MARYLAND HIGHER EDUCATION COMMMISSION ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

___X__ NEW INSTRUCTIONAL PROGRAM

_____ SUBSTANTIAL EXPANSION/MAJOR MODIFICATION

_____ COOPERATIVE DEGREE PROGRAM

___X__ WITHIN EXISTING RESOURCES or ____ REQUIRING NEW RESOURCES

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

Goucher College
Institution Submitting Proposal

Fall 2018
Projected Implementation Date

Master of Science	Community-Based Health Services Management
Award to be Offered	Title of Proposed Program

1202	51.0702
Suggested HEGIS Code	Suggested CIP Code
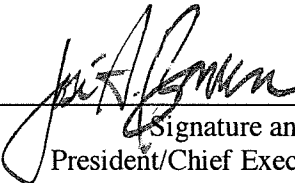
Welch Center for Graduate Studies	Kathryn Doherty
Department of Proposed Program	Name of Department Head

Kathryn Doherty	kathryn.doherty@goucher.edu	410-337-6208
Contact Name	Contact E-Mail Address	Contact Phone Number

Signature and Date
President/Chief Executive Approval

Date Endorsed/Approved by Governing Board

June 18, 2018

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

Dear Secretary Fielder:

Goucher College is requesting Commission authorization to offer a fully online Master of Science degree in Community-Based Health Services Management, beginning in Fall 2018.

Building on the strength of Goucher's current online programs, and responding to a Bureau of Labor Statistics health services industry projected national growth rate of 20% faster than average, the Master's in Community-Based Health Services Management is designed for health services professionals who seek the Master's degree to better serve their communities, and to advance in their career by filling the increasing number of vacancies in this field. Graduates of this program will go on to work where needed most – as community-based health care managers, community health plan managers, private and public medical practice administrators, community site supervisors, community-based health services directors, and community health policy analysts at the operational administration level of the health services field.

With an increasing emphasis among health care providers to deliver health services to individuals in their homes and in their communities, the need for health services managers who are skilled in the unique requirements of community-based health is increasing--at a time when the number of health services managers trained in this specialized area is not growing at a comparable rate due to a lack of adequate Masters level preparation. Currently, none of Maryland's colleges or universities offers a fully online Master of Science in Community-Based Health Services Management. There are several programs in Health Services Administration offered in traditional and online format, or focused on global and population health, but Goucher's is unique and innovative in that it builds on our commitment to community-based learning, for service to the community, and for transforming lives within our communities. For this reason, we look forward to moving ahead with this program, following MHEC approval, and have enclosed a check for the proposal fee with this cover letter. An electronic copy of the full proposal has been submitted to the academic programs mailbox.

Sincerely,

Scott Sibley, Ph.D.
Interim Provost and
Vice President for Academic Affairs

Academic Program Proposal
Goucher College Welch Center Graduate Programs
New Online Master of Science degree in Community-Based Health Services Management

A. Centrality to institutional mission statement and planning priorities

Provide a description of the program, including each area of concentration and how it relates to the institution's approved mission.
Goucher College is dedicated to delivering a liberal arts education that prepares students within a broad, humane perspective for a life of inquiry, creativity, and critical and analytical thinking. It is a model for accessible transformational education that integrates curricular and co-curricular learning to produce graduates who can solve complex problems together with people who are not like themselves. The college's principal objectives are to help each student master significant areas of knowledge and skills while developing an appreciation for individual and cultural diversity, a sense of social responsibility, and a system of personal and professional ethics. Within this campus mission and vision, the Goucher College Welch Center for Graduate and Professional Studies offers a diverse range of academic programs in disciplines that serve the community, its members, and its organizations. These programs are directed by industry leaders who focus on skills, knowledge, and professional opportunities that address the passion and drive that propel students forward in their careers.

Goucher believes these goals are best achieved in an environment that responds to students both as individuals and as members of multiple groups within their communities. Accordingly, education at Goucher is based on an expanding sense of community--a community where discourse is valued and practiced, where students attend small classes and interact closely with faculty and one another, and where students can participate in and lead extracurricular programs. The online Master of Science degree in Community-Based Health Services Management will prepare leaders and practitioners to move into management positions in the health services sector across the state, region, and nation who are informed by a base of knowledge built on best practice in Community-Based Health Services Management and framed within Goucher's mission of accessible and transformative education. This will, in turn, prepare a new generation of Community-Based Health Services Managements with the understanding, knowledge, and skill base to support diversity, encourage transformation, and ensure access to health services for all who require those services.

