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

Institution Submitting Proposal

Loyola University Maryland

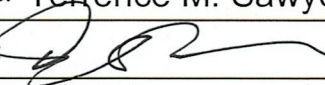
Each action below requires a separate proposal and cover sheet.

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

Payment ☒ Yes	Payment ☐ R*STARS #	Payment	Date
Submitted: ☐ No	Type: ☒ Check # 75727	Amount: 850.00	Submitted: 5/15/26

Department Proposing Program	Teacher Education		
Degree Level and Degree Type	Bachelor of Arts		
Title of Proposed Program	Special Education		
Total Number of Credits	120 - 122		
Suggested Codes	HEGIS: 0808.02	CIP: 13.1001	
Program Modality	☒ On-campus ☐ Distance Education (fully online) ☐ Both		
Program Resources	☒ Using Existing Resources ☐ Requiring New Resources		
Projected Implementation Date (must be 60 days from proposal submission as per COMAR 13B.02.03.03)	☒ Fall ☐ Spring ☐ Summer	Year: 2027	
Provide Link to Most Recent Academic Catalog	URL: https://catalogue.loyola.edu/		

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

President/Chief Executive	Type Name: Terrence M. Sawyer J.D.
	Signature:  Date: 5/8/26
Date of Approval/Endorsement by Governing Board: 5/7/26	

Revised 4/2025



LOYOLA UNIVERSITY MARYLAND

— 1852 —

Office of Academic Affairs

May 15, 2026

Elena Quiroz-Livanis
Interim Secretary of Higher Education
Maryland Higher Education Commission
217 E. Redwood St., Floor 21
Baltimore, MD 21202

HEGIS: 0808.02
CIP: 13.1001

Dear Interim Secretary Quiroz-Livanis,

Please accept Loyola University Maryland's submission of a proposed new undergraduate program for a Bachelor of Arts in Special Education. This proposed program is to be implemented exclusively through existing institutional resources.

As you know, there is a critical need for special education teachers in Maryland. Data from federal and state departments of labor indicates substantial demand for special education teachers in Maryland. All four appendices to the 2022 Maryland State Plan for Higher Education include special education teachers further demonstrating the need for this program, and for the skills and job opportunities the program will provide students. The proposed undergraduate program in special education is designed to lead to Maryland licensure in both Elementary/Middle and Secondary/Adult certification areas and builds off Loyola's growing special education master's program and its talented special education faculty. As such, Loyola is well prepared and excited to implement the proposed undergraduate program to further address Maryland's pressing need for special education teachers.

The proposed program's curricular goals meet 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 program. The President approves this proposal, as made evident by his signature on the MHEC Cover Sheet. I approve the proposed program and submit it for your recommendation for implementation. Should the Commission have any questions about the proposals, please contact Mr. David Mack, Assistant Director, Academic Program Development, at 410-617-2317 or dsmack@loyola.edu.

Sincerely,

Cheryl Moore-Thomas, Ph.D., NCC
Provost and Senior Vice President

Cc: Afra Ahmed 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

LOYOLA UNIVERSITY MARYLAND

A DEGREE-GRANTING INSTITUTION AUTHORIZED TO OPERATE IN MARYLAND
PROPOSAL FOR A NEW ACADEMIC DEGREE PROGRAM

BACHELOR OF ARTS
IN
SPECIAL EDUCATION

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

On
May 15, 2026

School of Education

Loyola University Maryland
School of Education
Bachelor of Arts in Special Education

Executive Summary: B.A. in Special Education at Loyola University Maryland

The proposed undergraduate Special Education program at Loyola University Maryland prepares candidates to become knowledgeable, ethical, and highly effective special educators who are ready to teach and advocate for learners across elementary and secondary grade levels, leading to Maryland licensure in both Elementary/Middle and Secondary/Adult certification areas.

Grounded in the CEC 2020 K–12 Initial Preparation Standards, the program develops candidates’ abilities to design and deliver evidence-based instruction, use assessment for data-driven decision-making, create inclusive and supportive learning environments, and collaborate productively with families and multidisciplinary teams. These competencies—including ethical practice, understanding learners’ developmental and cultural differences, designing specialized instruction, promoting positive social-emotional functioning, and engaging in reflective professional learning—align with CEC’s nationally recognized expectations for beginning special educators.

The need for well-prepared special educators has never been more urgent. National shortages in special education are severe and Maryland’s educator workforce data similarly show persistent challenges in recruitment and retention, including demographic imbalances and annual attrition pressures that underscore the statewide need for a strong, diverse pipeline of certified special educators.

Loyola’s Special Education major is deeply aligned with the University’s commitment to academic excellence, justice, leadership, service, and care for the whole person, hallmarks of its Jesuit mission. Students are prepared not only to provide high-quality, evidence-based instruction, but also to understand the ethical dimensions of their work, respond with compassion to the needs of learners with disabilities, and engage as leaders who learn, lead, and serve in a diverse and changing world. This alignment is further strengthened by the University’s emphasis on diversity, justice, and community engagement—values that mirror CEC’s vision of advocating for improved outcomes and equitable access for all individuals with exceptionalities.

In addition to its academic rigor, the program responds to pressing societal needs. National and state-level data reveal that special education is one of the most critical shortage areas, driven by an aging workforce, increased student needs, and insufficient numbers entering teacher preparation programs. Teacher attrition, remains especially high in special education, further intensifying the need for strong preparation programs.

Loyola’s Special Education major answers this call by preparing graduates who are ready to fill these critical roles with competence, cultural humility, resilience, and a commitment to justice. Through clinically rich experiences, coursework grounded in the CEC standards, and integration of Loyola’s Jesuit values, graduates become educators who can positively impact outcomes for learners with disabilities and contribute to stronger, more equitable school communities.

In sum, Loyola University Maryland's undergraduate Special Education major equips future teachers with the skills, knowledge, and dispositions necessary to meet contemporary educational challenges and to lead with purpose. It reflects the University's mission to prepare students for meaningful professional service, addresses acute national and state workforce needs, and aligns with the highest professional standards guiding the preparation of beginning special educators.

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.

As a Catholic Jesuit University committed to the educational and spiritual traditions of the Society of Jesus, Loyola University Maryland's mission emphasizes the development of the whole person, a commitment to justice, diversity, service, and preparing graduates to learn, lead, and serve in a diverse and changing world. A Special Education major embodies these values in several key ways. First, Loyola is committed to the whole person (mind, body, and spirit). Special educators are trained to understand learners as individuals with unique needs, strengths, identities, and contexts. In this program, we will 1) value each learner's dignity and potential, 2) approach teaching with empathy, patience, and respect, and 3) recognize each person's strengths, rather than deficits. Moreover, Loyola's mission calls on students to serve others, work toward justice, and lead with love. Special education majors will directly advance these commitments by advocating for equitable access to education, supporting students who are often marginalized in school systems, and challenge structural barriers, and promote inclusive practices. At its core, the work of special educators is justice-oriented.

Additionally, Loyola emphasizes academic excellence and ethical leadership. This special education major will prepare future educators to apply evidence-based instructional practices, engage in reflective and ethical decision-making, collaborate with interdisciplinary teams, and hold our diverse learners to high expectations. In short, this special education major reflects the Jesuit tradition of rigor and ethical responsibility. Lastly, this special education major will emphasize applied learning, collaboration, and practical skills through hands-on field experiences and internships, collaboration with school partners and their stakeholders (i.e., teachers, administrators, families, and students), and apply theory to relevant educational experiences teacher candidates have in their placements. In short, and by its very nature, this major will allow students to act on Jesuit values (i.e., *cura personalis*, service, justice, academic excellence, etc.).

