

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- ☒ NEW INSTRUCTIONAL PROGRAM
☐ 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.)

Stevenson University
Institution Submitting Proposal

Fall 2017
Projected Implementation Date

Master of Arts
Award to be Offered

Community-Based Education and Leadership
Title of Proposed Program

00801.00
Suggested HEGIS Code

13.9999
Suggested CIP Code

School of Graduate & Professional Studies
Department of Proposed Program

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Signature and Date

1/9/17

President/Chief Executive Approval

January 4, 2017
Date

Date Endorsed/Approved by Governing Board

Stevenson University
School of Graduate and Professional Studies
Proposal for New Academic Program
Master of Arts in Community-Based Education & Leadership
Post-Baccalaureate Certificate in Community-Based Education & Leadership

A. Centrality to institutional mission statement and planning priorities:

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

The School of Graduate and Professional Studies (GPS) at Stevenson University is proposing a new Master of Arts and Post-Baccalaureate Certificate in Community-Based Education & Leadership. The newly designed programs would be delivered online and leverage the resources of the existing online graduate program in education.

Program Description

The Master of Arts and Post-Baccalaureate Certificate in Community-Based Education & Leadership are intended to meet the emerging need and growing demand for highly-qualified and skilled professionals to teach and lead in non-formal and informal educational settings. The curriculum is designed to provide practicing professionals the knowledge, skills, and ability to meet the needs of diverse populations of learners and to be change leaders in their organizations. The intended audience for these programs includes, but is not limited to, community school educators, after-school and out-of-school-time educators, librarians, museum coordinators, environmental educators, summer camp coordinators and government agency outreach providers.

The Master of Arts degree will require successful completion of 36 credits hours of graduate level coursework consisting of 9 credits of educational theory and research and 12 credits of community-based education and leadership. Courses within these core areas include critical topics of teaching and learning for diverse community populations, community engagement, leadership, advocacy and fundraising. Beyond the core, participants will have the opportunity to select 12 credits of electives from a wide range of educational, leadership, business management, and communication courses based on individual professional needs. Additionally, a 3 credit capstone course involving action research in practice will be required.

The Post-Baccalaureate Certificate will require successful completion of 15 credit hours of graduate level course work consisting of three required courses that include critical topics such as the socio-political and cultural influences on family, communities and organizations; teaching and learning for diverse community populations; and community engagement and leadership. Beyond the core, participants will have the opportunity to select two elective courses from courses geared toward teaching and learning in the non-formal setting or on managing and leading in community organizations based on their individual professional needs.

These program will prepare students to serve in a variety of educational and leadership positions with nonprofit organizations, private and public educational institutions, and government and community agencies.

Relationship to Stevenson University's Mission

These programs align well with Stevenson University's mission of being an innovative institution that applies learning beyond the classroom. The institution's core values focused on community, learning,

integrity, and excellence are particularly well matched with the programs' focus on collaborative partnerships that apply learning to meet the needs of the community. In addition, the proposed programs are well aligned with the University's emphasis on programs that are career-focused with an emphasis on professional proficiency. The University's Board of Trustees has affirmatively supported this proposal in that it is central to the University's mission.

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

The proposed programs support Stevenson University's strategic goals and are an institutional priority. Stevenson has a history of rising to the challenge to provide its students with the education demanded of them by employers. These proposed programs are in direct response to the market demands, as is shown in the research section of this proposal.

The University's 2017-2018 Business Plan, which flows directly from the University's Strategic Plan, includes the following goal and objective within the strategic area of Academic Affairs. The proposed programs directly support this goal.

Strategy 1: Academic Affairs

Goal 5: Increase enrollment across all schools of the University.

Objective A: Increase enrollment by establishing new cost effective degree programs that align with the mission and values of the University and reflect career trends and market demands.

These programs will meet Goal 5, Objective A by implementing a new Master of Arts and Post-Baccalaureate Certificate in Community-Based Education and Leadership that addresses a critical market need and helps to advance the career of professional non-formal educators and leaders in the region.

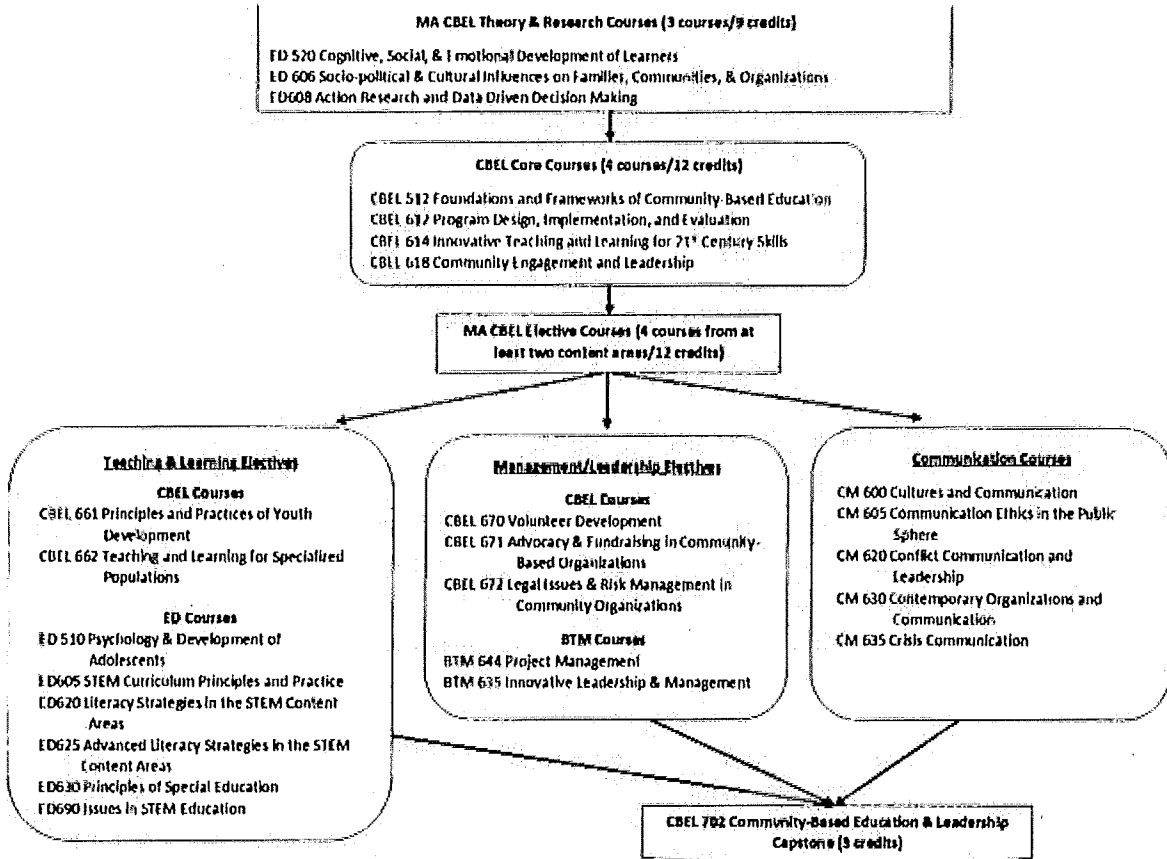
As a key component of the new programs, graduate students will engage in professional practice within a non-formal learning environment and put theory into practice. The programs integrate advances in technology into the content and focus, thus enabling candidates to use technology in research and problem solving. The online design of the programs makes it accessible to a larger number of candidates, and the focus on advancing 21st century skills and closing achievement gaps in underserved populations aligns with current educational trends.

The University's Board of Trustees has affirmatively concluded that the Master of Arts and Post-Baccalaureate Certificate in Community-Based Education and Leadership are central to the University's priorities.

