

Program Proposal for Substantial Modification to Existing Program

Doctorate in Education – Educational Leadership



Aminta H. Breaux, Ph.D.

President

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September 26, 2022

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Re: Program Summary
Doctorate in Educational Leadership/Executive Fellows (Ed.D.)

Dear Secretary Fielder:

The Department of Educational Studies and Leadership in the College of Education at Bowie State University is requesting approval of a non-substantial modification of the Doctorate in Educational Leadership/Executive Fellows (Ed.D.) be offered at the Eastern Shore Higher Education Center (ESHEC).

Since our founding in 1865, Bowie State University has been at the forefront of teacher education in the region – preparing educators to be a beacon of light in the classroom and beyond. The Doctor of Education in Educational Leadership program is designed to help individuals identify and solve problems for different levels. The program moves beyond textbooks and teaches candidates how to direct organizational changes using strategic thinking and planning, and develop a global perspective of school operations and how to handle the nuances that come with running a school or school district.

By offering this program at the ESHEC, this program addresses the growing disparity in minority participation the field of education at the state and national levels. In addition, BSU will be able to reach students across the state of MD and in their own backyards.

The implementation of the program non-substantial modification is in consideration of the institution's current approval by MHEC.

Sincerely,

Aminta H. Breaux



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

Institution Submitting Proposal	Bowie State University
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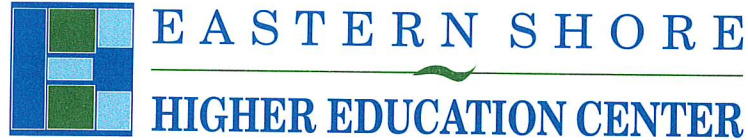
Each action below requires a separate proposal and cover sheet.

- | | |
|---|--|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input 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 checked="" type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input checked="" type="radio"/> R*STARS #	Payment	Date
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check #	Amount: 250	Submitted: 9/9/2022

Department Proposing Program	Education Leadership		
Degree Level and Degree Type	Ed.D.		
Title of Proposed Program	Doc Education Leadership/Executive Fellows		
Total Number of Credits	72		
Suggested Codes	HEGIS: 82701.00	CIP: 1304111.0000	
Program Modality	<input checked="" type="radio"/> On-campus	<input type="radio"/> Distance Education (<i>fully online</i>)	
Program Resources	<input checked="" type="radio"/> Using Existing Resources	<input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input type="radio"/> Fall	<input checked="" type="radio"/> Spring	<input type="radio"/> Summer Year: 2023
Provide Link to Most Recent Academic Catalog	URL: https://www.bowiestate.edu/academics/colleges/college-of-education/departments/educational-leadership/graduate-programs/doctoral-program/		
Preferred Contact for this Proposal	Name:	Dr. Kimetta R. Hairston	
	Title:	AVP for Regional Centers and Online Programs	
	Phone:	(757) 218-8630	
	Email:	khairston@bowiestate.edu	
President/Chief Executive	Type Name:	Dr. Aminta H. Breaux	
	Signature:		Date: 09/09/2022
	Date of Approval/Endorsement by Governing Board:		

Revised 1/2021



September 7, 2022

Secretary James Fielder, PhD.
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder:

I am pleased to write this letter of support for Bowie State University. They reached out several months ago to discuss degree programs that they might offer at the Eastern Shore Higher Education Center. It was so refreshing to be contacted by a four-year university that wants to be a partner with the Center. We have executed a Memorandum of Understanding with Bowie State University so the door is open for them to begin requesting permission to offer degrees here at the Center. The staff and faculty have been wonderful to work with and the collaboration has been nothing but positive.

Bowie State University would like approval from MHEC to offer their Doctorate in Education at the Eastern Shore Higher. After approaching the five local school systems and Chesapeake College, I am confident that we can form a cohort of Educational Doctorate students. As the Executive Director of the Center, I fully support their request.

I would like to add that back in 2007 UMES offered their Doctorate in Education at the Center. After a few years, they discontinued the program at the Center due to their reaccreditation process. They have refused several times to bring it back to the Center. I have also approached Salisbury University several times about offering their EdD at the Center. Their response was that folks could come to campus or take it online. With no other EdD programs on the Shore most of the educators who would like to earn an EdD are getting their degree through Wilmington University. The Bowie State University EdD gives educators an opportunity to meet locally with other educators, which enriches the discussions and builds both professional and personal relationships.

We ask that you approve the request from Bowie State University to offer their Doctorate in Education at the Eastern Shore Higher Education Center. I am happy to meet with you or your staff about our support. I can be reached at 410-829-3925 or durry@chesapeake.edu.

Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Deborah AH Urry', written over a horizontal line.

Deborah AH Urry
Executive Director

Higher Learning for Higher Earning

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.

Bowie State University (BSU) is a comprehensive university that provides 21st century learners with a strong foundation for success with a well-rounded academic experience, an inclusive environment, and hands-on learning opportunities. Building on its rich legacy as a training ground for teachers since 1865, the university is committed to providing access to high-quality education and cultivating emerging leaders prepared to succeed in a changing, global society.

This substantial program modification application proposes to offer the Doctor of Education in Education Leadership degree program at the Eastern Shore Higher Education Center (ESHEC) and to request a change in the modality for an approved program to include both an on-campus program and online learning. The ESHEC was established offer select degree programs from several public Maryland universities on one convenient campus serving counties on the Eastern Shore and north east Maryland (Cecil County).

ESHEC's innovative and pioneering partnership approach to higher education is designed to connect local k-12 educators, higher education staff, non-profit sector, and government workers to outstanding career opportunities while providing regional employers with a highly educated, skilled workforce. Only the upper-level undergraduate and graduate courses are offered on the ESHEC campus, fostering a supportive environment of students focused on completing their degrees and advancing their careers.

The Educational Studies and Leadership program provides professional preparation for persons wishing to advance their careers with an advanced degree in both educational and non-educational settings. Concentrations in special education, reading, counseling leadership, social justice, higher education, and technology are offered as part of the degree program. Students must pass a Comprehensive Examination before enrolling in EDAD 910, Dissertation I, EDAD 920 Externship I, EDAD 925 Externship II, EDAD 950 Dissertation II.

The Educational Studies and Leadership program requires each student to demonstrate the following related to skills:

- in-depth knowledge of general theories of leadership, change management, strategic planning, education evaluation, advanced school law, policy and governance, and management of financial resources in public education.
- in-depth knowledge research and the ability to conduct independent research in a field related to education;
- knowledge of research methodology and computer-assisted technology in the field of education;
- knowledge of computer software and technology as it enhances and applies to school leadership;
- knowledge of the various professional education and organizations including their legal and ethical standards;
- working knowledge of group and team dynamics;

- knowledge of human development theory and research, from preschool to adulthood, that relates to educational, social, psychological, physical, and emotional growth and how to lead different groups/teams to meet the individual and collective needs of students.

