and methodology of Montessori education.

This new concentration reflects Loyola University's dedication to advancing education in the Montessori sector and ensures that graduates are prepared to excel in diverse educational settings across the globe. Through these changes, the program aims to maintain its position as a pioneer in Montessori graduate education, empowering educators with the knowledge, skills, and adaptability required for meaningful impact.

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

The proposed new concentration in Early Childhood merge Loyola's 30-year tradition of an M.Ed. in Montessori Graduate Education with an innovative model. This new model integrates the globally recognized Montessori training with specially crafted coursework including classes on educational leadership, special education, and research design, along with inclusive classroom methodologies. These courses are designed to enhance Montessori education and broaden students' perspectives on crucial subjects like inclusive education, leadership, and relevant, innovative research. The concentration includes a 15-credit sequence specializing in Early Childhood pedagogy as part of the overall 33-credits required to graduate from the program.

Following Loyola University Maryland's strategic goals focused on creating a solid future and outcomes for children, families, and communities, the concentration offers Montessori educators a pathway for strengthening their practice through high-level coursework in educational research, robust and inclusive pedagogies and current trends focused on digital innovation in education to support all students, families, and stakeholders. Students gain the tools necessary to shape their future in Montessori education through each course which include the common theme of diverse voices, inclusive practices and educational change.

Loyola's belief in pursuing academic excellence, which incorporates promoting a love for learning, discovery, and integration across a wide range of disciplines and interests, is the foundation for the new concentration and program. Students will engage in diverse opportunities throughout the duration of the concentration. It is focused on creating high standards of professionalism and a space of accountability for the students, instructors, and program administrators. Similar to the Montessori philosophy, the institutional priority of focusing on the whole person is central to the curriculum of the Montessori concentration. Finally, the concentration is committed to social justice, includes a broad collection of readings and resources from diverse voices focusing on justice for all students, families, and stakeholders. The concentration employs a diverse community of instructors focused on broadening the view of Montessori education.

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 sustainability and funding of the proposed Early Childhood area of concentration is strategically planned as part of the program to ensure its successful implementation over the initial five years. The program's financial model including the concentration is built upon careful considerations that maximize existing resources and capitalize on the program's foundational model for revenue generation.

The proposed Early Childhood concentration structure minimally impacts budgeting or required resources. The comprehensive curriculum spans a 1-2-year duration, offering a hybrid learning experience for enrolled students. The faculty body is comprised of several full-time instructors, along with a team of affiliate faculty. Notably, the program foresees financial sustainability during the concentration's establishment phase and anticipates a significant increase in revenue through the implementation of the contemporary program model.

The program's financial performance reflects a solid fiscal foundation, supported by significant interest in updated coursework centered on inclusive and equitable classroom practices. This interest underscores the program and concentration's relevance and appeals to Montessori educators seeking specialized qualifications. The careful management of financial particulars within the program ensures minimal initial implementation costs.

Upon Commission recommendation, implementation of the proposed new Montessori M.Ed. Area of Concentration in Early Childhood is slated to commence for AY25. The roll-out of this concentration aligns with resetting enrollment projections for the Montessori graduate program. The program's existing administrative structure is well-equipped to accommodate the new model.

The proposed program's (including the concentration) financial strategy leverages existing resources, expecting substantial revenue generation, and is sustained by a history of financial resilience within the Montessori program for over 30 years. The combination of careful fiscal management and a promising model positions the program and concentration for sustainable success over its initial five years and beyond.

4. Describe the institution's commitment to:

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

The institution is fully committed to providing continuous administrative, financial, and technical support for the established Montessori education program and concentrations.

The concentration and program benefit from comprehensive oversight. The program is led by the Director of Montessori Education and supported by both the Chair of Teacher Education and the Dean of the School of Education. The Director collaborates closely with the Office of Digital Teaching and Learning to ensure seamless technical support to both students and faculty, fostering innovation and technology-enhanced courses. As with all other Education programs at Loyola, the School of Education Operations team also provides dedicated administrative support to the Director as well as ongoing support to students from admission through graduation.

This collaborative approach ensures the program's sustained success, aligning seamlessly with the institution's strategic objectives and commitment to excellence in Montessori education.

- b) continuation of the program for some time to allow enrolled students to complete the program.

The institution is committed to the sustainability of the proposed concentration and the curricular changes, ensuring enrolled students have up to five years to fulfill the program requirements including the concentration.

Designed for flexibility, the concentration's contemporary curriculum accommodates students' schedules within a 1-2-year format.

Loyola's dedication to the program and proposed concentration's continuation and student success is evident in the extended completion timeline and an efficient program format as well as its unwavering commitment to academic pursuits and achievements.

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

The proposed concentration demonstrates a clear demand and need by addressing the advancement and evolution of knowledge within the context of societal and educational developments. The Montessori education approach offers a child-centered and developmentally focused method that

has shown effectiveness across diverse cultural and socioeconomic backgrounds. This approach aligns with the evolving educational landscape, as emphasized in Maryland's education plans.

The Blueprint for Maryland's Future plan underscores the necessity to adapt education to societal needs and different clientele. The reintroduction of Montessori education in the US during the 1960s has garnered growing interest due to its ability to meet individual student needs while preparing them for a global society. This aligns with Maryland's commitment to student access, success, and innovation, as outlined in the 2022 Maryland State Plan for Higher Education.

The Early Childhood concentration's integration of trained Montessori educators with targeted coursework directly addresses the specific needs outlined in the Blueprint for Maryland's Future and the 2022 Maryland State Plan for Higher Education. By providing an accessible pathway for early childhood educators to enter a rigorous program focused on high-quality education, as well as work-based learning experiences within the semester-long practicum, the proposal aligns with the state's commitment to equity, innovation, and the improvement of systems towards academic readiness in postsecondary education. Graduates who choose this pathway, play a vital role in creating strong outcomes for young children, contributing to the advancement of educational practices in Maryland, focused on The Domains of Developmental Learning outlined through the Division of Early Childhood in MSDE. Leveraging Loyola's renowned reputation in the liberal arts, the proposed concentration stands on a solid academic foundation, ensuring a comprehensive and enriching educational experience for all participants.

The integrated nature of the curriculum, which covers a range of disciplines, and the incorporation of pedagogical principles and educational philosophy demonstrate the concentration's comprehensive approach to advancing knowledge. The nationwide expansion of Montessori graduate programs underscores the demand for this approach, with over 200 MACTE-accredited training centers in the US. Loyola's unique model highlights the concentration's relevance and anticipated demand.