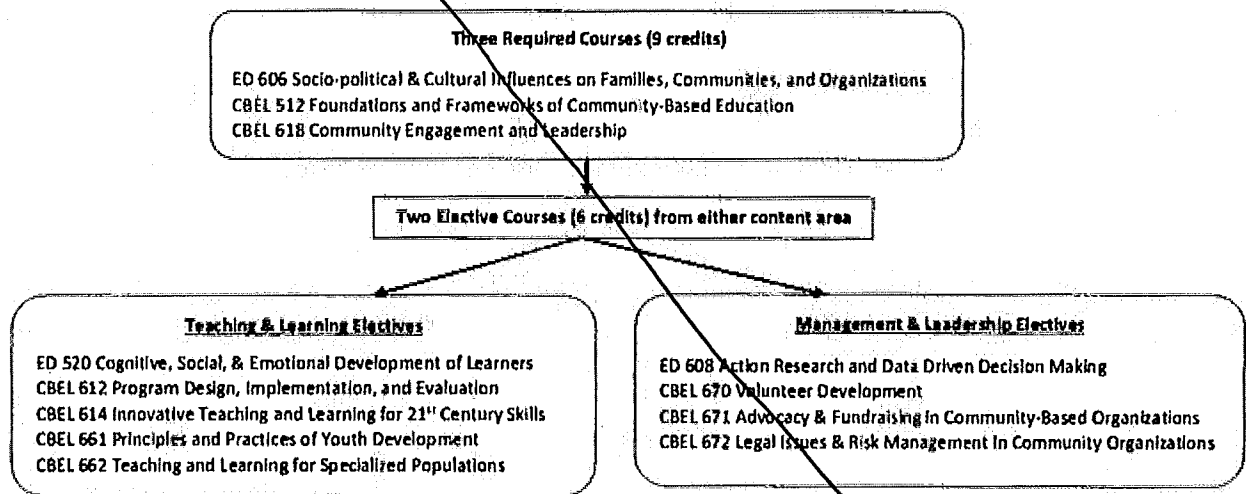
B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

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

36 credit Master of Arts in Community-Based Education & Leadership



15 credit Post-Baccalaureate Certificate in Community-Based Education & Leadership



Course Descriptions

Core Educational Theory and Research Courses

ED 520 Cognitive, Social, and Emotional Development of Learners (3 credits)

Explores current theory and research on cognitive, social, and emotional development from childhood through adulthood with emphasis on the impact to teaching and learning processes. The course examines conditions that foster positive self-identity for learners.

ED 606 Socio-political and Cultural Influences on Families, Communities, and Organizations (3 credits)

Examines the socio-political and historical contexts of families, communities and organizations in contemporary society through various cultural perspectives including values, norms, symbols, rituals and expressions. The structure and dynamics of these groups in relation to contemporary educational systems and culturally relevant pedagogy is explored.

ED 608 Action Research and Data Driven Decision-Making (3 credits)

Provides educational practitioners and leaders a foundation in educational research methodology. Introduces action research as a form of self-reflective systematic inquiry for understanding and improving educational practices and explores data-driven decision making as a means for supporting problem-solving and performance accountability.

Core Community Based Education & Leadership Courses

CBEL 512 Foundations and Frameworks of Community-Based Education (3 credits)

Examines the foundational theories, educational frameworks, and interrelationships of formal, informal, and non-formal modes of education. Emphasis is placed on evidence-based educational practices that foster community engagement. The emergence of community-based education as a means for individual and societal change among differing age, gender, ethnic, racial, and socio-economic groups is explored.

CBEL 612 Program Design, Implementation, and Evaluation (3 credits)

Introduces the theoretical frameworks and core competencies for planning, designing, implementing, and evaluating educational and development projects. Students develop a fundable-quality grant proposal that includes project design, needs assessment, problem identification, and an implementation and evaluation plan.

CBEL 614 Innovative Teaching and Learning for 21st Century Skills (3 credits)

Introduces a conceptual framework and methods for teaching and assessing essential skills through integrated, problem and project-based learning. Topics include analysis and application of instructional techniques to engage and motivate learners of all ages and backgrounds. The course includes demonstration, development, and assessment of standards-based real-world problem solving experiences.

CBEL 618 Community Engagement and Leadership (3 credits)

Explores leaders as change agents who build, broker, and leverage community assets for empowering others and building capacity in community organizations. The course will examine theories of organizational development, community engagement, communication, mindfulness and self-care with a focus on leading in educational non-profit organizations.

Electives:

Teaching & Learning Electives

CBEL 661 Principles and Practices of Youth Development (3 credits)

Introduces the principles and practices of youth development as a framework for building quality programs that promote prosocial interaction. The course explores historical, philosophical, and cultural perspectives from which youth development emerged as a profession and the core competencies necessary for all youth workers.

CBEL 662 Teaching & Learning for Specialized Populations (3 credits)

Investigates the power and potential of learning across various non-formal and informal community educational settings such as community schools, libraries, churches, museums, athletics, recreation centers, and parks. Students select a specialized learning environment from their professional practice to explore in depth. Students research the mission, structure, and organization of their learning environments with special emphasis on evidence-based teaching and learning practices best suited for their setting. Through peer collaboration, students gain insight to myriad learning environments.

ED 510 Psychology & Development of Adolescents (3 credits)

Explores current theories and practices in the teaching/learning process from the perspective of adolescent development. The course will cover the dynamics of learning, environmental and cultural influences in the classroom, learning theory, cognitive mechanisms, and classroom dynamics. Focus is given to the physical, cognitive, and social/personality areas of growth.

ED605 STEM Curriculum Principles and Practice (3 credits)

Provides a theoretical framework for understanding the teaching-learning process and the art and science of teaching secondary math and science with an integrated STEM approach. Candidates develop a professional knowledge base and build a repertoire of instructional strategies and techniques.

ED620 Literacy Strategies in the STEM Content Areas (3 credits)

Focuses on the reading process in the STEM content areas, including comprehending, analyzing and extending meaning from texts. Candidates examine the factors that affect reading performance and review the strategies and materials appropriate for each of the purposes of reading. Candidates study the frameworks for planning instruction which prepare students for the reading task, assist in monitoring while reading, and plan to engage students in appropriate follow-up activities.

ED625 Advanced Literacy Strategies in the STEM Content Areas (3 credits)

Focuses on the design and implementation of a literacy program for adolescents that meets the needs of various learners and supports content area learning. Teacher candidates use a variety of strategies to promote student independence in content area reading. Candidates incorporate methods in the content areas to address the diverse backgrounds of their students, including culture, language (dialect and ESOL), disabilities, and giftedness. Candidates explore multiple literacies and disciplinary literacy in the STEM content areas as well as ways to assess student literacy.

ED630 Principles of Special Education (3 credits)

Provides background in special education principles for the classroom teacher. This course includes information on the requirements of specific disabilities, and how to adapt the curriculum and environment to meet the needs of children with special needs.

ED690 Issues in STEM Education (3 credits)

Introduces candidates to the political, economic, social, and/or pedagogical issues shaping secondary and STEM education policy and practice. Candidates explore current issues through research and discussion, identify issues that emerge in practice, and engage stakeholders in problem solving.

Management / Leadership Electives

CBEL 670 Volunteer Development (3 credits)

Provides a comprehensive introduction to the theory and practice of volunteer development and empowerment. Students will explore the design, structure, and management of community volunteer programs and apply concepts to their professional practice. Emphasis will be on nurturing volunteers as leaders in nonprofit community organizations.

CBEL 671 Advocacy & Fundraising in Community-based Organizations (3 credits)

Provides an introduction to advocacy and fundraising for nonprofit organization. Strategies for engaging community members in advocacy will be explored. Sources and strategies for generating revenue will be covered including corporate, foundation, and government grants, annual giving, earned revenue and special events.

CBEL 672 Legal Issues and Risk Management in Community Organizations (3 credits)

Explores the legal issues and risk management inherent in contemporary community and nonprofit organizations with emphasis on the ethical and philosophical orientation of such organizations.

