MARYLAND HIGHER EDUCATION COMMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

____ NEW INSTRUCTIONAL PROGRAM
X SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
____ COOPERATIVE DEGREE PROGRAM
____ 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.)

Loyola University Maryland
Institution Submitting Proposal

Fall 2017
Projected Implementation Date

Master of Education
Award to be Offered

Educational Technology
Title of Proposed Program

0839-01
Suggested HEGIS Code

13.1309
Suggested CIP Code

School of Education
Department of Proposed Program

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Signature and Date
President/Chief Executive Approval

11/17/2016
Date
Date Endorsed/Approved by Governing Board

LOYOLA UNIVERSITY MARYLAND

— 1852 —

Executive summary

Loyola University Maryland proposes to offer its existing M.Ed. in Educational Technology as an online program. While our in-person offering remains popular we have stretched the geographical limits of in-person offerings with off-campus programs in Baltimore, Montgomery, and Prince George's counties. While we would like to offer our program in the western Maryland and on the eastern shore, the maintenance of quality remains paramount and adding additional physical sites is both impractical and deleterious to quality. Additionally, smaller counties do not exhibit the demand necessary to create coherent student cohorts or to ensure cost effectiveness. Offering our program online overcomes these challenges. While some programs rely heavily on part-time faculty, we believe that our full-time faculty must deliver the program; moving online allows us to meet both dispersed demand and to maintain quality standards.

Educational technology has become fundamental to both the institution's and the School of Education's strategic plans. In recent years, we have expanded our educational capacity with additional instructional designers, faculty development opportunities, and new full-time faculty in the M.Ed. in Educational Technology. The aspiration to offer the program online has informed much of this resourcing and capacity building. The program's 'Key Concepts' clearly define program goals important for Educational Technology graduates to understand and aligned to the new International Society for Technology in Education (ISTE) Standards for Coaches. Most of the program's courses are already available in a hybrid format, both to improve their quality and enhance our expertise in online education.

The M.Ed. in Educational Technology is ideally suited to online offering as it attracts candidates who already have facility with basic education technologies, reducing technical barriers; the program works very hard to model a variety of uses of technology for K-12 teachers, including flipped-classroom models and online technology; the 'key concepts' are independent of delivery method, they require heavy use of technology, and online pedagogies easily support their development – this is a natural program progression.

Continued commitment to Ignatian pedagogy, requires a significant personal attention from our faculty and has required a methodical approach to incorporating online learning, to guarantee the maintenance of our high standards. We now have the expertise and the technology to offer a high-quality program that provides personal attention to our students and deep learning of what is most important in the field of educational technology.

A. Centrality to mission and planning priorities, relationship to the program emphasis as outlined in the mission statements, and an institutional priority for program development;

Loyola University Maryland, in its most recent strategic plan has espoused the ambition to become the nation's leading Catholic comprehensive university in the nation.'[1] Additionally, the plan acknowledges and declares that 'to thrive in the years to come, we must become even more engaged with our students and their needs and must be aware of the demands made by civic and business communities.'[2] This proposal is fundamental to both of those objectives.

[1] Loyola University Maryland, *Grounded in tradition, educating for the future: strategic plan for Loyola University Maryland, 2008-2013,* (Baltimore, 2013), p. 1
[2] Ibid.

B. Critical and compelling regional or Statewide need as identified in the State Plan;

This program's online delivery will render it accessible to an enumerate population of experienced professionals in both Maryland and, with Maryland's membership of the State Authorization Reciprocity Agreement (SARA), throughout the nation. This accords with the state plan's assertions that 'postsecondary education access, affordability, and completion are the linchpins for an educated citizenry and an innovative and productive workforce for the State's 21st century knowledge-based economy.'[3]

An online offering of the M.Ed. in Educational Technology also supports the plan's assertion that

> To promote the State's competitive, knowledge- based economy, the postsecondary segments need to provide quality education and training to members of the workforce. It is not enough to simply have more students enter and complete academic or occupational programs, but they must have access to high-caliber and effective training that meets the evolving needs of the workplace.[4]

[3] Maryland Higher Education Commission, *Maryland ready: 2013-17 Maryland state plan for postsecondary education,* (2014), p. 26.
[4] Ibid., p. 52.

C. Quantifiable and reliable evidence and documentation of market supply and demand in the region and service area;

Market demand

In recent years an increasing number of institutions of all kinds have developed online Educational/Instructional Technology programs, prompted in response to student desires, faculty objectives, and the increasing ubiquity of online education. Additionally, and partially in response to education trends, the offering of an online program is required if institutions seek to retain their regional market share and current enrollment. In 2013, 5.5 million students were enrolled in distance education courses, and of those 2.9 million were enrolled in exclusively online programs.[5]

Additionally, graduate students are more than twice as likely to be enrolled in an exclusively online program as undergraduates. In fall 2014, 25% of the 2.91 million graduate students in the United States were enrolled in exclusively online programs. This compares with 12% of undergraduates.[6]

Of the 726,000 students who exclusively took distance education courses, 298,000 were enrolled at institutions located in the same state in which they resided, and 383,000 were enrolled at institutions in a different state.[7]

[5] National Center for Education Statistics, retrieved on June 6, 2016 from https://nces.ed.gov/fastfacts/display.asp?id=80
[6] National Center for Education Statistics, *The condition of education 2016,* (Washington D.C., 2016), p. xxiv. Retrieved on June 6, 2016 from http://nces.ed.gov/pubs2016/2016144.pdf
[7] Ibid., p. 110.

