MARYLAND HIGHER EDUCATION COMMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

_____ NEW INSTRUCTIONAL PROGRAM

__X__ SUBSTANTIAL EXPANSION/MAJOR MODIFICATION

_____ COOPERATIVE DEGREE PROGRAM

__X__ WITHIN EXISTING RESOURCES or _____ REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

__Notre Dame of Maryland University__
Institution Submitting Proposal

__August 1, 2016__
Projected Implementation Date

M.A.	Leadership in Teaching (Online)
Award to be Offered	Title of Proposed Program

0801	13.0101
Suggested HEGIS Code	Suggested CIP Code

School of Education	Sister Sharon Slear
Department of Proposed Program	Name of Department Head

Kathryn Doherty	kdoherty@ndm.edu	410-532-5316
Contact Name	Contact E-Mail Address	Contact Phone Number

_____   President/Chief Executive Approval
Signature and Date

__2/3/16__
Date   Date Endorsed/Approved by Governing Board

Academic Program Proposal
Notre Dame of Maryland University
Substantial Modification to Existing Program

Provide a description of the program, including each area of concentration and how it relates to the institution's approved mission.

Notre Dame of Maryland University has been a leader in teacher education for more than ninety years. Since 1916 the University has offered professional studies in secondary education. The elementary education major was inaugurated in 1956. In 1995, the college was approved to offer dual certification in general/special education. Since 1971, when the Maryland State Department of Education adopted NASDTEC standards for teacher education, the University has maintained continuous approval of its programs in elementary, secondary, special education, and gifted and talented education. The education major consistently has been among the top majors selected by undergraduate students at Notre Dame. The move from a department to the School of Education reflects the growth and demand for teacher education programs.

The proposed Master in Leadership in Teaching in a fully online format is a continuation of the long tradition of teacher education at Notre Dame and a logical extension of the dual certification teacher education programs to increase access for working adults. The proposed program, built from the existing in-seat program, signals the ongoing commitment by the University to prepare aspiring school teaching and administrators to be effective instructional leaders for all students. The proposed program also closely aligns with the focus of the doctoral program on Instructional Leadership.

Classroom teachers play a vital role in preparing students for the challenges and opportunities of the 21st century. The existing Master of Arts in Leadership in Teaching program provides advanced study for professionals who wish to become master teachers—leaders in the art and craft of teaching—with the commitment and skills to provide for the success of their students and the leadership development of their peers. Through graduate study in leadership, in pedagogy and in international education, the program develops competencies essential for contemporary educators. Offering this program in a fully online delivery will increase access to these key components of success teaching and leadership to a broader, regional audience.

Explain how the proposed program supports the institution's strategic goals and provide evidence that it affirms it as an institutional body.
The University currently devotes resources to growth in the sector. The Leadership in Teaching program was developed with input from Leadership in Teaching education professionals who understand the need for and value of the enhancement of management and leadership skills. Notre Dame is the largest private producer of certified teachers in the state. Offering the program fully online will provide greater regional access to professionals in the field.

The University's strategic plan includes an initiative to respond to market demand through innovative programs and delivery options. Designed to broaden competencies in specialized pedagogy, technology, decision-making, problem-solving and effective communication, this program prepares teachers to be leaders across all facets of the 21st century school. Leadership in Teaching is a comprehensive leadership program for education professions, enabling students to apply theory in practice to support Maryland's strong K-12 system. The in-seat program has been effective in attracting adult students interested in completing their degree and advancing in their career. This degree has a wider appeal to teaching professionals interested in professional development and advancement, and an online delivery would open up the benefits of the program to additional educators outside of NDMU's traditional market reach in the adult populations..

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B.   Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

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

Within the Masters in Leadership in Teaching program, students devote serious study to expanding their intellectual and cultural horizons by means of coursework that focuses on social, cultural, and global dimensions of learning. They enlarge their capacity to identify and analyze challenges facing educators around the world and expand their awareness of and appreciation for differing cultural perspectives. In so doing, they cultivate skills necessary to teach effectively in an increasingly multicultural environment by becoming more aware of the diverse social and cultural contexts within which today's schools function. The fully online delivery of this existing in-seat program would mirror this focus and ensure that NDMU online students are offered a similar in-depth and practical experience.