Explain how the proposed program supports the institution's strategic goals and provide evidence that it affirms it as an institutional body.
Goucher's fully online Master of Science in Community-Based Health Services Management has been designed by and will be implemented through a network of health services practitioners and scholars versed in the Goucher mission of accessible and transformative education. The foundations of the program are derived from the strategic priorities of the college in terms of excellence and rigor in education, engagement, and community for all constituents, and ease of access for diverse and multicultural groups. In keeping with Goucher's tradition of shared governance and faculty ownership of the curriculum, this program has been reviewed and approved by Goucher's Graduate Studies Committee, which is a standing committee of the faculty governance system charged with reviewing and approving all new programs at the post-

baccalaureate and graduate levels. Additionally, the senior leadership of the campus has also reviewed, provided feedback on, and approved this proposal, ensuring that the program is consistent with campus mission and goals, supported by faculty, and responsive to culture, environment, and the health services landscape at large.

B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation 3.10 of COMAR.

Provide list of courses, educational objectives, intended student learning outcomes, general education requirements, specialized accreditation, and contracts with other institutions.
The Master's in Community-Based Health Services Management prepares students through specific knowledge, strategies and skills needed by health services managers across the state, region, and country. This fully online program meets national and state expectations for best practice in Community-Based Health Services Management and provides a cohesive set of courses to support health services managers in a variety of health care and medical settings. This program has a "job-embedded" approach that encourages students to produce artifacts and outcomes that directly relate to their profession. The online program delivery will allow to students to select their courses to meet requirements of the degree, while also accommodating the conflicting demands of the working adult. The MS is 36.0 credits, and the courses required must be completed with a grade of B- or higher. A student with transfer credits (up to 6) must also meet these same requirements.

This MS degree prepares community-based health services managers with the knowledge, skills, and tools to lead in an industry that demands data-informed planning, decision making, and resource allocation. Like other programs in Community-Based Health Services Management, Goucher's graduate MS program offers a strong foundation in the policy, practice, and systems of health services in the United States. What distinguishes the MS program is its emphasis on data, research, analysis, and use of that analysis to inform decision making at the leadership level. This program provides practitioners with the ability to collect and use data to support improvement and best practice in Community-Based Health Services Management across the spectrum of health services sectors in the US and abroad. In addition, the opportunity to focus in key areas such as finance, organizational behavior, policy, compliance and regulation, and alternative health services provides added value to this program for individuals seeking to extend their career advancement and preparation.

Course of Study (36.0 credits)
The Master of Science in Community-Based Health Services Management at Goucher College is offered in a fully online teaching/learning environment in an accelerated format through which the student will complete between 2-4 courses per term, according to the students' preference and commitments outside of class. The program is designed to be completed within 18 months, although the student may extend up to 36 months. Scholarships and institutional aid are available, and Goucher College also offers several monthly payment plans for the student's convenience. The student has the option of a professional internship or thesis as the capstone to the program, and the internship, if selected, will be completed at a health services facility local to the student's residence.

Core Courses (21 credits)
HSA6XX The History of Community-Based Health Services and Systems in the US (3 cr.)
HSA6XX Community-Based Health Services Leadership and Strategic Planning (3 cr.)
HSA6XX Legal Issues, Policy, and Compliance in Community-Based Health Services (3 cr.)
HSA6XX Financial Management in Community-Based Health Services (3 cr.)
HSA6XX Risk Management and Quality Assurance (3 cr.)
HSA6XX Human Resource Management in Community-Based Health Services (3 cr.)
HSA6XX Research Methods and Analysis (3 cr.)

Electives (12 credits)
HSA6XX Ethics, Social Issues, and Underserved Populations(3 cr.)
HSA6XX Employee Rights, Labor Relations, and Conflict Resolution (3 cr.)
HSA6XX Long Term Care Management in Community-Based Health Services (3 cr.)
HSA6XX Comparative and Alternate Community-Based Health Systems (3 cr.)
HSA6XX Health Services Informatics (3 cr.)
HSA6XX Human Capital, Strategic Innovation, and Growth Management (3 cr.)
HSA6XX Medicare, Medicaid, and the Affordable Care Act (3 cr.)
HSA6XX Market Analysis, Marketing, and Customer Service (3 cr.)

Capstone (3 credits)
HSA6XX Professional Internship or Thesis (3 cr.)

