



LOYOLA UNIVERSITY MARYLAND

— 1852 —

Office of Academic Affairs

February 15, 2023

Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201
Sent via email: acadprop.mhec@maryland.gov

Dear Secretary:

Loyola University Maryland is pleased to submit a proposal to add a new Area of Concentration in Education to the Master of Theological Studies, CIP Code 39.0601. The proposed concentration fulfills student and Maryland workforce needs for the preparation of primary and secondary theological educators and meets the mission of the institution. The concept of the concentration is based on recommendations of the recent Master of Theological Studies academic program peer review. The concentration is designed to serve student interest, encourage employment opportunities, and assist program completion.

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

Sincerely,

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

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

dsm

cc: Dr. Stephen Fowl, Dean, Loyola College of Arts and Sciences
Mr. Matthew Power, President, Maryland Independent College and University Association
Dr. Angela Sherman, Vice President for Academic Affairs, Maryland Independent College and University Association



Office Use Only: PP#

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

Institution Submitting Proposal	Loyola University Maryland
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Each action below requires a separate proposal and cover sheet.

- | | |
|--|---|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input checked="" type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> OR*STARS #	Payment	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check # 44767	Amount: 250.00	Submitted: 2/15/2023

Department Proposing Program	Theology Department		
Degree Level and Degree Type	Master of Theological Studies		
Title of Proposed Program	Master of Theological Studies Concentration in Education		
Total Number of Credits	48		
Suggested Codes	HEGIS: 230100.00	CIP: 39.0601	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2023		
Provide Link to Most Recent Academic Catalog	URL: https://catalogue.loyola.edu/index.php		
Preferred Contact for this Proposal	Name:	David Mack	
	Title:	Academic Program Development Specialist	
	Phone:	(410) 617-2317	
	Email:	dsmack@loyola.edu	
President/Chief Executive	Type Name:	Terrence M. Sawyer, J.D.	
	Signature:		Date: 02/15/2023
	Date of Approval/Endorsement by Governing Board:	02/15/2023	

Revised 1/2021

LOYOLA UNIVERSITY MARYLAND,
A DEGREE-GRANTING INSTITUTION AUTHORIZED TO OPERATE IN MARYLAND,
PROPOSAL FOR A NEW AREA OF CONCENTRATION:
EDUCATION CONCENTRATION in the MASTER OF THEOLOGICAL STUDIES (MTS)

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

on
February 15, 2023

Executive Summary:

Through partnering with the School of Education, the Theology department can offer a new graduate concentration: Master of Theological Studies (MTS) with a concentration in Education. This degree will more specifically target theological educators (primary and secondary educators, parish educators, non-profit educators), a market segment that is overlooked and underserved in the region. Because Loyola graduate programs already exist in theology and education, the new concentration can be offered with minimal to no new expenditures. The combination of theology and education also speak to the very heart of the Jesuit charism and Loyola's mission.

Opportunity:

During the MTS's 2021 program review, reviewers found that we were not serving our students well who either sought careers in secondary education or were already in the education field. The degree requirements, particularly the language and two-semester thesis, did not align with these students' professional goals. The theology department also believes that these requirements may deter some teachers from enrolling in the program. In light of the program review, conversations with current students, and the large number of parochial primary and secondary schools in the Baltimore and Washington region, Loyola proposes a new concentration that caters to religious educators that work with primary and secondary aged audiences.

Proposed Solution:

The MTS with a concentration in Education is a 48-credit graduate degree. Thirty-six of the credits are comprised of the current theology graduate program requirements, while 12 credits consist of education courses taught in the School of Education's graduate programs. The degree would culminate in an Ignatian Pedagogy Capstone. The program would be open to accelerated, full-time, and part time students.

Cost and Timeline:

Student Cost: Students would pay the MTS tuition rate.

Loyola Cost: Given that students would take classes that already are offered, no new faculty, infrastructure, technology, or library materials are needed. The MTS is a small program, and while we do anticipate new students, we do not anticipate a number that would necessitate an additional administrator. The MTS manages its budget well and was planning on creating new marketing materials in the next year; information about the MTS with a concentration in Education would be included in the new materials for no additional cost.

Loyola Timeline: The goal is to start enrolling students in summer 2023.

A. Centrality to Institutional Mission and Planning Priorities:

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

The Master of Theological Studies with a concentration in Education is aligned with Loyola's mission. According to Loyola's Mission Statement, Loyola is "committed to the educational and spiritual traditions of the Society of Jesus." This includes a tradition of primary and secondary theological education. The MTS with a concentration in Education is a direct outgrowth of the Jesuit charism and mission of Loyola University Maryland. Additionally, the mission statement mentions preparation for professional life twice. By bringing together theological and pedagogical training into one degree, the MTS with a concentration in Education will prepare graduates for careers in theological education whether it be in a K-12 classroom, parish, or non-profit setting.

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

The 2016 Loyola Strategic Plan presents four areas of focus: Citizenship, Educational Innovation, Engagement, and Vitality & Sustainability. The offering of the MTS with a concentration in Education contributes to all four areas.

Citizenship: By producing graduates that are theologically and pedagogically formed, the MTS with a concentration in Education adheres with the goal of producing Ignatian Citizens who "purposely seek[s] God in the world inspired by her or his faith tradition, spirituality, or belief system or through courageously engaging in public and social issues and affairs, aiming for the *magis*" (*Ignatian Compass*, 6). Our graduates will have a rich understanding of how theology engages the social and ethical issues of our time, have the skills to promote diversity and justice in the classroom, and a rootedness in the Jesuit educational tradition that will reflect the mission of Loyola University Maryland.