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

Loyola's strategic goals center on *cura personalis*, justice, academic excellence, and forming students to learn, lead, and serve in a diverse and changing world. The 2030 strategic plan, "Together We Rise," further commits to these values by supporting students with diverse strengths, needs, and identities. Specifically, Loyola's mission emphasizes justice. Special education majors will embody this principle by advocating for equitable educational access,

supporting learners who have been marginalized within school systems, and by promoting inclusive school cultures that honor intersectional identities that are inclusive of (but not limited to) individuals with disabilities. Within our program, we will emphasize academic excellence and highlight interdisciplinary learning. Our course plan includes a robust offering of courses that special education majors may be interested in. We have outlined ideas related to cross-disciplinary collaboration and interdisciplinary majors (i.e., speech-pathology). Within our courses, we will engage our special education majors to reflect critically on their instructional decisions. In short, our majors will be able to address complex social, emotional, and ethical dimensions of education by continuously applying Ignatian pedagogy to practice. During our internship, students in the special education major will regularly engage in community-based learning and school partnerships. This will allow Loyola students to provide direct service to children and families and strengthen Loyola's presence in the community. Ultimately, this program will allow Loyola to be a leader in social justice 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 program will *not* require any external or state financing. Loyola is committed to the success of this new program during its initial launch and through a period of five years as awareness of the program and enrollment build. Details in the financial projections for the first five years, found in Section L of this proposal, show that start-up costs for the curriculum will be supported using existing institutional resources. In addition to the financial data, our conservative projections of revenue indicate that revenue exceeds expenses for all five years of the special education program's implementation. Financial support of instructional initiatives for the program will be provided by the School of Education and the Office of Academic Affairs.

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

The special education program will be housed within the School of Education's Teacher Education Department. The School of Education's dean, associate dean, and department chair for teacher education will be responsible for academic leadership. Advising responsibilities will be shared by faculty in the department and the Director of Undergraduate and Graduate Programs. Loyola University has a fully staffed Office of Technology.

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

Loyola is confident in the success of the program and its ability to meet enrollment expectations, based on demand from admitted students during Loyola's open house events. Loyola ensures through policy and protocol that existing students have adequate opportunity to complete their degrees if program closure is necessary.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
 - a) The need for the advancement and evolution of knowledge
 - b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
 - c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

There is a critical need for educators across the US and Maryland, and particularly for special education teachers. Maryland, among many states in the US, has been facing a shortage of educators for many years. According to the Learning Policy Institute (2025), the Maryland State Department of Education reported 1,619 unfilled teacher positions as of the first day of school of the 2024–25 school year. The state report card indicated that 11.2% of teachers were teaching a subject outside their area of certification (out of field) in the 2023–24 school year. Given that the state reported a total of 62,753 teachers, an estimated 7,028 teachers were not fully certified for their teaching assignments. Of these out-of-field teachers, an estimated 6,213 teachers (9.9% of all teachers) were using emergency or provisional credentials for the 2023–24 school year. In the 2024 Teacher Workforce: Supply, Demand, and Diversity report, the Maryland State Department of Education (MSDE) reported that nearly all LEAs stated that as of October 2023, there were 63,220 teachers in Maryland Public Schools. After a sharp increase from the 2020–2021 school year to the 2022–2023 school year, teacher attrition rates have begun to stabilize. Despite these encouraging signs, attrition rates remain high, with 10.7% of Maryland teachers not returning to teaching in the State in the 2023–2024 school year. The report goes on to say that more work is needed to increase the supply of teachers to meet the needs of Maryland’s classrooms. There were 2,144 teacher vacancies in the State in the 2022–2023 school year, but EPPs only produced 1,914 completers in the prior school year, including completers from both traditional and alternative programs. Attrition in Baltimore County was 13.8% and 17.0% in Baltimore County and City, respectively. Enrollment in traditional Maryland teacher preparation programs has been increasing since SY2017–2018– SY2021–2022. Many vacancies were held by conditionally licensed teachers. In Baltimore City, for instance, 19.8% of teachers were conditionally licensed. The State is continuing to mitigate the shortage of qualified teachers using relocation incentive grants, Grow Your Own grant programs, and alternative pathways to teacher licensure ([MSDE October 2025](#)).

Regarding special education more specifically, Maryland is one of seven states with persistently higher annual percentages of not highly qualified special education teachers (Peyton et al., 2021). At the beginning of the 2022–2023 school year, Maryland reported over 2,000 teacher vacancies, with shortages most pronounced in high-demand areas including special education, particularly in rural and urban schools (Polat et al., 2025). According to Maryland.gov, special education is one of four programs with the highest need (<https://teach.maryland.gov/Pages/High-Needs-Subjects.aspx>). In short, graduates of the program will help fill essential roles that schools need.

At Loyola, survey data shows that special education was one of the majors that for students who did

not choose Loyola, would have been the major they were most interested in studying. Offering a specialized, high-need major would strengthen the School of Education's national profile. Moreover, creating this major would encourage cross-disciplinary collaboration and a pathway between undergraduate and graduate programs like speech-language pathology, psychology, digital technology and learning, school counseling, and educational leadership.

Graduates of special education programs are critical to providing specialized services to individuals with disabilities. Moreover, graduates will help individuals with disabilities be prepared for college, career, and community living by providing focused interventions, support, and quality instruction. Special educators ensure that students with disabilities receive access to a free, appropriate, public education that supports their needs. Education for all students is critical for the success of our society for several reasons. First, students with disabilities who have received high-quality education, supported by special educators, are more likely to achieve better academic outcomes, live independently, and be employed. Moreover, special educators also are critical resources for families. They advocate for services, guide families through the IEP process, and provide critical information to support the entire unit. Beyond the school and classroom, graduates have the potential to be leaders that shape policy, work in advocacy organizations, train other educators, and employ individuals with disabilities. At the heart of every special educator is the mission to empower individuals with disabilities so they can reach their full potential. This mission not only aligns with the goals of education, but also with Loyola's mission of inspiring students to "learn, lead, and serve in a diverse and changing world."

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

The proposed BA in Special Education program directly aligns with the 2022 Maryland State Plan for Higher Education as the program is listed on all four appendices of the plan. By being listed on each of the four appendices to the plan, it means the proposed program is: 1) considered an in-demand program, 2) an emerging workforce need program in Maryland, 3) a program that leads graduates to an in-demand occupation, 4) an emerging occupation in Maryland.

The program additionally aligns with *Priority 5 and Priority 8 of 2022 Maryland State Plan for Higher Education*.

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

Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland

The proposed program is a further specialization within the teacher education field in alignment with the state plan and with priority 5 suggesting institutions specialize in their academic offerings as stated on page 46 of the plan. Loyola already offers a graduate level special education program as well as teacher education preparation options at both the undergraduate and graduate level including a minor in special education. The addition of a BA in special education would further enhance Loyola's highly regarded teacher education preparation programs portfolio while helping meet the state's need for programs producing special education graduates prepared to fill the state's workforce demand occupations as special education teachers.

INNOVATION: Foster innovation in all aspects of Maryland higher education to improve access and student success. Priority 8: Promote a culture of risk-taking

Loyola University Maryland's Teacher Preparation Programs rely on a clinically-based model, and this program will be no exception. Our candidates are prepared in local partner schools, where they learn to teach in real schools under the guidance of highly qualified mentor teachers and with the supervision of Loyola Clinical Faculty. These sites are mutually beneficial partnerships between the LEA and Loyola's Teacher Education Department. We work collaboratively to not only prepare teachers but also to impact the program, the school, the community, and education as a whole. Moreover, this program will create a pipeline of qualified special educators into Maryland's schools, where the true impact on addressing learning challenges can be made. Program faculty have experience as school-based practitioners and will use their pedagogical expertise to engage teacher candidates in learning. Our approach to learning is rooted in theory yet always connected to practice. Candidates have the opportunity to observe, practice, and, through a gradual release model, apply their learning in real classrooms with children in partnership schools.

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

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

Graduates of the special education program will be well prepared to meet the special education teacher licensing requirements of the State of Maryland. The program offers students the option of preparing students for special education licensure of either elementary/middle or secondary/adult 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.