The proposed new Early Childhood concentration combines a robust pedagogical foundation in Montessori education with inclusive and accessible coursework. The coursework is designed to train and uplift the student voice through experienced affiliate professors grounded in their work as Montessori professionals. The innovative and accessible curriculum model creates global accessibility to the program.

Our institution's commitment to continuous pedagogical training for faculty and graduate students reinforces our dedication to high-quality education delivery. The proposed new Montessori concentration in Early Childhood adapts to the changing pedagogical landscape while contributing to the development of highly trained Montessori professionals equipped with advanced skills, meeting the present and future demands of education.

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

In response to societal needs for expanded educational opportunities, the Montessori graduate program is actively enrolling higher education students with a focus on addressing the needs of minority and educationally disadvantaged individuals.

By actively seeking partnerships with organizations focused on these principles, the program and proposed curricular changes, including the proposed concentration, aim to cultivate a diverse pipeline of leaders in Montessori education with unique perspectives. This initiative's foundational coursework in inclusive practices for Montessori professionals aligns with our mission to address educational disparities across the globe.

The proposed concentration specifically equip Montessori educators with a thorough understanding of the philosophy and psychology of human development and teaching methodologies of the child ages three through six years of age. Students enroll in a 15-credit pedagogical sequence, with an additional and 18-credit Montessori core sequence. This adjustment ensures accessibility to high-quality Montessori education for students, contributing to the broader goal of providing an innovative and accessible graduate education choice for minority and educationally disadvantaged individuals at Loyola University Maryland.

2. Provide evidence that the perceived need is consistent with the 2022 [Maryland State Plan for Postsecondary Education](#)

The proposed concentration connects to the 2022 Maryland State Plan for Higher Education in multiple ways. The concentration's continued commitment to high-quality secondary education in Maryland is clearly laid out through the proposed model which aligns with several of the 2022 State plan's priority areas.

A large part of the core mission for updating this model includes actively contributing to Priority 5 which is "Maintain the commitment to high-quality postsecondary education in Maryland," by addressing and working to close equity gaps in higher education. Montessori education continues to shift its practice, finding opportunities to uplift educators and stakeholders through its inclusive and equitable approach to learning. By offering a comprehensive and accessible master's-level Montessori education concentration that emphasizes the belief in education starting at age three through school age, the program seeks to empower educators working in this important field to create equitable learning environments. This aligns with Maryland's commitment to addressing equity gaps in higher education.

The Teacher Education Department at Loyola partners with organizations like Wildflower Montessori Schools and early childhood programs in the state of Maryland, including the Maryland Family Network, all who share a strong focus on equity and social justice in education. Through these partnerships, we further our commitment to promoting diversity and inclusivity in Montessori education.

Additionally, the proposed concentration in Early Childhood education includes a broad collection of readings and resources from diverse voices, emphasizing justice for all students, families, and stakeholders. This approach helps educators gain a deeper understanding of the importance of equity in education.

The program modifications and inclusion of the new concentration directly contributes to improving degree completion and attainment. By offering a flexible and accessible master's-level Montessori education program, professionals from diverse backgrounds in Montessori education earn their graduate degrees in an affordable and accessible format. This aligns with the priority

to increase degree attainment and supports Maryland's commitment to enhancing educational outcomes for its residents.

The proposed concentration addresses the workforce demand for highly qualified Montessori educators, ensuring graduates are well-prepared to meet the needs of Montessori schools and communities. This aligns with Priority 7 “Enhance the ways postsecondary education is a platform for ongoing lifelong learning” emphasizing the need for workforce development and alignment with the state's economic needs.

To strengthen affordability and access, in accordance with the 2022 Maryland State Plan Priorities 1, 6, and 8, we prioritize making higher education widely accessible. Our updated financial model significantly reduces additional costs, notably eliminating textbook expenses. Instead, our focus shifts to research and designed assignments centered on students' research and experiences aligning seamlessly with the objectives of each course.

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.

The proposed new concentration addresses immediate needs within Montessori education while also paving the way for graduates to explore diverse career opportunities within the field. Graduates of our program with a concentration in Early Childhood will find a multitude of employment opportunities in various sectors of Montessori education, spanning from classroom teaching to administration and teacher coaching roles, as well as work with state policy organizations both within the state of Maryland and beyond. Both public and independent school systems as well as organizations like the Wildflower Schools, Guidepost Montessori Schools, and Bezos Academy seek individuals with backgrounds in educational needs that are covered throughout the proposed curriculum sequence.

Classroom Educators:

Many of our graduates will start their careers as Montessori classroom educators. With their comprehensive training and in-depth understanding of Montessori principles, they will be well-prepared to create dynamic and inclusive learning environments for students of all backgrounds.

Teacher Coaches and Mentors:

As experienced educators, our graduates may choose to take on roles as teacher coaches or mentors. These positions involve guiding and supporting fellow Montessori teachers in their professional development, sharing insights, and promoting best practices.

Curriculum Development Specialists:

Montessori education continually evolves, and there is a growing demand for individuals who can develop innovative Montessori curriculum materials. Graduates with a strong foundation in our concentration can explore opportunities in curriculum development and enhancement.

Mid-Level Administration:

With their advanced degrees and expertise, some of our graduates may aspire to mid-level

administrative positions within Montessori schools or organizations. These roles can include assistant principals, program coordinators, or educational directors.

School Leadership:

As they gain experience, some graduates may aim for school leadership roles, such as Montessori school principals or heads of schools. These positions involve overseeing the overall operations of a Montessori institution and shaping its educational vision.

Advocacy and Policy:

Our concentration equips graduates with a deep understanding of Montessori philosophy and principles, making them valuable contributors to educational advocacy and policy initiatives. They can engage in advocacy work at local, state, or national levels, influencing educational policies and practices.

Consultants and Trainers:

Experienced Montessori professionals are often sought after as consultants and trainers for other schools and organizations looking to implement Montessori principles. Our graduates can share their expertise and contribute to the broader Montessori community.

In summary, our proposed concentration and program not only prepares graduates for classroom teaching but also opens doors to a wide range of career pathways within Montessori education. Whether they choose to remain in the classroom, take on leadership roles, or contribute to policy and advocacy efforts, our graduates will be equipped to make a meaningful impact in the field of Montessori education.

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 expansion of Montessori schools throughout the country has led to a significant need for highly skilled Montessori educators. This demand is prevalent in both private and public Montessori institutions, where there is a constant search for graduates holding master’s degrees in Montessori Education. However, the number of available job openings far exceeds the supply of qualified candidates. A recent market analysis, conducted by the external organization EAB Global, Inc. ("EAB"), hired by the School of Education, reinforces these trends. The analysis underscores a growing job market for Montessori education professionals, particularly at the master's level. It's worth noting that EAB Global, Inc. is a proprietary organization utilized through Loyola’s School of Education.