Educational Innovation: As stated in Loyola's strategic plan, "By renewing Loyola's commitment to the educational ideals of Ignatius, the University will make a compelling case for the integral synergies between the liberal arts and career and vocational planning." (*Ignatian Compass*, 11). The MTS with a concentration in Education is both an example of the synergy between the liberal arts and career planning and could be a model of cooperation between Loyola's graduate programs. The MTS with a concentration in Education draws from two already established graduate programs (Theology and Education) to create a new offering that caters to a specific market segment (theological educators). While dual MTS-MAT degree programs are offered in other regions of the country, the MTS with a concentration in Education would be the first of its kind in Maryland. Additionally, by bringing theology and education together in one graduate degree, students complete the degree more quickly (2 years instead of 3-4 years that are typical of dual degree programs) and at a lower cost. Additionally, theological educators do not require two graduate degrees. The time and financial benefits along with the professional appropriateness of the MTS with a concentration in Education will make the degree attractive to potential students and more accessible for students who have historically been left out of graduate education.

Engagement: The MTS with a concentration in Education is designed for theological educators working in their communities, specifically in high schools and parishes. As such, the goal of the degree is to “strive for the greater good, and to educate and empower members of our community to engage in meaningful ways with one another and the world around them” (*Ignatian Compass*, 13).

Vitality & Sustainability: The MTS with a concentration in Education fits well with the strategic plan’s goal of financial sustainability. By leveraging the already existing graduate programs, infrastructure, and staffing, the MTS with a concentration in Education will not require additional investment. Rather, it is doing more with what Loyola already has.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

Implementation of the MTS education area of concentration will not require any new resources in terms of faculty, space, and budget. Loyola College of Arts and Sciences and the department will commit modest advertising start-up funds for the implementation of the program. The courses included in the proposed program will use existing resources and existing instructional space. The proposal is in collaboration with the School of Education.

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

The MTS with a concentration in Education will be housed in Theology along with the department’s other graduate offerings (Master of Theological Studies, Certificate in Theology and Ministry). The MTS with a concentration in Education will be administered by Theology’s Director of Program Operations (DPO) and Program Director (PD), who currently administer the other graduate programs. The MTS with a concentration in Education will not need new faculty, staffing, technology, or other physical resources; it will use the resources that are already allotted for the Master of Theology Studies.

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

Loyola is confident in the success of the program and its ability to meet student interest. The Master of Theological Studies is a long-standing program at Loyola, and the University is committed to sustaining the program and the proposed area of concentration. If for some reason the program was to close, Loyola would provide for students to complete the program.

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

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

This program is aimed at fulfilling the social need of academically grounded and pedagogically sound theological education. Currently, many primary and secondary theology teachers do not have the necessary educational training to be effective in their classrooms due to the fact that there is no credentialing process for theology teachers. A Master of Theological Studies (MTS) with a concentration in education would prepare future and current teachers to be informed and effective in their classrooms. By having a graduate level degree in theology, teachers would have a deeper knowledge of the Christian theological tradition as well as more global and diverse understanding of the field, which will enable graduates to teach a wide range of courses. By including education courses from Loyola's School of Education in the degree, graduates will be equipped with essential pedagogical skills as well as practical issues of diversity, inclusion, and equity in the K-12 setting. In both theology and education courses, students will engage in D.E.I. topics. Graduates of this program will be able to serve their diverse student populations better by including inclusive curriculum and justice-oriented pedagogy.

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

The proposed Area of Concentration within the Theological Studies program provides a more relevant curricular option for students seeking to enter the field of education. By including education courses into the Master of Theological Studies degree, the degree aligns with many students' intended professional goals, which should increase our rate of completion. Additionally, the education courses included in the proposed concentration are taught in spring, summer, and fall semesters which allow for greater flexibility and quicker completion times for both full time and part time students. These changes are consistent with the 2022 Maryland State Plan for Higher Education's Student Success Goal of *Promote and implement practices and policies that will ensure student success* including both Priority 6: *Improve systems that prevent timely completion of an academic program* and Priority 7: *Enhance the ways postsecondary education is a platform for ongoing lifelong learning*.

Priority 5: *Maintain the commitment to high-quality postsecondary education in Maryland* and Priority 8: *Promote a culture of risk-taking* are addressed through this proposal by providing workforce development and allowing students to specialize in a specific focus area within the program. The proposed education concentration will allow Loyola to build relationships

further with the over 100 religiously affiliated primary and secondary schools in the Baltimore and Washington D.C. areas. Schools could send their current teachers to the program for additional education and could recruit from Loyola's graduates to fill open positions. Currently, area schools frequently reach out to the MTS program to inquire about graduates for available teaching and campus ministry positions. An MTS with a concentration in education would strength these relationships and make Loyola a "go-to" institution for training and recruitment.

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

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

Graduates of the MTS with a concentration in education have clear employment opportunities. Graduates can enter the primary and/or secondary education fields as private school teachers, campus ministers, or administrators. Additionally, graduates would be well positioned for jobs in the non-profit world that include teaching and training duties.

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

As mentioned above, the theological studies program with a concentration in education provides another avenue to the theological studies student. Expectation is for modest opportunities working in private schools as teachers or administrators, campus ministries, and as educational activities coordinators. A recent search on the employment website Indeed (10/19/22) found 79 catholic teacher jobs in Maryland and 3,777 nationwide. Indeed, also indicated 554 jobs nationwide for fields in campus ministry.

3. 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.

Although the Bureau of Labor Statistics doesn't specifically provide data regarding religious teachers, Table 1. and Table 2 below, provide occupational data representative of education and religious occupations.