Graduates of this program will be highly sought by local school systems. The minimum base salary for teachers will be \$60,000 per year by July 1, 2026. Special educators' starting salaries are higher in most LEAs.

Maryland Labor Data Long Term Occupational Projections 2023 - 2033

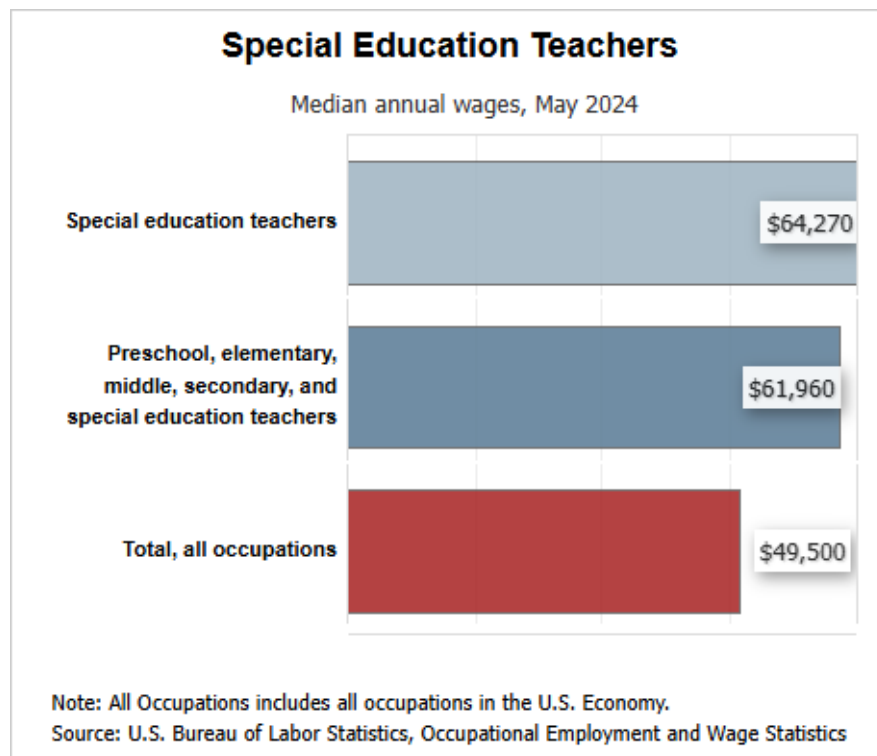
SOC Title	Base Employment	Projection Employment	Numeric Change	Percent Change	Replacement (Exits/Transfer)	Total Openings
Special Education Teachers, All Other	2,589	2,728	139	5.37	1,806	1,945
Special Education, Middle School	3,416	3,557	141	4.13	2,369	2,510
Special Education, Secondary	3,105	3,239	134	4.32	2,154	2,288
Source: Maryland Long Term Occupational Projections (2023 – 20233) https://public.tableau.com/app/profile/anteneh.gebremariam2677/viz/MarylandLongTermOccupationalProjections2022-2032/MajorOccupationalGroups						

Maryland and United States Projected Employment Growth 2022 -2032

Occupation	MD Employment 2022	MD Employment 2032	MD Projected Growth 2022-2032	MD Projected Annual Openings	U.S. Projected Annual Openings
Special Education Teachers, Elementary School	3,440	3,780	10%	270	15,400
Special Education Teachers, Middle School	3,350	3,670	10%	270	6,300
Special Education Teachers, Secondary School	3,040	3,350	10%	240	11,100

Source: National Center for ONET Development and the U.S. Department of Labor Statistics, O*NET <https://www.onetonline.org/find/quick?s=special+education>

As shown below, median salaries for each occupational category in Maryland are above the median salary of all occupations in the state.



Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Employment and Wage Statistics [May 2023]

<https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm#tab-5>

- 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.

The United States Bureau of Labor Statistics Occupational Outlook Handbook states that special education teachers are expected to have an overall one percent decline in employment, but because of the large number of workers exiting the workplace over 37,000 openings for special education teachers are projected each year on average. Maryland data, as listed in section C.2 above, further indicate the projected need for special education teachers.

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

The table below provides the number of graduates from similar special education programs in Maryland. The table is based on data the commission has listed in their *Degree Trend* database.

INSTITUTION NAME	PROGRAM NAME	CIP	APPROVAL YEAR	2021	2022	2023	2024	2025
Coppin State University	SPECIAL EDUCATION	131001		0	0	0	0	0
Frostburg State University	ELEMENTARY/SPECIAL EDUCATION DUAL CERT	131001	2023	0	0	0	0	0
Towson University	SPECIAL EDUCATION	131001	1997	16	15	13	7	9
Towson University	EARLY CHILDHOOD / SPECIAL EDUCATION	131015	2009	52	54	57	43	28
Towson University	ELEMENTARY EDU/SPECIAL EDU	131017	2002	97	93	92	69	39
University of Maryland - College Park	SPECIAL EDUCATION	131001		9	9	9	6	14
University of Maryland - College Park	EARLY CHILDHOOD ED&EARLY CHLDHOOD SPC ED	131209		23	26	26	21	27
University of Maryland - Eastern Shore	ELEMENTARY/SPECIAL EDUCATION	131001	1978	5	5	6	1	6
Hood College	SPECIAL EDUCATION	131001		0	0	0	-	-
Hood College	ELEMENTARY/SPECIAL EDUCATION	131099	2004	20	17	20	11	8
Washington Adventist University	ELEM ED/SPECIAL ED	139999	2005	14	8	4	-	-
MHEC Degree Trend Data - Office of Research and Policy Analysis								

D. Reasonableness of Program Duplication:

- Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others to the same degree to be awarded.

The proposed program is a BA in Special Education under CIP code 13.1001 that leads to licensure as a special education teacher in both Elementary/Middle and Secondary/Adult certification areas.

All programs that lead to special education teacher licensure are required by the state to follow MSDE requirements for certification. All programs offered in Maryland that led to special education teacher licensure, will therefore have similar content requirements.

Differences of the proposed program to similar programs in the state are based primarily on mission and focus of the program. For example, there are a number of similar programs in the state, but there are only four that are labeled as special education programs in CIP code 13.1001. Other similar programs in the state are designed as teacher education programs for a particular age group such as early childhood, elementary, or secondary levels that also include a special education certification pathway option. Programs that focus on special education like the proposed program, do not lead directly to one of these traditional teaching pathways, instead they focus on preparing teachers to teach special education students. Special education teacher programs provide more depth in special education content and focus solely on teaching special education students compared to these other similar programs.

Additional similarities and differences of similar programs can be found in the chart below.

Institutions	Program	CIP Code	Similarity	Difference
Bowie State University	EARLY CHILDHOOD Concentration in Special Education	131209	Pathway towards special education licensure	Early childhood program focus, Concentration not program Different CIP code Different certification area
Coppin State University	SPECIAL EDUCATION	131001	Special education focus CIP code	Only leads to one certification area (elementary)
Frostburg State University	ELEMENTARY/SPECIAL EDUCATION DUAL CERT	131001	CIP code Pathway towards special education licensure	Elementary Education program focus Only leads to one certification area (elementary)
Towson University	SPECIAL EDUCATION	131001	CIP code Focus on Special Education Multiple Certification areas	Loyola Core and mission as Jesuit Catholic University
Towson University	EARLY CHILDHOOD / SPECIAL EDUCATION	131015	Pathway towards special education licensure	Early childhood program focus, Concentration not program Different CIP code Different certification area
Towson University	ELEMENTARY EDU/SPECIAL EDU	131017	Pathway towards special education licensure	Elementary Education program focus Only leads to one certification area (elementary)
University of Maryland – Baltimore County	PRE-SPECIAL EDUCATION	131001	CIP code	Not listed on institution’s website No MHEC data available
University of Maryland - College Park	SPECIAL EDUCATION	131001	CIP code Focus on Special Education Multiple Certification areas	Loyola Core as Jesuit, Catholic University Certification Area in Elementary and Middle School only Geographic location
University of Maryland - College Park	SECONDARY and TRANSITIONAL SPECIAL EDUCATION CONCENTRATION	131001	CIP code Pathway towards special education licensure	Secondary education program focus Only leads to one certification area (secondary) Does not appear listed on website
University of Maryland – College Park	PRE-SPECIAL EDUCATION	131001	CIP code	Not listed on institution’s website No MHEC data available
University of Maryland - College Park	EARLY CHILDHOOD ED&EARLY CHLDHOOD SPC ED	131209	Pathway towards special education licensure	Early childhood program focus, Concentration not program Different CIP code Different certification area