BTM 644 Project Management (3 credits)

Provides students with the genesis of project management and its importance to improving the success of information technology projects. Topics addressed include the triple constraint of project management, project management knowledge areas and process groups, the project life cycle, project selection methods, work breakdown structures, network diagrams and critical path analysis, cost estimates, earned value analysis, risk analysis, motivation theory, and team building. Project management soft-ware will be utilized to plan and manage information technology projects.

BTM 635 Innovative Leadership & Management (3 credits)

Examines all aspects of leadership, including characteristics of leaders, leadership behaviors and styles, leadership ethics and social responsibility, teamwork, communication and conflict, and creativity and innovation. Students will develop skills, research findings, and evaluate cases relating to leadership theory and practice.

Communication Electives

CM 600 Cultures and Communication (3 credits)

Applies the theories and concepts of cultural communication to various personal, social, and professional contexts. Students will conduct research in the area of intercultural communication as well as analyze the effectiveness of their intercultural communication competence.

CM 605 Communication Ethics in the Public Sphere (3 credits)

Investigates ethical standards and behaviors in relation to, and application in, interpersonal, organizational, intercultural, and health communication. Students will examine case studies, narrative structures, and institutional missions to understand and explain how communication ethics affects decision-making in the personal and business sphere.

CM 620 Conflict Communication and Leadership (3 credits)

Evaluates one's own and others' conflict styles in various contexts. Students will determine appropriate conflict resolution methods as leaders and learn how to manage conflict from the perspective of one in charge.

CM 630 Contemporary Organizations and Communication (3 credits)

Applies the theories and concepts of the field to various institutions and organizations through case studies and other activities. Students will analyze the effectiveness of various types of communication in

the attainment of institutional and company goals through class, gender, cultural, racial, national, and global lenses.

CM 635 Crisis Communication (3 credits)

Analyzes the scope of various crisis situations in diverse contexts. Students will examine theories and research related to crisis communication in order to comprehend the ways in which strategists have addressed these issues.

Capstone Course

CBEL 702 Community-based Education & Leadership Capstone (3 credits)

Provides a culminating experience that synthesizes, integrates and applies community-based education concepts and leadership competencies to professional practice. Students complete a capstone action research project relevant to the specific needs and issues within their community-based organization.

Requirements:

- Maintain a 3.0 GPA
- For the Master's degree: complete 36 credit hours in the Master of Arts program
- For the Post-Bac Certificate: complete 15-credit hours in the Post-Baccalaureate Certificate program

2. Describe the educational objectives and intended student learning outcomes.

The educational objective of the proposed Master of Arts and Post-Baccalaureate Certificate in Community-Based Education is to meet the emerging need and growing demand for highly-qualified and skilled professionals to both teach and lead in the non-formal education setting.

Student Learning Outcomes

Upon completion of the Community-Based Education and Leadership programs, students will:

1. Analyze formal, informal, and non-formal theories and frameworks of education.
2. Examine the developmental and cognitive characteristics of learners through the life span.
3. Explore sociological and cultural influences on communities, organizations, and groups.
4. Create, implement, and assess community-based educational programs.
5. Design engaging and innovative learning experiences that foster critical thinking, creativity, and communication skills of learners.
6. Synthesize multiple sources of evidence to make decisions.
7. Use multiple modes of communication to advocate for community-based education.
8. Create management and strategic plans for the sustainability of community-based educational organizations.
9. Foster collaboration among educational institutions, public, private and non-profit agencies, and other community stakeholders.

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

Not applicable

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

Not applicable

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

Not applicable

C. Critical and compelling regional or Statewide need as identified in the State Plan:

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

Maryland's 21st century knowledge economy requires a re-thinking of our educational conceptions to meet the evolving needs of today's students. Our schools and formal classroom teachers cannot do it alone – non-formal educators can enhance support for the holistic needs of learners. Community-based education allows educators (both formal and non-formal) to think differently about how to reach more students, many of whom are from groups that are underserved, and immerse them in meaningful experiences that foster life-long learning. While non-formal educators have always played an important role, recent educational shifts, such as integrated learning in STEM disciplines and the community schools movement, create the need for multiple expertise and collaborations both within and outside of the classroom walls. Non-formal educators, such as after-school and out-of-school-time educators, community school coordinators, librarians, museum coordinators, environmental educators, summer camp coordinators, and government agency outreach providers can help fill these gaps.

Current educational research reveals a growing trend toward valuing community partnerships and non-formal learning, as well as a strong focus on embedding non-formal teaching methods in traditional educational pathways (Fenichel & Schweingruber, 2010). Teacher preparation programs can be enhanced by providing additional knowledge about the role of community in educating our children. Community-based learning strategies offer numerous pathways for helping educators learn how to make these connections. Teacher professional development programs must expand their focus to give educators the tools and understanding to do community-based learning. As well, school administrators and policy makers must understand, value, and know how to work within the community to integrate this learning.

According to the National Education Association (NEA), a call to action is needed to place significantly more emphasis on the important roles of parents, families, and community in raising student performance and closing achievement gaps. Stakeholders can be involved by providing professional development on family and community engagement for school faculties, hiring school-community liaisons who know the communities' history, language, and cultural background to coordinate activities, and collaborating with higher education institutions to include community involvement in teacher and administrator preparation programs (NEA Policy Brief, 2008).

The need for quality school-aged childcare, combined with concerns about student academic performance, delinquency, and safety has created incredible momentum around out-of-school time (OST) programming. Public funding for these programs has increased, and this has brought greater demand from policy makers and private funders to foster rich meaningful experiences with improved student outcomes. (Hayes & Sanders, 2010). When a set of leading OST experts was asked to identify

the single most important aspect for creating and sustaining quality improvement in OST, a majority of respondents expressed issues of staff recruitment, training, and development (Little, 2004).

Stevenson University is proposing an innovative Master of Arts and Post-Baccalaureate Certificate in Community-Based Education & Leadership to meet the emerging need for well-trained professionals in non-formal education settings. The curriculum is designed to provide educational professionals the knowledge and skills to meet the needs of diverse populations of learners within the growing non-formal educational sector, which includes, but is not limited to community school educators, after-school and out-of-school-time educators, librarians, museum coordinators, environmental educators, summer camp coordinators and government agency outreach providers. Students will delve into emerging non-formal learning theory and gain the tools necessary to develop effective education programming. Students will learn critical elements of leadership and management necessary to build transformative learning communities and foster collaborative partnerships with nonprofits, private and public educational institutions, government agencies, and private industry.

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

The proposed programs in Community-Based Education & Leadership are well-aligned with Goals 1, 3, 4 & 5 of *Maryland Ready*, the 2013-2017 Maryland State Plan for Postsecondary Education.

Goal 1: Quality and Effectiveness

These programs align with Maryland's goal to enhance "its array of postsecondary education programs" towards fulfilling the "evolving needs of its students" (p. 17). In the current educational landscape, k-12 classroom teachers are tasked with helping learners develop 21st century skills of critical thinking, problem-solving, and collaboration. Often non-formal educational experiences help students learn these skills more effectively (Fenichel & Schweingruber, 2010). By training educators in Maryland and the nation on strategies for embedding non-formal teaching methods in traditional as well as non-formal educational pathways, Stevenson's Community-Based Education and Leadership programs will be at the forefront of this exciting innovative model for advancing 21st century learning.

Goal 3: Diversity

Based on evidence from the Harvard Family Research Project, after school and out-of-school programs can have a significant impact on closing the achievement gap for youth, but only when programming and instruction is of high quality (Bouffard & Little, 2004). Stevenson's programs in Community-Based Education and Leadership seek to increase the knowledge, skills and training of practitioners in the non-formal education arena so that they can deliver high quality effective programming that meets the needs of diverse populations. As community-based educators pursue advanced degrees, more robust career pathways will emerge and help establish stability and professionalism in the field, which ultimately enhances the educational outcomes for all constituents.