The Educational Studies and Leadership program requires each student to demonstrate the following related to skills:

- Ability to develop and evaluate strategic plans;
- Ability to evaluate education settings for access and equity;
- Ability to lead in urban, suburban, and rural school districts;
- Ability to interpret and apply federal and state laws to education settings;
- Ability to interact, promote, and advocate at the local, state, and federal levels for policy and policy change that serves the best interest of school systems;
- Ability to evaluate and recommend policy to meet school system needs;
- Ability to manage public funds in accordance with federal, state, and local laws;
- Ability to complete comprehensive education related research for practical application;
- Ability to resolve organizational conflicts;
- ability to develop and complete a dissertation research paper;
- ability to impact on curriculum development; and
- ability to demonstrate competence in knowledge of legal and ethical issues

The Bowie State University’s mission is as follows:

As Maryland’s first historically black public university, Bowie State University empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. Bowie State University supports Maryland’s workforce and economy by engaging in strategic partnerships, research, and public service to benefit our local, state, national, and global communities.

Extending the Educational Studies and Leadership doctorate degree program to ESHEC contributes to the University’s mission by empowering “a diverse population of students to reach their potential by providing innovative academic programs” and by supporting Maryland’s workforce and economy.

The proposed graduate program aligns to the mission by:

- striving to empower diverse students to reach their potential,
 - providing an innovative academic program as well as transformational experiences,
 - promoting civic engagement, and
 - supporting research.
2. Explain how the proposed program supports the institution’s strategic goals and provide evidence that affirms it is an institutional priority.

The Educational Studies and Leadership doctorate degree program contributes to the achievement of Bowie’s *FY 2019 – FY 2024 Racing to Excellence Strategic Plan*. The program is aligned to the following Bowie State University Mission and Strategic Objectives:

- **Goal #1:** Achieve academic excellence supported by curricular and co-curricular experiences

- 1.1 High-demand, innovative academic programs
- 1.3 Engaged faculty
- 1.6 Graduate education
- 1.7 Learning outcomes assessment
- **Goal #2:** Promote a holistic and coordinated approach to student success
 - 2.5 Student retention and progression strategy
 - 2.6 Holistic student development
- **Goal #3:** Encourage academic and administrative innovation to meet student needs
 - 3.1 Faculty experimentation/innovation
 - 3.2 Academic programming through alternative formats
 - 3.3 Leverage current and new technologies to support student success
- **Goal #4:** Enhance our campus culture of diversity, inclusion and civic engagement
 - 4.1 Community of inclusion
 - 4.5 Civic responsibility
- **Goal #5:** Ensure long-term viability of BSU
 - 5.4 Service for the public good/community engagement
 - 5.5 Identity/branding

The Educational Studies and Leadership doctorate degree program supports the aforementioned goals in that the program:

- Is innovative and will be offered in an alternative format,
- Promotes academic excellence,
- Is rooted and grounded in the foundational philosophies of counseling practices, community inclusion, as well as 21st century teaching and learning and,
- Is supportive of faculty development and continuous learning.

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.)

BSU's Department Educational Studies and Leadership within the College of Education will have primary responsibility for administering the off-campus program budget. The off-campus 5-year budget for the Educational Studies and Leadership doctorate degree program, managed by the Department of Educational Studies and Leadership, includes adequate funding for faculty, program supervision, support staff, technical support and equipment, and other expenses to offer the program at ESHEC. In addition, future off-campus departmental budgets will be enhanced as the off-campus program matures and enrollment increases.

Funding to support BSU's Educational Studies and Leadership program at ESHEC comes from various sources, including tuition and fees revenues generated by students enrolled in the program and ongoing support provided to BSU by USM and ESHEC, based on the Memorandum of Understanding (MOU). The Memorandum of Understanding (MOU) between Bowie State University and the Eastern Shore Higher Education Center Appendix A.

4. Provide a description of the institution's a commitment to:

a) ongoing administrative, financial, and technical support of the proposed program

The administration of Bowie State University is committed to the College of Education and the enhancement of graduate programs. The Educational Studies and Leadership doctorate degree will be supported by BSU and the current resources of the College of Education. The School of Graduate Studies will provide administrative and technical support for the proposed program.

The Educational Studies and Leadership Department, with an off-campus financial commitment, will provide ongoing administrative and financial support. A coordinator will oversee the offsite location. The Educational Studies and Leadership doctorate degree curriculum is based on resources used for the current program offered at the BSU campus. Therefore, the curriculum does not require a change in administration or technical support.

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

The Educational Studies and Leadership doctorate degree program is an existing program currently offered at the BSU campus. The existing faculty and infrastructure already exist and in place to support the proposed doctorate degree program. The Provost's Office will support the program, The School of Graduate Studies, as well as the College of Education, to graduate a minimum of 10 students over the next three years.

Students apply directly to the university offering their chosen major, and on the application, they select ESHEC as their preferred campus location. The home university provides the professors, curriculum, and degree. Students at the ESHEC campus benefit from small class sizes, a local venue convenient to their home and work site, and an array of customized on-site services and student life - leading to a more personalized, cost-effective, and time-saving path to advanced degree completion.

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

The Maryland State Plan for Postsecondary Education: Student Success with Less Debt Strategy 4 continues the focus on equal educational opportunities for Marylanders. Under

this strategy, the plan calls for continued support for Historically Black College and Universities.

Because most industries have a job embedded/training component education in the workplace is now common. A terminal degree in educational leadership is one of the most popular academic programs nationwide for both educators and non-educators (National Center for Education Statistics, 2020). Educational leadership is among the fastest growing and largest fields for doctoral level education nationally. While law (20.9%) and medicine (10.3%) are substantially larger, educational leadership has exceeded fields like veterinary medicine, chemistry, and nursing and is growing faster than the fields of law, medicine, pharmacy, and dentistry. (McConnell, III 2020)

In times of school disruptions, such as Covid-19, blended online learning is hailed as practical for its feasibility of synchronous and asynchronous modes. The real challenge here is to get students motivated and engaged in blended strategies of learning to mitigate learning loss and sustain the quality of instruction, though online or in-person. The adoption of educational technology requires a sufficient level of digital literacy that many school stakeholders of materially impoverished groups are falling behind. As well, as school leaders, the principals must have the foresight for dynamic, efficient, and operative principles in tackling matters among the host community and school staff, it is only possible by adequate and continuous professional growth and advancement ([Adarkwah, 2021](#); [Akram et al., 2021](#); [Aslam et al., 2021](#)).

Additionally, the popularity of our current doctorate program in leadership at Bowie State University suggests a need to offer the program to potential students on the Eastern Shore and northeastern region of Maryland. In general, the degree to which scholarship and practice in educational leadership contribute to our understanding of leading people and their interactions is integral to advancing knowledge and the ability to apply that knowledge to maintain and improve the state of public education and society.

