



June 10, 2019

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

Dear Secretary Fielder:

Enclosed please find Goucher College's proposals to offer the following new programs:

- Master of Professional Studies
- BPS Criminal Justice
- BPS Human Services
- BPS Sports Communication

Research from the Bureau of Labor Statistics demonstrates that advancing to the next degree level provides significant increases in quality of work life, salary, and advancement potential for working adults. The Master of Professional Studies program is built from Goucher's post-baccalaureate certificate programs and allows students to "stack" three certificates into a customized degree that most fully meets their career and professional goals. The BPS programs build on Goucher's commitment to access and equity in undergraduate education by offering three additional majors for community college career track AAS graduates.

These programs are fully online and will broaden the pool of working adult students for Goucher, as well as support the workforce needs of employers in the area, the state, and the region. If you have any questions, please do not hesitate to call. Thank you in advance for consideration of this proposal.

Sincerely,

A handwritten signature in black ink that reads "Scott Sibley".

Scott Sibley, Ph.D.
Interim Provost



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

Institution Submitting Proposal	Goucher College
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Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input checked="" 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 type="radio"/> Offer Program at Regional Higher Education Center |

Payment Submitted: <input checked="" type="radio"/> Yes <input type="radio"/> No	Payment Type: <input type="radio"/> R*STARS <input checked="" type="radio"/> Check	Date Submitted: May 25, 2018
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Department Proposing Program	Welch Center for Graduate and Professional Studies	
Degree Level and Degree Type	Bachelor of Professional Studies	
Title of Proposed Program	Criminal Justice	
Total Number of Credits	120	
Suggested Codes	HEGIS: 5550505	CIP: 43.0103
Program Modality	<input type="radio"/> On-campus <input checked="" type="radio"/> Distance Education (<i>fully online</i>) <input type="radio"/> Both	
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: 2020	
Provide Link to Most Recent Academic Catalog	URL: https://www.goucher.edu/learn/graduate-programs/documents	

Preferred Contact for this Proposal	Name: Dr. Kathryn Doherty
	Title: Associate Provost
	Phone: 410-337-6208
	Email: kathryn.doherty@goucher.edu

President/Chief Executive	Type Name: Dr. Jose Bowen
	Signature: Date: 5/21/19
	Date of Approval/Endorsement by Governing Board:

Revised 6/13/18

Academic Program Proposal
Goucher College Welch Center Graduate Programs in Education
New Online Bachelor of Professional Studies in Criminal Justice

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 its 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—physically or virtually-- small classes and interact closely with faculty and one another, and where students can participate in and lead extracurricular programs. This emphasis on community leads Goucher to a natural extension of its program to capture an increasingly education-focused adult community – those individuals pursuing higher education while working, raising families, and juggling competing priorities. In that framework, Goucher has developed the fully online Bachelor of Professional studies degree to more effectively meet the education needs of community college students who, after completing a career track Associate of Applied Science or Associate of Technical Studies degree, realize that the market and employers are seeking to hire those candidates who have completed the bachelor's. The BPS degree at Goucher provides a smooth transition to four year completion for students who may never have considered a Goucher degree.

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 Bachelor of Professional Studies has been designed by and will be implemented through a partnership of subject matter experts and those professionals who are trained in best practice pedagogy for the adult online learner. 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 will be reviewed and approved by Goucher's Curriculum Committee, which is a standing committee of the faculty governance system charged with reviewing and approving all new programs at the undergraduate level, and the full faculty assembly. 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 community 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.

Goucher's Bachelor of Professional Studies (BPS) degree is designed for community college students who are completing their AAS degree. The BPS degree at Goucher has a core of 30 credits in BPS courses designed to supplement the general education credits AAS or ATS students bring as part of their associates degree while still maintaining a career and applied focus, and 30 credits of concentration in one of four fields: Criminal Justice, Digital Arts, Human Services, and Sports Communication. These concentrations are designed to align with the most popular community college AAS programs.

Goucher's BPS program has been designed with the AAS/ATS graduate in mind, and offers a smooth pathway to a Bachelor's degree in only 60 additional credits through a fully online, 8-week course format that can be completed in 18-24 months. Features of Goucher's new BPS degrees include:

- Automatic acceptance of all AAS credits toward the required 120 credits for the BPS
- No application or registration fees; minimal application process
- Reasonable per credit tuition with Financial Aid available
- Fully online delivery through Goucher's Canvas LMS
- Individualized advising and support services for the BPS student
- Rolling admission with six points of entry during the year

Goucher's BPS degree offers completion options for students in programs that do not typically articulate smoothly to traditional transfer programs at 4 year institutions, and are designed for students who are often juggling work and family commitments that can sometimes conflict with progress to degree. The BPS programs ensure ease of access, convenience, and accelerated completion for working adults, while also offering a pathway to a Goucher undergraduate degree that students may not have previously considered.