Table 1. Occupational Statistics Occupational Outlook Handbook

Occupational Title	Employment, 2021	Projected Employment, 2031	Change, 2021-31	
			Percent	Numeric
Secondary school teachers, except special and career/technical education	1,058,300	1,107,000	5	48,700
Middle school teachers, except special and career/technical education	606,500	631,500	4	25,000
Kindergarten and elementary school teachers	1,487,000	1,547,200	4	60,200
Elementary school teachers, except special education	1,362,300	1,417,100	4	54,900
Education and childcare administrators, preschool and daycare	74,600	80,800	8	6,200
Education administrators, kindergarten through secondary	292,200	306,500	5	14,200

Source: U.S. Bureau of Labor Statistics, Employment program, <https://www.bls.gov/ooh/>

Table 2. Occupational Statistics O*NET Online

	Maryland Employment Projections		United States Employment Projections		Projected Employment Growth 10 yr		Projected Job Openings	
	2018	2028	2020	2030	MD	U.S.	MD 2018-2028	U.S. 2020-2030
Directors, Religious Activities and Education	540	590	149,600	152,800	9%	2%	70	17,400

Source: O*NET OnLine is sponsored by the U.S. Department of Labor, <https://www.onetonline.org/link/summary/21-2021.00>

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

The MHEC Degree Data Trend Files do not contain specific data for an area of concentration in education for theology or theological studies. The data files do indicate three other universities in the state, outside of Loyola, maintaining an active masters level theology program or a program listed under CIP Code in 39.0601. The table below indicates the number of degrees conferred by Maryland institutions offering active similar programs

in CIP Code 39.0601.

Table 3. Supply of Prospective Graduates

School Name	Degree Level	Program Name	CIP	2015	2016	2017	2018	2019	2020
Mount St. Mary's University	MASTERS	THEOLOGY	390601	13	8	12	10	6	8
Ner Israel Rabbinical College	MASTERS	TALMUDIC LAW	390601	24	0	35	34	20	19
St. Mary's Seminary and University	MASTERS	THEOLOGY	390601	6	14	7	12	20	7
St. Mary's Seminary and University	MASTERS	SACRED THEOLOGY	390601	0	2	0	0	0	0
St. Mary's Seminary and University	MASTERS	CHURCH MINISTRIES	390601	6	8	5	10	10	5

Maryland Higher Education Commission, Secure Data Web, Degree Trend Data, <http://data.mhec.state.md.us/macAux.asp#api>

D. Reasonableness of Program Duplication:

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

Besides Loyola, the MHEC inventory lists three universities in the state, Mount St. Mary's University, Ner Israel Rabbinical College, and St. Mary's Seminary and University offering masters level theology programs or a program under a similar CIP Code of 39.0601. Each of these programs focus on the study of religion and its history. None of the programs listed under CIP code 39.0601 include education courses or an education concentration. Furthermore, Loyola is not aware of any theology program or theology-based program in the state that offers a concentration in education. The programs listed above focus on specific areas of theology, none of which are in education.

2. Provide justification for the proposed program.

None of the five similar theology programs have listed on the MHEC inventory or on their own website a concentration in education. Since there are no other concentrations in education for theology or theological studies programs offered in the state, the proposed program change does not create a duplication of existing programs.

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

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

The Master of Theological Study program already exists at Loyola University Maryland and the proposed area of concentration in education should have no impact on HBIs since no HBI in Maryland offers a similar concentration within a theological studies program.

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

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

The Master of Theological Studies program already exists at Loyola University Maryland, and the proposed area of concentration in education should not have any impact on the uniqueness and institutional identities and missions of HBIs since no HBI in Maryland offers a similar concentration within a theological studies program.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

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

The idea for the MTS with a concentration in education has been in development since 2019. The MTS routinely attracts early career high school teachers and campus ministers (about 20-25% of the MTS students fit this category). The language and thesis requirements of the MTS are specifically designed for students who intend on pursuing doctoral studies. Based on conversations with perspective and current students, these requirements have either deterred students from enrolling or been a barrier to completion.

In Fall 2021, the MTS underwent a program review. The final report from the program review committee confirmed that the language and thesis requirements were inconsistent with the professional and educational goals for students interested in secondary education. The program review committee suggested the possible development of a track that would focus on theology and education. The Theology department, in response to the program review, established a committee to develop the suggestions from the final report. The committee then presented the proposed MTS with a concentration in education to the theology department. The proposal was approved by the department and given the green light to develop with the continued input from Loyola stakeholders.

The faculty member who will oversee the program is the Program Director for all of Theology's graduate offerings.

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

1. Demonstrate the skills, methods, and knowledge constitutive of the academic discipline of theology so that they might be able to utilize that knowledge in a K-12 educational setting.
2. Describe and analyze Christian theology in its historical, cultural, and comparative expressions including attention to non-Western and/or traditionally marginalized Christian communities.
3. Demonstrate a level of expertise in a theological sub-discipline such as: Scripture, historical theology, systematic theology, moral theology, comparative theology et al.
4. Be able to evaluate appropriately scholarly work in theology.
5. Demonstrate the knowledge of the social, political, and historical contexts of education, with special focus on how identities, culture, race, and power relate to educational thought and practice.
6. Demonstrate the ability to communicate theological discourse to a primary and/or secondary education audience.

The program has a core set of theology courses that provides a broad foundation for the field of theology. Building upon the core, students take 12 credits of coursework from the School of Education, 12 credits of theology electives, and a capstone course, resulting in a curriculum that balances breadth with depth. Learning outcomes 2 and 4 address the breadth of the curriculum; learning outcomes 3 and 5 address the depth of the curriculum; learning outcome 1 addresses the integration of all parts of the curriculum.

3. Explain how the institution will:

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

The graduate director will work with the program chair and the department to conduct the assessment plan. Program learning outcomes will be evaluated through a capstone project. Students will be tasked with producing a project that demonstrates understanding of theological concepts and pedagogical methods. The project must be suitable for a specific primary or secondary educational audience.

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

Student achievement of program learning outcomes will be conducted through the methods listed above. Documentation of the results will be entered into the institution's learning assessment system and reviewed by the institution's Committee on Assessment of Student Learning, the department, and others based on institutional practices.

See Table 4. Program Assessment Map below.