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

The Educational Studies and Leadership doctorate degree program is well aligned to the following goals, strategies and action items of the Maryland State Plan for Postsecondary Education:

- **SUCCESS: Promote and implement practices and policies that will ensure student success.**
 - **Strategy 4:** *Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.*
 - Support the unique missions of Historically Black Colleges and Universities.
 - **Strategy 5:** *Ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and*

non-traditional students.

- Systematically review policies and practices to ensure they are student- focused and are implemented with the goal of student success.
- Review and consider current policies and practices around structured schedules and academic planning.
- Improve policies regarding academic program review that meet the State’s needs – e.g., workforce shortages. Ensure academic policies and campus practices support all students, including non-traditional students.

The proposed program will be offered at Bowie State University, an HBI and will be offered in an alternative format in order to meet the diverse learning needs of the students as well as to provide access to the non-traditional, working adults.

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

This program is also a direct response to the growing regional demand for more professionals with leadership knowledge, skills, and abilities. Maryland has seen the highly qualified teachers leave the profession resulting in a teacher shortage locally and nationally. Developing leaders to help local school systems solve this emerging issue is critical to schools, communities, businesses, and the economy.

The school leadership concentration targets early and mid-career professionals from diverse fields as a necessary ingredient to their continued success. School based and higher education professionals with diverse knowledge and skill are employed by a public and private schools/systems and education intuitions. The program will appeal to Maryland citizens whose job function involves working with preK-12 students, post-secondary students, and aspiring leaders in both settings.

Administrative positions in education are forecasted to grow faster than average between 2014 and 2024, with new and replacement positions leading to approximately 19,040 openings annually. By volume, elementary and secondary school administrators represent the greatest number of new positions. Nationally, across all administrative settings, educational administrative positions are projected to employ over half a million workers by 2024. (McConnell, III 2020)

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

Table 1. Graduations in Programs in Educational Studies and Leadership – Doctorate Program

Degree Trends	Award Level	Program Name	2023	2024	2025	2026	2027
Bowie State University	Doctorate	Educational Leadership	10	14	16	20	25

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.

Bowie State University (BSU) is one of two institutions offering the a Doctor of Education in this geographical region. University of Maryland Eastern Shore (UMES) offers an online only option. This program will be face-to-face and online. The curriculum for the Doctor of Education is similar at both institutions with UMES offering courses online and accelerated delivery using a weekend format. Both programs require students to demonstrate the ability to conduct research independently.

2. Provide justification for the proposed program.

The proposed program will fill existing educational leadership program gaps as people continue to seek more career advancement and increased accountability from schools.

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

Not applicable

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

As one of Maryland’s Historically Black institutions, Bowie State serves an under-represented minority population and respects and understands diversity is central to its mission. Therefore, Bowie’s Counseling Psychology graduate program is committed to increasing the number of underrepresented minorities in a geographical area seeking diverse graduates to serve in the field.

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 Doctorate in Educational Leadership is a current program offered at Bowie State’s main campus and Universities at Shady Grove. The Doctor of Education program at BSU has been approved for over 20 years. The program is offered through the College of Education and coordinated through the Department of Education Studies and Leadership.

The Doctor of Education degree will be offered at ESHEC in a primarily face-to-face format with several courses offered on-line. The contents of the program offering at the ESHEC location are the same program contents as offered on the main campus. As noted under item B, the program’s learning outcomes appropriate to the rigor and breadth of the program. The learning outcomes are assessed based on the data collection from each course assessment at the end of the course and through a comprehensive examination offered on an annual basis. Upon entry into the program and during each advising session, students are informed of the required courses in the program and the graduation requirements of the program.

A full-time faculty member will serve as the on-site program coordinator for the ESHEC location. Other full-time and adjunct faculty will teach at the ESHEC location. In conjunction with the Department of Educational Studies and Leadership Chair, the program coordinator will assign faculty to classes at the ESHEC location. In addition, the program coordinator will serve as the academic advisor for the students, serve as the initial point of contact for the students, assist in the program evaluation processes, and other duties as the coordinator of the program at the ESHEC location.

Dean Cosmas Nwokeafor, who leads the Graduate School, will be responsible for graduate admissions and administrative functions related to all Bowie State University graduate programs recruitment, admissions, marketing, and services available to the students at the ESHEC location. In addition, the Department of Educational Studies and Leadership Chair and the Program Coordinator at the ESHEC location will work together to assign faculty to courses and any other program requirements for student success.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.
 - Demonstrate an understanding of major theoretical leadership approaches
 - Demonstrate an understanding of the use of strategic planning, financial planning, urban, suburban, and rural education planning, continuous improvement, policy and governance, political structures and external influence, the use and capacity of technology for classroom, school, and enterprise application, evaluation of effective strategies designed to promote equity, access, and elimination of achievement gaps as they exist in public education;
 - Demonstrate data software application & skills necessary to plan & complete a dissertation proposal,
 - Demonstrate the ability to use & interpret data and performance metric measures related to education.

3. Explain how the institution will:
 - a) provide for assessment of student achievement of learning outcomes in the program

Program Goals	Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instruments/Frequency
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Academic Scholar	Demonstrate an understanding of major theoretical Leadership approaches	EDAD 801 Philosophical and Historical Foundations of Education EDAD 815 Educational Planning and Evaluation EDAD 820 Human Resources EDAD 825 Advanced School Law EDAD 845 Managing Financial Resources	-Passing the end of each semester's final exam. -Successfully passing the CPCE given in the Fall & Spring semesters.
Effective Practitioner	Demonstrate an understanding Limits and uses of data and the ability to conduct independent research to inform the current practice of educational leadership	EDAD 810 Descriptive and Inferential Statistics EDAD 835 – Research and Design Methods EDAD 850 – Intradisciplinary Seminar EDAD 900 – Applied Research Seminar	-Development of a Treatment Plan. -Completion of a Case Study on a client/patient. -In-class exams, projects & case presentations.
Effective Use of Technology	Demonstrate data software application & skills necessary to plan & complete research for a dissertation proposal	EDAD 840 Leadership with Technology in a Global Information Age EDAD 910 – Dissertation 1 EDAD 950 – Dissertation 2	Final class projects -Prepare research proposal in Introduction to Research course. -In Seminar course, complete the culmination of their capstone paper from their Intro to Research course.

b) document student achievement of learning outcomes in the program

The Doctor of Education in Educational Leadership proposed substantial program modification at the ESHEC location would follow current assessment practices described below.