Distinctive features of the 36-credit program include a multidisciplinary foundation, a focus on the professional development of classroom teachers, and scheduling options which currently include Saturday and evening courses during the school year, as well as intensive day classes during the summer. For students who prefer summer study only, an option is available that permits degree completion in four consecutive summers. Expansion into the online delivery option will provide a third path for access to this important program to most fully support the state and regional need for highly qualified teachers and administrators.

Describe the educational objectives and intended student learning outcomes.

After completing the requirements for this program, students will, through a combination of theory and practice:

1. Demonstrate leadership skills for team building, decision making, problem solving, communicating effectively, and planning and managing change.
2. Understand and be able to state-of-the-art practices to empower their students to be self-motivated, serious learners.
3. Become critical consumers of education research that explores teaching and learning.
4. Identify and apply computer tools available for planning and instruction, use instruments for assessment and evaluation, and study approaches to curriculum design and course planning.
5. Communicate, plan for and manage change in today's dynamic multicultural environment.
6. Act as technology leaders who are equipped to meet the digital needs of their schools or school system,
7. Administer an effective and safe technology infrastructure, as well as plan for technology integration and guiding implementation.

Program of Study

Curriculum (36 Credits)

Required Courses (18 Credits)

EDU-543   Reading, Analyzing and Interpreting Educational Research (3)
EDU-552   Global Perspectives in Teaching (3)
EDU-556   Technology for Instruction and Management (3)
EDU-557   Leadership Seminar I (3)
EDU-559   Leadership Seminar II (3)
EDU-567   Learning Theory and Practice (3)

Electives (18 Credits)

Choose six electives from the following areas:
Education (including technology and online courses)
English

History
Liberal Arts

Course Descriptions for Core Courses
EDU-552 GLOBAL PERSPECTIVES IN TEACHING
Encourages an open inquiry into the nature of global education as a means to prepare students for intelligent participation in the contemporary world. Classroom materials and techniques are used to explore global issues, such as hunger, poverty, the environmental crisis, international development and world peace. Integrates content with pedagogy. [3 credits]

EDU-556 TECHNOLOGY FOR INSTRUCTION AND MANAGEMENT
Introduces learners to technology as a tool for classroom instruction and management. Students will be given opportunities in planning, designing and producing projects that meet the diverse instruction-al needs of students (e.g., special needs, gifted and talented, ESOL and other exceptionalities). The projects encompass skills in word processing, video, Web pages, multimedia and other technologies. Students examine online information services and the integration of technology into the curriculum and practice. [3 credits]

EDU-557 LEADERSHIP SEMINAR I
Involves student examination and critique of various models / theories of leadership while considering moral and ethical implications. Key elements of effective leadership are investigated and applied to school situations through reading, exercises, class discussions, case studies and group work. Students cultivate a reflective stance on their leadership abilities through self assessments. Students are encouraged to integrate and apply diverse leadership perspectives in order to enhance their abilities for educational leadership. [3 credits]

EDU-559 LEADERSHIP SEMINAR II
Considers the dynamics of innovation and change in organizations and institutions. Readings and discussions focus on the conceptualization, planning, and management of innovation and change. Seminar participants analyze the theoretical bases of various decision-making and problem-solving strategies and examine specific case studies relevant to change. Students are required to develop an analytical project in which they identify a particular problem and plan an effective strategy. [3 credits]
Prerequisite: 21 completed credits, including successful completion of EDU-557.

EDU-567 LEARNING THEORY AND PRACTICE
Evaluates theories of learning from cognitive, physiological and affective perspectives as a basis for effective instructional practice. Research into the theoretical basis for learning and higher level thinking skills is applied to educational planning, implementation, and evaluation. [3 credits]

Course descriptions for Electives are available at http://catalog.ndm.edu/ccg/school-of-education-graduate-catalog/school-of-education-course-descriptions.

Discuss how general education requirements will be met, if applicable.
This is a graduate degree program, so general education requirements are not applicable.

Identify any specialized accreditation or graduate certification requirements for this program and its students.
Students seeking certification in both initial and advanced programs need to pass Praxis Core and Praxis II examinations. In place of Praxis Core, Maryland will accept SAT scores of at least 1100 or ACT composite score of at least 24.

C.   Critical and compelling regional or Statewide need as identified in the State Plan:
Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State.