Enrollments in distance education continue to significantly outpace increases in face-to-face programs. Nationally, distance education enrollments continue to grow at a healthy rate, increasing 7% between fall 2012 and fall 2014.[8]

The percentage of post-baccalaureate students enrolled exclusively in distance education courses differs by institutional control. In fall 2014, the percentage of students who exclusively took distance education courses was higher for those enrolled at private for-profit institutions (81 percent) than for those at private non-profit (21 percent) and public (17 percent) institutions.[9] Nationally, students at private non-profit schools are more likely to enroll in wholly online programs than are students at public schools. Between 2012 and 2014 non-profit private schools experienced a 26% increase in distance education enrollments, while public institutions saw 9% increase, and enrollments at for-profit schools declined 10%.[10] The growth in distance education students is all the more impressive given that overall enrollments in higher education have declined by 248,091 from 2012 to 2013, and then by a further 173,540 from 2013 to 2014.[11]

Also, the State's decision to join the State Authorization Reciprocity Agreement (SARA) will increase the potential market for Maryland institutions offering distance education programs, but also increase the number of institutions that can enroll Maryland residents. This dictates that to remain competitive and attractive, Maryland institutions must continue to develop their online offerings and ensure that the quality thereof become a distinguishing hallmark.

Table 1 below identifies institutions offering educational/instructional technology programs online. Most of these institutions, where they are not an online school, are physically located in the

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[8] I. Elaine Allen, Jeff Seaman, Russell Poulin, and Terri Taylor Straut, *Online report card: tracking online education in the United States,* (Babson Survey Research Group, 2016), p. 13.
[9] National Center for Education Statistics, *The condition of education 2016*, p. 110. Retrieved on June 6, 2016 from http://nces.ed.gov/pubs2016/2016144.pdf.
[10] Allen, Seaman, Poulin, and Straut, *Online report card*, p. 13.
[11] Ibid., p. 14.

mid-Atlantic region; consequently, it is reasonable to expect they will focus marketing and enrollment efforts in the same region. This being the same region in which Loyola recruits and enrolls most of its graduate students dictates that to remain competitive it must offer programs online where both national and regional trends indicate an increasing ubiquity of online programs and students' exponentially increasing desire to complete at least part of their education online.

Furthermore, at least four of those schools in table 1 are actively engaged in the recruitment and enrollment of Marylanders, evidenced by their registration with the Maryland Higher Education Commission.

Table 1: online educational/instructional technology programs

Institution name	**Program name**
La Salle University	Instructional Technology Management
St. Joseph's University	Instructional Design and Technology
Drexel University	Learning Technologies
George Washington University	Education and Human Development in Educational Technology Leadership
	Educational Technology Leadership
Lesley University*	Educational Technology
New Jersey City University	Educational Technology
Ramapo College of New Jersey	Educational Technology
University of Maryland University College	Distance Education Technology
	Instructional Technology
Canisius College	Education Technologies and Emerging Media
The Johns Hopkins University	Education with concentration entitled 'Technology for Educators'
Walden University*	Instructional Design and Technology
Western Governors' University*	Instructional Design

	Learning and Technology
Wilkes University*	Online Teaching
	Instructional Media
	Classroom Technology

* Denotes that the program is registered with the Maryland Higher Education Commission and has enrolled Maryland residents.

Market supply

Table 2: annual graduations from Maryland institutions with graduate programs in Educational/Instructional Technology (CIP 13.0501), and Technology Teacher Education/Industrial Arts Teacher Education (CIP 13.1309)

School Name	Award Level	Program Name	CIP	2007	2008	2009	2010	2011	2012	2013	2014
Frostburg State University	Post Baccalaureate Certificate	Education Technology	130501	0	0	0	0	0	0	1	0
Towson University	Masters	Instructional Technology	130501	53	72	41	35	35	84	41	47
Towson University	Doctorate (Prior To 2009)	Instructional Technology	130501	2	1	0	0	0	0	0	0
Towson University	Doctorate(Research/Scholarship)	Instructional Technology	130501	0	0	1	4	1	3	6	3
Univ. of MD, Baltimore County	Post Baccalaureate Certificate	Inst Design For E-Learning(Joint W/	130501	0	0	0	0	0	2	0	0
Univ. of MD, College Park	Doctorate (Prior To 2009)	Industrial, Technological & Occ. Ed	131309	0	0	0	0	0	0	0	0
Univ. of MD Eastern Shore	Masters	Career & Technology Education	131309	12	8	7	10	8	9	2	9
Univ. of MD University College	Post Baccalaureate Certificate	Inst Design For E-Learning(Joint W/	130501	0	0	0	0	1	2	2	2
Univ. of MD University College	Post Baccalaureate Certificate	Instructional Technology Integratio	130501	0	0	0	0	9	4	9	13
Univ. of MD University College	Masters	Instructional Technology	130501	51	49	31	36	58	68	53	42
Johns Hopkins University	Post Baccalaureate Certificate	Leadership In Technology Integratio	130501	4	8	19	21	35	23	16	4
Johns Hopkins University	Post Baccalaureate Certificate	Online Teaching & Learning For Adul	130501	0	0	0	0	0	0	10	9
Johns Hopkins University	Masters	Education	130501	175	161	158	135	135	278	271	241
Loyola University Maryland	Masters	Education Technology	131309	9	8	10	23	5	22	4	19
Total annual graduations				**306**	**307**	**267**	**264**	**287**	**495**	**415**	**389**

Nationally, the Bureau of Labor Statistics projects a 10,500 increase in the number of instructional designers between 2014 and 2024, a 7% increase.[12] Maryland projections indicate 4,012 new and additional 'instructional coordinators' between 2014 and 2024, indicating a very robust labor market[13] and one that exceeds current labor market supply from Maryland institutions as evidenced in table 2 above, with the most recent data indicating an annual supply of 389 graduates for a profession(s) projected to required greater than 400 new master's educated professionals annually.