At the global program level, the College of Education's associate director of accreditation and compliance convenes meetings with program coordinators at the start of each semester to verify that assessment will occur according to the assessment plan, confirm required assessment documentation, and to review past results including interventions to be employed for the current semester. Program coordinators meet with faculty at the start of the semester departmental faculty meeting to verify that assessment will occur according to the assessment plan, confirm required assessment documentation, and review past results, including interventions to be employed for the current semester. The associate director of accreditation and compliance and program coordinators monitor assessment progress and work with faculty during the semester on issues that may arise regarding the process. The

associate director of accreditation and compliance, discipline coordinators and assessing faculty meet again at the end of the semester to compile and review assessment results and prepare for the next assessment period.

Also, as part of the process, the associate director of accreditation and compliance submits a report to the Center for Academic Programs Assessment (CAPA), University Student Learning Assessment Committee (USLAC). This report outlines data collection, analysis and proposed actions from programmatic goal assessment, post-assessment strategies and the sharing of assessment results. The USLAC reviews each annual report using a rubric and shares the analysis with the department.

Courses are monitored and evaluated in a variety of ways. Students provide feedback through university course evaluations, managed by Office of Planning, Analysis and Accountability (OPAA) and administered each semester, with results shared early in the following semester.

At the college level, student course evaluations are discussed with faculty as part of their annual review and courses are peer reviewed once per year by a faculty member in the same discipline, using a standardized faculty approved form. The director of academic computing monitors the online presence of all faculty members and ensures that online courses are aligned to Quality Matters standards. In addition, the COE monitors courses on an as needed basis based on student complaints.

The College of Education's faculty are evaluated as all other faculty based on the university's Policy on Faculty Evaluation contained in section 3.4 of the Faculty Handbook. This policy provides for the evaluation of full-time tenured and non-tenured faculty in the areas of teaching, research/scholarship, and service. The evaluations are taken into consideration with decisions about tenure, promotion, and merit. Each faculty member does a self-assessment and is evaluated by a peer, chair and dean on an annual basis, usually toward the end of the spring semester using an instrument approved by the Faculty Senate for that purpose. In addition, tenured faculty members are subject to post-tenure reviews every five years. Students also evaluate faculty in the area of teaching and academic advising. The faculty evaluation process also includes department chair and peer observation.

Faculty evaluation as described above contains elements of relations with industry. Otherwise, each faculty member completes an annual report detailing their activities. They are also required by policy to complete a form that shows outside employment if the business and industry relations and consultancy services are those of employer/employee.

The College of Education tracks faculty participation in professional development activities on campus such as Faculty Institute training/workshops and Blackboard training. In addition, faculty development is required in instances where student evaluations suggest that faculty members are not meeting expectations.

In addition to the COE annual continuous improvement model, the Educational Studies and Leadership program undergoes a full academic program review every seven years in accordance with guidelines established by the University System of Maryland (USM). The USM academic program reviews include a programmatic self-assessment, including educational and cost effectiveness as well as an external review per the BSU Academic

Program Review Guidelines. Draft reports are reviewed by the department chair, college dean and provost before they are sent to the USM. The USM Board of Regents reviews the reports annually. The Program Review Manual provides details on the expectations for the program review and is conducted over the period of one academic year. The USM Academic Program Reviews occurs every seven years.

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

Program Requirements:

- A completed application
- Graduate transcripts verifying an earned master’s degree in the field of education or a related field and have a minimum GPA of 3.00.
- Maryland State Advanced Professional Certificate to teach (or equivalent).
- Minimum of 3 years of satisfactory classroom teaching.
- Minimum of 3 years in a leadership capacity.
- Submission of three letters of recommendation on official letterhead with an ‘ink’ signature: Two (2) of which are from a college professor or someone who can attest to the aptitude for graduate studies; and one (1) professional (i.e., supervisor).
- Letter of interest or Personal Statement which responds to the following:
 - Background information: Family, education and work.
 - Goals: What do you expect to be doing in five (5) years? In ten (10) years?
 - Strengths: What strengths do you have that would contribute to your being a good education leader?
 - Change: What do you believe to be the facets of your personality, behavior, and/or outlook that, if modified or changed, would make you a better person/leader? What plans, if any, do you have for making any such change(s)?
 - Why Bowie State University? Why did you decide to apply to the educational studies and leadership program at B.S.U.?
 - Your comments: What additional information, thoughts, feelings, concerns and/or questions do you have?
- Applicants may be asked to participate in a phone, in-person, or virtual interview.

Program Components:

CORE COURSES		SEMESTER HOURS
EDAD 801	Philosophical and Historical Foundations of Education	3
EDAD 810	Descriptive and Inferential Statistics in Education	3
EDAD 815	Educational Planning and Evaluation	3
EDAD 820	Human Resources	3
EDAD 825	Advanced School Law	3
EDAD 830	Educational Government and Political Studies	3
EDAD 835	Research Designs and Methods	3
EDAD 840	Leadership with Technology in a Global Information Age	3

EDAD 845	Managing Financial Resources in Urban Education	3
EDAD 850	Interdisciplinary Seminar	3
EDAD 899	Comprehensive Examination	3
EDAD 900	Applied Research Seminar	0
EDAD 910	Dissertation I	3
EDAD 920	Dissertation II	3
EDAD 951	Dissertation Advisement if needed	1
	Total Credits for Core Courses	40-41
Elective Track Courses (Students take 12 credits in a concentration area)		12
EDAD 901	Principles of Contemporary Educational Technology	3
EDAD 902	Educational Leadership and Technology Management	3
EDAD 903	Critical Technology Issues Impacting Educational Leaders	3
EDAD 904	Leadership for Pre-K-12 Online Learning Environments	
COUN 851	Issues and Trends in Counselor Leadership	3
COUN 853	Seminar in Counseling Leadership	3
COUN 854	Counselor Leadership for Social Justice, Multiculturalism, and Advocacy	3
COUN 855	Advanced Counseling Theories	3
EDAD 814	History of Higher Education	3
EDAD 816	The College Student Experience	3
EDAD 818	Higher Education Administration	3
EDAD 822	Seminar in Higher Education	3
SPED 912	Critical Issues in Special Education	3
SPED 916	Research Methods in Special Education	3
SPED 918	Legislation and Litigation in Special Education	3
SPED 920	Theoretical Perspective in Education	3
EDAD 600	Proseminar in the African American Experience	3
EDAD 601	Seminar on Race and Racism in the US	3
EDAD 602	Special Topics in Social Justice	3
EDAD 603	Seminar in Critical Race Social Justice	3
	Total Credits for Program	62-63

Course Descriptions

REQUIRED COURSES

EDAD 801: Philosophy and Historical Foundations of Urban Education

The purpose of the course is to analyze and study the philosophical and historical

foundations that underline leadership concepts and practices in contemporary urban schools. Students explore the political, social, and economic context in which urban schools operate. Students also examine effective leadership and management strategies for urban schools in eight key policy/management areas: finance, personnel/employee relations, students' performance, program definition (curriculum and student services), facilities and security, media (communications and community relations), and education law.