Table 4. Program Assessment Map

Program Learning Outcomes Map

	Outcome #1	Outcome #2	Outcome #3	Outcome #4	Outcome #5	Outcome#6
TH600	X	X		X		
TH601	X	X		X		
TH621	X	X		X		
TH622	X	X		X		
TH640	X	X		X		
TH660-669	X	X		X		
TH670-690	X	X		X		
SoE Courses 1&2					X	
SoE Courses 3&4					X	
TH electives (12 credits)			X	X		
Capstone	X	X		X	X	X
Introductory		Reinforcement			Mastery	

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

The proposed Master of Theological Studies Area of Concentration in Education is a 48-credit degree program. Students are required to successfully complete 24 credits of Theological Studies core credits, 12 credits of education electives taught through Loyola’s School of Education, and 12 Theology electives. The program includes a capstone course as part of the program curricular core.

All academic requirements (including clinical work), comprehensive exams, thesis (if required), and any additional requirements unique to the department must be satisfactorily completed for a student to be eligible for graduation. All courses taken are considered part of the cumulative QPA, whether they apply to the program or not. Under no circumstances will a student be permitted to graduate if the cumulative QPA is not exactly 3.000 or higher. Students whose QPA falls below 3.000 in the last semester will be placed on probation. These students will be given one semester to raise the QPA to the required 3.000 by taking an additional course(s) above the listed requirements.

See program course requirements in Table 5 below.

Table 5. Program Course Requirements

Course Code	Courses Title	Credits
TH600	Old Testament Survey	3
TH601	New Testament Survey	3
TH621	Historical Theology I	3
TH622	Historical Theology II	3
TH640	Survey of Systematic Theology	3
TH660-69	Comparative Theology Course	3
TH670-90	Theological Ethics Course	3
TH803	Ignatian Pedagogy Capstone	3
<i>12 credits from the following courses</i>		
TE600	Foundations of Education	3
TE603	Learning Sciences	3
TE612	Secondary Methods	3
SE761	Introduction to Special Education	3
ET605	Intro to Educational Technology	3
ED602	Learner-Centered Education	3
ED609	Social Justice and Educational Technology	3
ED612	Philosophy, History, and Reforms in Education	3
	600 Level Theology electives	3
	600 Level Theology electives	3
	600 Level Theology electives	3
	600 Level Theology electives	3
	Total Credits	48

See Appendix A for Course Descriptions

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

As a graduate program this question does not apply.

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

There are no specialized accreditation or graduate certification requirements at this time.

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

This program does not contract with another institution or non-collegiate organization.

8. Provide assurance and any appropriate evidence that the proposed program will provide students clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

All program requirements, including pre-requisites, curriculum, administration, financial aid, and any other relevant information will be maintained on the program's website and in the graduate catalogue. The program directors will be responsible for ensuring that the webpage remains current and that students are informed of any changes. Individual course requirements will be clearly delineated on syllabi and in catalogue descriptions prior to registration. The program directors will also be available to discuss program/course requirements and university services during office hours or by appointment.

Loyola provides support services that include an Office of Technology Services, Counseling Center, Disability Support Services, Financial Aid Office, the Loyola-Notre Dame Library, a National Fellowships Office, The Study, the Writing Center, and many other support services to assist students for success. As mentioned above, Loyola's website provides the appropriate program costs and student support resources, including required consumer information disclosures.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

Loyola University Maryland has a dedicated Office of Marketing and Communications. Loyola endorses and adheres to ethical principles and codes of conduct published by various national organizations. These include the Public Relations Society of America (PRSA) Code of Ethics, the National Association for College Admission Counseling (NACAC) Statement of Principles of Good Practice, the National Association of Student Financial Aid Administrators (NASFAA) Statement of Ethical Principles and Code of Conduct for Institutional Financial Aid Professionals, American Association of Collegiate Registrars and Admissions Officers (AACRAO) Professional Practices and Ethical Standards, the NAFSA: Association of International Educators Statement of Ethical Principles, and the Association for Institutional Research (AIR) Code of Ethics, which are followed by the Office of Marketing and Communications, the Admission Office, the Office of Financial Aid, the Records and Admissions Offices, the Office of International Programs, and the Office of Institutional Research, respectively. Furthermore, the institution provides clear and accurate program information on the University's website.

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

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

Currently there are no articulations with this program.

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

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

The members of Loyola's theology faculty are active scholars. Each year faculty members present at conferences, give invited talks, and publish books with academic and popular publishers. The theology faculty members have been teaching in the current graduate program for a decade and have consistently mentored students and aided them in reaching their professional and educational goals.

Table 6. Faculty Credentials

When appropriate, by either specialization or department need, postdoc fellows and adjunct faculty may teach in the graduate program.

Name	Appointment	Degree	Title	FT/PT/Adjunct	Courses
Rebekah Eklund	Theology	ThD, Theology	Assoc. Prof.	FT	Biblical Studies (TH600-619); Thesis (TH800-02)
Frederick Bauerschmidt	Theology	PhD, Theology	Professor	FT	Historical Theology courses (TH620-639); Thesis (TH800-02)
Daniel Castillo	Theology	PhD, Theology	Assoc. Prof.	FT	Systematic Theology courses (TH640-659); Ethics (TH670-689); Thesis (TH800-02)
John Conley	Theology and Philosophy	PhD, Philosophy	Professor	FT	Systematic Theology courses (TH640-659); Ethics (TH670-689); Thesis (TH800-02)