University of Maryland - Eastern Shore	SPECIAL EDUCATION	131001	CIP code Focus on Special Education Multiple Certification areas	Loyola Core as Jesuit, Catholic University Geographic location
University of Maryland – Eastern Shore	PRE-SPECIAL EDUCATION	131001	CIP code	Not listed on institution’s website No MHEC data available
Hood College	SPECIAL EDUCATION	131001	CIP Code Title	A stand-alone special education program at Hood does not seem to be currently offered. An Elem/Spec. dual certification is offered – See next row
Hood College	ELEMENTARY/SPECIAL EDUCATION	131099	Pathway towards special education licensure	Elementary Education program focus Only leads to one certification area (elementary)
Washington Adventist University	ELEM ED/SPECIAL ED	139999	Pathway towards special education licensure	Elementary Education program focus Only leads to one certification area (elementary)

2. Provide justification for the proposed program.

As noted in both section B. and section C. of the proposal above, the need in Maryland for special education teachers is great. The Blueprint for Maryland’s Future indicates every Maryland school district’s plan, notes that help is needed to recruit, hire, and retain special education teachers in all levels because of a lack of qualified teacher applicants and a limited number of college graduates entering the teaching profession. Further, special education is listed in all four appendices of the 2022 Maryland State Plan for Higher Education. This listing indicates both the need for special education programs in the state as well as the workforce need for special education teachers.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

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

There is minimal expected impact on the implementation or maintenance of high-demand programs at HBI’s by the proposed program.

Currently, Coppin State University and the University of Maryland Eastern Shore offer Special Education programs. The MHEC API indicates that Bowie State University offers a special education concentration under their early childhood program.

Data from MHEC’s degree trend data indicate that Coppin State University has not graduated a special education student in the last five years.

The University of Maryland Eastern Shore (UMES) offers a similar special education program to the proposed program. Although the UMES program is similar to the proposed program, we believe the geographic distance and the limited cross-application overlap between the two institutions is minimal. The UMES program, similar to other special education programs in the state, provides value to students and is part of the solution to

Maryland's workforce shortage in the field. As mentioned previously in the proposal, the need for special education programs and graduates entering the special education workforce in the state is great as stressed by the listing of special education on all four appendices to the 2022 Maryland State Plan. Additionally, the Blueprint for Maryland's Future indicates the need for all Maryland school districts in the state requiring help because of the workforce need for special education teachers in Maryland. Therefore, the need for the program as well as geographic location, and lack of student application overlap allow for both the UMES and the proposed program to coexist and thrive.

The MHEC API indicates Bowie State University's program is an early childhood program with a concentration in Special Education. As constructed the program focusses on an MSDE certification area that is different than the certification areas the proposed programs prepare graduates for, elementary/middle and secondary/adult certifications areas.

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

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

There is no expected impact on the uniqueness and institutional identities and missions of HBIs in Maryland caused by the proposed program. As listed in section E above, three HBI programs offer a similar program in the state. Of the three programs, Coppin State University, Bowie State University, and University of Maryland Eastern Shore (UMES), MHEC data indicates that Coppin State has not graduated a special education student in the last five years, Bowie State University's program is in an MSDE certification area different than the proposed program, and the UMES program although similar, is not geographically close to the proposed program and has a very limited student application overlap. Finally, special education programs leading to licensure in Maryland, are required to have similar content, therefore special education programs that prepare students for similar MSDE certification areas have limited uniqueness and therefore cannot have significant impact on institutional identities and missions.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning

Outcomes (as outlined in [COMAR13B.02.03.10](#)):

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

The proposed program was established as a response to the critical need for educators across the US and Maryland. The persistent concerns about the shortage of special education teachers raise concerns about students with disabilities receiving the services they need.

The proposed program idea was created as a response to a call to action to create innovative programs within the School of Education. These innovative programs support Loyola's strategic plan, *Together We Rise*.

Creating a special education major is one way that Loyola University Maryland can respond to the critical shortage of special educators and advance its institutional positioning. This program has the potential to attract candidates seeking to work with special populations. The program will be housed in Loyola's School of Education. Loyola already offers a graduate level special education program as well as an undergraduate minor in special education. Loyola faculty who are certified special educators worked together to develop the proposed undergraduate program of study. The chair of the teacher education program will oversee the program along with the School's leadership along with their esteemed faculty.

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

Loyola University Maryland School of Education's mission is to provide inspirational teaching, conduct and disseminate innovative scholarship, and actualize social justice practices with school and community partners. This mission cannot be realized without strong clinical practices.

Our candidates participate in a variety of developmentally appropriate clinical experiences throughout their programs, from the first semester to the last. Clinical experiences occur in carefully selected partnership schools, and candidates are placed in cohorts to promote collaboration. The Teacher Education Department and the School of Education are committed to the idea of Ignatian Innovation outlined in the Loyola University Maryland Compass Strategic Plan. As noted in the plan, we firmly believe "Jesuit education must be adaptable to students' individual needs and to the times in which it is delivered—with an eye towards preparation for the future."

Specifically, candidates in Loyola's programs in special education will be prepared to provide effective services to learners with a wide variety of disabilities and to take leadership roles in the field of special education.

The programs emphasize proven strategies, specially designed instruction, literacy instruction rooted in the science of reading, legal issues, comprehensive assessment, and advanced professional skills necessary to provide high-quality services to children and adolescents with special needs, particularly those with mild to moderate disabilities such as language or learning disabilities, attention deficit/hyperactivity disorder, autism spectrum disorders, emotional/behavioral disorders, and mild intellectual disabilities.

Loyola University Maryland's School of Education centers equity and social justice in teaching. We see the purpose of teaching as enhancing the learning and life chances of the diverse student populations by working with others to challenge the inequities of school and society. We envision an extensive learning community, grounded in the values of our Jesuit mission, informed by a learner-centered model of instruction, and seeking to cultivate education leaders of competence, conscience, and compassion. Our candidates are professionals who are dedicated and committed to excellence and have specialized knowledge and intensive academic preparation. The conceptual framework guides the work of each program, and outcomes are intentionally embedded throughout the curriculum.

Loyola University Maryland School of Education Conceptual Framework Learning Outcomes	
Competence	
1.A. Possesses Broad Knowledge	<i>Knows content, professional, and pedagogical knowledge and can teach and serve P-12 students effectively</i>
1.B. Creates Productive Learning Environments	<i>Effects positive, constructive learning in P-12 students by applying broad knowledge in creating differentiated learning experiences and assessments for all learners</i>
1.C. Reflects on Practice	<i>Uses knowledge to evaluate successes and failures and to adapt instruction and service to needs of students</i>
1.D. Displays Leadership	<i>Advocates for sound, research-based practice throughout the educational system</i>
1.E. Forms Community Relationships	<i>Works effectively with colleagues, mentors, administrators, and parents</i>
Conscience	
2.A. Behaves Ethically	<i>Acts in accordance with standards of professional conduct and respect for all individuals</i>
2.B. Is Committed to Social Justice	<i>Acts to promote equal educational opportunities for all students, especially the materially disadvantaged</i>
Compassion	
3.A. Exemplifies Cura Personalis	<i>Shows concern for and commitment to the development of the potential of all members of the teaching and learning community</i>

The proposed Loyola undergraduate program in Special Education specifically will prepare candidates to provide equitable education and effective services to children with mild to moderate disabilities and to take leadership roles in the field of special education. Candidates in the program will receive unparalleled educational experiences that emphasize academic excellence, strong clinical preparation, and equity and social justice.