Specific local, regional and State need for graduates. Notre Dame of Maryland University has been a leader in educating part-time adult students since 1975. The University continues to respond to women and men returning to school by providing high-quality undergraduate programs in today's competitive fields. NDMU's Leadership in Teaching graduate program provides professional advancement to today's educator. The sector of Non-Classroom Professionals has been identified as a state area of critical shortage in the Maryland State Teacher Staffing Report 2014-2016. As the report states, "In summary, this report identifies select non-classroom professional positions that are critical shortage areas. Many of these positions come from the teacher ranks and are considered career pathways for teachers. All of these positions are essential to having successful schools for Maryland's K-12 population." (pp. 28-29), which supports the need for programs that provide current teachers with leadership and administrative skills. The existing in-seat Masters of Leadership in Teaching has been successful in meeting this need on a local basis; expansion to a fully online delivery option will provide an increased access to critical training and education needed to increase the school administrator pipeline from classroom to front office.

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

In keeping with the values central to its mission, Notre Dame emphasizes personal and professional ethics in its curricula for undergraduate students. Students in the Leadership in Teaching program currently learn to lead in a diverse and global cultural context. An emphasis on organizational effectiveness and ethics is incorporated into the curriculum. The University seeks to build on the initial success of this traditional face-to-face program while also responding to student requests by offering the option of completing the program entirely online. In so doing, NDMU will contribute to the Maryland goals for postsecondary education in terms of quality and effectiveness, access, student-centered learning, teacher shortage, and economic growth (State Goals 1, 2, 4, and 5).

D.   Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:
Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

The *Maryland State Teacher Staffing Report 2014-2016* data support the approval of this fully online program. Three of the four overarching recommendations of the report relate to areas of teacher shortage, including subject matter, location, and underrepresented groups. (http://www.marylandpublicschools.org/msde/divisions/certification/progapproval/docs/ MarylandTeacher Report20142016.pdf.) In Recommendation 1, areas of shortage are identified for teachers in technology, the sciences, math, and ESOL. Each of these areas is a possible concentration within the Masters in Leadership in Teaching degree. Recommendation 2 lists the 23 localities in Maryland where a teacher shortage has been identified. Notre Dame currently has off site locations that serve half of these areas in face-to-face programs. Offering this program in a fully online delivery mode will support NDMU outreach to the remaining communities, providing greater access to teachers who whish to pursue this degree. Recommendation 3 identified a shortage of qualified minority teachers. With NDMU's record as the number one private school in Maryland for issuing certifications to teacher candidates, the number of students in teacher prep programs at NDMU, and the high percentage of students from underrepresented populations who complete programs in the School of Education, the Masters of Leadership in Teaching goal of increasing access and ensuring a continuing pipeline of certified and high qualified teachers aligns with and supports the Maryland State Goals for Teacher Staffing 2014-2016.

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.
Current and projected job growth in school administration shows a 6% positive projected growth rate from 2014-2024, with solid salary numbers for individuals with a Masters degree or higher, as demonstrated in the following table:

Quick Facts: Elementary, Middle, and High School Administrators (BLS.gov)	
2014 Median Pay	$89,540 per year
Typical Entry-Level Education	Master's degree
Work Experience in a Related Occupation	5 years or more
On-the-job Training	None
Number of Jobs, 2014	240,000
Job Outlook, 2014-24	6% (As fast as average)
Employment Change, 2014-24	14,000

Data showing the current and projected supply of prospective graduates.
An Education Week article (http://www.edweek.org/ew/articles/2015/01/21/maryland-grooms-assistant-principals-to-take-schools.html) cites the ongoing need for well trained school leaders in the advancement pipeline The table below illustrates employment figures and a 6% projected growth rate over time.

Employment projections data for elementary, middle, and high school principals, 2014-24 (BLS.gov)				
Occupational Title	Employment, 2014	Projected Employment, 2024	Change, 2014-24	
			Percent	Numeric
Education administrators, elementary and secondary school	240,000	254,000	6	14,000

Employment 2014-15 (BLS.gov)			
Area	Secondary School	Middle School	Elementary School
United States	960,380	630,620	1,353,020
Maryland	19,660	14,130	26,940
Baltimore-Towson	11,170	6,780	12,510

A survey delivered to undergraduate and graduate NDMU students in January 2016 demonstrated that students are seeking additional online course and degree options. More than 60% of 280 respondents indicated they would prefer additional online options in their undergraduate and graduate programs. Curent courses delivered online through NDMU are at capacity and each has a waitlist. This has been the trend over the past several years. Students tell their faculty and their advisors that they are looking to enroll in more online courses.