Occupation	Percentage of Relevant Job Postings
Preschool Montessori Teachers	18.9%
Elementary Montessori Teachers	14.14%
Professionals in Montessori Education	30.79%

Aligning with these trends, the U.S. Bureau of Labor Statistics predicts a 5% growth in employment for elementary, middle, secondary, and special education teachers, while preschool teacher roles are projected to increase by 15% by 2031.

Loyola University Maryland's Montessori graduate programming distinguishes itself from

competitors through its unique model, offering an innovative approach to adult education. Rooted in the University's commitment to graduate education, this program and concentration stands out with its emphasis on inclusive and equitable education, connecting Montessori training to a comprehensive view of education models both domestically and internationally. The concentration's faculty bring diverse backgrounds in Montessori education, public education, administration, policy, and research, adding depth to the learning experience.

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

Graduate Montessori Education programs, particularly those with a concentration in early childhood education, have shown gradual yet consistent growth on a global scale. This proposed area of concentration in Early Childhood is designed with a highly interdisciplinary approach, aimed at reinforcing the effectiveness of Montessori education. The curriculum places a strong emphasis on inclusive teaching practices while also deepening Montessori professionals' comprehension of the pivotal role of research in education. This, in turn, is expected to pave the way for improved educational outcomes across diverse student populations.

Considering a recent comprehensive study conducted by EAB for Loyola's School of Education, market research indicates that prospective students seek offerings that encompass early childhood education, educational administration, high-quality pedagogical training that addresses assessment and instructional strategies, as well as a comprehensive exploration of constructivist theories in education, special education, and differential education.

To effectively meet and sustain this heightened demand, the proposed Montessori graduate program aspires to maintain its predominant market presence in the United States, accounting for 48.51% of master's degrees awarded to students in Montessori education fields. This strategic focus aligns with the evolving needs of the education landscape and reaffirms the program's commitment to equipping educators with the knowledge and skills needed to excel in a rapidly changing world of education.

The Bureau of Labor Statistics doesn't include Montessori teaching specifically, but does include teaching and other related occupations.

Occupational Title	SOC Code	Employment, 2022	Projected Employment 2032	Change, 2022-2032	
				Percentage	Numeric
Kindergarten and elementary school teachers	—	1,548,400	1,559,000	1	10,700
Kindergarten teachers, except special education	25-2012	123,400	124,100	1	700
Elementary School teachers, except special education	25-2021	1,425,000	1,435,000	1	10,000
Preschool Teachers, except special education	25-2011	512,300	529,600	1	17,200

Occupational Title	SOC Code	Employment, 2022	Projected Employment 2032	Change, 2022-2032	
				Percentage	Numeric
Education administrators, kindergarten through secondary	25-9031	303,400	303,700	1	3,300
Instructional Coordinators	25-9031	216,600	222,000	2	5,300
Training and development specialists	13-1151	385,800	409,900	6	24,200
Training and development managers	11-3131	41,300	44,000	6	2,700

Source: OEWS is sponsored by the U.S. Department of Labor, [OES Home: U.S. Bureau of Labor Statistics \(bls.gov\)](#)

Occupations	Maryland Employment Projections		United States Employment Projections		Projected Employment Growth		Projected Job Openings	
	2020	2030	2020	2030	MD	U.S.	MD 2022-2032	US 2022-2032
Education and Childcare Administrators, Preschool and Daycare	1,410	1,830	74,800	72,600	30%	-3%	160	4,600
Preschool Teachers, Except Special Education	10,280	14,460	512,300	529,600	41%	3%	1,650	56,300
Kindergarten Teachers, Except Special Education	2,720	2,990	123,400	124,100	10%	1%	310	13,000
Instructional Coordinators	4,010	4,440	216,600	222,000	11%	3%	430	19,200
Training and Development Managers	1,490	1,710	41,300	44,000	15%	7%	160	3,500
Elementary School Teachers, Except Special Education	29,210	31,900	1,425,000	1,435,000	9%	1%	2,430	96,000
Training and Development Specialists	8,240	9,390	385,800	409,900	14%	6%	920	35,400
Education Administrators, Kindergarten through Secondary	5,750	6,320	300,300	303,700	10%	1%	490	20,200

Source: O*NET OnLine is sponsored by the U.S. Department of Labor, www.onetonline.org

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

Loyola University Maryland is the only institution in the state of Maryland to offer an M.Ed. in Montessori Education or in a CIP Code of 13.1207. The data below is for graduates of the Montessori Education M.Ed. program per year for the past five years.

INSTITUTION NAME	DEGREE LEVEL	PROGRAM NAME	CIP	2017	2018	2019	2020	2021
Loyola University Maryland	Master's	MONTESSORI EDUCATION	131207	94	116	127	88	98

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.

Loyola University Maryland is the only program in the state to offer a master's degree level Montessori Education program or equivalent Montessori concentration. There are no other programs in the state to compare similarities and differences.

2. Provide justification for the proposed program.

This proposed 15-credit area of concentration in Early Childhood focuses on inclusive and equitable practices in Montessori education while aligning with contemporary educational demands of the streamlined 33-credit program sequence.

The approach, including coursework that emphasizes an equity framework, aiming to redefine the narrative within the Montessori education community regarding inclusive educational opportunities for all students. The proposed concentration and updated curriculum align with the 2022 Maryland State Plan for Higher Education, sharing in the expectations for education for both children and adults to focus on access, student success, and innovative practices to uplift educational programs and practices.

A notable distinction is the concentration's hybrid format which includes a fully asynchronous format for 18 of the 33 credits within the program, pioneering move within the Montessori graduate education landscape. The curriculum updates are designed not only to meet the needs of adult learners, but also to actively engage them in real-world applications of Montessori pedagogy.

These innovations democratize access to a high-standard curriculum, providing top-notch instruction for Montessori educators globally. By extending the reach of this curriculum, we aim to catalyze the evolution of education within the Montessori community and beyond.

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

To Loyola's knowledge, there are no Maryland colleges or universities that offer a Master of Education or area of concentration in Montessori Education. Thus, there should be no impact on the implementation or maintenance of high demand programs at HBIs.

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

To Loyola's knowledge, there are no Maryland colleges or universities that offer a Master of Education program or concentration in Montessori Education. Thus, there should be no impact on the uniqueness and institutional identities and missions of HBIs.