The objectives of the program are drawn from the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and the Council for Exceptional Children's (CEC) Standards.

A list program learning outcomes can be found in Appendix A.

Please see *Appendix A: Program Learning Outcomes Alignment* and *Appendix A1: Curriculum Map*

3. Explain how the institution will:

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

Assessments in each course are aligned to program outcomes, including InTASC and CEC 2020 Initial Practice-Based Professional Preparation Standards for Special Educators. Learning outcomes are assessed each year in a cycle that follows institutional guidelines and best practices. Assessment of student learning outcomes is standard practice in the School of Education programs. The School of Education has a continuous improvement process, where student learning outcome data is analyzed, curricular revisions are made, and each program generates an annual report submitted to the Assistant Dean for Assessment and Data Management.

Signature assessments are designated throughout the program, with key assessments used at or near the end of the program to assess students' preparation. These assessments are aligned to the learning outcomes, including the national standards (InTASC and CEC) and the School of Education's conceptual framework. The assignments are submitted by students into Loyola's assessment platform and are scored by course faculty. Data from the assessments are aggregated for program review.

The data from these assessments are evaluated by faculty, department chairs, institutional administrators, and the Committee on the Assessment of Student Learning. Recommendations for curricular changes based on these evaluations are provided to faculty program leaders for consideration of implementation.

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

As required by all Maryland Approved Programs for initial certification, assessment, and documentation of student achievement of the learning outcomes will be systematically collected through Loyola's assessment management platform. Signature assessments that allow program faculty to analyze progress toward the learning outcomes will be required in courses throughout the program; key assessment data collected through licensure exam scores and student portfolios will be used to document student achievement of the learning outcomes upon program exit.

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

Students are considered to have met their graduation requirements when they have completed all degree requirements. Degree requirements include successful completion of the requirements of their major, a minimum of 38 courses (3-, 4-, or 5-credit courses), diversity and justice course graduation requirements, satisfaction of Loyola's Core Curriculum, all totaling a minimum of 120 credits. Students must also maintain a minimum cumulative GPA of 2.00 in all Loyola courses and meet the residency requirement of satisfactory completion of at least 60 credits at the university.

Depending on which MSDE certification they seek in special education, the proposed program will consist of a total of 120 or 122 credits. A minimum of 120 credits with 54 credits in the major are required for secondary/adult certification. A minimum of 122 credits with 56 credits in the major

are required for elementary/middle licensure. 48 credits are in the Loyola's Core Curriculum, and 18 credits are free electives. The difference in credit count is due to specific literacy requirements required by the Maryland State Department of Education.

Please see the table below for a full listing of the curriculum requirements followed by course descriptions.

<i>SPECIAL EDUCATION PROGRAM - Course Requirements</i> (Class of 2031)	
<i>Liberal Arts Core: 48 credits</i>	<i>Credits</i>
1. WR 100 Effective Writing	3
2. History 100 Encountering the Past	3
3. EN 101 The Art of Reading	3
4. History 200 Level OR English 200 Level	3
5. World Language Intermediate II Level (104 level)*	3
6. Fine Arts (AH109, AH110, AH111, DR250, DR251, DR252, MU201, MU202, MU203, MU204, PT270, SA224 or SA227)	3
7. PL 201 Foundations of Philosophy	3
8. TH 201 Introduction to Christian Theology	3
9. PL 202 – 299 OR TH 202 – 299	3
10. Ethics: PL 300 – 319 (If student took TH 202 – 299) TH 300 – 319 (If student took PL 202 – 299)	3
11. Social Science – **ED 100 Introduction to Education: School and Society (3 cr.) & Concurrent ED 431 Field Experience in Education (1 cr.)	4
12. Social Science***ED 205 Educational Psychology	3
13. Math Core	3
14. Natural Science– Science – PH 116 Integrated Science (4 credits)	4
15. Math OR Science Core– PH 117 Integrated Science (4 credits)	4
Diversity-Justice** (ED 100)	
Diversity- Justice** (ED 345/RE475)	

*Students who place higher than the 104 level on Loyola's world language placement exam may be exempt from the world language core requirement, pending confirmation from Loyola's Modern Language department after a **proctored on-site** placement exam. Those students will need to complete 1 additional free elective in lieu of the world language core.

**The Diversity and Justice course requirements may simultaneously fulfill a Core, Major, Minor or Elective requirement. The Diversity and Justice courses may be taught in any discipline and will focus on domestic diversity, global diversity, or justice awareness. The Diversity and Justice courses must be taken at Loyola.

***Students in the Honors program would have this requirement waived and can take HN 232: Honors Seminar in Introductory Psychology or other Honors Social Science core instead of ED 205.

<i>Special Education Core (all SPED majors take)</i>	
<i>Elementary Licensure: 38 credits</i>	<i>Secondary Licensure: 36 credits</i>
16. SE 296 Introduction to Special Education (3 cr.) with ED 438 Field Experience: Special Education (1 cr.)	16. SE 296 Introduction to Special Education (3 cr.) with ED 438 Field Experience: Special Education (1 cr.)
17. SE 482 Assessment and Evaluation for Special Education (3 cr.)	17. SE 482 Assessment and Evaluation for Special Education (3 cr.)
18. SE 483 Collaboration and Consultation for Students with Special Needs (3 cr.)	18. SE 483 Collaboration and Consultation for Students with Special Needs (3 cr.)
19. SE 484 Principles of Behavior Management for SPED (3 cr.)	19. SE 484 Principles of Behavior Management for SPED (3 cr.)
20. SE 485 Curriculum and Instruction for Special Education (3 cr.)	20. SE 485 Curriculum and Instruction for Special Education (3 cr.)
21. SE 486 Development and Characteristics of Learners with Disabilities	21. SE 486 Development and Characteristics of Learners with Disabilities
22. SE 487 Instructional Methods to Support Students with Disabilities	22. SE 487 Instructional Methods to Support Students with Disabilities
23. RE 220 Early Literacy (4 cr.)	23. RE 220 Early Literacy (4 cr.)
24. RE 245 Intermediate Literacy (4 cr.)	24. RE 474 Secondary Digital and Disciplinary Literacy (3cr.)
25. RE 345 Literacy for Elementary MLLs (4 cr.)	25. RE 475 Content Literacy for Secondary MLLs (3 cr.)
26. SE 488 Literacy Instruction for Learners with Mild to Moderate Disabilities (4 cr.)	26. SE 488 Literacy Instruction for Learners with Mild to Moderate Disabilities (4 cr.)
<i>Licensure (18 credits)</i>	<i>Licensure (18 credits)</i>
27. SE 490 Internship I (3 cr.)	28. SE 490 Internship I (3 cr.)
28-32. †SE 491 Internship II (12 cr.) + Capstone (3 cr.)	28-32. †SE 491 Internship II (12 cr.) + Capstone (3 cr.)
<i>Free Electives (18 credits)</i>	<i>Free Electives (18 credits)</i>
33. Elective (3 credits)	33. Elective (3 credits)
34. Elective (3 credits)	34. Elective (3 credits)
35. Elective (3 credits)	35. Elective (3 credits)
36. Elective (3 credits)	36. Elective (3 credits)
37. Elective (3 credits)	37. Elective (3 credits)
38. Elective (3 credits)	38. Elective (3 credits)
<i>Students Must Earn 122 credits through 38 unique courses @ 3+ credits each.</i> Elementary: 122 credits	<i>Students Must Earn 120 credits through 38 unique courses @ 3 credits each.</i> Secondary: 120 credits

† During the spring of the senior year, special education majors who are not eligible for licensure register for the 12-credit, non-licensure option, consisting of one departmental elective and three free electives (chosen in conjunction with the advisor). The ED 4** (capstone) requirement is waived for these students and replaced with one free elective. All other requirements for the major must be met. Students who complete this option do not complete the Maryland-approved program and cannot be recommended for licensure.