EDAD 810: Descriptive and Inferential Statistics in Education

This is a statistics course designed to prepare the education student with the essential statistical concepts for developing statistical designs in their own research. In addition to the fundamental principles of descriptive and inferential statistics, students learn to use computers to compute data and to interpret computer-generated results produced by statistical software. Course topics include measurements of central tendency, variability, relative position, and correlation; sampling and probability distributions, tests of significance; t-tests; analysis of variance; chi-square tests, and regression analysis.

EDAD 815: Educational Planning and Evaluation

This course is a comprehensive examination of planning practices and procedures in selected educational settings and includes the development of a model plan as a related research project. Advanced study of topics related to the design and development of educational policies and operations in support of organizational planning, including appropriate research needs and methods. The course also includes an introduction to the evaluation of the effectiveness of educational programs and policies in relation to systems theory and analysis of organizations.

EDAD 820: Human Resources

This course includes analysis and discussion of personnel administration in educational institutions. Special attention will be given to those functions and responsibilities related to the administration of personnel at the school district level. This course will address the personnel function and its contribution to the overall management and operation of a school system.

EDAD 825: Advanced School Law

This course will focus on the legal policy development and issues that arise in elementary and secondary schools. Topics will include liability for student injury, church/state conflicts, control over the curriculum and the expression of controversial views, and the schools' authority to make rules governing student and teacher conduct. It will also examine issues of equal opportunity, including school desegregation, bilingual education, sexual discrimination and harassment, affirmative action, and special education.

EDAD 830: Educational Government and Political Studies

Educators operate in a complex web of political relationships within schools and universities between educational institutions and communities, and across levels of government. This course is designed to enable educators to become more effective and responsible actors within this web of political relationships. The course engages students in 1) developing systematic knowledge about political environments; 2) developing skills and strategies necessary to act on that knowledge; and 3) exploring and acquiring principles that shape responsible political action.

EDAD 835: Research Designs and Methods

The purpose of this course is to provide doctoral students with the skill necessary to design empirical research studies in the field of education. Survey, correlation and experimental research methods and practices are emphasized in the course. Course topics include purposes and types of educational research; steps in conducting research and preparing a research proposal; selection of research questions for investigation and literature reviews; basic statistical methods and an introduction to statistical packages; development and validation of instrumentation; principles of sampling; research designs; data collection techniques; interpreting results, drawing conclusions, and reporting results. Survey and experimental research methods and practices are emphasized in the course.

EDAD 840: Leadership with Technology in a Global Information Age

This course will equip students with information, skills, and strategies to make efficient use of technology including computers, communications, and instructional approaches to lead 21st century American schools.

EDAD 845: Managing Financial Resources in Urban Education

This course includes analysis and discussion of current public and private local, state, and national sources of revenue for the support of public education. In addition, the students study school finance practice including detailed analysis of budgetary processes. Principles of sound management of income and expenditures bonding procedures, accounting, and auditing are also examined.

EDAD 850: Interdisciplinary Seminar

This course will address leadership ideas, values, cultures, and contemporary issues that are affecting society generally and education particularly. Also, the seminar will serve to enhance students' knowledge of multiculturalism, racial, ethnic, and gender diversity, and individuals with handicaps. Additionally, it will address school-community relations issues, principles, and recommended practices for dealing with those publics with whom school leaders regularly interact. The seminar may be repeated for credit.

EDAD 900: Applied Research Seminar

This course is designed to provide the doctoral student with an understanding of the various kinds of behavioral research and the various research designs appropriate to behavioral sciences; the development of skills in the use of basic statistical techniques appropriate to different designs; an understanding of the application of various assessments used within disciplines and skills to construct tests necessary for evaluating students; and, an introduction to the application of modern technology to enhance learning. The nature of the computer, relative and contemporary software, the Internet, and the application of telecommunications are presented. Specific experiences within a school-based setting are provided for students to observe, work with students, and apply the concepts and skills emphasized within the course.

EDAD 910: Dissertation I

This course will provide students the opportunity to identify and define a research area of inquiry and develop a proposal draft for the dissertation study. Students will be expected to select, plan, and outline an original research study appropriate for the dissertation requirement.

EDAD 920: Externship I

This course is a special interdisciplinary problem-solving activity for experienced educational practitioners. An interdisciplinary team of faculty will work with small groups of experienced administrators, supervisors, or instructors in an analysis of current educational problems or in an evaluation of educational practices. Students are judged on the quality of their investigations, individual reports, and discussion.

EDAD 925: Externship II

The major focus of this internship will be on leadership in organizations. It will focus on those in education leadership positions and the problems, dilemmas, and opportunities they face in educational, public, and human service organizations. Particular attention will be paid to issues of leadership in diverse organizations. This experience will be a year-long research project and documented by portfolios.

EDAD 950: Dissertation IIA & IIB

The course will provide the students the opportunity to conduct a research inquiry resulting in a dissertation study. Students will complete an original research study appropriate for the dissertation requirements.

EDAD 951: Dissertation Advisement

This course provides additional support to candidates who have revision to complete prior to the oral defense.

ELECTIVE CONCENTRATIONS

SPECIAL EDUCATION ELECTIVES

SPED 912 – Critical Issues in Special Education

Students will examine key issues in special education, with an emphasis on education policy and practice. Issues in special education will include information on social policy, inclusion, and critical aspects about specific disabilities and treatment.

SPED 916 – Research Methods in Special Education

Requires students to critically examine qualitative and quantitative research literature in special education. Students will analyze the salient issues related to educational research methods and determine how the information relates to the state of the discipline.

SPED 918 – Legislation and Litigation in Special Education

Students examine the historical perspective of educational law, developing an understanding of the events that provoked advocates and educators to entreat Congress to rescue children with special needs. Litigation that challenged the mandates of Individuals with Disabilities Education Act (IDEA) and the subsequent changes to the law will be discussed.

SPED 920 – Theoretical Perspective in Education

Students examine the theoretical perspectives in Education. Major theoretical positions will be analyzed to delineate implications for learning and teaching in the special education environment.

READING ELECTIVES

Students can take any four (4) courses at the graduate level in Reading.

SOCIAL JUSTICE ELECTIVES

EDAD 600 – Proseminar in the African American Experience

The goal of this course is to promote important insights relevant to the psycho-social-historical-contextual experiences of extant African American people. The course will focus key historical context and relevant present-day topics and issues. The course will use a critical lens addressing factors such as entitlement, privilege, legitimacy, and normality but through the African American experience. Insights will then focus on such current topics as self and racial identity, prejudice and racism, health and mental health, socialization dynamics, and achievement and schooling. The goal asks students to become more cognizant of promising pathways to pursue for enhancing life conditions for people of African descent in America.