In a very competitive student market, NDMU believes that we must offer a fully only option for our current Leadership in Teaching program in order to remain viable in our local and statewide market. Five year enrollment and graduation projections, based on current in-seat programs and anticipated growth in online from new and continuing students, are provided in the following table:

Enrollment

Degree	2016	2017	2018	2019	2020
M.A. Leadership in Teaching (online)	20	37	40	41	45

Graduates

Degree	2016	2017	2018	2019	2020
M.A. Leadership in Teaching (online)	--	15	17	18	20

E.   Reasonableness of program duplication:

The NDMU M.A. Leadership in Teaching degree is a current program, and is architected to prepare today's students to be tomorrow's Leadership in Teaching leaders. Based on the foundation of a liberal arts education grounded in ethics and philosophy, which differentiate this program from other Leadership in Teaching degrees in the state, the requirements of the Leadership in Teaching major have been greatly influenced by the needs of the dynamic Leadership in Teaching community where our students intern and work upon graduation. The program, which focuses on women as leaders, includes courses in teamwork, negotiation, leadership, communications, data analysis and Leadership in Teaching research in addition to the traditional areas of Leadership in Teaching study which include economics, marketing, management, accounting and finance. Market research has shown that study in each of these areas was needed to provide graduates with the confidence as well as the knowledge, skills and competencies needed to succeed in their respective organizations. In addition, online Leadership in Teaching programs are few in number in Maryland, and by offering one through NDMU, we meet the need that students express for additional access and delivery options for higher education in Maryland.

Provide justification for the proposed program.

The M.A. degree in Leadership in Teaching is an existing in-seat program at NDMU. The move to a fully online option will increase access for working adults who are balancing school, work, and family. A study conducted by the National Center for Education Statistics reported that there were over 21 million students enrolled at colleges and universities across the country in 2012, and that 26% of these students were enrolled in fully online or hybrid classes. Additionally, another 2.1 million students enrolled in for-profit institutions were taking exclusively online programs.   Currently, NDMU offers a variety of individual courses online and several fully only line programs. These courses are always full to capacity, with a waiting list. Online offerings are expanding at institutions across the country. NDMU believes that to remain relevant in today's higher education world, offering several fully online programs will support the institutions continuing ability to be competitive in the marketplace and to provide increased access and opportunity to NDMU students.

F.   Relevance to Historically Black Institutions (HBIs)

Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBIs.

This currently existing program does not impact the implementation or maintenance of Leadership in Teaching programs at HBIs in Maryland. State and federal statistics demonstrate increased job growth in this sector, and requiring entry level to mid level administrators with the potential for strong salaries. Adding a fully online Leadership in Teaching delivery option to an existing program will expand convenience for current students and

would not impact the larger, lower tuition programs at the state HBIs, who maintain very strong enrollment patterns and populations.

Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.
This program is an existing program at NDMU that will be delivered in an online format on a small scale. It does not, and will not impact the uniqueness and institutional identities at state institutions, including HBIs, given NDMU's focus on women as leaders, and on team building and team leadership, but may increase access for minority students for whom an in-seat program may not be appropriate due to work or family commitments.

G.   If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).
The NDMU online delivery option for the in Teaching fully meets and exceeds the Principles of Good Practice in online education, as outlined in the following sections:

A distance education program shall be established and overseen by qualified faculty.
This program was developed in face-to-face format by qualified faculty, and approved by the NDMU curriculum committee. Courses will be taught by regular full time faculty in the discipline, as well as by highly qualified adjunct faculty trained in online delivery.

A program's curriculum shall be coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.
Courses in the online program contain the same rigorous content as those delivered in traditional format. Assessment and evaluation standards are comparable in both modes of delivery.

A program shall result in learning outcomes appropriate to the rigor and breadth of the program.
All courses in the online Leadership in Teaching program are developed and delivered based on course and program learning outcomes that are assessed regularly to collect data to be used to improve teaching and learning.

A program shall provide for appropriate real-time or delayed interaction between faculty and students.
All courses in the online Leadership in Teaching program will provide for faculty-student interaction through interactive discussion forums, "Ask the Instructor" sections of the course sites, scheduled online conference sessions using Go-to-Meeting or Skype, and traditional contact via phone or email.