Course Descriptions
HSA 6XX The History of Community-Based Health Services and Systems in the United States (3 cr.)
Explores the development of the US system of community-based health care services, and the impact of social, cultural, economic, and global factors at key points in time.   *Year 1, Semester 1, Term 1, Delahunty.*

HSA 6XX Community-Based Health Services Leadership and Strategic Planning (3 cr.)
Provides students with the knowledge and skills to develop and implement strategic planning for a community-based health services unit, and to lead that unit through completion of the plan. *Year 1, Semester 1, Term 2, Harlan.*

HSA 6XX Legal Issues, Policy, and Compliance in Community-Based Healthcare (3 cr.)
Covers landmark and precedent setting legal decisions, important federal laws and regulations, and compliance requirements for health services professionals and organizations. *Year 1, Semester 2, Term 1, Stob*

HSA 6XX Financial Management in Community-Based Health Services (3 cr.)
Focuses on data driven decision-making practice and theory; capital and operations budget planning; and intentional and informed resource allocation, management of insurance and government funds, and philanthropy. *Year 1, Semester 2, Term 2 Skillman*

HSA 6XX Risk Management and Quality Assurance (3 cr.)

Provides the knowledge and tools needed to develop risk quality assurance analyses and management plans, with emphasis on data collection and analysis, risk mitigation, continuous quality improvement, and regulatory requirements. *Year 1, Semester 3, Term 1, Astorino*

HSA 6XX Human Resource Management in Community-Based Health Services (3 cr.)
Provides knowledge and techniques required for job analyses, employee recruitment and retention, selection and placement, training and development, performance appraisal, compensation and benefits, and legal/ethical considerations. *Year 1, Semester 3, Term 2, Skillman*

HSA 6XX Research Methods and Analysis (3 cr.)
Introduces the use of statistical tools, descriptive and inferential statistics, needs analysis, market assessment, outcome evaluation forecasting, quality assessment and improvement to collect, analyze, report on, and disseminate substantive results and recommendations for use in planning and decision-making. *Year 2, Semester 1, Term 1, Jones-Lush*

HSA 6XX Ethics, Social Issues, and Underserved Populations (3 cr.)
Provides an overview of ethical, social, and cultural implications in health care service delivery, including socio-economic status, geographic limitations, diversity, equity in care, cultural and language barriers, end-of-life considerations, access and barriers to access, and related topics. *Year 2, Semester 1, Term 2, Skillman*

HSA 6XX Employee Rights, Labor Relations, and Conflict Resolution (3 cr.)
Offers an overview of recruitment, hire, training, development and retention of employees in the health services industry; quality of work life, benefits packages, and scheduling; labor shortages; labor unions, negotiation, and arbitration; and conflict management and resolution. *Year 2, Semester 2, Term 1, Stob*

HSA 6XX Long Term Care Management in Community-Based Health Services (3 cr.)
Provides a broad understanding of long-term cares as a distinct segment of the health services system, LTC providers and clients, LTC services, policy and industry perspectives, and LTC organization management. *Year 2, Semester 2, Term 2, FT Faculty Member – New Hire*

HSA 6XX Comparative and Alternative Community-Based Health Systems (3 cr.)
Compares and contrasts community-based health services delivery methods, organizations, and institutions including individual practice, clinics, managed care, non-profits and for-profits, religious-affiliated, state and federally-run, short and long-term facilities, rehabilitative and palliative care facilities, and related systems and structures. *Year 2, Semester 3, Term 1, Astorino*

HSA 6XX Health Services Informatics (3 cr.)
Explores options for health records management systems, collection and maintenance of large data sets, data privacy and security considerations, data analysis for planning and decision-making, and data base design, delivery, and management. *Year 2, Semester 3, Term 2, FT Faculty Member – New Hire*

HSA 6XX Human Capital, Strategic Innovation, and Growth Management (3 cr.)

Covers the nature and role of health services organizations in the design and delivery of health services in terms of key stakeholder and constituent involvement, community and social accountability, new methods and modes of delivery, intentional strategy development and planning, growth analysis and management. *Year 3, Semester 1Term 1, Astorino*

HSA 6XX Medicare, Medicaid, and the Affordable Care Act (3 cr.)
Provides an in-depth review of key social programs that support health care access and delivery, including eligibility, regulation, requirements, and operations from the patient, provider, and organization perspectives; analyses legal and regulatory patterns, trends, and limitations. *Year 3, Semester 1, Term 2, FT Faculty Member – New Hire*

HSA 6XX Market Analysis, Marketing, and Customer Service (3 cr.)
Provides the skills, tools, and knowledge to conduct health services market analyses and segmentation, determine health care service and product usage patterns, analyze consumer behavior, determine market price and capacity, identify market channels for service and product delivery, evaluate market communications and publicity. *Year 3, Semester 2, Term 1, Astorino*