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.

Program Establishment:

The Montessori M.Ed. program is a result of over 30 years of strategic initiative aimed at providing a competitive master's level graduate degree in Montessori education, accessible to professionals from diverse backgrounds, in line with Loyola University Maryland's pursuit of excellence and the continual need in teacher education to shift and strengthen adult learners' connections to equitable practices in the education setting.

Throughout the duration of the program, graduates have consistently expressed a desire for enhanced knowledge and skills in inclusive classroom practices within their educational settings. Furthermore, there has been a recognized need to update the curriculum's understanding of the skillset imparted within the area of concentration, aligning with state requirements, and acknowledging the impactful work taking place at different levels of study.

In response to the evolving educational landscape, particularly accentuated by the challenges presented during the pandemic, there has been a notable surge in interest from both children and communities in the Montessori methodology. Simultaneously, educators have recognized the ongoing necessity to expand their mindset and skillset within a comprehensive curriculum and philosophy centered on the holistic development of the Whole Child.

To meet these evolving needs and expectations, our program is undergoing an update that not only engages adult learners through refined coursework but also integrates real-world experiences. This approach aims to provide educators with a dynamic and well-rounded curriculum, fostering continual growth and adaptability. The goal is to empower Montessori education to flourish and evolve globally, meeting the diverse needs of learners and communities.

Program Oversight:

The proposed program and concentration will be overseen by the Director of Montessori Education, a graduate of the master's program as well as a 20-year veteran in Montessori education, public education, and state policy.

The Director, a key figure in the opening of a public Montessori school within Baltimore City Public Schools brings experience and opportunity to the community as a MSDE certified educator, administrator, and special educator. The Director is responsible for ensuring the program's successful implementation and alignment with the institution and the program's educational outcomes. The Director will continually focus on the sustainability of the program's curriculum, faculty, student engagement as well as day-to-day operations.

Through the Director's leadership and partnerships with University stakeholders including the Teacher Education Department, Office of Digital Teaching and Learning, and the Office of Research and Sponsored Programs, and the Assistant Dean within the SOE, the program and proposed new concentration in Early Childhood as part of the Montessori Education program will continually assess and improve both the modalities of educating adult learners and the opportunities to strengthen student learning and outcomes. Including but not limited to the implementation and analysis of consistent evaluation procedures aligned to the program and institution's educational outcomes.

Faculty Expertise:

Faculty members who contribute to the program bring a wealth of ability and experience in the field of Montessori education. These faculty members have diverse backgrounds in Montessori education, public education, administration, policy, and research. Their collective knowledge enriches the program's curriculum and ensures that students receive a well-rounded and comprehensive education.

The department's commitment to diversity and inclusion will be at the forefront of the curriculum development, design, and implementation. The faculty expertise, brought in from across the globe, will support the strengthening of partnerships from across the globe in developing clear objectives and strategies to strengthen and propel the Montessori master's degree.

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

The updated curriculum will encompass educational aims and learning outcomes crafted to ensure the program's rigor, breadth, and alignment with the University's graduate learning goals and expectations including the leveraging of expertise within our student body to develop change agents in the field, a focus of social justice utilizing an equity based mindset throughout all coursework for students to engage with their larger communities in real-world application of the course learning to create leaders in the field of Montessori Education. Additionally, the Montessori Education Program Learning Aims (Appendix: A) aligns with the Montessori Accreditation Council of Teacher Education (MACTE) learning competencies (Appendix: B). The program's learning outcomes alignment can be found in more detail in Appendix C: Curriculum Matrix.

3. Explain how the institution will:

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

The Montessori graduate program has set up a robust framework to evaluate students' attainment of learning objectives throughout the course of the program. The curriculum, collaboratively

devised by faculty members and the Director of Montessori Education, incorporates an extensive data collection procedure within each course, aligning with Loyola's Montessori Program Learning, Loyola's Graduate Education aims (Appendix: A), and the standards set forth by the Montessori Accreditation Council for Teacher Education [MACTE] learning competencies (Appendix: B). The Program assessment matrix can be found in Appendix: C.

A diverse array of assessment techniques is employed to comprehensively gauge students' achievements. Beyond the assessment of various artifacts and culminating portfolio projects, both students and instructors actively capture learning goals and outcomes through Loyola's assessment system. This multifaceted approach to assessment ensures a comprehensive evaluation of students' progress and proficiency within the Montessori graduate program.

b) document student achievement of learning outcomes in the program

The Montessori graduate program thoroughly documents student achievement of learning outcomes through a collaborative effort with the Office of Digital Teaching and Learning (ODTL) and the Assistant Dean of Assessment and Data Management. Purposeful rubrics are devised to address the mastery of learning goals across each course. These rubrics supply clear guidelines for students' written and performance-based assignments. The integration of rubrics ensures a standardized assessment process.

Furthermore, the program uses interactive platforms to engage students in the learning process. Assignments conducted independently are enriched through peer feedback opportunities facilitated through online forums. Additionally, mini lessons are regularly conducted throughout each course to continually evaluate student comprehension and skill acquisition.

Final assessments are administered at the conclusion of the core courses using the university-approved evaluation system. This assessment is thoroughly reviewed by the Director and Assistant Dean of Assessment and Data Management, as well as with the Chair of Teacher Education. The goal of these evaluations is to drive continuous program enhancement, ensuring that the program remains aligned with its objectives and continually improves based on evidence-driven insights.

This program is committed to rigorous assessment methods, documented through rubrics, peer feedback, mini lessons, and a comprehensive final assessment, ensures the thorough evaluation of student achievement. This assessment-driven approach, supported by technological tools and collaborative efforts, ensures that students' learning outcomes are accurately measured and informs ongoing program improvements.

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

To complete the Montessori Education M.Ed. program requires a total of 33 graduate level credits. Students complete an 18-credit core and the proposed Early Childhood 15-credit concentration. Please see the course listing of title and credits followed by courses description below.

Courses with Titles and Semester Credit Hours

Required Montessori Core Courses

MO 664	Inclusive Principles of Pedagogy	3 credits
MO 665	Creating Equitable Montessori Classrooms	3 credits
MO 667	Advanced Capstone Practicum	6 credits
MO 668	Leadership Principles in Montessori Education	3 credits
SE 761	Introduction to Special Education	3 credits

Early Childhood Pedagogical Courses

MO 631	Language Arts/Reading Instruction	3 credits
MO 632	Mathematics and Science Instruction	3 credits
MO 633	Creative Activities (Music, Art, Movement, and Drama)	3 credits
MO 634	Foundation of the Montessori Method	3 credits
MO 636	Teaching Strategies and Social Development	3 credits

Montessori Core Course Descriptions

MO 664 - Inclusive Principles of Pedagogy (3.00 cr.)