Courses descriptions for the special education major and supporting courses are found below.

Proposed Special Education Major Course Descriptions

Course Titles & Descriptions – Special Education	Credit Hours
ED 100 – Introduction to Education: School and Society (Counts towards major and Loyola Core for this program) Introduces students to the role of education in today’s multicultural world and their own academic disciplines. Topics include the historical and sociological foundations of education and implications for schooling our increasingly diverse population; principles of how children learn; ways schools can facilitate student achievement; and the impact of educational technology. Concurrent with readings and discussions, students learn through hands-on experience and interactions with K-12 pupils in communities and in schools. <i>The co-requisite for this course is a field experience in a school setting. Fulfills social science core. Closed to students who have taken ED 101.</i> Concurrent Requisite: ED 431	3.00
ED 431 – Introduction to Education: School and Society (Counts towards major and Loyola Core for this program) A school-based involvement in the educational process for three to four hours per week. Students work with children in the classroom in a variety of ways that include one-to-one instruction and small group teaching. They become acquainted with existing clerical support systems and media resources, and participate in the preparation of learning materials. Problems and techniques of classroom management are experienced in a realistic setting. <i>May be repeated twice for degree credit. (Pass/Fail)</i> Concurrent Requisite: ED 100 or ED 101	1.00
ED 438 – Field Experience: Special Education A school-based involvement in special education for three or four hours per week. Students work with children in the classroom in a variety of ways, including one-on-one instruction and small group teaching. They become acquainted with resources and participate in the preparation of learning materials. Problems and techniques of classroom management are experienced in a realistic setting. <i>(Pass/Fail)</i> Concurrent Requisite: SE 296	1.00

Course Titles & Descriptions – Special Education	Credit Hours
SE 296 – Introduction to Special Education Provides an introduction to the terminology, identification, and issues commonly encountered when addressing the needs of diverse students with disabilities. Emphasis is placed on inclusion, diversity issues, federal and state legislative mandates pertinent to nondiscriminatory assessments, parental involvement, individualized education programs, and professional practice and foundations in special education. Participants investigate the major areas of exceptionality, addressing the characteristics and educational needs of students with orthopedic, visual, hearing, speech, emotional, cognitive, and health impairments, including Autism Spectrum Disorder, and those with learning disabilities. Connections between theory and practice are developed to enhance acquisition of course competencies.	3.00
SE 482 – Assessment and Evaluation for Special Education Teacher candidates demonstrate understanding of the principles, ethics, and limitations of assessment, as well as the process of special education eligibility, progress evaluation, and dismissal. Candidates demonstrate understanding and knowledge of various formal and informal assessment instruments, their administration, and their interpretation. Candidates construct goals and objectives for students with learning and behavior problems by using assessment information and input from parents and other professionals. Candidates design adaptations and accommodations to meet unique needs. Emphasis is placed on linking assessment information to the designing of appropriate instructional programs that meet the unique needs of children with disabilities.	3.00
SE 483 – Collaboration and Consultation for Students with Special Needs Students explore the full continuum of special education service delivery models, including inclusive education, resource services, team teaching, and consultation. Learners gain insight into the intricacy of collaboration with other professionals and families. Through the use of formal measures and self-reflection, students explore the factors that influence their ability to collaborate and refine their interpersonal communication skills. The multi-approaches to co-teaching are examined and students demonstrate effective co-planning and co-teaching practices as a part of the full continuum of services. Students develop an empathetic understanding of the needs and concerns of families and cultivate skills to effectively assist and encourage active family participation in the educational process. Parent rights, ethical concerns, and professional boundaries are reviewed.	3.00

Course Titles & Descriptions – Special Education	Credit Hours
SE 484 – Principles of Behavior Management for Special Education Provides a foundation for behavior management, applied behavior analysis (ABA), and positive behavior interventions and supports (PBIS) for use by special educators or behavioral specialists. Students examine behavioral definitions and measurement procedures, prompting and reinforcement strategies, systematic behavior change methods, targeted interventions, and school-wide behavior support processes. Students use data from functional behavior assessment methods to discover the function of a child's problem behavior, modify environments to reduce or prevent problem behavior, implement positive behavioral interventions, and program functional alternatives for school settings. This course is designed to explore best practices of effective classroom management and individual behavior intervention strategies. Emphasis is given to creating proactive learning environments through positive behavioral interventions and support. Discussions and review of Functional Behavioral Assessments and Behavior Intervention Plans are included.	3.00
SE 485 Curriculum and Instruction for Special Education Designed to give teacher candidates a thorough understanding of specially designed instruction and is focused on IEP development and instructional methods for teaching exceptional learners. Candidates are prepared to meet the instructional needs of exceptional students in a variety of settings. They learn how to use data to make instructional decisions and monitor student growth; gain an understanding of effective approaches to learning and teaching; prepare instruction, modify curriculum and materials, and review behavior management strategies to meet the unique needs of individual learners. Candidates utilize a case study to develop a practice IEP which includes a Present Levels of Academic and Functional Performance (PLAAFP) page, goals, objectives, and accommodations utilizing assessment information and input from parents and other professionals.	3.00
SE 486 Development and Characteristics of Learners with Disabilities (New Course) Students demonstrate knowledge of high prevalence disorders/disabilities typically requiring specially designed instruction and the provision of special education services. Topics include an in-depth study of characteristics of exceptional conditions and the effects they can have on a person's life. The course reviews high leverage practices having the greatest impact on educational, social, emotional, and behavioral growth. Issues specific to learning disabilities, mild intellectual disabilities, ADHD, speech and language impairments, autism spectrum disorder, and emotional and behavioral disabilities are examined. The multidimensional impact of coRE3ncomitant disabilities is emphasized.	3.00

Course Titles & Descriptions – Special Education	Credit Hours
SE 487 Instructional Methods to Support Students with Disabilities (New Course) This undergraduate course prepares teacher candidates to use Individualized Education Programs (IEPs) as instructional roadmaps to teach students with mild to moderate disabilities. Emphasis is placed on identifying and teaching individualized skills, aligning instruction to IEP goals and curriculum, implementing required service delivery models, and differentiating instruction to ensure access to and progress within the general education curriculum. Through case studies, lesson planning, data analysis, and simulated IEP decision-making, candidates will develop the skills needed to plan, implement, and monitor specially designed instruction that supports student growth and progress toward IEP goals and grade level standards.	3.00
RE 220 Early Literacy Provides a research-based understanding of the cognitive, socio-cultural, linguistic, and motivational influences on early literacy and language development. Topics include: understanding reading research, cognitive psychology's contributions to understanding the reading process, language development, the process of how the brain learns to read, literacy assessments to guide instruction, high leverage practices in each of the components of reading and writing instruction, and how to incorporate these components into culturally and linguistically diverse early elementary classrooms. Students are required to complete mandatory service-learning hours in a classroom or tutoring environment for students in grades K-2.	4.00
RE 245 Intermediate Literacy (Course for Elementary Pathway Only) Develops and utilizes foundational knowledge of literacy development for intermediate grades 3-5 using evidence based instructional and assessment approaches. Students explore literature and how to utilize it in their instruction. Students plan, modify, and implement interactive whole group and small group lesson plans for intermediate learners, taking into account the various literacy and multilingual needs of students in grades 3-5. The course instructs students how to use various informal and formal literacy assessments to measure student progress, to make instructional decisions, and to communicate with stakeholders. Professional resources are analyzed by students to critically examine their cultural experiences and the influence on their instruction. Using their knowledge of the students they teach, students design engaging literacy and language learning environments and experiences. Mandatory service-learning hours in a classroom or tutoring environment for students in grades 3-5.	4.00