HSA 6XX Professional Internship or Thesis (3 cr.)
Provides the opportunity to integrate program content, professional knowledge, and practice into a capstone experience through which the student will demonstrate the knowledge, skills, and abilities to administer, manage, direct, and lead a health services organization, institution, or system. The student may select, in consultation with the advisor, a culminating professional internship or a final thesis on a topic related to the student's area of interest. Either option occurs during the student's final semester in the program. *Year 3, Semester 2, Term 2, FT Faculty Member – New Hire*

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

Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.
Consistent with the Maryland State Plan's goal to provide ongoing and lifetime learning opportunities for workers, this program is designed to fit the needs of students at any point in their careers, or those who may reenter the job market and may need training and credentials that will allow them to maintain or upgrade their skills. The MS in Community-Based Health Services Management will allow any student to not only increase key skills, but to also gain a valuable credential that will enhance professional standing and performance and enable the student to maximize career value in the health services sector.

With this program, students will learn skills in Community-Based Health Services Management that they will combine with professional experience and best practice. Armed with these tools, program graduates will enter –and advance in -- the workforce, able to develop and promote ideas, frame issues, influence positive change, and be effective employees and leaders. By understanding the ways in which policy and practice are influenced by data and analysis,

students will become effective managers in a variety of health sector professional settings. The program will help students develop critical skills needed across industries and provide an advanced credential that will be reinforced through hands-on practice, applied projects, and final capstone experiences.

D. Quantifiable and reliable evidence and documentation of market supply and demand in the region and state.

According to the Kaiser Family Foundation (kff.org), almost 13 million people were employed in the health services sector in 2016 at all levels, or about 9% of total employment in the US. In 2017, there were about 350,000 health services manager /administrator positions with a median annual wage of $96,540, compared to $87,420 for other management occupations and $37,040 for all occupations (bls.gov). Employment of health services managers/managers is expected to increase by 20% over the next decade, which is much faster than the average for all occupation, with the largest growth seen in management of medical group and health services practitioners. Along with this growth, widespread use of electronic records is creating increased demand for managers skilled in health information technology and information systems (bls.gov).

The Bureau of Labor Statistics (bls.gov) designates 39 occupations that require more than a Bachelor's degree, and Community-Based Health Services Management is among those thirty-nine. Maryland ranks fourth in the nation for occupations that typically require at least a Master's degree, only slightly behind Washington, DC; Massachusetts; and Vermont (www.factfinder.census.gov). BLS predicts that there will be an 18% increase by 2022 in occupations that require a Master's degree, and that jobs in the health services sector sector, which grew by105% from 1990-2015 (www.pewsocialtrends.org), will continue to grow at a rate of 5.6% a year, compared with a 4% growth in other sectors.

The Maryland health care sector employs 9.5% of the total working population in the state (kff.gov), and In the Baltimore area alone, education and health services (ranked together in the BLS data) make up almost 4% of all employment. That amounts to about 272,000 jobs in the Baltimore-Columbia-Towson region and about 119,000 positions in Baltimore alone. Health care services nationally are among the top 20 fastest growing occupations, and the rate of growth through 2026 for medical and health care managers/managers is 20%, or much faster than average. A bachelor's degree is typically required at entry level, but "master's degrees are common and often preferred by employers" (BLS Occupational Outlook Handbook, 2018). A search on Indeed.com found over 8,700 new positions listed as health care Management, and over 4,200 required the Masters. Search results from Monster.com and LinkedIn yielded similar results.

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

This program will provide a strong foundation of skills with a wide range of options for application across the private, public, and nonprofit sectors. Graduates with this degree can use these skills in health care settings as medical and health services managers, health care executives, or health care managers who plan, direct and coordinate medical and health services. This might include managing a facility, a specific clinical area or department, or a medical practice, and planning, directing, and coordinating medical and health services. These

professionals must address changes required by and conform to changes in health care laws, regulations, and technology.

By 2024, according to a report by the Center for Workforce Studies at SUNY Albany (2016), jobs in the home health care sector are expected to increase by 60%, while jobs in the offices of health care practitioners are anticipated to grow by 25%. In fact, by 2024, 20 of the 30 fastest-growing occupations nationally are projected to be in health services occupations (chwsny.org). Health services administrator to support this growing sector will be as important as the applied positions in patient direct care.