Examines diverse methods and tools available to support all students in the Montessori classroom. The course gives a brief overview of inclusive educational methods at every plane of development. Using the concept of Universal Design for Learning, students link their current practice with a wide range of methods to motivate and connect with children, practitioners, and families.

MO 665 – Creating Equitable Montessori Classrooms (3.00 cr.)

Students will bring their knowledge from core coursework and pedagogy coursework to create equitable Montessori Classrooms.

MO 667 - Advanced Capstone Practicum (6.00 cr.)

Students conclude practicum with monthly seminar topics related to coursework. As a final summative assessment, students complete an original substantive project at the close of their course.

MO 668 – Leadership Principles in Montessori Education (3.00 cr.)

Students examine contemporary models for designing, developing, and managing educational institutions as social organizations, with a specific emphasis on Montessori settings. It delves into crucial aspects such as organizational structure, culture, and climate, as well as the dynamics of individuals and groups. The course explores comprehensive exploration of education as a social organization, supplying invaluable insights and strategies for effective leadership and resource management within the Montessori context.

SE 761 - Introduction to Special Education (3.00 cr.)

Students show and describe major legislation and trends in the field of special education. Topics include cultural impact, service delivery options, and empirically supported practices. For each area of disability, students become familiar with general information on etiology, characteristics, interventions, technology, and research. Students demonstrate understanding of issues related to

the assessment, identification, and placement of students with various exceptionalities. In addition, students are expected to find the various local, state, and federal laws and regulations relative to rights and responsibilities, student identification, and delivery of services.

Early Childhood Pedagogical Course Descriptions

MO 631 - Language Arts/Reading Instruction (3.00 cr.)

To provide information about the development of spoken and written language in the areas of daily life, storytelling, composition, literature, geography, history, biology, science, music, art, as well as the functional aspects of grammar, syntax, and reading analysis.

MO 632 - Mathematics and Science Instruction (3.00 cr.)

To show by demonstration and lecture the exercises of mathematics and science which give sensorial foundations for counting, arithmetic, geometry, algebra, and fractions of whole numbers, as well as for biological and physical science experiences appropriate for young children.

MO 633 - Creative Activities (Music, Art, Movement, and Drama) (3.00 cr.)

To focus on developing potentialities as the basis for designing learning experiences in the practical life area, art, music, movement, drama, and literature. Students will research, design, and demonstrate appropriate materials and activities in each of these areas.

MO 634 - Foundation of the Montessori Method (3.00 cr.)

To give a survey of the development of the young child in accordance with the psychology of Dr. Maria Montessori and the philosophy of the Montessori Method. Particular emphasis is given to children three to six years old.

MO 636 - Teaching Strategies and Social Development (3.00 cr.)

To research teacher-learner interaction, analyze planning techniques and learning environments, general classroom management, interpersonal relationships and the study of the child's process of classifying their world.

Program Requirements for Graduation

Each area of concentration follows a unique program model. Students must follow the specified course sequence based on their chosen pathway. They end their course of study by completing their pedagogical coursework, followed by unique coursework connected to their professional practicum, inclusive coursework, and a final capstone project.

All students are allotted a period of five (5) years from their start date to successfully complete their course of study, adhering to the Loyola Graduate Catalogue's Academic Regulations and Policies.

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

As a master's program, general education requirements do not apply.

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

Students will receive an AMI diploma from a MACTE accredited training center upon successful completion of their Montessori pedagogical coursework.

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

The program does not contract with another institution or non-collegiate organization, but does have relationships with specific American Montessori Internationale (AMI) training centers throughout the United States.

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 program requirements, including prerequisites, curriculum, administration, financial aid, and any other relevant information will be supported on the program's website and in the graduate catalogue. The program director will be responsible for ensuring that the webpage remains current and that students are informed of any changes. Individual course requirements will be clearly delineated in syllabi, as well as in catalogue descriptions prior to registration. The program 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, the Loyola-Notre Dame Library, a National Fellowships Office, The Study, the Writing Center, and many other support services to aid students for success. Loyola's website supplies 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 Maryland 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 Office of Marketing and Communications, the Admission Office, the Office of Financial Aid, the Records and Admissions Offices, the Office of International Programs, and the Office of Institutional Research, respectively. Furthermore, the institution provides clear and accurate program information on the University's website.

Loyola’s Enrollment Management team will be sent all the relevant information for the program and works closely with academic departments and the Academic Advising and Support Center to ensure that advertised information is clear and accurate. The academic department’s website will be a major resource for students. At Loyola, all websites are maintained by the departments. This helps to ensure that content is accurate and relevant for anyone who visits a department website.

H. Adequacy of Articulation (as outlined in [COMAR 13B.02.03.19](#))

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements. More information for Articulation Agreements may be found [here](#).

The program does not currently have an articulation agreement with partner institutions, but does have relationships with specific American Montessori Internationale (AMI) training centers throughout the United States.

I. Adequacy of Faculty Resources (as outlined in [COMAR 13B.02.03.11](#)).

1. Provide a brief narrative demonstrating the quality of the 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).

All faculty teaching in the Loyola University Maryland’s Graduate Montessori program have been fully vetted and provide local, national, and international excellence in their field of study. New hires will go through an extensive review process to verify they provide excellence in the field of study as well as the pedagogy skills to provide students the ability to reach their full potential.

Faculty	Degree Title and Field	Rank	FT/PT	Courses
Carrie Horwitz Lang	M.Ed. Montessori Education	Program Director and Clinical Assistant Professor	Full- Time	SE761 MO665 MO667 MO668
Naoko Ogawa	M.Ed., Montessori Education	Affiliate Faculty	Full-time	MO631 MO632 MO633 MO634 MO636
Tiffany Liddell	M.Ed., Education	Affiliate Faculty	Full-time	MO631 MO632 MO633 MO634 MO636

Faculty	Degree Title and Field	Rank	FT/PT	Courses
Ann Velasco	M.Ed., Montessori Education	Affiliate Faculty	Full-time	MO631 MO632 MO633 MO634 MO636
Cristina De León	M.Ed., Montessori Education	Affiliate Faculty	Full-time	MO631 MO632 MO633 MO634 MO636
Lakshmi Shekhar	MA, English Literature	Affiliate Faculty	Full-time	MO631 MO632 MO633 MO634 MO636
Victoria A. Elasic	M.Ed. Education & Teaching Gifted and Talented	Affiliate Faculty	Part-time	MO663 MO665 MO668
Monica Nance	M.Ed. Elementary Education and Teaching	Affiliate Faculty	Part-time	MO663
Laura Foster	M.Ed., Educational Leadership	Affiliate Faculty	Part-time	MO667 MO665
Ayize Sabater	Ed.D., Urban Education and Leadership M.Div., Urban Ministry	Affiliate Faculty	Part-time	MO664
Patrick Dempsey	Ed.D. Curriculum and Instruction	Director of Digital Teaching and Learning	Full-time	MO667 MO668
Sarah Martin	Ph.D. Educational Psychology	Instructional Design Team Lead	Full-time	SE761

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.