[12] Bureau of Labor Statistics, *Occupational Outlook Handbook,* retrieved on July 1, 2016 from http://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm
[13] Maryland Department of Labor, Licensing, and Regulation, *Maryland long-term occupational projections 2014-2024,* retrieved on July 6, 2016 from https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml

D. Reasonableness of program duplication, if any;

Table 3: annual enrollments from Maryland institutions with graduate programs in Educational/Instructional Technology (CIP 13.0501), and Technology Teacher Education/Industrial Arts Teacher Education (CIP 13.1309)

School Name	Award Level	Program Name	CIP	2007	2008	2009	2010	2011	2012	2013	2014
Frostburg State University	Post Baccalaureate Certificate	Education Technology	130501	0	0	1	0	0	0	0	0
Towson University	Masters	Instructional Technology	130501	192	174	191	226	194	195	184	164
Towson University	Doctorate(Research & Scholarship)	Instructional Technology	130501	29	29	27	25	25	32	29	29
Univ. of MD, Baltimore County	Post Baccalaureate Certificate	Inst Design For E-Learning(Joint W/	130501	0	0	0	2	3	7	6	1
Univ. of MD, College Park	Doctorate (Prior To 2009)	Industrial, Technological & Occ. Ed	131309	0	0	0	0	0	0	0	0
Univ. of MD Eastern Shore	Masters	Career & Technology Education	131309	17	14	28	23	12	13	22	22
Univ. of MD University College	Post Baccalaureate Certificate	Inst Design For E-Learning(Joint W/	130501	0	0	3	6	4	5	6	5
Univ. of MD University College	Post Baccalaureate Certificate	Instructional Technology Integratio	130501	0	0	0	2	3	25	17	18
Univ. of MD University College	Masters	Instructional Technology	130501	198	222	295	270	259	215	194	179
Johns Hopkins University	Post Baccalaureate Certificate	Leadership In Technology Integratio	130501	12	42	17	59	31	5	5	6
Johns Hopkins University	Post Baccalaureate Certificate	Online Teaching & Learning For Adul	130501	0	0	0	0	5	15	5	3
Johns Hopkins University	Masters	Education	130501	330	300	268	524	579	499	669	963
Johns Hopkins University	Non-Degree Graduate	Education	130501	0	0	0	0	0	0	36	31
Loyola University Maryland	Masters	Education Technology	131309	24	61	62	42	56	33	31	44
McDaniel College	Post Baccalaureate Certificate	Learning Technologies Specialist	130501	0	0	0	0	0	0	0	1
Total annual graduations				**802**	**842**	**892**	**1179**	**1171**	**1044**	**1204**	**1466**

Table 3 identifies enrollments in all graduate instructional and educational technology in Maryland, while table 2 indicates an annual supply of 389 graduates annually, a supply that is not meeting projected labor market demands. The offering of an online version of the M.Ed. in Educational Technology will allow existing programs to continue to prosper, to retain relevance and competitiveness, and will accommodate the increasing desire by students to study at least part of their program online. As previously mentioned, 12% of all graduate students in the U.S. are enrolled in online programs and the advent of SARA, reducing barriers to enrolling in online education across state boundaries, will likely facilitate an increase in the percentage.

Additionally, as table 1 demonstrates, the Commission has permitted a number of out-of-state institutions to enroll Marylanders in instructional teaching/design programs. To adequately compete with institutions elsewhere as well as in Maryland, and to ensure Maryland residents are offered quality programs from institutions in their own state, it is important that those programs are available online, where an increasing proportion of programs are available, responding to student demand.

E. Relevance to the implementation or maintenance of high-demand programs at HBIs;

Considering this proposal reflects state, regional, and national trends, it is not anticipated that it will have any impact upon the implementation or maintenance of programs at HBCUs.

F. Relevance to the support of the uniqueness and institutional identities and missions of HBIs;

Loyola does not envisage this program having an impact upon the uniqueness or institutional identity and mission of a Historically Black College or University. While the University of Maryland, Eastern Shore offers a very highly regarded M.Ed. in Career and Technology Education, that focusses on the education of graduates who will work in the specific field of career and technology education[14], Loyola's M.Ed. in Educational Technology is orientated to the wider integration of educational technology with practical and theoretical perspectives of change, school reform, staff development, and ethical considerations of technology. Its enrollees are expected to be those wishing to become technology leaders on the school, district, and national levels.

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

Curriculum

ET605 Introduction to Educational Technology

Examines applications of traditional and emerging technology to the curriculum with an emphasis on the use of technology as an instructional tool to enhance the quality of classroom instruction and facilitate the work of the teacher. Includes hands-on experience with a variety of technology as well as discussions of the place of technology in school reform. This

[14] Retrieved on July 6, 2016 from https://www.umes.edu/tech/gp.html

laboratory-based course provides hands-on computer experience in class and requires extensive computer work outside of class.

ET620 Multimedia Design in Education

An introduction to design, development, and evaluation of multimedia projects with an emphasis on multimedia production in the K-12 classroom. Students use multimedia authoring tools to produce courseware for classroom use and learn how to incorporate multimedia design projects into their curricula. Emphasis is on the use of multimedia design to teach K-12 students to be critical consumers of information. This laboratory-based course provides hands-on computer experience in class and requires extensive computer work outside of class

ET630 Digital Communication for Educators

Examines ways that learners can use digital communication technology to work creatively with others; to expand the walls of their classrooms for collaborative and global learning; and to enhance the ways that students access, evaluate, and disseminate information.