Faculty members in appropriate disciplines in collaboration with other institutional personnel shall participate in the design of courses offered through a distance education program.
Courses in the online Leadership in Teaching program were developed by faculty experts in the discipline, and approved by a curriculum committee of campus peers. Online courses are reviewed by one of the trained campus Quality Matters peer reviewers prior to delivery, and faculty are under contract to make improvements to these courses based on peer feedback.

Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives.
The online Leadership in Teaching program is being developed and delivered through the Moodle Learning Management system. Courses are designed for online delivery with support from a trained instructional designer and multimedia specialist, and students are provided with 24/7 access to online technology support.

An institution shall provide for training for faculty who teach with the use of technology in a distance education format, including training in the learning management system and the pedagogy of distance education.
All faculty who are new to teaching online must complete the Quality Matters training prior to teaching their first online course. Returning faculty are encouraged to enroll in a more advanced Quality Matters training. Additionally, faculty may meet via Skype or on campus with a trained instructional designer and multimedia specialist.

Principles of best practice for teaching in a distance education format shall be developed and maintained by the faculty.
Notre Dame of Maryland University has adopted the Quality Matters standards for online teaching and learning, as well as the C-RAC Interregional Guidelines as criteria for design, development, and delivery of distance education courses.

An institution shall provide faculty support services specifically related to teaching through a distance education format.
NDMU provides all faculty teaching in the online environment equal access to Quality Matters training and workshops, as well as an instructional design team to support faculty in a one-on-one capacity.

An institution shall ensure that appropriate learning resources are available to students including appropriate and adequate library services and resources.
SmarThinking online tutoring in math, English/writing, and other core skills is available to all online students through a link on each course site. Online library access is provided to students through the Loyola Notre Dame Library website, which is linked from all online course sites.

A distance education program shall 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.
Students may register and pay for courses online, access their registration and financial aid information online, access their faculty and key staff online, seek advice and answers to academic and administrative questions online, access technology support online, and access all course materials and information online through the Moodle learning management system. Catalogs and university policy and requirements are all accessible online through the NDMU website, and through all course sites. Courses are designed and developed using the Quality Matters rubric and standards for best practice in online course design and delivery.

Enrolled students shall have reasonable and adequate access to the range of student services to support their distance education activities.
All online students have access to the range of student services through links on the NDMU website and on all course sites that include access to library resources, tutoring resources, advising and retention resources, catalog and registration resources, policies and procedures resources, and key faculty and staff.

Accepted students shall have the background, knowledge, and technical skills needed to undertake a distance education program.
Students are advised and counseled as part of and prior to enrollment in an online program on the requirements for learning online, including access to technology, technology skill levels, self-motivation and organization requirements, training in the learning management system and course site use, and information about accessing online student and academic support services. Students may also choose to complete an online "are you ready for online learning" tutorial as part of the online program enrollment process.

Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.
All advertising, recruiting, and admissions materials have been designed that are specific to online programs, and online learning, and include information about the online program, the technology requirements, the available services, and the learning management system.

Policies for faculty evaluation shall include appropriate consideration of teaching and scholarly activities related to distance education programs.
All course evaluations for online courses and programs contain specific questions for students to respond to that relate to the online teaching and learning environment. Faculty are required to complete Quality Matters training in design and delivery of online courses prior to teaching online for the first time. An additional "Improving Your Online Course" is also available for faculty who wish additional training for the online environment.

An institution shall demonstrate a commitment to ongoing support, both financial and technical, and to continuation of a program for a period sufficient to enable students to complete a degree or certificate.
All online programs are developed and delivered using the course design and review process in place at NDMU for traditional face to face courses and programs that includes approval by the delivering department, review and approval by the school curriculum committee, and review and approval by the university curriculum and academic policy committee. The Quality Matters peer review process of new online courses is also in place for fully online courses. Part of the program design and delivery process includes approval of a budget that allocates resources and faculty to support the design and delivery of the program as well as a multi-year commitment to the program. The online program in Leadership in Teaching is an extension in the delivery of the in-seat Leadership in Teaching program, which is a long standing program at NDMU.

An institution shall evaluate a distance education program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.
The online Leadership in Teaching program is included in the NDMU annual assessment process, the NDMU program review process, the annual course evaluation process, and the discipline-based accreditation process for the department.

An institution shall demonstrate an evidence-based approach to best online teaching practices.
NDMU has in place a Quality Matters-based peer reviewed process for all new online courses and programs, as well as a mandated Quality Matters training program for all faculty wishing to teach online. NDMU is a member of Maryland Online and a participant in the Quality Matters program.