The library indicated that no new resources will be required for the proposal as the library already has sufficient resources for the current Montessori Education M.Ed. program.

The Loyola Notre Dame Library (www.lndl.org) supports the research and teaching needs of faculty and students enrolled in graduate programs of Education. The Library provides access to over 84,000 journals, more than ten million books and media items available both locally and via consortial memberships, 178 databases, and five streaming media platforms. Much of the Library's collection is accessible remotely; distance students may request print materials to be shipped free of charge.

The Loyola-Notre Dame Library is an affiliate member of the University System of Maryland Affiliated Institutions Library Consortium (USMAI). The consortium includes seventeen member libraries at Maryland public universities and colleges LNDL was chosen for membership largely because of the uniqueness of its collections, and it was the first private academic library in Maryland to join USMAI. In summary, the university library and its services can adequately accommodate the learning needs of the extant Montessori Education concentrations.

The Loyola Notre Dame Library currently has the following resources in place to support the students enrolled in graduate Montessori education:

Books and eBooks

LNDL and other USMAI libraries supply access to 417 print books and 155 eBooks categorized as "Montessori method of education" under Library of Congress subject headings. 27% of print books and 89% of eBooks were published after 2010. The library recommends adding five eBooks and ten print books to the collection using current Library funding; no other funds are needed.

Journals

Electronic

LNDL subscribes to over 149,000 periodical titles, available via the library's website, that can be accessed by Education students from any computer with an Internet connection. Several titles are specifically focused on Montessori education:

- The Journal of Montessori Research
- The Journal of Montessori Research and Education
- Montessori Life: A Publication of the American Montessori Association
- NAMTA Journal (North American Montessori Teachers Association)

Additional scholarly, peer-reviewed content can be found in LNDL's journal package subscriptions:

- ProQuest Education Journals
- Sage Journals
- Taylor & Francis Education Journals

In total, LNDL subscribes to 3,094 journals focused on Education.

- The number of journals in disciplinary categories are: *
 - Elementary – 38
 - Secondary – 23
 - Gifted and Talented – 10
 - Special Education – 99
 - Teaching & Instruction – 454
 - Educational Administration – 68
 - STEM – 157

The balance of Education ejournals in the collection cover other topics.

**Electronic journal counts in these specific subject areas are estimates.*

Print

LNDL maintains only a handful of print journal subscriptions across all disciplines, including two for Education.

Databases

LNDL provides access to 18 databases that support scholarly research in Education. LNDL provides access to 240 databases available for the research needs of all students, including Education.

Databases of specific value to Education researchers include:

- ERIC
- Sage Explorer – includes case studies, data, eBooks, eReference, reports, and videos
- Teacher Reference Center
- Tests in Print

Technology Support

LNDL offers a wide variety of technology that can support the Montessori program's instruction, including virtual reality (VR), 3D printers, a recording studio, Viz Wall with touch screen capacity, video editing software, 360 cameras, drone, and a large format printer. Potential uses for this technology include using VR to engage in empathy learning, using the large format printers for presentations, and using 3D printers to create objects for the classroom.

Research & Instruction Support

The Research and Instruction unit offers online and face-to-face scheduled consultations plus assistance via 24/7 chat, the Help Desk, phone, and e-mail to support the research needs of students. Because this is a graduate program and students will need specialized support, the Liaison Librarian for the Education department can collaborate with faculty to develop just-in-time research instruction. Additionally, existing library tutorials can be embedded into the learning management system to orient students to general Library services and resources.

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.

Loyola currently possesses the appropriate instructional resources and faculty offices to support the proposed concentration and curricular changes. The proposed program maintains several already-existing courses and resources, and any new courses require minimal resources, there should be no change in need for existing facilities, equipment, staff, or laboratories and the program can be implemented with the current resources in place at our institution. The president's signature on the proposal coversheet indicates his support for the proposal and the adequacy of infrastructure, and instructional needs 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, and

Regardless of delivery mode, students are provided with an electronic mailing system and other technologies listed above in section G8. The institution utilizes Moodle as the classroom learning platform. The Office of Technology Services provides technical support for all student email accounts.

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

All students enrolled at Loyola are provided access to the university's learning management system. Moodle as well as the Microsoft Office Suite including email through Microsoft Outlook and Microsoft Teams an innovative system to support students learning and communication flow. The Office of Technology Services provides technical support for all student email accounts and for those using 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.

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. Also provide a narrative rationale for each expenditure category.

See Appendix: D for Program Resource Table

See Appendix: E Program Expenditure Table

The proposed program along with its concentrations' expenditures and resources are conservatively projected. Revenues are projected to outpace expenses. Implementation of the proposed concentrations are to be completed within existing resources with no significant new expenses projected.

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.

Course Evaluation:

Loyola University Maryland utilizes several mechanisms for evaluating courses, including student course evaluation, faculty peer evaluations, and faculty annual updates. The latter require faculty to perform self-evaluation of courses and teaching effectiveness, and to provide evidence of achieving student learner outcomes. In turn, all these assessment vehicles are evaluated by the department chair and dean. In the case of Loyola's Montessori Education M.Ed. program, the program has established comprehensive procedures for evaluating courses, faculty, and student learning outcomes, ensuring the quality and effectiveness of the program. A review will be performed annually by the Chair of the Education Teacher Department along with Director for Montessori Education, in consultation with the Associate Dean.

Faculty Evaluation:

Instructors undergo thorough evaluation in each course, with institutional course evaluations administered at the conclusion of every course. These evaluations are designed to be both individualized and standardized, providing valuable insights into the teaching and learning experience. The evaluation results are shared exclusively with the respective instructor. Upon request by the Director of Montessori Education, these evaluations may be discussed during an end-of-course review. During the review, aspects such as student feedback, course delivery methods aligned with consistent course design, and adherence to policies and procedures in the Faculty Handbook are considered.