Name	Appointment	Degree	Title	FT/PT/Adjunct	Courses
Stephen Fowl	Theology	PhD, Theology	Professor	FT	Biblical Studies (TH600-619); Thesis (TH800-02)
John Kiess	Theology	PhD, Theology	Assoc. Prof.	FT	Thesis (TH800-02)
Claire Mathews McGinnis	Theology	PhD, Religious Studies	Professor	FT	Biblical Studies (TH600-619); Thesis (TH800-02)
Joeseh Rossi	Theology	PhD, Theology	Professor	FT	Thesis (TH800-02)
Jill Snodgrass	Theology	PhD, Theology	Assoc. Prof.	FT	Ethics (TH670-690); Thesis (TH800-02)
Arthur Sutherland	Theology	PhD, Theology	Assoc. Prof.	FT	Systematic Theology (TH640-659); Thesis (800-802)
John Zaleski	Theology	PhD, Theology	Lecturer	FT	Historical Theology (TH620-639); Comparative Theology (TH660-669); Thesis (800-802)
Matthew Moser	Theology	PhD, Theology	Lecturer	FT	Systematic Theology (TH640-659)
Dr. Camika Royal	Education	PH.D. Educational Leadership and Policies Studies, Urban Education	Associate Professor of Urban Education	FT	Foundations of Education (TE600)
Rashawna Sydnor	Education	M.Ed. in Curriculum and Instruction	Lecturer	Affiliate	Foundations of Education (TE600)
Laura Alpaugh-Sanzone	Education	MAT, Elementary Education and Early Childhood Education	Lecturer	Affiliate	Learning Sciences (TE603)
Mark Covington	Education		Assistant Clinical Professor	FT	Secondary Methods (TE612)

Name	Appointment	Degree	Title	FT/PT/Adjunct	Courses
Ms. Michele Murphy	Education	M.Ed. Educational Administration- Goucher College B.A. Special Education- Hood College	Assistant Clinical Professor	FT	Introduction to Special Education (SE761)
Ms. Monique Yates	Education	Master of Special Education	Lecturer	Affiliate	Introduction to Special Education (SE761)
Ms. Irene Bal	Education	M.E.	Assistant Teaching Professor	FT	Intro to Educational Technology (ET605)
Dr. Kelly Keane	Education	Ed.D., Educational Leadership, focusing on educational technologies	Assistant Teaching Professor	FT	Intro to Educational Technology (ET605), Learner-Centered Education (ED602), Social Justice and Educational Technology (ED609)
Dr. Stephanie Flores-Koulish	Education	Ph.D. Curriculum & Instruction	Professor	FT	Philosophy, History, and Reforms in Education (ED612)

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

a) Pedagogy that meets the needs of the students

Loyola currently offers two formal university-wide teaching enhancement workshops each year for all faculty, as well as numerous less formal pedagogical opportunities throughout the year. Several workshop sessions are dedicated to pedagogical training for faculty and instructors, including discussions of best practices for promoting student learning. In 2018, Loyola established Teaching Fellows who act as learning communities to research, incorporate, and disseminate best practices. Cohorts of teaching fellows have been formed for high-impact teaching practices, equity and inclusion, and digital teaching and learning.

b) The learning management system

Loyola uses the Moodle learning management system and has a fully staffed technology center. Support includes a help line for faculty, several Moodle specialists, and Moodle training workshops to help faculty use Moodle effectively. The institution also provides an Office of Digital Teaching & Learning that provides additional support and training for face-to-face courses that supplement learning with digitally enhanced supports.

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

The program is not a distance education program. However, the Office of Digital Teaching and Learning instructional designers are available to develop on-line classes. Loyola as a whole follows quality assurance standards for online education programs including adhering to C-RAC guidelines.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.

The library indicated that no new resources will be required for the proposal as the library already has sufficient resources for the current Theology masters and various master's level education programs.

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

Theology resources provided by the Library include ATLA Historical Monographs, ATLA Religion Database with ATLASerials, BibleWorks (in-library use only), Karl Barth Digital Library, Library of Catholic Thought (includes Jerome Biblical Commentary), and Patrologia Latina. Education resources include ERIC, ProQuest Education Journals, Taylor & Francis Education Journals, Reference Center, and Teaching Channel. The Library provides access to two frequently recommended religious education journals: Religious Education (1926-present) and Teaching Theology and Religion (1998-present). Journal of Youth and Theology (2002-present) provides additional relevant content with a focus on youth ministry.

Faculty and students can access Library resources electronically in the building, on campus, or off campus by using their Loyola username and password. The Library provides interlibrary loan services free of charge for books and articles not available in the collection.

Articles are often delivered in less than 24 hours while books and other physical items require shipping time.

Students and faculty may request help in-person, via email, by telephone, or through online chat available 24 hours a day, seven days a week. Faculty can collaborate with a librarian to design in-person or online information literacy sessions for their classes, and librarians are available to assist with research needs both in person and virtually. The Copyright Information Center offers online and in-person workshops each semester and is also available for consultations.

Additionally, the Library's Innovation Station makerspace offers various technologies for creation and invention. Faculty can partner with Technology Services staff to integrate makerspace technology into their courses, and staff are available to provide individual training and consultations. Finally, the Archives and Special Collections provides primary source research instruction, consultations, and access to the library's collection of rare books and archival/manuscript collections.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

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

Loyola currently possesses the necessary classroom and laboratory space, the appropriate instructional resources, and faculty offices to support the proposed concentration. Because the proposed program relies only on already-existing courses and resources, there should be no change in need for existing facilities, equipment, staff, or laboratories and the program can be implemented with the current resources in place at our institution. The president's signature on the proposal coversheet indicates his support for the proposal and the adequacy of physical facilities, infrastructure, and instructional equipment for the program.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

- a) An institutional electronic mailing system, and

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

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

The program is not a distant education program. All students enrolled in the program are provided access to the university's learning management system. The Office of

Technology Services provides technical support for all student email accounts and for those using the learning management system. The Office of Digital Teaching and Learning provides additional support to students and faculty specifically for distance education courses.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

1. Complete [Table 1: Resources and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

See Appendix B for Program Resources table.

Modest revenues are projected after the implementation of the proposed area of concentration.

2. Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

See Appendix C for Program Expenditures table.

The proposed area of concentration will be implemented with existing resources of the institution and no new expenses are projected.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

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

Loyola University Maryland utilizes several mechanisms for evaluating courses, including student course evaluations, faculty peer evaluations, and faculty annual updates. The latter require faculty to perform self-evaluation of courses and teaching effectiveness, and to provide evidence of student learning achievement. Faculty evaluations occur through annual faculty updates with their supervisors. Student learning outcomes are evaluated in alignment with university practice, as described in Section G.3 and Appendix D.