Program Objectives

The BPS in Criminal Justice program prepares graduates to:

- Successfully transition from a career-focused associate's program in an area related to criminal justice to advanced study in the discipline at to prepared graduates for a management/leadership position while also completing the four year degree.
- Apply foundational learning and career specialization in criminal justice to completion of upper division coursework in preparation for a management/leadership position in the field.
- Demonstrate and practice criminal justice-specific knowledge, skills, and theory in practical settings within the career internship.
- Acquire baccalaureate level preparation in criminal justice for career success and higher earnings potential.
- Utilize career specializations and core professional studies to competitive advantage in the field.

AAS graduates will enter Goucher's BPS degree program through a standardized articulation agreement signed by Goucher and the community college from which these students come. No specialized accreditation is required, nor will be sought, for the BPS, or any of its concentrations.

Program Objective

The overall educational objective of the Goucher College BPS in Criminal Justice is to develop and graduate students with the requisite knowledge and skills necessary to work and be leaders in the field of criminal justice.

Student Learning Outcomes

After completing the course work and required internship for this program, students will be able to:

- Identify the role, functions, and components of the criminal justice system.
- Demonstrate an understanding of the theories that explain deviance and social control.
- Identify ways in which the law solves crimes and the limitations of the law.
- Demonstrate the capacity to design research proposals and conduct research to address crime and other social issues in the criminal justice field and contribute to evidence-based policy making.
- Demonstrate the capacity both orally and in writing to communicate effectively as applied to criminal justice research and practice.
- Demonstrate an understanding of ethical issues in criminal justice and how to tackle them successfully.
- Demonstrate an understanding of social inequalities, race, gender and culture and how they intersect with the criminal justice system.

AAS and ATS graduates will enter Goucher's BPS degree program through a standardized articulation agreement signed by Goucher and the community college from which these students come. No specialized accreditation is required, nor will be sought, for the BPS, or any of its concentrations.

Course of Study (60.0 credits)

The Bachelor of Professional Studies in Criminal Justice is designed to be completed by the student in 18-24 months, in a fully online 8-week course format. The student may take up to 6 credits a term, or 12 credits per semester (2 terms). Courses will be offered year round, including the summer. All BPS students complete 30 credits of BPS core classes, and another 30 credits in the area of concentration. A typical term schedule would include one 3-credit BPS core course and one 3-credit BPS concentration course. An applied internship is required as the last 3 credits (150 hours) in the area of concentration, and may be completed at the student's workplace, if appropriate.

BPS Core Courses (30 cr)

BPS XXX	Introduction to Professional Studies (3)
BPS XXX	Digital and Professional Communication (3)
BPS XXX	<i>Critical Thinking, Research & Presentation</i> (3)
BPS XXX	Technology for Information-Based Orgs. (3)
BPS XXX	Ethics in Professional Life (3)
BPS XXX	<i>The Legal Environment</i> (3)
BPS XXX	Leadership in the Workplace (3)
BPS XXX	Human Diversity in Social Contexts (3)
BPS XXX	Public Advocacy and Negotiation (3)
BPS XXX	Professional Internship (3)

CRJ XXX Introduction to the Criminal Justice (3)
CRJ XXX Theories of Crime and Justice (3)
CRJ XXX Criminal Law and Criminal Procedure (3)
CRJ XXX Police and Society (3)
CRJ XXX Corrections (3)
CRJ XXX Research Methods in Criminal Justice (3)
CRJ XXX Crime Analysis and Report Writing (3)
CRJ XXX Ethics in Criminal Justice (3)
CRJ XXX Seminar: Contemporary Issues in Criminal Justice (3)
CRJ XXX Criminal Justice Assessment (3)

Course Descriptions

BPS 301 Introduction to Professional Studies. This core BPS course introduces students to the professional environment, the skills and attributes that are required for success in that environment, and interpersonal, organizational, and professional framework that each leader must navigate (3 cr.)

BPS 302 Digital and Professional Communication. This course provides the profession with knowledge of the importance of communication in the workplace; with skills in digital, written, oral, and interpersonal communication; and with the ability to apply those skills to successfully accomplish the work of the organization (3 cr.)