ET631 Transformative Online Teaching

Students develop expertise for teaching online and blended courses in K-12 and higher education settings. The course focuses on theories and best practices for integrating emerging technologies to facilitate high quality online and blended courses. Students develop pedagogical strategies that promote strategic use of asynchronous and synchronous tools that heighten student engagement, social presence, and interaction.

ET660 Innovative Digital Schools

Technology has been both a catalyst for transformation of schools, as well as a way of entrenching traditional pedagogical styles. This course explores examples of schools that have tried to use technology in transformative ways, including schools based around gaming, online schools, flipped classrooms, and one-to-one schools. Participants come away with ideas, based in real examples, of how technology can help schools to break out of the traditional paradigm.

ET680 The Role of the Technology Leader

Explores the role of the technology leader in fostering school change with technology. Examines models of change and the various ways that teacher leaders, school leaders, and school system leaders can become catalysts for change through innovative technology integration. Focuses on the role of technology planning for successful implementation of school change.

ET690 Educational Technology Seminar

Examines current trends in the field of educational technology.

ED776 Theory and Research on Teaching

Designed to give students an understanding of the range of theories and research on teaching and teacher leadership. The course content focuses on original research studies and theoretical arguments, primarily on instructional practices, professional development, cultural contexts of schooling, and pedagogical/philosophical issues within education.

ED602 Learner-Centered Education

Students examine the theoretical roots of learner-centered education. The focus is on the best available knowledge about how individuals learn and the most effective teaching techniques that emerge from those theories. Fundamental principles are stressed that can lead to the formation of motivated learners with a deep understanding of content and the ability to use their new knowledge to solve problems and think critically. Learning by Design, Universal Design for Learning, and Problem-Based Learning are presented as examples of the learner-centered approach.

ED608 Creative Thinking, Collaboration, and Educational Change

Students systematically examine innovation in schools, including the philosophical and psychological assumptions that underlie departures from traditional schooling. Focusing on individuals, students explore theories in creativity and creative problem-solving skills to consider ways to open up individuals, groups, and institutions to meaningful change. Students are also exposed to new paradigms and programs in education.

AD662 Leadership, Supervision, and Professional Development

Focuses on the essential roles that the educational leader plays in the professional growth of the instructional staff in support of improved student learning. The foundation of this course is based upon standards for effective professional development and adult learning, as well as theory and application of contemporary supervisory models. In addition, this course emphasizes the essential role of the school leader in the development and implementation of a professional learning community within the school

ET691 Educational Technology Internship

Students engage in a major educational technology leadership project in a school or school-district setting. At meetings with the advisor, assigned readings in specific areas of educational technology are discussed to provide some theory for the educational technology practice in which individual participants engage. At the conclusion of the internship, students complete a portfolio linking the internship to program standards.

H. Adequacy of any articulation;

The program does not anticipate a requirement for articulation agreements, and the institutions standard credit transfer policy, found in its catalogue, will apply to students seeking to transfer credits.

I. Adequacy of faculty resources consistent with Regulation .11 of this chapter;

Current full-time program faculty are:

David M. Marcovitz, Ph.D.

Kelly Keane, Ed.D.

Robert Kenyon, Ed.D.

Peggi Hunter, Ph.D.

Course	Current Instructor (s)	Full or Part Time
ET605	Varies	Mixed
ET620	Robert Kenyon, Ed.D.	Full-time
ET630	Jennifer Dingle	Part-time
ET631	Kelly Keane, Ed.D.	Full-time
ET660	Kelly Keane, Ed.D. & David Marcovitz, Ph.D.	Full-time
ET680	Robert Kenyon Ed.D. and David Marcovitz, Ph.D.	Full-time
ET690	Robert Kenyon Ed.D. and David Marcovitz, Ph.D.	Full-time
ED776	Varies	Mixed
ED602	Victor Delclos, Ph.D. and Kelly Keane, Ed.D.	Full-time
ED608	Varies	Mixed
AD662	Varies	Mixed
ET691	Varies	Mixed

J. Adequacy of library resources consistent with regulation .12 of this chapter

The Loyola-Notre Dame Library (LNDL) hosts well in excess of 400,000 volumes. In 2000, LNDL acquired its 400,000th volume, bringing the library to near its total holding capacity. In 2002, the library implemented the first ENCompass Digital Library System - a federated search engine 'encompassing' most of the library's database contents - in the United States. During the next ten years, the library's digital capabilities expanded exponentially, resulting in the addition of over 250,000 digital book titles and over 56,000 online journals. By 2007, the Maryland Interlibrary Consortium (MIC) consortium of libraries had grown to include four libraries in addition to LNDL, bringing total consortium holdings to over one million volumes.

An extensive building renovation and expansion project commenced in the summer of 2006 after several years of planning to bring the library into the digital age physically. Hillier/RMJM designed the new addition and renovation to the original building; the renovations would bring the size of the library to 125,000 square feet. By July 2008, Whiting-Turner had completed the construction at a cost of $20,000,000.

The library has embarked on two strategic plans during the period from 2005-2012 that have guided the priorities and budget allocations to keep the library a vital organization for students and faculty of Loyola and Notre Dame during the early 21st century. Through all these changes, the Loyola-Notre Dame Library has held constant its underlying mission, the provision of top-quality library services and resources to the communities of Loyola University and Notre Dame of Maryland University.

On June 10, 2016 the university announced that the Loyola-Notre Dame Library will become an affiliate member of the University System of Maryland Affiliated Institutions Library Consortium (USMAI). The consortium includes sixteen member libraries at Maryland public universities and colleges LNDL was chosen for membership largely because of the uniqueness of its collections, and it is the first private academic library in Maryland to join USMAI.