EDAD 601 – Seminar on Race and Racism in the United States

The goal of this course is to explore and critically evaluate theoretical underpinnings of race and racism, race as a social construct, and racism as a mechanism of oppression for people traditionally underrepresented in the United States. Additionally, we will examine race and racism related to White fragility, perceived entitlement, and privilege. Further, we will examine racism through lenses of various institutions such as schooling, criminal justice, and economics. As we examine race and racism constructs and consequences, we will self-reflect and evaluate our own perspectives and develop an informed opinion regarding race and racism impact on society, groups of affected people, and individuals. This course builds on the course discussions in Proseminar in the African American Experience and provides additional context to support social justice initiatives.

EDAD 602 – Special Topics in Social Justice

The goal of this course is to explore and critically evaluate social justice special topics such as institutional opportunity gaps in economics, criminal justice, education, health and wellness, and policy. This examination will provide an opportunity for a deep dive into a specific social justice area to focus more on depth. Such topics will be driven by contemporary issues in society that significantly impact daily individual lived, family, and community experiences. As we examine the depths of these issues, we will self-reflect and evaluate our own perspectives and develop an informed opinion regarding the impact of social justice matters. This course aligns with course discussions in Proseminar in the African American Experience and Seminar on Race and Racism in the U.S. and provides additional context to support social justice initiatives.

EDAD 603 -- Seminar in Critical Race Social Justice

The goal of this course is to examine pathways to social justice applications in institutions such as education, criminal justice, and economics with a Critical Race Theory lens. In this exploration, learners will analyze the definition and history of critical race theory. Learners will examine tools for civic engagement with various institutions through a critical race perspective to close opportunity gaps hinged on race and other marginalizing factors as barriers. Topics will be driven by contemporary issues in society that significantly impact daily individual lived, family, and community experiences. This course aligns with course discussions in Proseminar in the African American Experience, Seminar on Race and Racism

in the U.S., and Special Topics in Social Justice and provides additional context to support social justice initiatives.

COUNSELING ELECTIVES

COUN 851 – Issues and Trends in Counselor Leadership

Prerequisite(s): N/A. The course provides an overview of issues and trends in social justice, social change, and advocacy as they apply to counseling leadership. Theories and models will be examined from a multicultural perspective and discussed within the context of counseling in school district and community settings. The course will also focus on the applied aspects of the new role of counselors, as agents of change, leaders, and advocates, as well as explore the individual, group, institutional, and systemic barriers they confront in performing their role, such as, issues of power and authority, sexism, racism, discrimination, etc.

COUN 853 – Seminar in Counseling Leadership

Prerequisite(s): a master's degree in Counseling. This course is designed to provide counseling doctoral students with new insights and perspectives into the role of leadership and scholarly productivity in the context of academic careers. The goal is to assist students in a) developing a better understanding of models and skills surrounding effective leadership, b) recognizing the significance of and ways to address professional trends and issues, and c) planning, preparing, and engaging in scholarly work. Course meetings and assignments emphasize readings and critiques of current writings in the professional counseling arena.

COUN 854 -Counselor Leadership for Social Justice, Multiculturalism & Advocacy

Prerequisite(s): a Graduate Degree in Counseling. This course is designed to address counseling leadership as it relates to Social Justice, Multiculturalism, Advocacy and Leadership. The course will provide an overview of theories and models of social justice, social change, advocacy, and leadership. These theories and models will be examined from a multicultural perspective and discussed within the context of counseling leadership in school, district, and community settings. The new role of will focus on the applied aspects of new role of the counselors, and explore the individual, group, institutional, and systemic barriers confronting counselors in performing their role, such as, issues of power and authority, sexism, racism, discrimination, etc. The course will also provide strategies for counselors to be effective change agents, leaders, and advocates for their clients in community, district, and school settings.

COUN 855 – Advanced Counseling Theories

Prerequisite(s): a master's degree in Counseling. Theories pertaining to the principles and practice of counseling, systems work, consultation and responding to crises, disasters, and other trauma-causing events. Students demonstrate, at an advanced level, effective application of multiple counseling theories and interventions across diverse populations and settings, as well as advanced case conceptualization.

TECHNOLOGY ELECTIVES

EDAD 901 – Principles of Contemporary Educational Technology

The course explores the historical, theoretical, and philosophical foundations of educational technology during the 20th and 21st century. Students will develop a strong background of this discipline in the contributing sciences such as Media Studies, Learning Theories, Communications, and Systems Thinking. Discussion and practice in technologies used in the

context of school curriculum and instruction. Methods of educational software evaluation, selection, and acquisition are introduced. Students will apply modern technologies and principles of instructional design curriculum development in producing programs of instruction. Participants will also explore current issues and trends in educational technology including practitioner roles, professional associations, specialized literature, and research.

EDAD 902 – Educational Leadership and Technology Management

This course examines theories, and current methods for planning, implementing, and evaluating instructional technology in the school building and district environments, including related educational reform. It provides alignment with State mandated standards and applied case studies to form future leaders. In a systematic way, the course explores the process for managing technology programs or units in educational and corporate settings, principles of organization design, staff contracting and training, proposal development, budgeting and legal issues faced by the globally proficient technology manager.

EDAD 903 – Critical Technology Issues Impacting Educational Leaders

Technology in education is constantly evolving, bringing its own set of unique challenges and concerns for school leaders. This course will identify current, pressing issues impacting educational leaders and potential solutions to the identified issues. This course will be customized based upon current issues and leadership needs in the educational landscape as related to technology (i.e., case studies, authentic problem-solving, critical thinking, reflections, etc.).

EDAD 904 – Leadership for Pre-K-12 Online Learning Environments

This course examines theories, and current methods for planning, implementing, and evaluating online learning in the school building and district environments. It provides alignment with state mandated standards and applied case studies to form future leaders. In a systematic way, the course explores the process for leading online learning programs, principles of online learning, proposal development, compliance issues faced by leaders that lead online learning environments.

HIGHER EDUCATION ELECTIVES

EDAD 814 - The History of Higher Education

The purpose of the History of Higher Education course, is to provide an overview of American higher education's growth from a few seminaries and colonial colleges to a complex system of research universities, professional schools, land grant universities, liberal arts colleges, virtual universities, community colleges, etc. Through a historical analysis and understanding of how American post-secondary institutions have evolved over time, it is the goal of this course to provide students with context and insight into the development of 21st century higher education.

EDAD 816 - The College Student Experience

This course examines the research and theories involving college students and provide an overview of major areas and types of research on college students in American higher education. Specifically, this doctoral-level course will provide an overview of major areas and types of research on college students and consider how we use the results of the research to improve higher education outcomes.

EDAD 818 – Higher Education Administration, Organization, and Governance

This course focuses on both the history and purpose behind administrative structures within higher education. Topics include administrative and organizational structures on college campuses with in-depth analysis of shared governance, collective bargaining, selection and evaluation of higher education faculty and staff, accountability structures, and budgeting. Emphasis will also be placed on political, economic, and social influences impacting university campuses today.