Course Titles & Descriptions – Special Education	Credit Hours
*RE 345 Literacy for MLLs (Course for Elementary Pathway Only) Prepares students to understand, assess, and instruct multilingual students that are developing language and literacy in more than one language. Building on theory, research, and practice from the field of multilingualism, language acquisition, and education, students learn about the process of language and literacy development of diverse children who are exposed to more than one language and cultural contexts in which this development occurs. Students design lessons on English phonology, morphology, syntax, and semantics to address multilingual reading, writing, listening, and speaking to promote academic and social language development. Students also examine language and cultural diversity and address political, social, and educational questions that involve power, place, and privilege and how this shapes the schooling and communities of diverse groups. Students are required to complete mandatory field experience working with multilingual students in a classroom setting	4.00
RE 474 Digital and Disciplinary Literacy (Course for Secondary Pathway Only) Introduces a wide variety of strategies which use reading, writing, speaking, listening, and viewing to support content learning. Particular attention is given to the development of vocabulary, comprehension, study skills, and writing strategies for all learners including struggling readers and English Language Learners. <i>The Maryland State Department of Education has approved this course for the required Reading in the Content Area I course.</i>	3.00
RE 475 - Literacy in the Content Area II (Course for Secondary Pathway Only) Further explores the research and application that addresses literacy as a tool for negotiating and comprehending content area material. Students revisit and add to a wide range of literacy-based content area strategies. Particular attention is given to the instruction/assessment cycle, uses of technology, and supporting diverse learners. <i>The Maryland State Department of Education has approved this course for the required Reading in the Content Area II course.</i>	3.00
SE 488 Literacy Instruction for Learners with Mild to Moderate Disabilities (New Course) Focuses on the essential elements of language structure and the importance of teaching students with reading disabilities how to apply them. The course emphasizes special intervention techniques for accelerating the reading skills of students with mild and moderate disabilities, especially dyslexia and other learning disabilities. Includes validated strategies, explicit teaching procedures, self-regulated methods, and specialized programs which improve student learning in the areas of phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension. Field-based and in-class projects are used to promote the acquisition and application of validated strategies, multisensory methods, self-regulated instruction, and curriculum-based progress monitoring.	4.00

Course Titles & Descriptions – Special Education	Credit Hours
SE 490 Internship I (New Course) The first phase of a two-semester internship. Students connect theory to practice with local school partners. Interns observe, reflect, and develop the knowledge, skills, and dispositions required of classroom teachers. Students collaborate with mentor teachers in the preparation of learning materials and in classroom instruction. They become acquainted with support systems, school climate, and educational resources. A 3.0 GPA or passing score on Praxis or its equivalent. Students are responsible for transportation to school site. (Pass/Fail)	3.00
SE 491 Internship II + Capstone (New Course) Students continue their intensive yearlong internship in this closely supervised, full-time experience in a professional development school. During this second phase, students gradually assume all of the responsibilities of their cooperating mentor teachers. Students are responsible for transportation to school site. (Pass/Fail)	15.00

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

In accordance with the State of Maryland COMAR 13B.02.02.16.E, each of Loyola's bachelor's degree programs deliver an integrated and structured Core curriculum experience, in which general education skills and knowledge are addressed. At Loyola, all students are required to complete the core curriculum, regardless of their major. The core curriculum comprises the foundations of a liberal arts education in the Jesuit tradition. Courses span over areas in humanities, social sciences, and natural sciences/mathematics. They include disciplines such as writing, English, history, fine arts, theology, philosophy, and ethics. The diversity core course focuses on domestic diversity, global diversity, or justice.

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

The proposed BA in Special Education is intended to lead to Maryland teacher education licensure in either elementary/middle or secondary/adult. Programs approval from the Maryland State Department of Education (MSDE) will be sought. Students are required to successfully complete coursework, including internships and complete all licensure exams required by MSDE.

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

The proposal does not include contracting with another institution or non-collegiate organization.

- Provide assurance and any appropriate evidence that the proposed program will provide

students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

All program graduation requirements, including prerequisites, curriculum, administration, financial aid, and any other relevant information will be maintained on the Loyola website and in the undergraduate catalogue. Individual course requirements will be delineated on syllabi, as well as in catalogue descriptions before registration. Faculty and academic advisors 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, a National Fellowships Office, The Study, the Writing Center, and many other support services to assist students for success. 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 be clearly and accurately represent the proposed program and services available.

Loyola University Maryland has a dedicated Office of Marketing and Communication. 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 Offices of Marketing and Communications, Office of Admissions, Office Financial Aid, Office of the Registrar, 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.

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](#).

No formal articulations have been developed with partner institutions at this time; however, Loyola employs a seamless transfer program under which students who transfer to Loyola with

an A.A. or A.S. degree from a Maryland community college can usually complete a bachelor's degree within two years.

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

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of **faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**

All faculty teaching in the Loyola University Maryland's special education program have been fully vetted and provide local, national, and international excellence in their field of study. Any 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 with the ability to reach their full potential.

Please see *Appendix B for Faculty Chart*

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 currently offers two formal university-wide teaching enhancement workshops each year for all faculty, as well as numerous less formal pedagogical opportunities throughout the year. Several workshop sessions are dedicated to pedagogical training for faculty and instructors, including discussions of best practices for promoting student learning. In 2018 Loyola established Teaching Fellows who research and then incorporate into their courses high-impact practices. The Fellows disseminate their findings and experiences to the faculty.

- b) The learning management system

Loyola uses the Moodle learning management system which is supported by 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 resources.

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

This program is not a distance education program.

The Office of Digital Teaching and Learning instructional designers are available to develop on-line classes and 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.

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.

Most of the resources required for the program already exist. Loyola currently possesses the necessary classroom and laboratory space, the appropriate instructional resources, and faculty offices to support the proposed program. New instructional resources, estimated to be modest, will be funded by the dean of the School of Education.

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

While this program is not a distance education program, all Loyola faculty, staff, and students are provided with a free@loyola.edu email account. Loyola uses the Moodle Learning Management System (LMS) which provides a flexible and adaptive e-learning environment that integrates with Google tools and web-conferencing software including Zoom. These tools allow students ease of access to course content and the ability to collaborate with faculty and classmates both synchronously and asynchronously. The Office of Technology Services provides technical support for all student email accounts and the LMS. The Office of Digital Technology provides additional support to faculty and students engaged in distance teaching and learning.

L. Adequacy of Financial Resources with Documentation (as outlined in [COMAR13B.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.

Table 1 (below) addresses the program resources. Modest revenues are projected for the program based on projected student enrollment and tuition revenue. Based on conservative projections, revenue is expected to outpace expenses. The proposed program is a high-need area for the state and region.

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)	\$259,500.00	\$499,130.00	\$727,110.00	\$969,500.00	\$998,585.00
a. Number of F/T Students	10	19	27	35	35
b. Annual Tuition/Fee Rate	\$25,950.00	\$26,270.00	\$26,930.00	\$27,700.00	\$28,531.00
c. Total F/T Revenue (a x b)	\$259,500.00	\$499,130.00	\$727,110.00	\$969,500.00	\$998,585.00
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	NA	NA	NA	NA	NA
f. Annual Credit Hour Rate	NA	NA	NA	NA	NA
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$259,500.00	\$499,130.00	\$727,110.00	\$969,500.00	\$998,585.00

2.a. The number of FT student enrollments include 10 new students each year along with continuing students based on historical retention rates.

2.b. Net Tuition is determined by Enrollment Management and is tuition minus discount.

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.

Table 2 (below) addresses the program's expenditures. The proposed program will be implemented using existing resources of the institution with expected tuition revenue offsetting program expenditures for added faculty and staff. Projections for the program's revenue are expected to exceed projected expenses.