	Fall	Spring	Summer
Coursework Assessment	X	X	X
Degree Audits	X		X
DPO meets with students	X	X	X
PD meets with students	X	X	X
Surveys	X	X	X
Annual Assessment Reports			X
Faculty Updates	X	X	

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

The results of the assessment will be used for continual improvement of the program. Institutional evaluation will occur in accordance with the University's and the academic division's protocols, including reviews of student retention, student and faculty satisfaction, and cost effectiveness, reviewed annually by the dean.

Each department at Loyola is required to submit an annual report, which includes progress towards previous year's goals and a complete assessment report. The reports are evaluated by the Dean's office annually, and the Dean meets with the chair each year to discuss departmental progress. Programs also engage in academic program review on a seven-year cycle at Loyola, and the proposed Master of Theological Studies' Education AOC was proposed as a result of the MTS program's 2021 program review.

See Section G.3 and Appendix D for assessment of the program's student learning goals.

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

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

Loyola University Maryland has a strategic focus on enhancing equity and inclusion for the university community. The University is committed, through its mission and core values, to creating a community that recognizes the inherent value and dignity of each person. The strategic plan goal to enhance equity and inclusion guides faculty and administrators' work toward promoting inclusive academic excellence. Specifically, teaching practices identified by AAC&U as highly impactful for the success of all students are being incorporated more fully in academic and cocurricular programs across the University. The provost has invested in related professional development by funding cohorts of faculty fellows to explore, employ, disseminate, and support high-impact teaching strategies. Faculty Fellows for High-Impact Practices (HIPs) are represented in all three schools, including the College of Arts and Sciences. Following a similar model, a cohort for Equity & Inclusion Fellows and a cohort for Digital Teaching and Learning has been established.

Specifically to the MTS program, over the last five years, the MTS has increased the number of traditionally marginalized students. In AY22-23, 88% of the MTS students identify as one or more identities that have historically been marginalized in the field of theology. By decreasing obstacles to access for students through intentional design that is attentive to working professionals' schedules, the MTS with a concentration in Education will continue to draw students of historically underrepresented groups. The MTS with a concentration in Education will maintain the standards of affordability and accessibility that have been set by the existing MTS program.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

This program is not a low productivity program.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

This program is not a distance education program.

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

This program is not a distance education program, but the university follows best practices for distance education courses including complying with C-RAC guidelines. Additionally, the University is a SARA participating member and abides by memberships requirements.

Appendix A: Courses Descriptions

TH600- Old Testament Survey (3 credits)- Students are introduced to the content of the Hebrew Bible or Old Testament (the Torah, prophets, writings, and Deuterocanonical books) and to the history of its interpretation, including scholarly approaches since the rise of historical criticism.

TH601- New Testament Survey (3 credits)- Students are introduced to the text of the New Testament, as well as a variety of historical concerns related to Second Temple Judaism and the Greco-Roman worlds in which the story of the New Testament is set and from which its text emerges.

TH621- Historical Theology I (3 credits)- A survey of major figures in Christian theology from the second through the fifteenth centuries, including Church Fathers of both the East and West and the western medieval tradition. The course emphasizes reading primary source material, with an eye both to its historical context and to its relevance for theology today.

TH622- Historical Theology II (3 credits)- A survey of major figures in Protestant and Catholic theology from the sixteenth through the twentieth centuries, with special emphasis on the reformations of the sixteenth century and theological responses to the Enlightenment and Modernity. The course emphasizes reading primary source material, with an eye both to its historical context and to its relevance for theology today.

TH640- Survey of Systematic Theology (3 credits)- This course surveys the major topics in Christian theology and their relationship to each other. It treats significant developments in contemporary theological discussions of God, Christ, the Spirit and the Church, grace, and human destiny.

H660-69- Comparative Theology Course (3 credits)- Students select one course from TH660-669 to fulfill the Comparative Theology course requirement.

TH660- Comparative Theological Readings of the Qur'an (3 credits)- A comprehensive introduction to the holy book of Islam. After a survey of the historical and literary setting of the Qur'an, students concentrate on a close reading of a number of theologically relevant passages. They compare translations and interpretations in order to get an idea of the most important semantic fields. Students look at some of the most important voices in the history of tafsir (Qur'anic exegesis) and also consider Christian theological approaches of the Qur'an.

TH661- Comparative Theological Approaches to Islam (3 credits)- Students are introduced to the history of Christian interpretations of Islam. After a survey, students concentrate on reading some of the basic Christian texts about Islam and try

to establish the history of their influence (Wirkungsgeschichte) on the image of Islam in the Christian West. This image is compared to the self-representation of Islam in some theological texts that can be read as counterparts of the Christian interpretations of Islam, enabling students to get an idea about the mutual influence of the two religious traditions.

TH662- Buddhism and Christianity (3 credits)- A general survey of the encounter between Christianity and Buddhism that examines the metaphysical and theological conflicts between them. Topics include God, the soul, metaphysics, causality, epistemology, and ethics. The course takes special care to dismantle many of the fantasies that contemporary Europeans and American have about Buddhism, and it concludes with a discussion of the political uses and abuses of reincarnation in Tibetan Buddhism.

TH663- Jews, Muslims, and Christians in the Middle Ages (3 credits)- Students examine the philosophical and theological dialogue among Jewish, Christian, and Muslim thinkers in the Middle Ages on such questions as the nature of divine power, the status of human speech about God, and the problems and possibilities associated with belief in the incarnation. Al Ghazzali, Ibn Sina (Avicenna), Maimonides, and Aquinas are among the thinkers discussed.

TH664- Comparative Theology: History and Methods (3 credits)- Surveys the Christian encounter with other religions in the Bible, Patristic and medieval theology, and the early modern missions to the Americas, Africa, and Asia. In doing so, the course provides the historical and theoretical background of the development of Catholicism as a global, multicultural religion in dialogue with Judaism, Islam, Buddhism, Hinduism, Confucianism, Taoism, and various indigenous religious traditions. Topics include controversies over Christian uniqueness, debates about the salvation of non-Christians, conceptions of grace and virtue in other religious traditions, and the comparative anthropology of religion.