EDAD 822 – Seminar in Higher Education

The seminar in Higher Education course has dual foci: (1) to synthesize the academic and professional issues in postsecondary education which were examined in EDAD 814 (History of Higher Education), EDAD 816 (College Student Development), EDAD 818 (Higher Education Administration, Organization, and Governance); and (2) to develop a framework for further study, guidance, and application of postsecondary educational leadership from historical, cultural, social, economic, and practical contexts to past, present, and future issues in higher education. Seminar topics include, but are not limited to: a) student, faculty, alumni, and staff engagement; b) transformative leadership; c) cultural responsive practices; d) item response theory; e) formal and informal learning contexts; f) science, technology, engineering, and mathematics pipeline; g) measurement, assessment, and evaluation; h) student development; i) socio-cultural influences; j) teacher efficacy and expectations; k) motivation to learn; l) digital or technology divides; m) families and communities; n) enrollment management; o) learning theory; p) first-year experience programming; q) first-generation students; r) identity development; s) learning theories; t) diversity, equity, and inclusion; and u) historically Black colleges and universities (HBCUs).

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Course and degree requirements will be published in the course catalog and on the college website of the at BSU and ESHEC if available. Information on the BSU website includes the

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. It also communicates this information by email and hard copy mailing and advising appointments. In addition, each student is assigned a faculty advisor and meets with that advisor at least one time each semester to review progress in meeting degree requirements and plans for course selections.

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.

As previously stated, the Graduate School is responsible for graduate admissions and administrative functions related to all Bowie State University graduate programs. The graduate catalog is online and contains all of the pertinent information for the BSU policies for each graduate program. Additionally, each program has an assigned program coordinator within the education department who serves as the advisor and point of contact for the students at the ESHEC regional center. A program orientation will be held at the beginning of each semester for new students, and a program handbook. Additionally, the graduate school and programs have the support of the BSU financial aid office and all other student support services on campus.

H. Adequacy of Articulation

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

There are no articulation or partnership agreements in place for 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, and adjunct) and the course(s) each faculty member will teach in the proposed program.

Faculty teaching in the Doctor of Education program at ESHEC has the knowledge and experience to teach in the program. The College of Education tracks faculty participation in professional development activities on campus, such as Faculty Institute training/workshops and Blackboard training. A full-time faculty member will serve as the on-site program coordinator for the ESHEC location. Other full-time and adjunct faculty will teach at the ESHEC location. In conjunction with the Department of Educational Studies and Leadership Chair, the program coordinator will assign faculty to classes at the ESHEC location.

Full-time and part-time faculty who have a diverse background in all aspects of education supervision and administration systems to strengthen their individual teaching expertise through scholarly research, publications, and professional activities. Faculty utilizes their

scholarly knowledge and skills to develop innovative and leading-edge curriculum in the classroom.

BSU upper division courses will be offered primarily on-site at the ESHEC. All faculty will have credentials and expertise as expected by CAEP and that qualify them to teach at Bowie State University's main campus. The College of Education anticipates utilizing full-time and adjunct faculty to teach at the ESHEC campus. The current full-time tenure/tenure-track faculty and adjunct faculty are listed below.

Quality of Program Faculty:

Name	Appointment Type & Rank	Terminal Degree	Courses	Status
Renee Foose	Tenured/Associate Professor	EDD Leadership and Administration	EDAD 845, 850	Full-time
Ann Hilliard	Tenured Professor	EDD Leadership and Administration	EDAD 910, 950 EDAD 920, 925	Full-time
Edward Newsome	Tenured/Associate Professor	EDD Leadership and Administration	EDAD 815, 820	Full-time
Hyacinth Anucha	Tenured/Associate Professor	EDD Leadership and Administration	EDAD 835, 900	Full-time
Sylvia Lee	Tenured/Professor	PhD Mathematics Education	EDAD 810	Full-time
Wilbur Parker	Tenured/Assistant Professor	EDD Leadership and Administration	EDAD 801	Full-time
Sharon Jumper	Adjunct	JD	EDAD 825, 830	Part-time
Dione Curbeam	Adjunct	EDD Leadership and Administration	EDAD 840	Part-time

(Note: Faculty resources must address minimum requirements detailed in COMAR 13B.02.03.11 and 13B.02.03.20. (1) at least 50% of the total semester credit hours within the program shall be taught by full-time faculty; and 2) at least 1/3 of the courses offered in an off-campus program shall be taught by full-time faculty of the parent institution.)

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

Funding is available for all full-time faculty to receive support for ongoing professional development and continuing education. In addition, the institution provides faculty development events throughout the year.

Bowie State University provides ongoing continuing education in evidence-based pedagogy training via the Center for Excellence in Teaching and Learning (CETL). The purpose of CETL is to support the professional development of the teaching community at Bowie State University. In addition to two annual institutions, the Center provides workshops and seminars that focus on theories of education, application of successful teaching techniques used at BSU and other universities, basic teaching strategies, distance education, and the use of new technologies.

b) The learning management system

BSU utilizes the learning management system “Blackboard,” which houses our complete online courses and serves as a mode of communication for faculty and students. A minimum presence in Blackboard is advised for all courses to inform students about: (a) course syllabus; (b) attendance; (c) grades and due dates in Grade Center (d) instructor contact information and office hours and (c) hours of availability so that students so students can make appointments via iCAN. Faculty is experienced in the use of this LMS. BSU also has an office of Academic Computing and Online Course Support that provides support for the technical needs of faculty and students on a timely basis. The Office of Academic Computing and Online Course Support also provide continuing education opportunities through face-to-face offerings and online training modules available to faculty and students 24 hours a day through web access. Additionally, faculty can gain certifications in online course development and instruction.

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

Not applicable.

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.

Library resources are adequate for the proposed site at using internet connection to access BSU library databases and resources. All services provided to main campus graduate students will be available to students completing classes at the ESHEC site. This includes access to university technology and library and media services. Students will be provided an overview of the services available and information about how to access each service. Bowie State University is part of the University System of Maryland (USM) Library Consortium, a statewide consortium of 16 campuses, allowing for the sharing of research collections statewide. Direct borrowing through USMAI is supplemented by interlibrary loan and document delivery. In addition to developing, organizing, and making available the library’s scholarly resources, librarians work with program faculty to develop information literacy outcomes in courses. As a result, information literacy is infused throughout the College curriculum’s foundational studies.

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.

ESHEC physical facilities, infrastructure, and instructional equipment is to create a positive environment that promotes and enhances the learning experience for students, promotes a positive, instructional atmosphere for academic staff, a clean and safe working facility for staff and all visitors that might have the occasion to use our Auxiliary Services.

The Office of Information Technology (OIT) at BSU along with the ESHEC staff will lead the planning, design, and implementation of information and technology strategies and provides premium services and infrastructure necessary for ESHEC to carry out its mission.