An institution shall provide for assessment and documentation of student achievement of learning outcomes in a distance education program.
NDMU has a comprehensive and sustained process for assessing student learning outcomes in all courses and programs, including those delivered online, that is overseen by the University Assessment Committee, and framed by the University Assessment Plan. All assessment at NDMU is completed on a regular annual cycle of course and program assessment consistent with core and program outcomes for students.

H.   Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).
As noted in the *Principles of Good Practice* for teaching and learning in the online environment above, all faculty who teach online at NDMU are required to complete Quality Matters training for online pedagogy and course design. This includes full time and adjunct faculty. The majority of faculty teaching in the current Leadership in

Teaching program, as well as in the proposed online Leadership in Teaching program are full-time tenured or tenure-track faculty. Adjunct (Associate) faculty are long time NDMU part-time faculty who consistently have high course and peer evaluation experience as well as many years of college level teaching, and Quality Matters training.

Full Time Faculty
Sharon Slear, SSND, Ph.D, Dean, School of Education and Professor
Gary Thrift, Ed.D., Chair, School of Education, and Associate Professor
Kelly Byrne Bull, Associate Professor
Ph.D. Bridget Connor, GNSH, Ed.D., Professor
Juliann Dupuis, Ph.D, Assistant Professor
Keri Guilbault, Ed.D., Assistant Professor
Andrew Moore, Ph.D., Assistant Professor
Joan Sattler, Ed.D., Associate Professor
Stephanie Savick, Ph.D., Assistant Professor
Angela Snyder, Ph.D., Assistant Professor
Evelyn Spratt, Ph.D., Associate Professor

I.   Adequacy of Library Resources
The Maryland Interlibrary Consortium, from which students and faculty at the Loyola Notre Dame library can borrow, has a total of 218,060 books with a primary heading of Leadership in Teaching, 1,829,419 education journal articles, and 3,017,176 scholarly journal articles available for student access through their online portal.

The Loyola Notre Library's Online Journal holdings represent similarly sizeable holdings. Students in the online Leadership in Teaching program will have online access to all consortium and NDMU online resources available through the library.

J. Adequacy of physical facilities, infrastructure and instructional equipment.
No new physical space is needed for this fully online program. The Moodle system will be the learning platform for the program.

K. Adequacy of provisions for evaluation of the program.
Discuss procedures for evaluating courses, faculty, and student learning outcomes.
The fully online Leadership in Teaching program will be subject to the same requirements as the face-to-face program for course, faculty and program evaluation. All NDMU students complete course evaluations online at the end of each of their courses, and this will continue for the online Leadership in Teaching courses. Faculty are evaluated annually by their department chairperson as provided for in the NDMU faculty handbook, and this will continue for full time faculty teaching in the Leadership in Teaching program. Adjunct faculty teaching at NDMU are evaluated through peer observation and feedback during their two semesters at the university using criteria for best practice in teaching and learning.

The University Assessment Plan at NDMU guides the assessment of student learning outcomes at all levels of the institution. Every course syllabus must contain learning outcomes for the program and the course, and assess those outcomes every year. Departments prepare and submit an annual student learning outcomes assessment report, which is reviewed by the University Assessment Committee. Feedback for these reports is provided to the chairs and the faculty at department and individual meetings. All requests for resource allocation and budget change must be supported by assessment data, including coursed based outcomes results.

L. Consistency with the state's minority student achievement goals.
Discuss how the proposed program addresses minority student access and success, and the institution's cultural diversity goals and initiatives.

The recruitment and retention of minority students is a high priority for Notre Dame, which regards outreach to minority populations as an integral part of our mission. Notre Dame continues to serve approximately 31 percent of students of color in its overall student population. The interactive approach of the online Leadership in Teaching program, and its openness to students from a variety of backgrounds, will make the proposed degree accessible to a wide range of students. Additionally, Notre Dame's academic support resources, including the Academic and Career Enrichment Center, are designed to help bolster the retention of at-risk students, including minority students, and will be available to students in the online environment through Skype and web conferencing services.

NDMU anticipates that the fully online delivery options for this program will reach a wider, more diverse group of students and, therefore, increase access to this program for students from underrepresented groups.

M. Relationship to low productivity programs identified by the Commission.
If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources may be redistributed to this program.