BPS 303 Critical Thinking, Research, & Presentation. The ability to analyze problems, to conduct and use research for decision-making, and to share those decisions with others in the organization are all important in the career success of the professional. This course emphasizes the process of collecting, analyzing, and using information to document and solve a problem or challenge in the workplace (3).

BPS 304 Technology for Information-Based Organizations. Technology is a critical component for any organization. This course focuses on network technology, common professional software programs, technology requirements and supports, and information management in the workplace (3 cr.).

BPS 305 Ethics in Professional Life. This course provides a broad overview of ethical behavior in professional life, and addresses corporate culture and expectations, workplace behavior and interpersonal interactions, and parameters for ethical decision-making (3 cr.).

BPS 306 The Legal Environment. Positive work environments, mutual respect, appropriate behavior, and compliance/regulations are all factors that influence life at work and within any organization. The Legal Environment is a survey course that addresses legal requirements for managers, workers, and clients; codes, regulations, and laws; and processes to maintain a safe and productive work culture that is safe and responsive for all staff and employees (3 cr.).

BPS 307 Leadership in the Workplace explores the role of the leader at work, covers the different leadership styles, and encourages students to identify and actively use their own leadership style. Hands-on opportunities for leadership will be available throughout the course (3 cr.).

BPS 308 Human Diversity in Social Contexts (3). Diversity is one of the highlights of life in American society, and this course provides opportunities for students to read about, discuss, analyze, and write

about the ways in which diversity enhances, but also challenges, the workplace. Application of theory to practice is a main focus for this course (3 cr.).

BPS 309 Public Advocacy and Negotiation. This course addresses ways in which the professional in the workplace can advocate for key constituent groups, and negotiate a pathway to consensus even in the most challenging situations. Tools such as arbitration, mediation, facilitation, and presentation will be covered in this course as students learn the basic tenets and applications of these key skills (3 cr.).

BPS 400 The Professional Internship. The BPS Internship is a capstone for the BPS degree, occurring at the end of the student's course of study, and requiring hands on application of key theories and practices learned through the degree. May be completed in the student's current place of employment, if appropriate (150 hours, 3 cr.).

CRJ XXX Gender, Race, Class, Crime, and Justice

This course examines the association between the concepts of gender, race, class, crime, and justice in the American criminal justice system, and exposes students to historical, ideological, and theoretical perspectives that provide a framework for understanding how these sociodemographic factors interact with the criminal justice system (3 cr.).

CRJ XXX Sociology of Crime

This course highlights the social construction of crime by examining the social factors that impact how we define, recognize, measure, and respond to criminal behavior. Using criminological theory, the course traces how ideas surrounding the nature of crime and punishment have changed and continue to change across time and place. The course also gives special attention to the intersections between various forms of social stratification and experiences with crime and the criminal justice system, including police, courts, and prisons.

CRJ XXX Criminal Law and Criminal Procedure

This course provides a substantive introduction to the basic concepts of criminal law and the law governing due process for criminal defendants. Using a case study approach, the course focuses on the constitutional aspects of criminal law and procedure and introduces students to the reading and interpretation of statutes, general court procedures, the law of search and seizure as well as the interrogation of suspects (3 cr.).

CRJ XXX Police and Society

This course examines the history of the police institution and their role in the administration of justice. The relationship between the police and communities are also examined along with other critical issues affecting contemporary law enforcement (3 cr.).

CRJ XXX Corrections

The course provides an overview of the historical, theoretical and contemporary issues that underlie the correctional system and sub systems in the United States. The course also covers organizational management of staff and inmates of the prison system as well as alternative approaches to incarceration and rehabilitation (3 cr.).

CRJ XXX Global Terrorism, Counter Terrorism, and Law Enforcement Procedures

This course will introduce students to policies, strategies, techniques, and tactics used by law enforcement to combat terrorism threats, and counterterrorism policies and response. Students gain

knowledge about terrorist and criminal extremist groups and individuals, political violence, radicalization, methods of financing used by terrorists, and how to identify and report suspected offenders (3 cr.).

CRJ XXX Crime Analysis and Report Writing

An orientation to criminal justice databases such as the UCR, NCVS, SHR and NIBRS. The focus is on analyzing, mapping crime data and preparing related reports. Emphasis is also placed on equipping students with the writing skills necessary for the preparation of various correspondence, briefings and social media outreach (3 cr.).