Additionally, according to state projections, graduates of this program will help fill position openings as medical and health care managers in a variety of health care settings. Data from the Maryland Department of Labor website for employment projections show about 5000 positions in the Baltimore area (www.dllr.state.md.us/lmi/iandoproj/) and another 4,800 in the Washington metro area, with a 4% growth rate expected moving forward. Data from the Bureau of Labor Statistics show that the market for professionals in this field will grow about 22% between now and 2026 – 13% faster than other Masters level occupations, and 12% faster than all occupations together. Both the DC Metro region and the Baltimore Metro region are in the top ten regions for employment of health services managers, and Maryland ranks third in an evaluation of highest mean wage for these positions, at $114,730 (www.bls.gov). Additionally, the Masters in Community-Based Health Services Management program supports Maryland's Governor's Workforce Investment Board's "Health Care 2020" action plan to grow Maryland's health care workforce by up to 25 percent and creates an additional need/mandate for individuals trained to administer and manage this growth (http://www.gwib.maryland.gov/pub/).

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.

Many Community-Based Health Services Management positions continue to require a Master's degree as a preferred entry level qualification for this field, or as a credential for advancement. A review of the quick facts section from the national data available at the Bureau of Labor Statistics website (see Table 1 below) summarizes the market need, the average national salary, and the projected growth through 2026.

Table 1

Quick Facts: Health Services Managers	
2016 Median Pay	$98,350 per year $47.29 per hour
Typical Entry-Level Education	Bachelor's degree; Master's degree preferred
Work Experience in a Related Occupation	Less than 5 years
On-the-job Training	None
Number of Jobs, 2016	352,500
Job Outlook, 2016-26	20% (Much faster than average)

Quick Facts: Health Services Managers	
Employment Change, 2016-26	72,100

https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm

The demonstrated market need and the education level required to enter the health services sector fully support the need for a Masters level program in Community-Based Health Services Management. Adding to this evidence is a significantly increased emphasis in the field on the collection and use of data to support decision making and manage resources, making the data-driven focus of Goucher's Master of Science in Community-Based Health Services Management especially valuable. As a recent article in *The Princeton Review* states:

> The rise of both private indemnity insurance and government-sponsored health entitlements earlier in this century have spawned a complex medical bureaucracy. As health services continue to expand and diversify, so will job opportunities, though the trend toward "managed care" and "economies of scale" in large health management organizations (HMOs) will result in restructuring. As HMOs and other health care providers expand operations, competition for executive-level positions within these organizations will be keen and overlapping managers will be squeezed out of merging companies. A rapidly aging population, especially a growing 75-years-and-older segment who will require the continued services of health care professionals, assures employment opportunities in nursing homes and related industries in the coming decade.

Additionally, a recent survey conducted in 2017 with health care managers (6% response rate) by the National Business Group on Health indicated that the health care sector must:
- Utilize technology more effectively
- Encourage data-informed decision making
- Bundle services
- Manage and improve health care systems
- Focus on value-added structures, processes, and systems
- build capacity to connect data across systems or within one system; and
- increase accountability metrics, such as performance-based funding.
  (https://www.businessgrouphealth.org/news/nbgh-news/press-releases/press-release-details/?ID=334)

These priorities again highlight the need for Masters level managers trained in the collection, analysis, and application of data to inform policy, practice, and Management – areas of focus for Goucher's proposed MS in Community-Based Health Services Management. By delivering and conferring this degree, Goucher will support market needs for graduate level managers as well as institutional need for those managers to be fluent in the development and application of health services policies, systems, and guidelines.

Provide data showing the current and projected supply of prospective students
The supply of potential students in Maryland and the surrounding region is strong. While 36.1% of Maryland residents have a Bachelor's degree, only 17.7% hold an advanced degree, opening

the market for residents with a four-year degree looking to advance their education through the Master's. In the region, Pennsylvania has 28.6% of residents with a Bachelor's degree but only 11.2% with a Master's; Delaware has 30% with a Bachelor's but only 12% with a Master's, and 32% of Virginia residents hold Bachelor's degrees, but only 12% have Masters – all of which provides a robust market need within the 100-mile radius from which online students are typically drawn. The fact that this proposed degree will be delivered in a fully online format will allow the access to this degree for students outside Maryland, and the region.

Additionally, the appeal of the fully online delivery of the MS HAS is anticipated to be a strong selling point for the program. In a study released in December 2017 by the National Center for Educational Statistics (https://nces.ed.gov/pubs2018/2018002.pdf), researchers found that the number of students studying online exclusively was increasing, both at public as well private institutions. And of the 5,750,417 students enrolled in distance learning programs at colleges and universities across the country, almost 25% were enrolled in online post-baccalaureate degree programs.