Goal 4: Innovation

Consistent with Maryland's aspiration as a leader in "the exploration, development, and implementation of creative and diverse education and training opportunities" Stevenson aspires to be on the forefront of meeting the professional needs of practitioners in community-based education with these proposed programs. No other Maryland or regional institutions of higher education is offering similar programs in this field, and yet the Baltimore and Washington, DC area alone is served by over 1,300 of out of school-time educational programs (http://mdoutofschooltime.org/find_a_program).

Goal 5: Economic Growth and Vitality

The proposed program aligns well with Maryland's goals for economic growth and vitality. As stated in the *Maryland Ready* document, "postsecondary institutions must continue to innovate and collaborate

with private industry, nonprofits, and each other" (p.52). These programs would train professionals to engage and empower community partnerships to enhance the delivery of effective educational experiences, especially to those in underserved and marginalized populations.

D. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

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

The need for community-based educators continues to experience rapid growth. Between the increasing demand for these educational practices and skilled practitioners within the formal education sector, and the growing need for community-based practitioners within non-profits, private sectors, and government institutions, a copious market demand for higher education and training in this field is evident. The potential audience for these programs include a wide-range of professionals that provide non-formal education. The job outlook statistics for a representative sample of occupations that include professionals who are candidates for graduate level community-based education and leadership training are described below.

According to the Bureau of Labor and Statistics (2016), job outlook for Self-enrichment Education Teachers (Table A) has projected employment growth of 15%, much faster than average, compared to 6-7% for formal educators. Social and Community Service Managers will increase 10% (faster than average), with an employment change of 13,200.

Table A: Bureau of Labor and Statistics 2014-2024 Job Growth

Occupation	Employment 2014	Employment growth, projected 2014-24 (percent)	Job openings, projected 2014-24	Median annual wage, May 2015
Self-enrichment education teachers	348,700	15	119,200	\$36,680
Social & Community Service Managers	138,500	10	13,200	\$63,530

2. 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.

Demand for afterschool, or out-of-school time (OST) programs continues to grow. Approximately 10.2 million children participate in OST programs nationally. It is estimated that another 19.4 million children would participate if programs were available. Nearly half (45%) of all children in OST programs qualify for the Federal Free and Reduced Lunch Program (FPRL), while 29% of Hispanic children and 24% of African American children participate in OST programs. (After School Alliance, 2014). These programs fill a critical need and provide a real opportunity to reach our at-risk and minority populations. When considering regional need, Washington, DC ranks highest in the nation, with 35% of its children participating in OST programs. In Maryland, 16% of children participate, as compared to 15% in Virginia, 19% in West Virginia, and the national average of 18% (After School Alliance, 2014).

As public funding for OST programs has increased, so has pressure for programs to show significant effects on children's academic performance and overall well-being. The federal government currently spends approximately \$1 billion per year on its 21st Century Community Learning Centers (21st CCLC) program. These programs provide children in at-risk communities with afterschool academic support

and enrichment (United States Department of Education, n.d.). While the availability of school-based and community-based OST programs has increased rapidly over the past 15 years, it has not kept up with the increasing demand and growing need (Hynes & Sanders, 2010). A graduate-level community-based education and leadership program will provide individuals with tools necessary for developing, leading, and advocating for quality OST programs, directly impacting the academic and overall well-being of our region's children.

The evidence of projected demand is based on a sampling of careers aligned with community-based education and leadership training. Table B demonstrates the State's potential need for graduate programs like the ones proposed herein.

Table B: Maryland Occupational Projections 2014-2024

OCC Code	Occupational Title	Employment		Change		Total
		2014	2024	Change	Replacement	
11-9032	Education Administrators, All Other	4,052	5,250	1,198	1,078	2,276
11-9031	Education Administrators, Preschool and Childcare Center/Program	1,079	1,493	414	287	701
25-0000	Education, Training, and Library Occupations	310,138	399,389	89,251	62,492	151,743
25-9099	Education, Training, and Library Workers, All Other	3,472	4,286	814	297	1,111
25-4021	Librarians	4,744	5,589	845	1,070	4,053
25-4000	Librarians, Curators, and Archivists	8,237	9,660	1,423	2,630	1,429

Regional Community-Based Environmental Education

A snapshot of regional trends reveals increased demand for community-based higher education offerings in neighboring states. For example, in the first year of data collection by The Department of Conservation and Recreation (2014), voluntary reporting by a small number of agencies revealed that 1.12 million people were reached by non-formal environmental educators in the state of Virginia alone. Three quarter of participants were reached via community-based audiences. Currently, a Higher Education Consortium is working to develop a Virginia Environmental Educator certification based on the National Association of Environmental Educators (NAEE) core competencies and environmental and community-based programming provided by regional institutes of higher learning.

The Maryland Association of Environmental and Outdoor Education's (MAEOE) Green School initiative currently includes 485 active schools, impacting over 230,000 students, and it continues to grow. This example of a community-based education initiative integrates hands-on, inquiry-based instruction with stewardship and environmental action within schools (MAEOE, 2015 Annual Report). The state already offers an Environmental Education Certification. Stevenson's Community-Based Education & Leadership program will complement these initiatives and contribute to this continued growth.

Community-Based Education and Leadership is an exciting and fast-growing field, integral to the formal education sector, but also the non-formal sector, reaching millions of adults and children in our region alone.

Educational and Training Needs

In addition to the need found in the literature for increased training and professional development for non-formal educators (Little, 2004), interviews and focus groups with community-based educators and community organizations serving the non-formal education sector reveals a similar call for advanced professional training.

According to Ellie Mitchell, executive director of Maryland Out-of-School-Time (MOST) Network, a coalition of over 1300 after-school and out-of-school-time, non-formal education providers are seeking ways to incentivize employees to remain in the field, envision career pathways and grow the leadership capacity of community organizations. MOST Network has expressed interest in partnering with Stevenson University to provide training for community-based educators in their network of providers. Further, the Alliance for Community Teachers and Schools (ACTS) and the Family League of Baltimore have reached out to Stevenson University with interest to partner in providing professional development for community school leaders in Baltimore City.

Based on a survey of the literature and subsequent results of focus groups and interviews, the knowledge and skills in Table C were identified, which guided to the development of the programs student learning outcomes and subsequent curriculum.

Table C: Knowledge and Skills identified for professionals in the non-formal education sector

Knowledge	Skills
Working w/ diverse populations	Leadership
Adolescent Development	Communication
Educational theory	Practical teaching skills
Differentiate learning	Curriculum
Classroom management	Program development
Assessment strategies	Marketing
Data analytics / Action research	PR
Government policy/laws	Advocacy
Program development	Fundraising
Organizational culture and structures of public, private and nonprofit agencies	Grant writing
Quality assurance	Budgeting
Volunteer management	Media
Nonprofit management and sustainability	Mentoring
Program development	Networking w/ partners
21 st century skills curriculum	Fiscal management /budgeting
STEM / STEAM	Partnership building
Social/emotional learning theories	Collaboration
Cognitive/social development theory	Program evaluation
Legal Issues – Risk Management	Data analytics

3. Data showing the current and projected supply of prospective graduates.

The following tables D and E illustrate the anticipated combined enrollments and graduates over the next five years for both the Master of Arts and Post-Baccalaureate Certificate in Community-Based

Education & Leadership, as the programs grow to scale. While the programs are scheduled to begin in fall 2017, the first graduates will complete the program in 2019.

Table D: Stevenson University Enrollment Projections Years 1-5 for Community-Based Education & Leadership graduate programs.

Graduate Program Enrollment	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Community-Based Education and Leadership	20	35	39	44	50

Table E: Stevenson University Graduation Projections Years 1-5 for Community-Based Education & Leadership graduate programs.

Graduate Program Graduates	2019	2020	2021	2022	2023
Community-Based Education and Leadership	10	18	21	28	35

E. Reasonableness of program duplication:

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

Within the State, there are no similar master's degree programs. There is one degree offered in the region, a Master of Arts in Community Research and Leadership at West Liberty University in Wheeling, West Virginia. While it shares some similar elements to Stevenson's proposed degree, is not delivered fully online. There is no fully online degree offered in the state or region.