In summary, the university library and its services can adequately accommodate the learning needs of the extant M.Ed. in Educational Technology and it is excellently positioned to do so for this proposed online delivery.

K. Adequacy of physical facilities, infrastructure, and instructional equipment consistent with Regulation .13 of this chapter;

Loyola University Maryland, established in 1852, is accredited by the Middle States Commission for Higher Education and is entirely equipped to offer programs at all degree levels, including doctoral programs in select areas. This includes the necessary classroom resources, technology, student support and development assets and laboratory space.

Appendix A 'Principles of Good Practice for Distance Education' more explicitly addresses those element of the program concerning online delivery.

L. Adequacy of financial resources with documentation consistent with Regulation .14 of this chapter;

Details on the adequacy of financial resources in detailed in Appendix B.

M. Adequacy of provisions for evaluation of program consistent with Regulation .15 of this chapter;

The Educational Technology program collects data on key assessments aligned to the program's Key Concepts, the ISTE Standards for Coaches, and the School of Education Conceptual Framework. Each key assessment is scored using a rubric, and data from the key assessments are aggregated with LiveText. The School of Education Associate Dean for Assessment and the Educational Technology Program Director extract tables and charts from LiveText to demonstrate areas of strength and weakness. Program faculty meet regularly to discuss this quantitative data as well as qualitative observations and discussions. These discussions are used for program improvement as well as improvement of the key assessments in order to improve our instruments for collecting data. Bi-annually, data is also shared with the Educational Technology Program Advisory Board for feedback. This process leads to a comprehensive system of continuous improvement.

N. Consistency with the Commission's minority student achievement goals;

Loyola remains committed to an inclusive and diverse academic environment and upholding and fostering the principles enshrined in Title VI of the 1964 Civil Rights Act. This year's freshman class is Loyola's most diverse and reflects its long-term commitment to diversity and social justice. At Loyola University Maryland, diversity related programs and offices are plentiful throughout the campus. African, Latino, Asian, and Native American Services (ALANA) support programming throughout the year that is focused on multicultural diversity and student support. The Center for Community Service and Justice engages students and the broader Loyola community in education through service for a just and equitable world. OUTLoyola is a group of faculty, staff, and administrators of all backgrounds who are interested in promoting equality for the LGBT members of the campus community and informed dialogue about LGBT issues at Loyola.[15]

[15] Maryland Independent Colleges and Universities Association, *Cultural diversity report, 2015,* p. 14. Retrieved on June 7, 2015 from http://www.micua.org/images/2015MICUACulturalDiversityReport.pdf

Appendix A: Code of Maryland Regulations (COMAR) 13B.02.03C. Principles of Good Practice.

(a) **Curriculum and Instruction.**

(i) A distance education program shall be established and overseen by qualified faculty.

The faculty who will deliver the program are the same faculty who have delivered the traditional class-room program; they and their credentials are detailed in the main body of this proposal.

(ii) A program's curriculum shall be coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

The M.Ed. in Educational Technology's curriculum, outcomes, and objectives do not differ or as a consequence of its online availability. The School of Education will expect all students to demonstrate the knowledge, competencies, and learning outcomes associated with the classroom offering.

(iii) A program shall result in learning outcomes appropriate to the rigor and breadth of the program

The program's learning aims do not differ from those originally articulated for the traditional class-room program and are detailed below.

Key Concepts	Learning Objective
Key Concept 1: **Student-Centered Learning**	1.1 Candidates will be able to design meaningful activities and learning experiences that incorporate the guiding principles of Universal Design for Learning and appropriate technology tools and resources.
	1.2 Candidates will be able to apply a learner-centered framework, including learner-centered principles, to the development of learning activities.
	1.3 Candidates will be able to select, evaluate, and facilitate the use of adaptive and assistive technologies to support student learning.
	1.4 Candidates model and promote diversity, cultural understanding, and global awareness by using digital-age communication and collaboration tools to interact locally and globally.
Key Concept 2: **Instructional Design**	2.1 Candidates will be able to apply instructional design models to improve lesson design.
Key Concept 3: **Technology Integration Models & Technical Tasks**	3.1 Candidates will be able to apply models of technology in school (such as SAMR, TPACK, and/or TIM) to incorporate technology tools to improve teaching and learning.
	3.2 Candidates will be able to demonstrate the ability to tackle challenging technical tasks.
Key Concept 4: **Communication Skills**	4.1 Candidates will be able to help students use technology tools to collaborate with others inside and outside the classroom.

Key Concepts	Learning Objective
	4.2 Candidates will be able to use technology tools to collaborate with colleagues.
Key Concept 5: **Assessment with Technology**	5.1 Candidates will be able to apply technology to facilitate a variety of effective assessment and evaluation strategies.
	5.2 Candidates will be able to use technology to collect assessment data, analyze it, and improve student learning.
	5.3 Candidates will be able to use technology to communicate assessment data with others.
Key Concept 6: **Equity**	6.1 Candidates will be able to model and promote strategies for achieving equitable access to digital tools and resources.
Key Concept 7: **Digital Citizenship**	7.1 Candidates will be able to model and build a positive school culture that supports the safe, healthy and ethical use of technology.
Key Concept 8: **Models & Theories of Change**	8.1 Candidates will be able to apply models of change to understand the current situation of technology innovation in a school.
	8.2 Candidates will be able to plan for the future of technology in a school using models of change.
Key Concept 9: **Critical Perspectives**	9.1 Candidates will be able to understand the pros and cons of technology from a variety of critical perspectives and apply that understanding to evaluating current and potential technology in schools and society.
	9.2 Candidates will be able to demonstrate how technology can be used to empower some and disempower others in schools.
	9.3 Candidates will be able to use critical frameworks to think about the value of specific technologies.
Key Concept 10: **Leadership Skills**	10.1 Candidates will be able to create a technology vision for a school.
	10.2 Candidates will be able to demonstrate the ability to lead technology initiatives at the school or district level.
Key Concept 11: **Staff Development**	11.1 Candidates will be able to apply models of staff development to begin the process of real change in a school.