The mission of the Office of Information Technology is to encourage, support, and enhance the use of technology for faculty, staff, and students through planning, budgeting, and technology leadership, and to operate, manage, and coordinate information systems and support for ESHEC's IT infrastructure to meet the academic and administrative computing needs of its participating institutions.

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

All BSU faculty, staff, and students have 24/7 access to Microsoft Outlook email. Students also have access to BSU's IT Help Desk.

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

Bowie State University employs Blackboard Learn as its primary learning management system and a range of Google Workplace tools, including Google Classroom and the full suite of Microsoft 365 and Adobe resources. Each faculty member has a Windows Operating System/Microsoft Office capable computer equipped with an internet connection, printer, and university e-mail. Additional software includes Adobe Creative Cloud and SPSS. All BSU faculty, staff, and students have 24/7 access to the Blackboard learning management system. The Office of Information Technology includes a position for an instructional technologist who trains new faculty on Blackboard and other technology-based tools for teaching. Students also have access to BSU's IT Help Desk.

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.

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)	116,200	116,200	290,498	464,797	552,897
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	10	10	25	40	45
e. Credit Hour Rate	553.33	553.33	553.33	553.33	553.33
f. Annual Credit Hour Rate	21	21	21	21	21
g. Total P/T Revenue (d x e x f)	116,200	116,200	290,498	464,797	552,897
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	116,200	116,200	290,498	464,797	552,897

1. **Reallocated Funds:** N/A
 2. **Tuition and Fees Revenue:** We are looking to have at least ten students enrolled in the first year/Fall of 2022 with a steady increase each year. This is based on the interest as well as the rate of increase of our other graduate programs. The annual credit hour and fee rate is based on in-state tuition.
 3. **Grants and Contracts:** N/A
 4. **Other Sources:** N/A
- Please see chart above, no additional explanation or comments needed.

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

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
1. Faculty (b + c below)	18,900	18,900	37,800	56,700	56,700
a. Number of FTE	1.67	1.67	3.34	5	5
b. Total Salary	17,500	17,500	35,000	52,500	52,500
c. Total Benefits	1,400	1,400	2,800	4,200	4,200

2. Admin. Staff (b + c below)	81,000	81,000	81,000	81,000	81,000
a. Number of FTE	1	1	1	1	1
b. Total Salary	75,000	75,000	75,000	75,000	75,000
c. Total Benefits	6,000	6,000	6,000	6,000	6,000
3. Support Staff (b + c below)	25,000	25,000	25,000	25,000	25,000
a. Number of FTE	.5	.5	.5	.5	.5
b. Total Salary	25,000	25,000	25,000	25,000	25,000
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	23,300	23,300	30,800	32,800	34,800
5. Library	0	0	0	0	0
6. New or Renovated Space	7,101	7,101	7,500	7,500	7,500
7. Other Expenses	8,000	8,000	13,000	13,000	13,000
TOTAL (Add 1 – 7)	163,301	163,301	195,100	216,000	216,000

1. **Faculty:** This includes the wage and fringe benefits for five adjuncts in year one and two; increasing to ten adjunct faculty in year three; and increase to 15 in year 4 and 5 (calculated at the BSU current adjunct pay of \$3,500 per course and 8% fringe to support the projected enrollment growth.
2. **Admin. Staff:** Onsite program coordinator and instructor
3. **Support Staff:** 20 hours a week administrative staff
4. **Technical Support and Equipment:** Career assessment and testing kits, technology systems annual usage costs, desk computers, laptops, phone rental, and other office supplies and technology
5. **Library:** N/A
6. **New or Renovated Space:** Program coordinator office and reserved specialized instructional classroom space
7. **Other Expenses:** Annual recruitment and outreach costs

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.

Courses are evaluated by students each semester through an online survey. The data is shared with course instructors as well as the department chairpersons. The department chairs work with the program coordinators to review the data with faculty, provide professional development and other support to faculty as needed, and guide course review and revisions. See section for how student learning outcomes are measured.

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 College of Education has a dynamic system of evaluation that serves to inform continuous improvement based on data and evidence collected, maintained, shared, and analyzed. The data-informed processes guide the program's self-assessment that is context-specific, evidence-informed, and outcomes-focused. This process provides a focus through which our program evaluates the extent to which we are meeting state, university, program, and industry expectations, delivering on priorities, implementing strategic goals and initiatives, improving programs, and measuring the impact of our programs on student learning and achievement.

The assessment system is comprised of multiple measures and steps that allow the COE to monitor candidate progress and complete achievements. These decision points are layered with evaluations whereby candidates are assessed concerning their prior academic preparation, current learning of content knowledge, demonstrated skills, and professional dispositions. Assessment methods include content knowledge, course-embedded assessments, grades in major program courses, self-reflections, and academic performance indicators. In addition, data is gathered from appropriate stakeholders, such as industry professionals and administrators, course instructors, and students twice during the academic year.

The assessment system is comprised of several technologies that help to collect, store, and analyze data. The technologies used include Watermark (Taskstream) database, which provides a mechanism to electronically record program data, retrieve data from the institution's student information system PeopleSoft, and generate reports on these data. After the fall and spring semesters, the data is downloaded and disaggregated for program review. The data is used to inform, modify, and evaluate the program's operational effectiveness and decision-making regarding instructional practices.

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.

As Maryland's first Historically Black Institution established in 1865, Bowie State University is committed to providing access to high quality higher education to African-Americans and other under-represented minorities. The goals established in the University's Racing to Excellence FY 2019 – FY 2024 Strategic Plan support student achievement and long-term viability of the institution and align with the goals in the 2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt. Specifically, Bowie continues to support educational opportunity for Marylanders (Success, Strategy 4), engage in a continuous improvement process to ensure that institutional policies and practices support student success (Success, Strategy 5), integrate high impact practices into the student experience, including career advising and planning into internship experiences (Success, Strategy 7), partner with business, government and other institutions to support workforce development and graduate readiness (Innovation, Strategy 8), and expand support for grant participation and research (Innovation,

Strategy 10). Bowie State faculty, staff, students and administrators are engaging in change management strategies and embracing experimentation so that we can better meet the holistic needs of our students (Innovation, Strategy 11).

The proposed substantive modification to offer the Educational Studies and Leadership Doctor of Education program at the ESHEC aligns with the State Plan strategies related to student experience (Strategy 6) by providing alternative modalities and a seamless transfer articulation program at a regional center.

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.

Not applicable.

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.

In fall 2020, Bowie State University received approval from USM and MHEC to provide distance education in accordance with Code of Maryland regulations. Middle States Commission on Higher Education approval was received in January 2021. NC-Sara approval was received in May 2021. The University will file appropriate forms with Middle States after State approval is received.

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

Not applicable.