Within the state, there are numerous master's degrees in education in curriculum and instruction, but none that address the unique teaching and learning needs of the non-formal education space. Notre Dame of Maryland University and University of Baltimore both offer a master's degree in nonprofit management that includes some leadership and management elements similar to the degree proposed herein. However, no state or regional institution is offering a master's degree with a blend of teaching and learning in the non-formal education space with management and leadership in community-based organizations either face to face or online.

- 2. Provide justification for the proposed program.*

The Master of Arts and Post-Baccalaureate Certificate in Community-Based Education & Leadership will position Maryland and Stevenson University to meet the growing local and national need for well-trained professionals who educate youth and adults in community-based education spaces. The number of informal/non-formal/out-of-school time education providers is growing nationally as is the amount of federal funding and oversight. The field is coalescing around a set of research based best practices with a desire for standardized credentialing of professionals in the field. As demonstrated in this proposal, there is robust market demand, particularly in the Baltimore and Washington, DC urban centers. This need is not currently being met with programs at any other regional institution.

F. Relevance to Historically Black Institutions (HBIs)

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

The proposed programs are expected to have no impact on Maryland HBI as there is no program duplication.

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

The proposed programs are not expected to have any impact on the uniqueness, institutional identity, or mission of Historically Black Institutions as there is no program duplication.

G. If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

Curriculum and Instruction:

- 1. The program is established and overseen by qualified faculty.*

Stevenson University's distance education programs are developed and overseen by faculty members specifically selected for their subject matter expertise as well as their ability to teach in the online environment. All faculty members hired to teach in the online environment must participate in a faculty in-take session. During the in-take session, faculty members are assessed for appropriate teaching skills and ability to interact effectively with students in the online environment through a series of Blackboard™ learning management system activities that include the following: (1) grading student papers; (2) responding to student discussion forums; and (3) creating an online presentation using media. Faculty members are also required to participate in an online faculty development course that includes facilitating adult learning, developing course management techniques, using grading rubrics, avoiding and recognizing plagiarism and cheating, among other topics. Only faculty members who successfully complete these activities are selected to teach and develop distance education courses.

- 2. The curriculum is coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.*

All courses in the distance education program are subject to the same design and approval process as those offered in traditional instructional formats. All courses, whether in a distance education or traditional format, are initially proposed by the academic departments. The courses are reviewed first by the academic program coordinator/department chair/associate dean and then by the dean of the school which oversees the academic department. The courses are then reviewed by the school's representative to the Academic Affairs Committee (AAC) subcommittee of the University's Faculty Council, as well as by an AAC non-school representative, a representative from the office of Institutional Research and Assessment, and a University librarian to ensure that the appropriate materials are available to the students. Courses are then submitted for review and approval by the Dean's Council, which is comprised of the deans from all schools in the University. Finally, the courses are submitted for review and approval by the AAC. The course content and student learning outcomes are identical regardless of whether a course is offered in a traditional format or a distance learning format. This thorough review process ensures the curriculum for distance education programs is coherent, cohesive and comparable in academic rigor to programs offered in traditional instructional formats.

3. *The program shall result in learning outcomes appropriate to the rigor and breadth of the program.*

All program proposals are reviewed to ensure that the appropriate levels of the Bloom taxonomies are addressed in each course in the program and for the program as a whole. All course level and program level requirements meet the standards set by the University for graduate courses and programs. All courses include learning outcomes appropriate for the course level. Programs and courses are reviewed and assessed routinely to ensure that the outcomes are being met by the students.

4. *The program shall provide for appropriate real-time or delayed interaction between faculty and students.*

All courses in the distance education program provide appropriate student-to-faculty and student-to-student interaction. This interaction is generally asynchronous using discussion board forums, wikis, blogs, journals or interactive software. Faculty members are required to provide feedback to students using these modalities. Synchronous, real-time interaction is available through the use of a variety of web appropriate methods, such as BlueJeans and Google Hangout.

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

The School of Graduate and Professional Studies (GPS) has four full-time instructional designers, an Associate Dean for Distance Learning, and graduate assistants as part of its education technology team. The team has considerable experience and expertise on the Blackboard course management system used to deliver distance education courses, and works with all those who have technology needs—the administrators, faculty, and students. The team also provides instructional design support to all faculty members developing and teaching distance education courses. Members of the educational technology team have received appropriate training and certifications. One of the instructional designers has received her Quality Matters Peer Review certification and her Quality Matters Institutional Review certification. The other instructional designers have Quality Matters Peer Review certification.

All faculty members work one-on-one with an identified instructional designer during the entire design of courses offered through a distance education program. This collaboration continues during the instruction phase of course delivery. All courses are reviewed by the appropriate academic program coordinator/department chair/associate dean in collaboration with the faculty and instructional designer. All distance education courses must be approved by the academic program coordinator/department chair/associate dean prior to being offered to students.

Role and Mission:

1. *The program shall be consistent with the institution's mission.*

Stevenson University's mission is to provide a distinctive career-focused education and personalized environment for its students. The cornerstone of the mission is an educational experience that supports career planning while encompassing liberal arts, science, and technology. The University meets students where they are and supports and challenges them to become reflective and accomplished individuals committed to a lifetime of learning and contribution. Students graduate with the competence and

confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world. The proposed programs fulfill the University's mission.

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

All course and program objectives are reviewed and approved by the Academic Affairs Committee. Once the program and course objectives have been approved, the technology that will best facilitate student attainment of the objectives is selected by the faculty and instructional designer collaboratively. The instructional design staff are well trained to ensure that appropriate technology or tools are selected.

Faculty Support:

1. *Training shall be provided for faculty with the use of technology, including training in the learning management system and the pedagogy of distance education.*

All faculty members have access to the training opportunities routinely provided by the instructional design staff of the School of Graduate and Professional Studies. The schedule for faculty professional development includes training in the use of available technologies for enhancing online and face-to-face instruction and use of Blackboard™ at both a beginner and advanced level. Individual appointments with instructional design staff are also encouraged. The School of Graduate and Professional students maintains a faculty professional development website for faculty to access webinars and virtual trainings related to andragogy and the best practices for teaching adult students. Once a semester faculty meetings are held using a virtual meeting software BlueJeans and recordings of the meetings are posted and made available for faculty.

2. *Principles of best practice for teaching shall be developed and maintained by the faculty.*

Faculty members adhere to Quality Matters standards and to principles of best practice which include the following: (1) providing clear guidelines for student-to-student and student-to-faculty interaction; (2) creating well designed discussion assignments that facilitate meaningful dialogue among students; (3) developing student assessments which include project-based assignments to facilitate critical thinking in addition to tests and quizzes; (4) providing timely feedback; (5) providing regularly distributed deadlines to encourage course/program completion; (6) communicating high expectations; and (7) facilitating student participation in selection of project and paper topics. Courses are regularly reviewed to ensure that they are meeting these standards.

3. *Faculty support services shall be provided specifically related to teaching in a distance education format.*

Faculty members are provided support specifically related to teaching in a distance education format throughout their entire time of teaching for Stevenson University. As noted above, prior to teaching a distance education course, faculty members are required to participate in an online faculty development course. In addition, faculty members attend twice annual meetings which are held virtually to accommodate faculty members who live out-of-state or are otherwise unable to come to campus.

Continuing professional development workshops are made available to faculty members to improve their teaching effectiveness in an online environment. These workshops are a mix of synchronous and asynchronous sessions which are always available on the GPS Faculty Development site. Workshop topics have included the following: (1) Introduction to Blackboard; (2) Advanced Blackboard Training; (3)

Use of the Grade Center; (4) Facilitating Discussion Boards; (5) How Interaction Aids Learning; (6) Diversity and Inclusion in the Online Setting; (7) Best Practices in Engaged Learning; (8) Available Technologies to Facilitate Online Learning; (9) Teaching a Course You Did Not Develop; and (10) Working with Master Courses. Each workshop is evaluated, and based upon the evaluations the workshops have been improved over time.