The appeal of a Masters level credential delivered in a fully online format is well-documented, as is the population of students available on the market to complete this degree. A recent survey conducted by The Learning House (http://www.learninghouse.com/wp-content/uploads/2017/10/OCS-2016-Report.pdf) provides demographic information about students studying online, as well as their perceptions about their program. Results showed that online graduate students are an average of 33 years old, working full time, and raising families. Sixty-nine percent reported their investment of money in the program was "worth it" and 71% felt the program was a valuable use of their time and 20% (the highest percentage) enrolled in the program to advance their career. Medical and Health Services ranked fourth of ten in the top graduate programs delivered online, with 12% of all graduate student respondents enrolled in online health services programs.

Tables 2 and 3 below illustrated the anticipated enrollment and graduation numbers for the first five years of the program.

Table 2

	2019	2020	2021	2022	2023
Number of anticipated students	10	18	25	31	36

Table 3

	2021	2022	2023	2024	2025
Number of anticipated graduates	7	10	15	15	15

E. Reasonableness of program duplication

Identify similar programs in the state and/or same geographic area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded. Provide justification for the proposed program.

Health services is a Maryland workforce shortage field, reducing concern over program duplication. However, although there are several universities in the Baltimore/Washington area that offer the Master's degree in Health Care Management, or Health Care Administration, none align directly with Goucher's proposed Community-Based Health Services Management. Only two are offered online, and none have the community-based focus, which connects directly to Goucher's mission and strategic priorities, builds from Goucher's undergraduate emphasis on community-based learning, and supports the need for greater access for underserved populations to health care services within their communities.

Additionally, there are twenty-two bachelor degree programs in Maryland in the health care field, providing a pipeline of undergraduate to graduate students well beyond the projected capacity of the existing Masters programs in the state, for those students wishing to apply their undergraduate practitioner's degree to a Master's program designed to increase and improve their marketability in a field where the Master's degree is a preferred credential at the management level (bls.gov "Quick Facts," Occupational Handbook, 2018). Goucher's emphasis on community-based health services management will appeal to a subset of these students interested in working in and for the network of community health care agencies and practices in Maryland and across the nation.

F. Relevance to Historically Black Institutions (HBIs)

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

Goucher's program is not in direct competition with any high demand program at an area HBI. There is currently no comparable Community-Based Health Services Management Master of Sciences degree offered at a Maryland HBCU.

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

The program should have little or no effect on the uniqueness or institutional identities or missions of the programs at HBIs.

G. If proposing a distance education program, please provide evidence of the "Principles of Good Practice".

Goucher College has adopted the Principles of Good Practice and, as a member of Maryland Online, has adopted the Quality Matters standards as guidelines for design, development and delivery of all online courses and programs. Courses are developed under the criteria outlined in the QM rubric and go through an internal peer review process (QM qualified reviewers) prior to delivery. Faculty wishing to teach online are required to complete two QM webinars that review best practice in design and delivery of online courses and programs.

The Goucher College online delivery option for the Master of Science in Health Services Administrator program fully meets and exceeds the Principles of Good Practice in online

education, as outlined in the following sections:

Curriculum and Instruction
A distance education program shall be established and overseen by qualified faculty.
This program was developed in face-to-face format by qualified faculty and approved by the Goucher College Graduate Studies Committee. Courses will be taught by regular full-time faculty in the discipline, as well as by highly qualified adjunct faculty trained in online delivery.

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

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

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

Faculty members in appropriate disciplines in collaboration with other institutional personnel shall participate in the design of courses offered through a distance education program.
Courses in the online program were developed by faculty experts in the discipline and approved through the Graduate Studies Committee. Online courses are reviewed by Goucher instructional designers prior to delivery, and faculty are under contract to make improvements to these courses based on feedback.

Role and Mission
A distance education program shall be consistent with the institution's mission.
The Goucher College mission and vision commit to preparing students within a broad, humane perspective for a life of inquiry, creativity, and critical and analytical thinking through accessible transformational education. The online graduate programs in education provide students with the rigor and transformation of a Goucher graduate degree in a fully online environment that offers flexibility and access to students who might otherwise not be able to enroll in and complete these programs.

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

The online program is being developed and delivered through the Canvas system. Courses are designed for online delivery with support from a trained instructional designer and multimedia specialist, and students are provided with ongoing access to online technology support.

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

Principles of best practice for teaching in a distance education format shall be developed and maintained by the faculty.
Goucher College has adopted the Quality Matters standards for online teaching and learning as criteria for design, development, and delivery of distance education courses. The adoption and use of these standards was approved by the Graduate Studies Committee at Goucher.

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

An institution shall ensure that appropriate learning resources are available to students including appropriate and adequate library services and resources.
Goucher offers online academic support services to online graduate students through their online Academic Studio through a link on each course site. Online library access is provided to students through the Goucher College library website, which is linked from all online course sites.