CRJ XXX Restorative Justice

This course provides students with an understanding of the philosophy, values, principles, and practice of restorative justice. Students examine justice through a rehabilitative lens that involves victims, offenders, and affected members of the community as active partners in repairing harm caused by criminal behavior (3 cr.).

CRJ XXX Human Rights and International Criminal Law

This course interweaves readings, lectures, discussions, and group projects on human rights and the impact of comparative cultures and laws, international institutions, and transnational agendas on the construct of international crime. Topics include human trafficking, children and war, refugees and migration, international legal institutions, INTERPOL, and transnational crime in a global economy (3 cr.).

CRJ XXX Criminal Justice Assessment

This course provides a capstone experience by providing a series of assignments that tasks students with integrating and applying various concepts from the criminal justice curriculum. The assignments build student's critical thinking skills and application of criminal justice concepts to various fact-based scenarios (3 cr.).

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.

The proposed criminal justice degree will be a Bachelor of Professional Studies degree comparable but simultaneously different from criminal justice degrees from peer institutions. Most of the substantive courses offered by similar programs are comparable to the courses that will be offered in the criminal justice program. The program is however different in the sense that the program is designed for students transferring from the community colleges with an Associate of Applied Science or an Associate of Technical Science degree.. The program will also require an internship (under BPS core courses) and a capstone course (CRJ XXX Criminal Justice Assessment) as culminating experiences to help students develop the practical skills they need to be successful in their careers.

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

As the *Maryland Ready: 2013-2017 Maryland State Plan for Postsecondary Education* under "Goal 4: Innovation," advises,

The College and Career Readiness and College Completion Act of 2013, a seminal bill that became law during the legislative session, supports a number of innovative efforts related to degree completion and student success. These strategies include reverse transfer, support for

near-completers, and student transfer pathways. (p. 46)

Under Goal 2: Access, the Maryland State Plan calls on bachelor’s degree granting institutions to increase new programmatic interventions designed to advance the Maryland College agenda of increasing college completion rates and achieving a statewide 55% college completion goal by 2025 to enhance the economic vitality and quality of life for all Marylanders.

Under Goal 5: Economic Growth & Vitality, the *Maryland State Plan* also highlights the need for Maryland students to be prepared to enter a workplace that requires “new skills and content knowledge” and asks students to be more “technologically savvy” (p. 53). The curriculum for the Criminal Justice Program addresses this need by the broad content knowledge, delivery method adopted and capstone requirement, as well as the ease of access to the program through the articulated transfer agreement that accepts the AAS or ATS degree in entirety.

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

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

Students who earn a B.A in criminal justice have many entry level career paths available to them at the federal, state, local levels and the private sector. Criminal justice career opportunities also exist in the nonprofit and health sectors. According to the Bureau of Labor Statistics Occupational Outlook, employment of protective service occupations is projected to grow 5 percent from 2016 to 2026, about as fast as the average for all occupations, which will result in about 158,200 new jobs. Protective service occupations had a median annual wage of \$39,999 in May 2017, which was slightly higher than the median annual wage for all occupations of \$37,690. See Table 2.

Data from the Bureau of Labor Statistics shows that protective careers in Maryland have a median pay of \$49, 700 and will grow at a similar rate when compared with the national average. A lot of the jobs are also centered in the DMV region because of the government presence.

Occupation	Job Summary	2017 Median Pay
Police Detectives	Police officers protect lives and property. Detectives and criminal investigators, who are sometimes called <i>agents</i> or <i>special agents</i> , gather facts and collect evidence of possible crimes.	\$62,960
Fire Inspector	Fire inspectors examine buildings in order to detect fire hazards and ensure that federal, state, and local fire codes are met. Fire investigators, another type of worker in this field, determine the origin and cause of fires and explosions. Forest fire inspectors and prevention specialists assess outdoor fire hazards in public and residential areas.	\$56,670
Private Detectives and Investigators	Private detectives and investigators search for information about legal, financial, and personal matters. They offer many services, such as verifying people’s backgrounds and statements, finding missing persons, and investigating computer crimes.	\$50,700

Fire Fighters	Firefighters control and put out fires and respond to emergencies where life, property, or the environment is at risk.	\$49,080
Correctional Officers and Bailiffs	Correctional officers are responsible for overseeing individuals who have been arrested and are awaiting trial or who have been sentenced to serve time in jail or prison. Bailiffs are law enforcement officers who maintain safety and order in courtrooms.	\$43,510
Security Guards and Gaming Surveillance Officers	Security guards and gaming surveillance officers patrol and protect property against theft, vandalism, and other illegal activity.	\$26,960
Federal Agents (FBI, CIA, Secret Service, ICE)	Professional federal agents involved in high profile cases that impact the national security.	79,650 - up

Table 2 <https://www.bls.gov/ooh/protective-service/home.htm>

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.