The current in-seat Leadership in Teaching program is a popular and populated program at NDMU. It is anticipated that enrollment in the fully online program will bring additional students from a wider geographic area into the Leadership in Teaching program and into NDMU as an institution. The follow tables illustrate the anticipated resources and expenditures associated with the fully online M.A.degree in Leadership in Teaching.

N.   Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

TABLE 1: RESOURCES					
Resource Categories	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
1. Existing/New Funds	$52,000	$53,400	$108,800	$118,600	$120,400
2. Tuition/Fee Revenue (c+g below)	$171,000	$316,350	$342,000	$350,550	$384,750
a. # F/T Students					
b. Annual Tuition/Fee Rate					
c. Total F/T Revenue (a x b)					
d. # P/T Students	20	37	40	41	45
e. Credit Hr. Rate	$475	$475	$475	$475	$475

f. Annual Credit Hr.	18	18	18	18	18
g. Total P/T Revenue (d x e x f)	$171,000	$316,350	$342,000	$350,550	$384,750
3. Grants, contacts, & other external sources					
4. Other Sources					
5. TOTAL (add 1-4)	$223,000	$369,750	$450,800	$469,150	$505,150

Table 1: Resources Narrative

Allocated Funds

Three full-time faculty will allocate 30% of their course load from the in-seat Leadership in Teaching program. Thirty percent of their salaries are therefore listed as funds allocated from teaching in the in-seat Leadership in Teaching program. A full time faculty member is added in year 3 to accommodate a rising student population, and will continue in years 4 and 5 of the program. An average yearly raise of 3% is projected. One of the faculty will receive release time to develop the courses in online format. Additional full-time faculty and adjunct faculty will teach on an as-needed basis.

Tuition and Fee Revenue

Tuition is based on 20 part-time students entering the program in the first year with an expected 75% annual retention rate. The second year of the program will admit a new group of students, with gradual growth in enrollments leading to 41 new students per year by the 4th year of the program. The projection of the number of students who will enroll in the program is derived from experience in the in-seat program as well as feedback from prospective students and school districts. The attrition rate reflects current trends in our existing programs. The program is designed as a cohort model, with students taking 18 credits annually for 2 years. The tuition rate is $475 per credit and will remain steady for the first 5 years of the program.

TABLE 2: EXPENDITURES					
Expenditure Categories	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1. Faculty (b + c below)	$63,960	$65,682	$133,824	$145,878	$148,092
a) # FTE	1	1	2	2	2
b) Total Salary	$52,000	$53,400	$108,800	$118,600	$120,400
c) Total Benefits	$11,960	$12,282	$25,024	$27,278	$27,692
2. Admin. Staff (b + c below)	0	0	0	0	0
a) # FTE					
b) Total Salary					
c) Total Benefits					
3. Support staff	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	$2,000	$600	$600	$600	$600
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses Software, marketing, faculty development, and course development	$10,000	$10,000	$7,500	$7,500	$7,500
TOTAL (add 1-7)	$75,960	$76,282	$141,924	$153,978	$156,192

Table 2: Expenditures Narrative

1. Faculty (# FTE, Salary, and Benefits):

The equivalent of one full-time faculty member teaches in the program the first year (this represents the allocated time of three full-time faculty members, each of whom will contribute a portion of their workload to the KM program). A full time faculty member will also receive a course release to develop the courses for fully online delivery.

In the second year, the equivalent of one full-time faculty member will continue to teach in the program (representing the allocated time of the three full-time faculty members as noted above).

In the third year of the fully online program, a new faculty member will be hired to teach in the program, as enrollment grows. The number of FTEs will thus remain at two in year three and beyond, representing the continued reallocated time of the three full-time faculty members, plus the new faculty member, as well as other full time and part time program faculty as needed. The projected salary for the new faculty member is based on average salary information for new assistant professors of Leadership in Teaching as listed in the University and University Professional Association for Human Resources 2010 Survey.

Raises for full-time faculty members of 3% per year are projected. Benefits are projected at 23% of salary.

2 & 3. Support and Admin Staff (# FTE, Salary, and Benefits):
No additional support staff is expected in the first 5 years of the program.

4. Equipment:
No additional equipment is expected in the first 5 years of the program.

5. Library:
To accommodate the ongoing needs of the Leadership in Teaching program, the library is expected to need $2000 to supplement the online collection the first year, and $600 each following year.

6. New and/or Renovated Space:
No new or renovated space needs are expected in the first 5 years of the program.

6. Other Expenses (continuing license and product updates): None.