Appropriate learning resources shall be available to students, including appropriate and adequate library services and resources.

Students and Student Services:

1. *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, financial aid resources, and costs and payment policies.*

Students receive information about curriculum, course and program requirements from both admissions personnel and the student success coach assigned to the program. WebXpress is the online system that allows Stevenson University applicants, students, and faculty to access multiple online resources. With WebXpress, prospective students can check on the status of their application. Current students have access to class schedules, status of accounts, grades, degree audit forms and registration. Faculty members can monitor rosters and post grades.

Technical equipment requirements are made known to students through information provided to them during the admissions process and again at orientation. A special browser checker is available to help students assess that their computer is up-to-date and appropriately equipped. Each course syllabus also outlines technical requirements for taking the online course and also indicates any additional software or hardware that may be necessary for successful student performance.

Student support is provided for Blackboard, the University's learning management system. Tech Connection, the University's technology support group, provides technical support to students experiencing difficulties with computer related issues. Faculty and instructional design staff assist students with academic issues related to online courses.

The Stevenson University website offers a convenient way to find information related to the University, including financial aid, costs and payment policies, and federally required complaint policies. The website includes links to various units and to academic support services. Website revisions are ongoing in an attempt to remain current, and a Stevenson portal (intranet) for enrolled students and faculty to improve communications and information sharing. There is a student support page associated with the University's School of Graduate and Professional Studies webpage that houses links to academic and student support services specific to the needs of online adult learners.

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

Library Facilities

The physical collection is maintained in the Learning Resource Center building on the Greenspring Campus, in the library facility located in the School of Business and Leadership and in the Kevin J. Manning Academic Center located on the Owings Mills Campuses. The physical collections continue to

grow, now approaching 100,000 volumes. Many formats are represented, among them DVD's, video recordings, CDs, audiotapes, microfilms, microfiche, CD-ROMs, web-based services, books and periodicals. Library holdings reflect the University's curriculum. The library also participates in the Maryland Digital Library Project and in the AskUsNow Reference Service with other Maryland libraries.

The library provides access to the collections via an integrated, web-based online catalog shared with partners in the Maryland Interlibrary Consortium, whose collections total approximately 800,000 volumes. The interlibrary loan program uses a dedicated courier service which facilitates sharing among the campuses.

To support the distance education students, the library offers several electronic services. Electronic media, book, and article searches are available, along with a full-text e-journal locator. Several research tutorials are available, along with research guides and *Noodlebib*, a program that helps with citations. "Ask us now!" is particularly helpful to students who are not located on campus. This provides access to a librarian's assistance 24 hours/ seven days a week.

Admissions

Students are provided recruitment and admission information through various means. Admissions information is available on the Stevenson University School of Graduate and Professional Studies website. Information sessions are held through the year both face-to-face and online. Finally, an enrollment counselor specifically assigned to the program facilitates face-to-face meetings and is available to communicate with students via telephone or email. Students are provided support if necessary to complete an online application. The Transcript Evaluator for GPS provides services such as transcript and credit evaluations using ARTSYS.

Financial Aid/Student Accounts

Scholarships, grants, and loans are available to students. Financial aid information is provided to prospective students throughout the admissions process. To apply, students must complete the Free Application for Federal Student Aid (FAFSA). Student-specific information relating to financial aid awards is available through WebXpress. General information relating to financial aid is available on the website.

Students have the ability to view and print their bills online through WebXpress. Information regarding payment and refund policies are on the University's website and are provided to students in their orientation packets. Students are able to make payments online through WebXpress, by telephone or through the mail by means of check, money order or credit card. Students have access through the website or by telephone to the University's Student Solution Center, a financial aid/student accounts advisory office, to answer questions and solve problems.

Registration

Students register for classes online through WebXpress. A student success coach is available by telephone and email to help students with registration.

Orientation

Accepted students are sent an orientation packet through the mail. In addition, an orientation session both face-to-face and online is held at the beginning of each session for new students.

Advising

Each student is assigned to a student success coach who monitors degree or certificate completion progress and retention. Advising is in person, by telephone or online. Online advising occurs through the University's email system. The University has obtained the necessary modules to implement E-Advising through its Colleague System, a component of Datatel. Once fully implemented, this system will be used for online advising.

Access to Academic Services

Stevenson is organized to connect students to the resources they need to succeed. Admissions practices seek to recruit, admit, and enroll students whose interests and abilities are congruent with the University's mission and diversity statements. Student support services aim to develop students' strengths and meet their current and developing needs. These areas share the goals of retaining students in the Stevenson community while preparing them for future careers.

Online tutoring, accessible through SMARTHINKING Online tutoring services, is available to students through a variety of means including one-on-one live online tutoring sessions, drop-in tutoring sessions, scheduled tutoring sessions, or through submission of writing assignments for feedback. Students can access these online tutoring activities from any computer facilities available to them.

Furthermore, the College's unique Career Architecture ProgramSM guides students in devising a personalized career plan based on their values, interests, strengths and weaknesses. Students are also provided career services such as resume critiques, job search assistance, mock interviews, career assessment tools, career counseling, and graduate or professional school preparation. Career workshops are regularly held for students, both on-site and online. A dedicated industry specialist is available to assist students in distance education programs. Career counseling is available to students both in-person and via the web using interactive collaborative software. This dimension has consistently achieved noteworthy success, with at least 92 percent of Stevenson's graduates every year in the past five years securing employment or continuing their education within six months of graduation. All these services are available to students in the distance education program.

3. *Accepted students shall have the background, knowledge, and technical skills needed to undertake a distance education program.*

All programs adhere to specific admissions requirements in order to ensure that accepted students have the background and knowledge needed to undertake and be successful in a distance education program. In addition, all accepted students are required to take part in online orientation using the Blackboard learning management system designed to introduce them to Stevenson University.

4. *Advertising, recruiting, and admissions materials clearly and accurately represent the program and services available.*

All electronic and print advertising, recruiting, and admissions materials clearly and accurately represent the program and services available. The admissions and recruitment staff are all extremely knowledgeable about the programs. All materials are reviewed by program coordinator/departments chair/associate dean and the school dean before dissemination and list clearly the program, admissions requirements and contact information.

Commitment to Support:

- 1. Faculty evaluation policies shall include appropriate consideration of teaching and scholarly activities related to distance education programs.*

Faculty evaluation policies do not distinguish between teaching in a distance education program and in a traditional program. All faculty members are evaluated based on the following criteria: (1) teaching effectiveness; (2) scholarship; and (3) service.

All courses are evaluated regardless of modality. Faculty members are expected to reflect on the feedback received, using the *Faculty Response to Evaluation* form, which is submitted to the appropriate program coordinator. However, the evaluation instruments are modified to take into account the differences in delivery methods.

- 2. The institution shall demonstrate commitment to ongoing support, both financial and technical, and to a continuation of a program for a period sufficient to enable students to complete the degree or certificate.*

Stevenson University is committed to its online programs. Both financial and technical support has been continually provided since 2006 when the University offered its first distance education program. The level of support has steadily increased over the years. The University fully funds the Blackboard™ servers and routinely upgrades its programs and services in support of the online programs. A dedicated Blackboard™ IT technician is identified and the instructional design team expanded its staff and scope of operation over years. Student success coaches and other staff members assist in re-enrollment and retention services to enable students to complete their program.

Evaluation and Assessment:

- 1. Evaluate a program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.*

Programs at Stevenson are reviewed according to an established program review cycle and revised, as appropriate, to reflect the mission and vision of the University and the needs of the marketplace. The approval process for new courses requires a matrix which demonstrates alignment of course objectives with program objectives. The matrix becomes a course map, the purpose of which is to demonstrate alignment of each assignment in the course to course objectives and program objectives. The alignment matrix and course maps are essential tools in assessing the effectiveness of the program. Each program is also required to engage in a program review process every five years.