Key Concepts	Learning Objective
Key Concept 12: **Online Teaching**	12.1 Candidates will be able to develop an online facilitation plan based on best practices of online learning and teaching that demonstrates their ability to teach in the online environment.
Key Concept 13: **Professional Collaboration and Growth**	13.1 Candidates will be able to actively engage in professional learning networks to collaborate and share ideas and resources with colleagues.
	13.2 Candidates will be able to determine and implement the best approaches to improving their technology integration efforts through a continual process of self-evaluation and reflection.
Key Concept 14: **Digital Video**	14.1 Candidates will be able to create screencasts for instructional purposes and/or professional development.
	14.2 Candidates will be able to create live videos for instructional purposes and/or professional development.
	14.3 Candidates will be able to create interactive videos to meet learning objectives or professional development needs.
Key Concept 15: **Multimedia Production**	15.1 Candidates will be able to create original multimedia products to maximize learning.
Key Concept 16: Educational Technology Research	16.1 Candidates will be able to create a literature review of a specific topic related to educational technology.
	16.2 Candidates will be able to apply the results of research about educational technology to practice and correctly cite sources in APA style.
Key Concept 17: **Information Literacy**	17.1 Candidates will be able to understand concepts of information literacy and can apply those to help students and educators improve their information literacy skills on the path to becoming dialectical readers.
Key Concept 18: **Educational Technology Resources**	18.1 Candidates will be able to locate a variety of technology resources, evaluate them for classroom use, and assist colleagues with this process.
	18.2 Candidates will be able to locate funding opportunities to enhance technology resources.

(iv) A program shall provide for appropriate real-time or delayed interaction between faculty and students.

Quality online education includes both synchronously and asynchronously. Many asynchronous components are well developed for our in-person program. These include but are not limited to course management with Moodle; content delivery via online articles, videos prepared with Camtasia, audio; interactive discussions with Voicethread and discussion forums; collaborative work with Google Applications for Education and wikis. Our current synchronous platform is Adobe Connect for larger groups and Google Hangouts for smaller groups. Interaction is fundamental to our pedagogical approach and focuses on discussion, collaboration, and project- and problem-based learning.

(v) Faculty members in appropriate disciplines in collaboration with other institutional personnel shall participate in the design of courses offered through a distance education program.

Working with the Office of Educational Technology, the Office of Technology Services, and others, Loyola's School of Education faculty will remain in the vanguard of the development, delivery, and governance of this online offering and will assume primary responsibility for the development and delivery of the education.

The Educational Technology faculty works closely on program development. We have developed key concepts of what we, as educational technology professionals, believe is important for candidates to know from our program. The International Society for Technology in

Education Standards for Coaches inform these key concepts that our faculty have developed. Additionally, the School of Education Faculty Council consider all new or significantly changed programs and the university's Graduate Curriculum Committee then considers them at the institutional level. The Educational Technology Program faculty works collaboratively, sharing all work via a Google Drive folder. Individual faculty members take primary responsibility for each of the program courses and work with other program faculty to design and revise those courses. The Director of the Educational Technology Program leads this process.

(b) Role and Mission.

(i) A distance education program shall be consistent with the institution's mission.

Loyola University Maryland, a Jesuit university, seeks to inspire students to learn, lead, and serve in a diverse and changing world. Since establishing their first school in 1548 the Jesuits did not permit the prevailing orthodoxies to limit their pedagogical approaches and are committed to pioneering new methods and methodologies for teaching and learning.

'Jesuit education systematically incorporates methods from a variety of sources which better contribute to the intellectual, social, moral, and religious formation of the whole person. In the underlying principle of Tantum Quantum, that which may work better is adopted and assessed while that which is proven ineffective is discarded.'[1]

> *Jesuit education has been historically successful in many cultures because it is eminently adaptable to the environment of the learner. Jesuit education is adaptable to many diverse learners- traditional age and adult, full-time and part-*

[1] Rev. Peter-Hans Kolvenbach, S.J, Superior General of the Society of Jesus, 'Jesuit education and Ignatian Pedagogy', Associaiton of Jesuit Universities and Colleges, (2005).

time, on-campus and online. Present and future learners can expect Jesuit education to continue to adapt in appropriate ways to meet their evolving needs.[2]

In this spirit and tradition, the development of online programs is consistent with the almost half millennium Jesuit tradition.

(ii) Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives.

At Loyola University Maryland all academic programs are reviewed by multiple governance bodies to ensure they are consistent with the institution's mission, have an academic rationale, and are adequately resourced and equipped to ensure a pedagogical offering and experience consistent with the institution's commitment to excellence. The relevant curriculum committee will review the curriculum, the Council of Academic Deans ensures the program's consistency with the institution's mission and logistical coherence. Following this initial period of consideration, if successful, program proposals proceed to the Academic Senate and Loyola Conference. The Academic Senate is charged with establishing and maintaining Loyola University's academic excellence. The Academic Senate monitors academic conduct and approves programs, policies, and resource utilizations with the objective of improving the University's educational effectiveness. Following successful approval by Academic Senate, Loyola Conference considers a program proposal, concentrating specifically upon resource implications and is chaired by the Vice-President of Academic Affairs. The administrators, faculty, staff, and students who serve on the Loyola Conference monitor University prosecution of its mission and goals and establishes and approves University budgets, policies, and programs. Finally, the Board of Trustees, at its regularly scheduled meetings, will consider new

[2] Ibid.

program proposals and following its imprimatur, a proposal is submitted to relevant external agencies for review.