Students and Student Services
A distance education program shall provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.
Students may register and pay for courses online, access their registration and financial aid information online, access their faculty and key staff online, seek advice and answers to academic and administrative questions online, access technology support online, and access all course materials and information online through the Canvas learning management system. Catalogs and university policy and requirements are all accessible online through the Goucher College website, and through all course sites. Courses are designed and developed using the Quality Matters rubric and standards for best practice in online course design and delivery.

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

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

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

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

An institution shall demonstrate a commitment to ongoing support, both financial and technical, and to continuation of a program for a period sufficient to enable students to complete a degree or certificate.
All online programs are developed and delivered using the course design and review process in place at Goucher College for traditional face to face courses and programs that includes approval by the delivering department, review and approval by the graduate studies committee, and review and approval by the instructional design team, who use the Quality Matters review process for fully online courses. Part of the program design and delivery process includes approval of a budget that allocates resources and faculty to support the design and delivery of the program as well as a multi-year commitment to the program.

Evaluation and Assessment
An institution shall evaluate a distance education program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

The online program will be included in the Goucher College annual assessment process, the Goucher College program review process, the annual course evaluation process, and the discipline-based certification process for the department.

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

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

H. Adequacy of faculty resources.
Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculties with appointment type, terminal degree title and field, academic title/rank, status, and the courses each will teach.

Faculty

A half-time academic program director/faculty member (doctoral degree required) will be hired to direct the implementation and curriculum development for the program, and to teach in the program following MHEC approval. Faculty for the courses proposed for this degree are well qualified, professionally-prepared, and established practitioners who will come from across multiple disciplines. Initial core faculty are listed below. Two initial core faculty are full-time faculty at Goucher College (Delahunty and Skillman) teaching in the program in-load. A third full-time faculty member/program director will be hired specifically for this program during the second semester of Year 1 to begin in Year 2, as noted on the expenditures table in this proposal.

- Ms. Frances Astorino, (Adjunct Instructor of Practice, part-time, MBA, MHA Health Administration),
- Dr.George Delahunty (Professor Emeritus, full-time, Ph.D. Biology)
- Dr. Lauren Jones-Lush (Research Intelligence Analyst and Adjunct Assistant Professor of Practice, part-time, Ph.D. Neuroscience)
- Ms. Betsy Meredith (Director, Post-Bacc Pre-Med Program, and Adjunct Instructor of Practice, part-time, MA Allied Health)
- Ms. Amy Skillman (Director, Cultural Sustainability and Management programs, and Full-Time Instructor of Practice, MA Cultural Sustainability and Indigenous Populations)

- Ms. Barbara Stob (General Counsel, and Adjunct Assistant Professor of Practice, part-time, JD)

I. Adequacy of library resources.

Goucher College is prepared to support this new master's program through its existing library holdings, through the Baltimore Area Library Consortium, and through other library agreements. The library has a dedicated staff member to manage all graduate programs, which would include the proposed new program. Services provided to graduate students include research instruction and assistance, online tutorials, interlibrary loan, and a digital repository for theses and capstone projects. An initial search of the library online catalog returned almost 470,050 articles related to Community-Based Health Services Management , including 313,650 peer-reviewed publications, as well as 98,591 electronic and printed books. Additional funding is allocated in the finance section of this proposal to purchase program-specific electronic resources through the library based on identification of special topics for student theses.

J. Adequacy of physical facilities, infrastructure and instructional equipment.

No new physical space is needed for this fully online program. The current Goucher College Learning Management System, Canvas, will be the learning platform for the program. Faculty and students are trained and supported by the Goucher College Distance Learning, Instructional Design, and Information Technology support teams, as well as through external resources such as the Quality Matters standards and workshops.

K. Adequacy of provisions for evaluation of the program.

Discuss procedures for evaluating courses, faculty, and student learning outcomes.
Goucher College has a systematic and sustainable system to assess teaching and learning at all levels and within all units of the institution, in compliance with MSCHE standards for assessment as well as best practice in assessing student learning outcomes. Learning outcomes will be assessed in this program using evidence-based rubrics applied to examinations, individual and group projects, portfolios, and papers. Student learning outcomes will be assessed in relationship to the quality of the work, and will be supported directly through core and elective curricula. Faculty and courses will be regularly evaluated by students and by the academic director. The program overall will be evaluated on an ongoing basis by the program's advisory committee and periodically by outside evaluators. Data collected through assessment and evaluations processes on an annual basis are used to identify opportunities for program improvements and areas where additional resources are needed.