The student success coaches and other members of the student success team focus on student retention. Each new student in a distance education program receives a telephone call from a member of the team during each of their first three courses at Stevenson. The purpose of this call is to ensure students are satisfied with their experience at Stevenson and are not experiencing any difficulties in successfully completing their coursework. Data have shown that students who successfully complete their first three courses are likely to complete their degree program. Thereafter, the student success coaches are available to assist students with any questions or concerns. In addition, as part of the

retention efforts, the student success coaches follow up with students who have not registered for subsequent sessions.

2. Demonstrate an evidence-based approach to best online teaching practices.

Courses are routinely monitored by academic program coordinators/department chairs/associate deans to ensure that best online teaching practices are being maintained by faculty including: (1) frequent faculty-to-student and student-to-student interaction; (2) prompt feedback; (3) clear expectations for completing assignments and other activities; and (4) opportunities for active learning among students. Stevenson utilizes the Quality Matters Standards rubric as a guideline for all online courses. Faculty presence in each course is monitored. Courses are managed by a course manager and instructional designer with expertise in online course development to ensure that the courses include a sequence of learning activities that students can easily navigate and a communication strategy is in place for the unexpected. Academic program coordinators/department chairs/associate deans and instructional designers ensure there is continued alignment between assignments and course objectives and that faculty members communicate high expectations for student performance. Finally, faculty members are able to avail themselves of ongoing assistance in the performance of their responsibilities through access to the technical and academic assistance provided by the instructional design staff and academic program coordinators/department chairs/associate deans.

3. Provide for assessment and documentation of student achievement of learning outcomes.

Assessment and documentation of student achievement of learning outcomes occurs throughout the Distance Education programs. Each course syllabus clearly identifies the desired learning outcomes for candidates. Assignments are designed so that all course outcomes are assessed, and each graded assignment is scored using a rubric to determine if student has demonstrated proficiency with the related outcome. Student portfolios demonstrate student mastery of outcomes across all courses in the program and is assessed using a standards-aligned rubric during the capstone course of the program.

Surveys are used to ask students about outcomes from particular courses, the courses and experiences of the current year they have taken that year or their experiences to date at the institution. Alumni are surveyed with respect to their mastery of the skills in question and their judgment about the strengths and areas for improvement in their programs.

H. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

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

During the implementation of the degree program, the expectation is that full-time faculty along with practicing professionals in the non-formal education sector will provide expertise as faculty. As enrollments grow, new faculty with credentials appropriate to the degree program will be hired according to an implementation plan for the program, which, in turn, aligns with the resource tables presented later in this proposal. See Table F below for a summary list of faculty currently employed by Stevenson University School of Graduate and Professional Studies with appropriate credentials to teach in the proposed program.

Dr. Anne Powel Davis, Associate Dean and Professor of Teacher Education in the School of Graduate and Professional Studies at Stevenson University, will oversee the development of the Community-Based

Education & Leadership programs. Dr. Davis has over twenty years of teaching and progressive academic leadership experience and has received multiple recognitions for outstanding teaching. Dr. Davis received her Doctor of Management from University of Maryland University College where she focused her research on systems thinking leadership in higher education. She received her Master of Science from Cornell University and her Bachelor of Science from Virginia Tech. She presents locally and nationally on topics of teaching, learning, and assessment in education. Dr. Davis is active in her community having served on various local, state, and national non-profit boards and as a youth development volunteer for over 30 years.

Table F: Summary of Current Faculty

Name	Academic Degree/Field	Academic Title/Rank	Status	Courses
Anne P. Davis	Doctor of Management, Higher Education	Associate Dean, Education, Professor	Full-time	ED 608, CBEL 612, CBEL 618, CBEL 662, CBEL 702
Nadene Vevea	PhD, Communications	Associate Dean, Communications Associate Professor	Full-time	CM 600, CM 605, CM 620, CM 630 CM 635
Sharon Bowers	EdD, Integrated STEM Education	Adjunct Professor (Senior Educator, National Institute of Aerospace)	Part-time	ED 605, ED 690 CBEL 661
Lisa Moyer	EdD, Integrated STEM Education	Adjunct Professor	Part-time	CBEL 512, CBEL 614 CBEL 662
James Egenreider	EdD, STEM Education Programming	Adjunct Professor (Research Faculty and Director, Virginia Tech Thinkabit Innovation Lab)	Part-time	ED690, CBEL 614, CBEL 661, CBEL 662
Stacy Zell	PhD, Social Foundations of Education	Adjunct Professor	Part-time	ED 606
D'Andrea Jacobs	PhD, Educational Psychology	Adjunct Professor, Nationally Certified School Psychology	Part-time	ED 510, ED 520

I Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The Stevenson University Library, established in 1971, occupies 19,000 square feet on two floors in one wing of the Learning Resource Center building on the Greenspring Campus as well as having two additional library facilities in the School of Business and Leadership and the Kevin J. Manning Academic Center on the Owings Mills campuses. The Stevenson University traditional print collection includes approximately 88,000 physical volumes and 275 print periodical subscriptions. Access to the collections is provided via an integrated, web-based online catalog shared with partners in the Maryland Interlibrary Consortium. A call slip service enables patrons to request delivery of books held by partner institutions through a dedicated courier, enabling receipt within 24 to 48 hours of the request. The Library subscribes to 60 databases, approximately 26,000 electronic journals and over 70,000 electronic books. In January 2012, a new OneSearch service was acquired to allow students to find books, articles and more with a single search box located on the main library webpage. A collection of high quality research tutorials is also available there, along with web-format research guides and a program that helps students format bibliographic citations. The "Ask us now!" chat service that provides access to a

librarian's assistance 24 hours/ seven days a week, is particularly helpful to students who are not located on campus.

The Library currently subscribes to the following online databases relevant to these programs:

Academic Search Premier – scholarly and popular articles on a wide variety of subjects

Credo Reference – full text of many general and subject specific reference books

Ebrary – full-text collection of approximately 70,000 electronic books. It is fully searchable and can also be browsed by subject discipline and by publisher.

Education Source Complete – covers more than 3,500 academic periodicals and includes full text for more than 2,000 journals, 550 books and monographs, education-related conference papers, citations for over 5.5 million articles including book reviews and over 100,000 controlled and cross-referenced names of educational tests. Coverage in Education Source spans all levels of education from early childhood to higher education and also includes educational specialties such as multilingual education, health education and testing.

ERIC - premier source for comprehensive indexing and abstracts of educational material from Current Index of Journals in Education and Resources in Education Index. Also indexes over 1,000 additional education and related journal and accesses full-text of articles in other EBSCO databases through Smart Linking.

Proquest Education Journals – approximately 830 top educational publications including more than 660 of the titles in full text. Topics include learning disabilities, distance education, and behavior modification.

ScienceDirect College Edition - over 1500 full-text titles in biology, chemistry, biochemistry, physics, medicine, psychology, mathematics, biotechnology and computer science

SocINDEX with Full Text - comprehensive coverage for research in the study of sociology and related fields including teaching

PsyInfo - citations and summaries of articles from approximately 2,000 periodicals, books, book chapters, and dissertations worldwide related to the field of psychology. Fulltext links to articles are contained in the companion database, *PsycArticles*.

PsycTests - database of unpublished tests and measures

SciFinder - research discovery tool that explores the CAS (Chemical Abstracts) databases that contains literature from many scientific disciplines including biomedical sciences, chemistry, engineering, materials science, agricultural and science.

Additionally, students have access to a wide variety of online resources available through other Maryland libraries (Sailor), the Library of Congress and World Cat. One Search and PubMed are also resources that are used for science proposals. In addition, students have borrowing privileges through Stevenson's partnership with the Baltimore Area Library Consortium (BALC) and MICUA Consortia.

J. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

The University anticipates little or no impact on the use of existing facilities and equipment to provide these online programs. Courses will not require additional classroom space or office space for faculty/staff.

The University already possesses the Blackboard course management system (CMS) hardware and software to design and implement these online programs. Continual upgrades are made through service pack installations. All media or other course production equipment necessary for the development of the program is currently in place. Stevenson University has an ample infrastructure for offering the online dimension. These resources include the latest versions of the Blackboard platform, tech and tutoring support through online delivery (SMARTHINKING), and course designers who work with the faculty members who develop courses for online delivery. Currently, this administrative unit consists of four professionals with graduate degrees in the general field of educational technology, and operates under the direction of an Associate Dean with exclusive responsibility for managing the staff and technology associate with distance learning.

While the proposed programs will be offered online, Stevenson University has adequate facilities to accommodate any face-to-face needs.

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

1. Complete Table 1: Resources and Table 2: Expenditures. Finance data for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.

TABLE 1: RESOURCES:					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$150,000	\$267,750	\$304,200	\$346,500	\$397,500
a. Number of F/T Students*	0	0	0	0	0
b. Annual Tuition/Fee Rate					
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	20	35	39	44	50
e. Credit Hour Rate	\$500	\$510	\$520	\$525	\$530
f. Annual Credit Hour Rate**	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	\$150,000	\$267,750	\$304,200	\$346,500	\$397,500
3. Grants, contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	\$150,000	\$267,750	\$304,200	\$346,500	\$397,500

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$117,032	\$120,543	\$124,160	\$148,992	\$153,462
a. # FTE	1.25	1.25	1.25	1.5	1.5
b. Total Salary	\$91,431	\$94,174	\$97,000	\$116,400	\$119,892
c. Total Benefits	\$25,601	\$26,369	\$27,160	\$32,592	\$33,570
2.. Admin. Staff (b + c below)	\$11,200	\$11,539	\$11,885	\$12,243	\$12,608
a. # FTE	.25	.25	.25	.25	.25
b. Total Salary	\$8,750	\$9,015	\$9,285	\$9,565	\$9,850
c. Total Benefits	\$2,450	\$2,524	\$2,600	\$2,678	\$2,758
3. Support Staff (b + c below)	\$5,600	\$5,766	\$5,940	\$6,118	\$6,304
a. #FTE	.125	.125	.125	.125	.125
b. Total Salary	\$4,375	\$4,505	\$4,640	\$4,780	\$4,925
c. Total Benefits	\$1,225	\$1,261	\$1,300	\$1,338	\$1,379
4. Equipment (Computer hardware and software)				\$2000	
5. Library					
6. New or Renovated Space					
7. Other Expenses	6,000	7000	1000	1,000	1,000
TOTAL EXPENDITURES (Add 1 - 7)	\$139,832	\$144,848	\$142,985	\$170,353	\$173,374

2. *Provide a narrative rationale for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.*

Note: The resources and expenditures data in Tables 1 & 2 are combined for the proposed Master of Arts and Post-Bac Certificate in Community-Based Education & Leadership.

TABLE 1: RESOURCES

Reallocated Funds

Analyze the overall impact that the reallocation will have on the institution, particularly on existing programs and organizational units.

No reallocation of funds is planned as part of delivering this new academic program

Tuition and Fee Revenue

Describe the rationale for the enrollment projections used to calculate tuition and fee revenue.

Tuition makes up most of the revenue that will be generated for the support of the program. The enrollment projections are conservative, with only 20 students enrolled in Year 1, a number that is expected to grow each year thereafter. All of these students will be part-time, as is the case with all graduate programs at Stevenson University, which makes the rate of tuition very affordable. The rate of tuition is keeping with rates competitive for the target audience of educators and nonprofit professionals. The assumption in the tuition revenue projection is that every student will enroll for 15 credits over the course of one year.

Grants and Contracts

Provide detailed information on the sources of the funding. Attach copies of documentation supporting the funding. Also, describe alternative methods of continuing to finance the program after the outside funds cease to be available.

There are no resources from grants, contracts, or other external sources that are designated for implementation of this program.

Other Sources

Provide detailed information on the sources of the funding, including supporting documentation.

No resources from other sources are necessary for the delivery of this new academic program.

Total Year

Additional explanation or comments as needed.

No additional explanations or comments are included.

TABLE 2: EXPENDITURES – NARRATIVE

Faculty

Expenditures were carefully constructed to reflect the needs of the proposed degree. The assumption is that for the first three years, existing full-time faculty resources will be allocated to teach courses in the new program, as well as adjunct professors who are professionals in the field. During this time, moderate enrollments are expected that can be managed with this combination of full and part-time faculty resources. As the program's enrollment expands in year four and five, the budget projection reflects expanding additional full-time faculty resources. Salary projections include a three percent increase in gross salary each year and a benefit rate of 28% of salary.

Administrative and Support Staff

A shared position at the staff level, devoting 25% of his/her time to the program, is proposed to assist in managing program implementation. Similarly, support staff will be shared with other faculty members and administrators; this budget assumes a one-eighth time equivalency devoted to the graduate degree. New equipment includes a computer the new full-time faculty member projected for Year 4.

Library

No new library resources will be needed for this degree.

Other

Other expenses include course development costs at \$1,000 per course. Year 1 costs are for six courses and Year 2 costs are for seven courses. Years 3 through 5 expenses are for course redevelopment, maintenance, and software purchases to enhance course communication interactive activities.

L. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

Discuss procedures for evaluating courses, faculty and student learning outcomes.

Procedures for evaluation of courses:

All course evaluations are managed centrally, by the Office of Institutional Research and Assessment (OIRA). Course evaluations are administered online and are administered in all sections, every semester or session. Stevenson University is currently using the EvaluationKIT system, which is able to pull instructor and student enrollment information directly from BlackBoard, the course management system currently in use. This system enables OIRA to make feedback available to faculty members and the appropriate administrators as soon as the semester or session has ended and grades have been turned in. University-wide, response rates average above 60%. Faculty members are expected to reflect on the feedback received, using the *Faculty Response to Evaluation* form, which is submitted to the appropriate department chair.

Evaluation of student learning outcomes:

Assessment of student learning outcomes is accomplished at the course, program and institutional level. Each course offered at Stevenson University is required to have a syllabus which conforms to the institutional Syllabus template. Among the elements required by the template is a list of measurable student learning outcomes. The achievement of those outcomes is monitored by the course faculty and, when appropriate, at the departmental level. Each course has a course map that links key assessments to course outcomes. Samples of student artifacts are used to document accomplishment of course outcomes and subsequently program outcomes.

M. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

The Stevenson University student population includes the largest number of diverse students among the private colleges and universities in Maryland. Each year approximately one-third of the entering class of first-year students qualify for federal Pell grants and are from 'educationally disadvantaged backgrounds'. In the 2015-2016 academic year, 45% of the total undergraduate population and 43% of the graduate and undergraduate part-time student population represented minority groups. The diverse student population is the result of an institutional plan to recruit students from diverse backgrounds by reserving a significant percentage of institutional grants for students with need as opposed to other determinates, such as educational attainment as measured by high school grades and admissions tests.

Stevenson University has made a commitment to attracting transfer students which has increased the diversity of the student population. Specifically, one-third of the new students during each of the last two years were transfer students predominantly from the state's community colleges where the lower tuition generally attracts the most disadvantaged students. The recruitment plan of the Office of Admissions has pushed outward geographically from the historic dominance of central Maryland counties, adding another factor that accounts for the increasing diversity of the student body.

Stevenson University has among its guiding documents a diversity statement that along with its mission, vision, and values comprise the guiding principles behind all policies of the institution. In order to ensure compliance with the commitment to diversity, Stevenson University has an office of multicultural affairs which serves as a key component of its student services unit. This office is responsible for the annual diversity update submitted for publication to the Maryland Independent College & University Association (MICUA).

N. 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 (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

This section is not applicable to private institutions.

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