(c) Faculty Support.

(i) 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.

The online course development process begins with a relationship between the interested faculty and Office of Educational Technology staff. This process is initiated by completing an online course intake web form housed on the Office of Educational Technology website. The Assistant Director, functioning as a Course Development Leader, reviews the form and meets with the faculty member. The Office of Educational Technology assigns a team member to collaborate with the faculty member tailoring the training to meet the faculty member's needs. The Office of Educational Technology team will typically consist of an Instructional Designer, Instructional Media Developer, and Course Development Leader, depending on the development plan.

The course development process follows two iterative stages with the Instructional Designer and Course Development Leader. In the process, faculty will develop necessary course components based on best practices in online course development. These components include a course syllabus, content, media, use of the library services, and learning activities and assessments suited to an online learning environment. Once the course has been developed, the course is Beta-tested with a student focus group. The focus group provides suggested changes to improve technical navigation and accessibility features of the course. The outcomes of the student focus group testing are analyzed and final revisions are then made to the course.

Once course development is complete, the faculty member and Course Development Leader sign off on completion.

Faculty already competent in online and hybrid education are required to complete the Summary of Course Activity form that assists in course development and maintained as evidence of credit hour compliance.

(ii) Principles of best practice for teaching in a distance education format shall be developed and maintained by the faculty.

The university has published general guidance on online pedagogy[3]

(iii) An institution shall provide faculty support services specifically related to teaching through a distance education format.

Loyola University ensures that faculty who teach hybrid and online courses are appropriately qualified and effectively supported. Faculty who are new to, or inexperienced with online/hybrid teaching, may need additional preparation in hybrid/online course design, as well as in developing instructional and assessment strategies that effectively integrate new instructional technologies. For approval to teach an online or hybrid course, deans or their designee may require faculty to complete a course development process with an instructional design team from the Faculty Technology Center (FTC) as well as use other available FTC resources.

The FTC offers training and preparation resources including a seven module self-paced Moodle course on the theories and practices of hybrid and online learning, as well as an

[3] *Faculty guidelines for graduate online/hybrid course development.* Retrieved on June 15, 2016 from http://www.loyola.edu/department/technologyservices/educational-technology/teachonline

assortment of instructional videos, and a schedule of in-person training classes. For more information visit the online portal at

http://www.loyola.edu/department/technologyservices/educational-technology/teachonline

Loyola recognizes that some faculty are currently teaching in innovative, technology-enhanced ways, and/or may have taught hybrid/blended courses at Loyola or elsewhere. Additionally, some faculty may have received external specialized education in online/hybrid teaching. Chairs and Deans are advised to consider these alternative forms of preparation and to develop a personalized training plan reflecting faculty instructional goals and experience.

(d) An institution shall ensure that appropriate learning resources are available to students including appropriate and adequate library services and resources.

The Loyola-Notre Dame Library (LNDL) hosts well in excess of 400,000 volumes. In 2000, LNDL acquired its 400,000th volume, bringing the library to near its total holding capacity. In 2002, the library implemented the first ENCompass Digital Library System - a federated search engine 'encompassing' most of the library's database contents - in the United States. During the next decade, the library's digital capabilities expanded exponentially, resulting in the addition of over 250,000 digital book titles and over 56,000 online journals. By 2007, the Maryland Interlibrary Consortium (MIC) had grown to include four libraries in addition to LNDL, bringing consortium holdings to over one million volumes.

An extensive building renovation and expansion project commenced in the summer of 2006 after several years of planning to bring the library into the digital age physically. Hillier/RMJM designed the new addition and renovation. The renovations increased the library

to 125,000 square feet. By July 2008, Whiting-Turner had completed the construction for $20,000,000.

The library has embarked on two strategic plans between 2005 and 2012 that have guided priorities and budget allocations, maintaining the library's crucial role in institutional effectiveness. Through these changes, Loyola-Notre Dame Library has enhanced its mission to provide excellent library services and resources to Loyola University and Notre Dame of Maryland University.

On June 10, 2016 the university announced that the Loyola-Notre Dame Library will become an affiliate member of the University System of Maryland Affiliated Institutions Library Consortium (USMAI). The consortium includes sixteen libraries at Maryland public universities and colleges. LNDL was chosen for membership largely for its collections' uniqueness, and is the first private academic library to join USMAI.

(e) Students and Student Services.

(i) 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.

The institution's catalogue serves as the primary means by which the institution communicates the curriculum and course and program requirements. It also provides comprehensive and authoritative guidance on tuition and fees, grading polices, payment policies,

and financial aid resources. Additionally, individual program websites provide information more specific to the program's offering and requirements. The institution's 'webadvisor' application provides secure access to individuals' course registration and status, grades, and the status of tuition and other charges. The Records Office maintains a readily accessible 'course listings' webpage that outlines where and when classes occur, including the venue and mode of delivery. Students can also access information on the course including required texts.

(ii) Enrolled students shall have reasonable and adequate access to the range of student services to support their distance education activities.

Graduate students, irrespective of whether they are enrolled in online programs or otherwise, receive the same access to the same services. Graduate Student Services is the primary contact and coordinator of relevant student services. This includes financial aid; the Career Center; Disability Support Services; the Graduate Student Organization; the Student Technology Center; amongst other services and support available irrespective of the mode of education delivery. Both an online portal and the Graduate Student Services Handbook provide specific and detailed information about these services.