TH665- Christianity and Hinduism (3 credits)- An historical survey of the philosophical and theological dialogue between Christianity and Hinduism. Topics include the relationship of God to the gods, theologies of incarnation, models of female religious authority, and theologies of grace and liberation in both religions. Special attention is also paid to Indian techniques of meditation - including yoga, bhakti, and Tantra - and their evolution in the modern West.

TH668- Encounters between Christianity, Judaism, and Islam (3 credits)- Discusses some of the most important theological topics in the encounters between adherents of the three "Abrahamic" religions, Judaism, Christianity, and Islam. Topics include dialogues and polemics about the nature and the properties of God; human action and free will; revelation and the Word of God; the role and function of prophets; the limits of human language about God; and the rival claims of each tradition to Abrahamic parentage. Encounters examined include those in both the medieval and contemporary periods

TH669- Independent Study in Comparative Theology (3 credits)- An opportunity for students to pursue advanced study on topics of individual interest within a specific subdiscipline of theology. The structure, requirements, and aims of the independent study will be determined through consultation between the instructor and the student. Written or electronic permission of the instructor.

TH670-690- Ethics Course (3 credits)- Students select one course from TH670-690 to fulfill the Ethics course requirement.

TH670- Ethics: Roman Catholic Moral Theology (3 credits)- An introduction to the history, vocabulary, and methods of moral theology in the Roman Catholic Church, with a special emphasis on contemporary case studies. Readings include relevant passages of Holy Scripture, Saint Thomas Aquinas, John Duns Scotus, Leo XIII, Paul VI, John Paul II, Gustavo Gutierrez, and Alasdair MacIntyre. Topics include the Christian conception of holiness and its sacramental expression in marriage and holy orders; scholastic and phenomenological approaches to moral theology; Catholic social thought; liberation theology; and contemporary sexual and biomedical ethics.

TH671- Contemporary Catholic Moral Theology (3 credits)- Catholic moral theology is examined, with particular attention given to the major schools of thought within the contemporary tradition. Key magisterial texts (notably John Paul II's *Veritatis Splendor*) provide the point of departure. Schools of thought examined include the new natural law (Grisez/Finnis), the critics of the new natural law (Hittinger), the proportionalists (Fuchs, McCormick), the virtue school (Pinckaers), and the narrative school (Baxter).

TH672- Natural Law in a Catholic Context (3 credits)- The development of natural law as a central mode of moral reflection in Catholicism is examined. The classical (Cicero) and biblical (wisdom literature, Paul) roots of natural law ethics are studied. Aquinas's *Treatise on Law* is the centerpiece of the course. Diverse contemporary Catholic natural law thinkers (Connery, Grisez, Finnis, McCormick, George) are studied.

TH673- Catholic Social Doctrine (3 credits)- In examining the major documents of the Catholic social tradition (such as *Rerum novarum*, *Quadragesimo Anno*, *Centesimus annus*), the course focuses on the shifting methodologies used in this versant of Church teaching. The interdisciplinary nature (theological, philosophical, sociological) of this canon is examined, as well as the controversies among contemporary theologians in the interpretation and development of this doctrine.

TH674- Christianity and Global Justice (3 credits)- Do we have an obligation to those who live beyond our borders? Are the needs of strangers a matter of justice or charity? What institution form should our responses take? This course draws upon resources within the Christian ethical tradition to address these questions. Topics include humanitarian aid, military intervention, international criminal justice, development, and others.

TH676- God, Good, and the Good Life (3 credits)- Resources from contemporary moral philosophy are brought to bear on the central theological question: How, in light of what God has done and is doing in Christ, ought we to conceive of ethics and conduct our lives? Focus is placed on classical and recent theological and philosophical texts and moral problems.

TH677- Theologies and Ethics of Social Justice (3 credits)- Students are introduced to religious social ethics, as well as moral and liberation theologies. This course helps students develop and refine their theo-ethic of justice and hone skills in social analysis and theological reflection. Students apply these skills to contemporary issues such as immigration, consumerism, globalization, and world poverty.

TH678- Justice, Peace, and the Integrity of Creation (3 credits)- Students explore the ways in which justice, peace, and the integrity of creation are interrelated, and reflect upon the character of Christian discipleship in light of this interrelatedness. In order to carry out these tasks, students work to interpret sources of Christian revelation (e.g., scripture, doctrine, etc.) in a manner that is attentive to both the "cries" of the earth and the poor; and use these theological interpretations to help analyze the contemporary socio-ecological crisis. Special attention will be paid to Pope Francis' recent encyclical *Laudato Si*.

TH680- Class and Poverty in the Bible, Theology, and the Real World (3 credits)- Assists students in understanding poverty from biblical, theological, and political perspectives. What did Jesus mean when he said "The poor will always be with you"? What causes poverty? How are we to treat "the poor"? This course engages these questions and examines contemporary social issues related to class, poverty, homelessness, and social justice in America today.

TH681- Worship, Culture, and Justice (3 credits)- Explores the theological relationship between culture and worship from an interdisciplinary perspective with an emphasis on the ethics surrounding worship practices. By examining historical, theological, and liturgical texts alongside select readings in sociology of religion and cultural anthropology, students learn to evaluate the social and spiritual impact of incorporating or excluding cultural practices in worship among varied populations within the U.S. and in the majority world, among immigrants, racial minorities, and people with disabilities.

TH690- Independent Study in Ethics and Culture (3 credits)- An opportunity for students to pursue advanced study on topics of individual interest within a specific subdiscipline of theology. The structure, requirements, and aims of the independent study will be determined through consultation between the instructor and the student. Written or electronic permission of the instructor.