Student Learning Outcomes Evaluation:

Student progress is assessed through a range of modalities integrated throughout the course sequence. Students are held to rigorous standards including competencies put forth by the Montessori Accreditation Council of Teacher Education (Appendix: A) & Montessori Graduate Standards (Appendix: B). Additionally, the proposed program's course design draws from reputable sources including the Council for Exceptional Children (CEC), the Association Montessori Internationale (AMI), Model Code of Ethics for Educators, CAEP Standards, and Loyola University Maryland's School of Education Conceptual Framework.

To ensure academic progress, students are required to maintain a minimum average of B or higher. The program enforces clear consequences for academic performance, where a

grade of F or two below a B- results in dismissal and receiving a single C in the first semester places a student on academic probation.

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 Montessori Director has put in place a comprehensive framework to evaluate the educational effectiveness of the program which includes the proposed concentration. This evaluation encompasses various aspects, including student learning outcomes, student retention, student and faculty satisfaction, as well as cost-effectiveness.

Student Retention:

Student retention is a crucial indicator of program success and is actively monitored by key stakeholders. The Director of Montessori Education, the Chair of Teacher Education, and the School of Education's Dean of Assessment and Data Management collaborate to track year-to-year student retention rates. This ongoing assessment helps identify any potential challenges and enables proactive interventions to enhance student retention.

Program-Level Assessments:

To evaluate educational effectiveness at the program level, the institution employs the University's assessment system. Plans for assessment are developed in conjunction with support from the Assistant Dean for Assessment and Data Management. These assessments align with program outcome objectives and are informed by evaluation results. The insights gathered from these assessments serve as the foundation for setting continuous improvement goals for the program. The evaluation process adheres to the protocols established by the university's systems, ensuring consistency and accuracy. The Program assessment matrix can be found in Appendix: C.

Annual Program Evaluation:

A yearly evaluation of the program is conducted, involving multiple levels of review. The program's effectiveness is assessed both at the program level and through collaboration with the Chair of Teacher Education, the Dean of the School of Education, and the Assistant Dean for Assessment and Data Management. This comprehensive evaluation process ensures that the program remains aligned with its goals and responsive to any evolving needs or challenges.

End of Program Surveys:

To gauge an understanding of the student experience and gather feedback, the institution collaborates with the Office of Digital Teaching and Learning to administer satisfaction surveys to both students and faculty members after the completion of each course. These surveys provide valuable insights into the learning experience, instructional quality, and overall satisfaction with the program.

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.

The Early Childhood concentration proposed within the program demonstrates a strong commitment to addressing minority student access and success, while also aligning with the institution's cultural diversity goals and initiatives.

Equity and Inclusion Focus:

Loyola University Maryland's dedication to equity and inclusion is echoed in the proposed Montessori graduate program. The program actively seeks to create an environment that acknowledges the inherent value and dignity of every individual. By fostering a diverse community of faculty and students, the program aligns with the institution's core values and contributes to improving cultural equitability in the Montessori sector.

Diverse Faculty and Equitable Worldview:

The program places a distinct emphasis on hosting faculty members with diverse experiences. This diversity enriches the learning experience for students, offering them a comprehensive and equitable worldview. Students are equipped with strategies tailored to real-world teaching situations, empowering them to provide children from all backgrounds with access to enriching experiences within Montessori schools and communities.

Inclusive Admission Requirements and Online Format:

The program's admission requirements strike a balance between appropriateness and flexibility, ensuring that individuals from diverse backgrounds have meaningful graduate opportunities. The online coursework format caters to working professionals within the Montessori sector, providing them with high-quality instruction while facilitating engagement with instructors from varied educational backgrounds.

Graduate Student Support Services:

Loyola University Maryland extends its support for graduate student success through Graduate Student Services (GSS). This resource provides crucial support, referrals, and resources, ensuring that students, including those from minority backgrounds, have the necessary tools for success. GSS recognizes the importance of access to information and community connection for all students.

Affordability and Financial Aid:

The Early Childhood concentration and the program's competitive pricing aligns with the institution's commitment to making education accessible. The Office of Graduate Financial Aid serves as a valuable resource, aiding graduate students in navigating financial aspects. The availability of fellowships, scholarships, grants, and graduate assistantships further exemplifies the institution's dedication to ensuring diverse students have the support they need to pursue their education.

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 program and corresponding concentration 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.

The Early Childhood concentration cannot be completed through a fully online modality.

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

Loyola University Maryland is approved by the Middle States Commission on Higher Education to offer distance education programs. The University is a member of NC-SARA and abides by its regulations and policies, including C-RAC guidelines. The institution maintains an Office of Digital Teaching & Learning that provides additional support for digitally enhanced learning. Instructional designers within the Office of Digital Teaching & Learning provide training and review for distance education courses and are available to develop on-line classes. The development of online courses at Loyola University is based on industry best practices as well as institution-specific quality benchmarks.

The Office of Digital Teaching & Learning, composed of instructional designers and multimedia technicians, is charged with ensuring the highest quality standards in online teaching and learning. In this way, Loyola University Maryland's online course design, development, and delivery frameworks are consistent with, while also extending beyond, the recommendations of and standards set forth by the industry leading standards-based frameworks of Quality Matters and the Online Learning Consortium Quality Scorecard, while also incorporating the Community of Inquiry framework to further define and inform measures of quality.

Montessori Education Program Learning Aims

1. **Commitment to Students and Their Learning:**
 - a. Students will design and implement inclusive teaching practices in Montessori environments, ensuring equitable educational experiences for all students.
2. **Knowledge of Content and Pedagogy:**
 - a. Students will critically analyze diverse perspectives within educational literature and apply this knowledge to enhance Montessori practices, demonstrating a comprehensive understanding of effective teaching methods.
3. **Teaching Practice:**
 - a. Students will innovate and modernize the Montessori method through continuous reflection and research, achieving excellence in teaching practices that align with contemporary educational needs.
4. **Learning Environment:**
 - a. Students will cultivate collaborative strategies to engage community stakeholder groups, fostering a supportive and inclusive learning environment that extends beyond the classroom.
5. **Professional Responsibility:**
 - a. Students will reflect on personal strengths and areas for improvement as Montessori professionals, demonstrating a commitment to ongoing professional growth and maintaining high standards of teaching.
6. **Assessment and Data-Informed Decision Making:**
 - a. Students will implement comprehensive assessment strategies within the Montessori framework, effectively gauging student progress and utilizing data-driven insights to adapt teaching practices for targeted support and continuous improvement in the learning environment.
7. **Leadership and Professional Collaboration:**
 - a. Students will demonstrate leadership by actively engaging in professional collaborations within the Montessori community. They will foster a culture of shared learning and best practices, contributing to the growth and development of colleagues and participating in leadership opportunities to advance the Montessori education field.