The Student Technology Center (STC) is responsible for the management and oversight of all student interaction with Loyola's technology. The STC strives to maintain awareness of students' technology needs and to stay current with the challenging and dynamic methods used to learn and to socialize in an academic environment. When students have a technology concern or question, STC is the primary point of support.

Inside Loyola provides a slew of online resources and support, including access to web-hosted software, email and calendar integration, community news, and campus communications.

Moodle is the platform the institution uses for many course needs, irrespective of whether the instruction takes place online. This is where professors post material that supplements their classes, such as announcements, contact information, online assignments, course content (text and multimedia), and external links.

(iii) Accepted students shall have the background, knowledge, and technical skills needed to undertake a distance education program.

All students admitted to the program are expected to possess the necessary skills and competencies to engage in online learning. Admitted students will be required to participate in an orientation program that ensures that they have basic facility with the tools of the program, such as Moodle, Adobe Connect, and Voicethread.

(iv) Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.

Loyola meets all the requirements of the Higher Education Opportunity Act Disclosures requirements and host all salient information on recruiting, admissions, and other requirements via its consumer information webpage. This includes information on academic programs, links to the institution's catalogues, and other resources that clearly and accurately represent programs and services available.

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 (A ACRAO) Professional Practices and Ethical Standards, the NAFSA: Association of International Educators Statement of Ethical Principles, and the Association for Institutional Research (AIR) Code of Ethics, which are followed by the Office of Public Relations, Admission Office, the Office of Financial Aid, the Records and Admissions Offices, the Office of International Programs, and the Office of Institutional Research, respectively.

(f) Commitment to Support

(i) Policies for faculty evaluation shall include appropriate consideration of teaching and scholarly activities related to distance education programs.

Faculty are evaluated annually on their teaching and scholarship activities including activities related to online and hybrid teaching. The Quality Matters rubric is used to evaluate online courses. Hybrid course are continually reviewed at the department level. Student course evaluations of online and hybrid are also used as part of the continuous improvement process. Access to workshops, mentors, and funds to purchase required technologies exists to support faculty in their development as online educators.

(ii) 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.

As with any program offered by the university, it must proceed through the institution's sophisticated and multi-layered system of shared governance, be consistent with its mission and strategic plan, and demonstrate its pedagogical rationale. No program is sanctioned without a well-reasoned and detailed five year budgetary and enrollment projections. Additionally, the institution has established regular program and department reviews.

(g) Evaluation and Assessment

(i) 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.

As previously mentioned, all departments and programs are placed on a timetable of program and departmental reviews in which they are holistically assessed. Also, the Committee on the Assessment of Student Learning (CASL) will review assessment practices and findings; recommend changes in student learning assessment processes; support initiatives related to the improvement of student learning assessment; and promote opportunities for the dissemination and discussion of assessment findings to inform decision-making at all levels. The committee also will facilitate faculty participation in assessment activities at the institutional level.

(ii) An institution shall demonstrate an evidence-based approach to best online teaching practices.

Quality Matters© (QM) standards, a national benchmark for online and hybrid course design, will inform feedback provided to the faculty will be provided feedback on the design of their course. Loyola integrates QM course review standards in the course development process described below to ensure the quality of all online courses. In the course development process, feedback and suggestions will be provided based on the QM standards to help the faculty course designer strengthen the course and ensure overall consistency with QM standards for online course design. See http://qmprogram.org/rubric.

(iii) An institution shall provide for assessment and documentation of student achievement of learning

All students in the program are assessed by eight key assessments that cover the program Key Concepts, which are aligned to the ISTE Standards for Teachers. Assessments also reflect the School of Education Conceptual Framework. The key assessments are scored by rubrics and the data is aggregated via the LiveText system. Program faculty meet regularly to look at aggregated data provided by LiveText to discuss and implement continuous program improvement.

Appendix B: financial resources

Table 1: Resources

Resource categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated funds	42,204	66,588	15,624	5,228	10,496
2. Tuition/fee revenue	107,760	535,860	1,073,166	1,302,336	1,329,696
a. Number of full-time students					
b. Credit hour rate					
c. Annual credit hours					
d. Total full-time revenue (a x b x c)					
e. Number of part-time students	8	39	77	91	91
f. Credit hour rate	449	458	467	476	486
g. Annual credit hours	240	1170	2298	2736	2736
h. Total part-time revenue	107,760	535,860	1,073,166	1,302,336	1,329,696
3. Grants, contracts, and other external sources	0	0	0	0	0
4. Other sources	0	0	0	0	0
Total	$149,964	$602,448	$1,088,790	$1,307,564	$1,340,192

Table 2: Expenditures

Expenditure categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	$21,891.00	$130,586.00	$280,214.00	$348,838.00	$359,302.00
a. No. FTE faculty	0.37	2.1	4.4	5.3	5.3
b. Total salary	16,943.50	100,683.34	215,218.13	266,899.01	273,858.23
c. Total benefits	4,948	29,902.66	64,995.87	81,939	85,443.77
2. Administrative staff	52,771.00	106,668.00	76,350.00	72,323.00	79,966.00
a. No. FTE administrative staff					
b. Total salary	39,726	75,395	43,565	36,090	40,631
c. Total benefits	13,045	31,273	32,785	36,233	39,335
3. Support staff	0	0	0	0	0
a. FTE administrative staff					
b. Total salary					
c. Total benefits					
4. Equipment	10,000	10,000	10,000	10,000	10,000
5. Library	3,000	3,000	3,000	3,000	3,000
6. New or renovated space					
7. Other expenses	47,669	227,872	456,554	555,373	568,308
Total	$135,331.00	$478,126.00	$826,118.00	$989,534.00	$1,020,576.00