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$137,004.00	\$140,770.00	\$279,136.00	\$287,149.00	\$295,402.00
a. Number of FTE	1.83	1.83	3.33	3.33	3.33
b. Total Salary	\$106,968.00	\$109,857.36	\$215,543.60	\$221,674.25	\$227,988.81
c. Total Benefits	\$30,036.24	\$30,912.88	\$63,592.87	\$65,474.98	\$67,413.55
2. Admin. 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
3. Support Staff (b + c below)	0	\$33,888.40	\$35,001.46	\$36,051.50	\$37,133.05
a. Number of FTE	0	0.5	0.5	0.5	0.5
b. Total Salary	0	\$26,000.00	\$26,780.00	\$27,583.40	\$28,410.90
c. Total Benefits	0	\$7,888.40	\$8,221.46	\$8,468.10	\$8,722.15
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	\$11,092.00	\$14,247.00	\$17,042.00	\$28,642.00	\$28,642.00
TOTAL (Add 1 – 7)	\$148,096.24	\$188,905.40	\$331,179.46	\$351,842.50	\$361,177.05

1. Faculty salaries rise at 3% per year

1.a. Faculty includes one FTE of existing TCF faculty member + some per-course affiliates with the hire of 1 additional TCF faculty member in year 3. These numbers also include an increase of core faculty outside the School of Education.

3. A half-time Program Assistant is budgeted; other support staff come from existing program assistants.

7. Includes Program director stipend per year + fringe; starting in year 4, we will pay mentor stipends for each 4th-year student. Also includes surcharge to Registrar's Office (250/student) and surcharge for AASC (100/student). Finally, this includes costs per year for transportation to field experiences.

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 course evaluations, faculty peer evaluations, and faculty annual updates. The latter requires faculty to perform self-evaluation of courses and teaching effectiveness, and to provide evidence of student learning achievement. In the case of Loyola's special education program, a review will be performed annually by the chair of teacher education. Student learning outcomes are evaluated in alignment with university practice and School of Education practices. Data are collected in a web-based assessment platform and are evaluated at designated points through the program to assess student progress toward achievement of the outcomes. Key assessment data is reviewed each year to inform curricular revisions.

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.

As indicated in Section G.3. assessment of student learning outcomes is standard practice in School of Education programs. The School of Education (SOE) has a continuous improvement process, where student learning outcome data is analyzed, curricular revisions are made, and each program generates an annual report submitted to the Assistant Dean for Assessment and Data Management.

Signature assessments are designated throughout the program, with key assessments used at or near the end of the program to assess students' preparation. These assessments are aligned to the learning outcomes, including the national standards (InTASC and CEC) and the SOE's conceptual framework. The assignments are submitted by students into the LiveText assessment platform and are scored by course faculty. Data from the assessments are aggregated for program review.

The proposed program will follow established procedures in the SOE to analyze student retention data each year. Students will be assigned a program advisor to support them not only with course planning and registration, but also guiding them toward campus resources to assist as needed.

The SOE surveys program completers at exit and alumni at 1, 3, and 5 years after graduation. Data from these surveys is used in the continuous improvement process at the program level. Faculty are engaged in the continuous improvement discussions of the program.

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

- a. 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 advancing student access and success. The University is committed to creating a community that recognizes the inherent value and dignity of each person. To attract qualified applicants of all backgrounds, the University seeks to increase admissions outreach to non-traditional markets, with successful results. At the undergraduate level, Loyola offers institutionally funded academic scholarships, need-based grants, and athletic grants to qualified students. Loyola has earned a reputation for strong student outcomes as a result of its emphasis on the enduring knowledge and skills of a liberal arts education, care for the whole person, and strong career preparation and pipelines, with successful, high-earning, and influential graduates from all backgrounds, with less student debt.¹

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.

¹ See recognition of Loyola in *Forbes* 2025-26 list of America's Top Colleges, Georgetown University's Center on Education and the Workforce study on return on investment (ROI), *Kiplinger's Personal Finance* ratings on accessible exceptional education, Payscale.com's College Salary Report on median salary of graduates and mid-career salary ROI, and Jeffrey Selingo's Dream School: Finding the College That's Right for You

Appendix A: Program Learning Outcomes Alignment

Proposed Special Education Program Learning Outcomes Alignment to Institutional Learning Aims

Loyola Institutional Learning Aims	Standard 1:	Standard 2:	Standard 3:	Standard 4:	Standard 5:	Standard 6:	Standard 7:
Intellectual Excellence	X		X		X		
Critical Understanding: Thinking, Reading, and Analyzing			X	X	X		
Eloquentia Perfecta	X			X			X
Aesthetics		X	X		X		
Leadership	X						X
Faith and Mission	X						
Promotion of Justice	X	X				X	X
Diversity	X	X		X			X
Wellness		X				X	

Program Learning Outcomes

Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines

Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs

Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge

Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making

Standard 5: Supporting Learning Using Effective Instruction

Standard 6: Supporting Social, Emotional, and Behavioral Growth

Standard 7: Collaborating with Team Members

Appendix A1: Curriculum Map

BA in Special Education Program Curriculum Alignment to Program Learning Outcomes

Program Learning Outcomes	RE 220	RE 245 or RE 474	RE 345 or RE 475	SE 488	ED 100 / ED 431	ED 205	SE 296 / ED 438	SE 486	SE 482	SE 483	SE 484	SE 485	SE 487	SE 490	SE 491
Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines	I	I	R	R	I		I	R	R	R	R	R	R	R	M
Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs	I	R	R	R		I		R	R	R	R, M	R	R, M	R	M
Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge	I	R	R	R				I	R	R	R	R	R, M	R	M
Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making	I	R	R	R, M				I	R	R, M	R	R	R	R	M
Standard 5: Supporting Learning Using Effective Instruction	I	R	R	R, M		I	I	R	R	R	R	R	R, M	R	M
Standard 6: Supporting Social, Emotional, and Behavioral Growth						I	I	R	R	R	R, M	R	R	R	M
Standard 7: Collaborating with Team Members			I	R				I	R, M	R	R		R	R	M

I = Introduced

R = Reinforced

M = Mastery Learning

Appendix B: Faculty Chart

Special Education Program Faculty Chart

Name	Title	Degree/Field	Appointment (TT/NTT)	Status	Courses
Margarita Gomez	Professor of Literacy Education	Doctor of Philosophy Curriculum and Instruction: Language, Learning & Literacy	T	FT	RE 345
Karen Terrell	Assistant Professor of Math Education	Doctor of Philosophy, Curriculum and Instruction	TT	FT	SE 487
Monique Yates	Assistant Clinical Professor	M.S. Special Education	TCF	FT	SE 296 SE 490 SE 491 ED 438
Colleen Taghavi (Mulgrew)	Assistant Clinical Professor	M.S. Special Education	TCF	FT	SE 296 SE 484 SE 485 ED 421 ED 438
Michele Murphy	Affiliate Instructor of Special Education	M.S. Special Education	NTT	PT	SE 482 SE 483 SE 486
Kristine E. Larson	Assistant Professor of Special Education	Doctor of Education, Special Education	TT	FT	SE 482 SE 483

*New Hire	Assistant Clinical Professor		TCF	FT	SE 490 SE 491
Kristina Collins	Associate Clinical Professor	M.S., Professional Writing Secondary English, TESOL, and School Administrator I licensure	TCF	FT	RE 245
Amanda Rampata	Affiliate Instructor	M.Ed. in Literacy, Reading Specialist	NTT	PT	RE 561
Leah Katherine Saal	Professor of Literacy	Ph.D., Curriculum and Instruction, Literacy	T	FT	RE 474
Sedrick Smith	Affiliate Instructor	Ph.D., Language, Literacy, and Culture	NTT	PT	RE 475
Brian Dunlop	Affiliate Instructor	Ph.D., Special Education	NTT	PT	SE 482 SE 485
Jessica Enos	Assistant Clinical Professor	Ph.D. Curriculum and Instruction	NTT	FT	ED 100 ED 205 ED 431 RE 220
Autumn Smith	Affiliate Instructor	M.Ed., Literacy; NBCT	NTT	PT	SE 488
	* Anticipated hire following approval of proposed program				

T – Tenured

TT – Tenure-Track

TCF – Teaching Clinical Faculty

NTT – Non-Tenure Track