TH600/700 level electives – varies- (12 credits). Students will select four courses/12 credits from TH600/700 level course. These course draw from the fields of biblical studies, historical theology, systematic theology, comparative theology, ethics, and biblical language. The purpose of these electives is to allow students to explore subdisciplines more deeply and take language courses, if desired.

TH803- Ignatian Pedagogy Capstone (3 credits)- This course explores the history and application of the Ignatian Pedagogical tradition. Students draw on their theological and pedagogical education to prepare a culminating project that is relevant to a specific primary or secondary educational audience. (Course to be added to the Academic Catalogue upon MHEC approval).

School of Education Courses- varies- (12 credits). Students will select four courses/12 credits from the following courses. A few of the courses are designed for students who are practicing teachers.

TE600 Foundations of Education-(3 credits)- Focuses on the historical, sociopolitical, and philosophical trajectory of education and schooling in the United States. This course also offers the opportunity to consider these trajectories in the context of current schools and classrooms. Students question long-held beliefs about education and schooling; create a vision of themselves as professional educators; and develop and analyze ideas about education, schooling, its key players, and major stakeholders. A 20-hour field experience in a school setting is required.

TE603 Learning Sciences-(3 credits)- Integrates current theories and research in human growth and development and educational psychology (learning sciences). This course also focuses on learning, motivation, assessment, and meeting the needs of diverse learners. Students analyze a variety of learner characteristics that influence student development and academic achievement. Course content is aligned with Maryland College and Career-Ready Standards and emphasizes the application of theory to practice in the classroom and school environment.

TE612 Secondary Methods - (3 credits)- Introduces students to strategies required to teach at the secondary level. Course topics include developing learning objectives, unit and lesson planning, assessment strategies, instructional technologies, and classroom management to address individual differences. A 20-hour field experience in a school setting is required.

SE761 Introduction to Special Education-(3 credits)- Students identify and describe major legislation and trends in the field of special education. Topics include cultural impact, service delivery options, and empirically supported practices. For each area of disability, students become familiar with general information on etiology, characteristics, interventions, technology, and research. Students demonstrate understanding of issues related to the assessment, identification, and placement of students with various exceptionalities. In addition, students are expected to identify the various local, state, and federal laws and regulations relative to rights and responsibilities, student identification, and delivery of services.

ET605 Intro to Educational Technology-(3 credits)- 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 along with exposure to technology integration models.

ED602 Learner- Centered Education-(3 credits)- 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.

ED609 Social Justice and Educational Technology- (3 credits)- Focuses on preparing candidates to foster educational environments that are socially just, diverse, inclusive, and equitable through the bridging of theory and the application of technology. Candidates develop critically reflective and analytical practices while exploring a broad range of tactics and strategies for acting on justice-oriented issues and appropriately harnessing the power of digital media in our interconnected world. Emphasis is placed on the equitable distribution of technology resources, consideration of diversity, and social responsibility.

ED612 Philosophy, History, and Reforms in Education- (3 credits)- Students focus on pivotal moments in American history and their influence upon the development of educational thought, curriculum, instruction, and reforms. Students gain a greater understanding of the contemporary condition of schools and educational policies and determine to what extent schools have been successful in fulfilling a democratic idea or complicit in maintaining the status quo.

Appendix B: Program Resources

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	35,100	62,100	135,240	171,120	173,910
a. Number of F/T Students	1	1	3	4	4
b. Annual Tuition/Fee Rate	21,600	21,600	22,080	22,080	22,440
c. Total F/T Revenue (a x b)	21600	21600	66,240	88,320	89,760
d. Number of P/T Students	1	3	5	6	6
e. Credit Hour Rate	900/credit	900/credit	920/credit	920/credit	920/credit
f. Annual Credit Hour Rate	15 hour/student	15 hour/student	15 hour/student	15 hour/student	15 hour/student
g. Total P/T Revenue (d x e x f)	13,500	40,500	69,000	82,800	84,150
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	35,100	62,100	135,240	171,120	173,910
2.b. Initially \$900/credit, 24 credits/year for FT students, tuition rate rises at ~2%/year					
2.e. Tuition rises at ~2% per year					
2.f. Expect PT students to enroll for 12-18 credits/year – average 15 credits/year					

Appendix C: Program Expenditures

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 – 7)	0	0	0	0	0

Appendix D: Assessment of Program Learning Outcomes

Program Learning Outcomes Assessment

1. Demonstrate the skills, methods, and knowledge constitutive of the academic discipline of theology so that they might be able to utilize that knowledge in a K-12 educational setting.

This PLO will be assessed through the 600-level theology coursework. Students will routinely be evaluated based on written work demonstrating their engagement with and understanding of theological texts. The program will adhere to the university's academic probation and dismissal policies for students who drop below a 3.00 cumulative GPA and/or receive C+ or lower for a class. Additionally, the capstone project will require students to apply theological texts and methods to an appropriate K-12 setting.

2. Describe and analyze Christian theology in its historical, cultural, and comparative expressions including attention to non-Western and/or traditionally marginalized Christian communities.

This PLO will be assessed in the core requirements (TH601, TH602, TH621, TH622, TH640, one course from TH660-669, and one course from TH670-690). There will be papers in each of these courses.

3. Demonstrate a level of expertise in a theological sub-discipline such as: Scripture, historical theology, systematic theology, moral theology, comparative theology et al.

This PLO will be assessed in the in the four theological electives courses, which are required for the degree. There will be papers in each of these courses.

4. Be able to evaluate appropriately scholarly work in theology.

This PLO will be evaluated in each of the TH600-level courses. There will be papers in each of these courses.

5. Demonstrate the knowledge of the social, political, and historical contexts of education, with special focus on how identities, culture, race, and power relate to educational thought and practice.

This PLO will be evaluated in the four required School of Education courses.

6. Demonstrate the ability to communicate theological discourse to a primary and/or secondary education audience.

This PLO will be evaluated through the capstone project. Students will be tasked with producing a project that demonstrates understanding of theological concepts and pedagogical methods. The project must be suitable for a specific primary or secondary educational audience.