Montessori Accreditation Council for Teacher Education (MACTE)
Program Learning Competencies

Domain 1: Montessori Philosophy and Principles

1. Montessori professionals must demonstrate a mastery of Montessori philosophy and principles in their daily practice, consistently aligning their teaching with the core values of Montessori education.
2. Professionals are expected to take on leadership roles within Montessori communities, contributing to the advancement of Montessori education through mentorship, advocacy, and innovation.

Domain 2: Child Development and Psychology

1. Montessori professionals must possess an advanced understanding of child development and psychology, with the ability to apply this knowledge to address the unique needs of each child, family, and stakeholder in the community they serve.

Domain 3: Classroom Management and Leadership

1. Professionals are expected to exhibit exemplary leadership skills in managing Montessori environments, fostering a culture of continuous improvement, and inspiring both students and colleagues.

Domain 4: Curriculum and Material Development

1. Montessori professionals must demonstrate the capacity to design innovative, research-based Montessori curricula and materials, with a focus on addressing the evolving needs of diverse learners.

Domain 5: Assessment and Evaluation

1. Professionals must possess expertise in assessment strategies, data analysis, and the ability to make data-informed decisions to enhance the quality of Montessori Education.

Appendix C: Montessori Education M.Ed. AOC in Early Childhood Curriculum Matrix

	Theory	Dvlmnt	ELA	Math	Arts	Families	Science/Social Studies	Special Education	Leadership	Inclusive Education	Equitable Classrms	Practicum
Early Childhood	MO634	MO636	MO631	MO632	MO633	MO636	MO632	SE761	MO668	MO664	MO665	MO667
PROGRAM STANDARDS												
Standard 1 Commitment to Students and Their Learning			R	R	R		R	<u>R</u>	RA			MA
Standard 2 Knowledge of Content and Pedagogy	I	RA	RA	RA	RA	RA	RA	<u>I</u>	IR	R	IR	MA
Standard 3 Teaching Practice			IA	IA	IA	IA	IA	<u>R</u>	A	R	R	MA
Standard 4 Assessment and Data-Informed Decision Making			I	I	I	IA	I	RA	R	R		MA
Standard 5 Learning Environment		I	R	R	R	R	R	R		R	R	MA
Standard 6 Professional Responsibility	I	R	R	R	R	R	R	R	R	R	R	MA
Standard 7 Leadership and Professional Collaboration		I				R			MA	MA		A
MACTE COMPENTENCIES												
Domain 1.1 Philosophy & Principles	IA							R				MA
Domain 1.2 Philosophy & Principles	IA							R	R	RA		MA
Domain 2.1 Child Development and Psychology	IA							R		RA	R	MA
Domain 3.1 Classroom Management and Leadership			IA	RA	RA		RA	R	RA	R		MA
Domain 4.1 Curriculum and Material Development			R	RA	RA	R		R	R		R	MA
Domain 5.1 Assessment and Evaluation	IA		RA	RA	RA		RA	RA	R	A		MA

Appendix D: Montessori Education M.Ed. Program Resources Tables 1.

TABLE 1: PROGRAM 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)	\$281,400.00	\$439,350.00	\$454,500.00	\$469,650.00	\$494,900.00
a. Number of F/T Students	10	10	10	10	10
b. Annual Tuition/Fee Rate	\$13,860.00	\$14,355.00	\$14,850.00	\$15,345.00	\$16,170.00
c. Total F/T Revenue (a x b)	\$138,600.00	\$143,550.00	\$148,500.00	\$153,450.00	\$161,700.00
d. Number of P/T Students	20	40	40	40	40
e. Credit Hour Rate	\$420.00	\$435.00	\$450.00	\$465.00	\$490.00
f. Annual Credit Hour Rate	18	18	18	18	18
g. Total P/T Revenue (d x e x f)	\$142,800.00	\$295,800.00	\$306,000.00	\$316,200.00	\$333,200.00
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$281,400.00	\$439,350.00	\$454,500.00	\$469,650.00	\$494,900.00

Table 1

Line 2a: We anticipate 10 full-time students starting the program each year and completing it within one year.

Line 2b: At the tuition rate in line 2e, full-time students will take the full 33-credit program in one year, making this equal to 33 x line 2f.

Line 2d: We anticipate 20 part-time students starting the program every year and staying in the program for two years. Thus, each year, (after year 1) has the 20 returning students and the 20 new students for a total of 40.

Line 2e: Tuition will increase an average of about 3% per year.

Line 2f: We anticipate part-time students taking about 18 credits per year.

Montessori Education M.Ed. Program Expenditures Table

PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$ 90,978.85	\$ 92,748.22	\$ 94,570.66	\$ 96,447.78	\$ 98,381.22
a. Number of FTE	1.50	1.50	2.00	2.00	2.00
b. Total Salary	\$ 77,250.00	\$ 78,607.50	\$ 80,005.73	\$ 81,445.90	\$ 82,929.27
c. Total Benefits	\$ 13,728.85	\$ 14,140.72	\$ 14,564.94	\$ 15,001.89	\$ 15,451.94
2. Admin. Staff (b + c below)	\$ 58,978.85	\$ 60,748.22	\$ 62,570.66	\$ 64,447.78	\$ 66,381.22
a. Number of FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	\$ 45,250.00	\$ 46,607.50	\$ 48,005.73	\$ 49,445.90	\$ 50,929.27
c. Total Benefits	\$ 13,728.85	\$ 14,140.72	\$ 14,564.94	\$ 15,001.89	\$ 15,451.94
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$46,815	\$53,782	\$53,934	\$54,085	\$54,237
TOTAL (Add 1 – 7)	\$ 196,773.15	\$ 207,278.79	\$ 211,075.14	\$ 214,980.84	\$ 218,999.16

Program Expenditures

Line 1: The Director is divided half between a faculty role and half between the Director role, reflecting half the salary in line 1 and half in line 2.

Line 1a: We anticipate using affiliate faculty and center employees for 1 FTE plus the Director for .5 FTE

Line 1c: Benefits rate

Line 2: Half-time Director plus 30%-time Assistant Director

Line 7: Off-campus affiliate faculty Salary. Additionally, this includes for marketing and/or scholarships.