L. Consistency with the state's minority student achievement goals.

Discuss how the proposed program addresses minority student access and success, and the institution's cultural diversity goals and initiatives.
The proposed program, and Goucher College, have a strong commitment to promoting diversity in both hiring practices and recruiting and admitting practices. Faculty will be recruited and hired for the program with an emphasis on diversity candidates, a practice that will continue during implementation and program delivery, to attract and retain qualified faculty from diverse racial, socioeconomic, and geographical backgrounds. Scholarship funds will be available to

attract economically diverse students, and the Welch Center has a diversity plan in place to increase participation of diverse students in the program. In addition, the fully online delivery of this program will also increase access for students across a broad geographic and demographic area.

M. Relationship to low productivity programs identified by the Commission.

If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources may be redistributed to this program.
This program is not related to an identified low productivity program.

N. Finance
Complete Tables 1 and 2 for the first five years of the program and provide a narrative rational for each resource and expense.

TABLE 1: RESOURCES					
Resource Categories	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
1. Existing Funds	30,750	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	0	0	0	0	0
a) # 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) # P/T Students	10	18	25	31	36
e) Credit Hr. Rate	$600	$600	$600	$600	$600
f) Annual Credit Hr.	12	12	12	12	12
g) Total P/T Revenue (d x e x f)	$72,000	$129,600	$180,000	$223,200	$259,200
3. Grants, contacts, & other external sources	0	0	0	0	0
4. Other Sources	$5,000	$9,000	$12,500	$15,500	$18,000
TOTAL	$107,750	$138,600	$192,500	$238,700	$277,200

Table 1: Resources

    a. **Reallocated Funds**. Funds equivalent to .05 FTE faculty (4 courses) plus .23 percent fringe will be reallocated for this program to account for the 4 courses in Year 1 that will be taught by existing Goucher full-time faculty as part of their load.

    b. **Tuition and Fee Revenue.** All students will be part time and will complete a minimum of 6 credits per term, or 12 per year, at $600 a credit.

    c. **Grants and Contracts**. We have not yet identified sources of funding in this category, though there may be opportunities we could pursue in the future. We do not plan to rely on grants or contracts to make the program viable.

    d. **Other Sources.** Each enrolled student will be charged a technology fee of $125 per course per semester (125 x 4 courses x number of students enrolled).

    e. **Total Year.** Table 1 is a conservative estimate of expected revenues for the program for the first five years, based on past performance and current levels of support we are able to dedicate to this program.

Expenditure Categories	2018	2019	2020	2021	2022
TABLE 2: EXPENDITURES					

Expenditure Categories	2018	2019	2020	2021	2022
1. Faculty (b + c below)	$28,645	$91,296	$91,376	$118,320	$120,829
a) # FTE	0.5	1.5	1.5	2	2
b) Total Salary	26,280	76,280	77,280	102,000	104,040
c) Total Benefits	2,366	15,016	14,096	16,320	16,789
2. Admin. Staff (b + c below)	0	0	0	0	0
a) # 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	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	$1,000	$1,000	$1,000	$1,000	$1,000
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses Software, marketing, faculty development, and course development	$20,000	$5,000	$5,000	$5,000	$5,000
8. TOTAL (add 1-7)	$49,645	$97,296	$97,376	$124,320	$126,829

Table 2: Expenditures

a. **Faculty (number of full-time employees with salary and benefits):** Faculty for Year 1 of the program will include two full-time Goucher College faculty who will teach as part of their load in the program, plus four adjunct faculty with relevant professional and degree qualifications. In the second semester after program launch, a full-time faculty member will be hired for the program (reallocation of resources noted in Table 1). Year

1 expenditures represent the appointment of adjunct faculty positions equivalent to .05 FTE in Year 1 (4 courses) plus the hire of the full-time faculty member for Year 2, and increasing to 2 FTE by Year 5. Fringe benefits for adjunct faculty are calculated at a rate of .09 percent and covers FICA, Medicare, disability and workman's comp, and at .23 percent for the full-time position with full college benefits. This arrangement represents the incremental additional faculty costs needed to support this new program. A 2% salary increase is included for Years 2-5 for the full-time position.

    b. **Administrative Staff.** None.

3. **Support Staff.** No additional support staff are required.

4. **Equipment.** There is no plan to add equipment for the delivery of this program.

5. **Library.** These funds are allocated for additional electronic resources to support students in their thesis research.

6. **New and/or Renovated Space.** No new space is needed for this program fully online program.

7. **Other Expenses.** Supplies, marketing, and other administrative expenses are included in this section of the budget.