Goucher is located in the Washington DC, Virginia Maryland metropolitan area and because all three branches of government are in the region, there are more federal law enforcement jobs in the region than anywhere else in the country. The US Bureau of Justice Statistics reports that the District of Columbia has at least 10,222 federal law enforcement officers/agents with arrest and firearms authority, which equals 1,732 officers for every 100,000 people. The Bureau also projects that employment of protective service occupations is projected to grow 5 percent from 2016 to 2026, about as fast as the average for all occupations, which will result in about 158,200 new jobs.

The primary source of postsecondary education and training of law enforcement officers is an associate or bachelor's degree in criminal justice with varying specializations. There is currently no requirement for certification although some sub specialties like crime analysts have begun offering some certification exams. Police officers also have their own line of training in police academies. A bachelor's degree is still sort after and the criminal justice program in Goucher College will offer the opportunity for degree completion to students and professionals.

Sample of Job Listings in the Law Enforcement Profession

Example #1 LinkedIn

Correctional Officer Community Foundation of Harford County
Bel Air MD US

Must possess a history and exhibit the characteristics of honesty, reliability, integrity.

Example #2 Indeed

Special Agent
Federal Bureau of Investigation Baltimore, MD

Pass a medical exam which includes but is not limited to meeting visual and hearing standards.

Provide data showing the current and projected supply of prospective students

Tables 2 and 3 present projected students and graduates over the next five years:

Table 2

	2019	2020	2021	2022	2023
Number of anticipated students	10	15	20	25	30

Table 3

	2021	2022	2023	2024	2025
Number of anticipated graduates	10	20	25	30	35

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.

Comparison to Similar Programs in the Same Geographic Area

Peer Institution	Department	BS	BA	BPS	Capstone	Internship
UMBC	Criminology and Criminal Justice	No	Yes	No	No	Yes
Univ of Baltimore	Criminal Justice	Yes	No	No	No	Yes
Stevenson	Criminal Justice	Yes	No	No	No	Yes
Towson	Sociology, Anthropology and Criminal Justice	No	Yes	No	Yes	Yes

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 should have little or no effect on the programs at HBIs. There are no similar programs at any of the state’s HBIs.

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 Masters in Multi Media Narrative 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 by the Graduate Studies Committee of campus peers. 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 faculty with appointment type, terminal degree title and field, academic title/rank, status, and the courses each will teach.

Faculty

Dr. Daniel Swann, Visiting Associate Professor. Ph.D., Sociology, University of Maryland, 2017; M.A., Sociology, University of Maryland, 2013; B.A., Philosophy, Rutgers University, 2008; B.A., Sociology, Rutgers University, 2008.

Dr. Hilda Dunkwu, Assistant Professor of Practice; Nova Southeastern University, Fort Lauderdale, Florida, PhD, Conflict Analysis and Resolution, 2013; University of San Diego, San Diego, California, Master of Law, 2002; University of Benin, Benin, Nigeria, Bachelor of Law.

Atty. Michael A. McAllister, Associate Professor of Practice; Juris Doctor, 2004, University of Baltimore School of Law, Baltimore, MD, Concentration in Criminal Law; Bachelor of Science in Criminal Justice, 1996, SUNY BROCKPORT, Brockport, NY.

Atty. Richard Gibson, Associate Professor of Practice; Juris Doctor, 2003, Howard University School of Law, Washington, DC; Bachelor of Science in Law and Justice, 1998, The College of New Jersey, Ewing, NJ.

I. Adequacy of library resources.

Goucher College is prepared to support this new program through its existing holdings, through the Baltimore Area Library Consortium, and through other library agreements. The library has a dedicated staff member to manage all limited residency programs, which would include the proposed new

program. Services provided to limited residency students include research instruction and assistance, online tutorials, interlibrary loan, and a digital repository for theses and capstone projects.

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.

K. Adequacy of provisions for evaluation of the program.

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

Learning outcomes will be assessed using well-established rubrics applied to examinations, individual and group projects, portfolios, and papers. Student learning outcomes will be assessed in relationship to the quality of the portfolio 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.

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, both have a strong commitment to promoting diversity in both its hiring practices and its recruiting and admitting practices. Faculty members of the new program represent diverse groups and that number will increase as the program grows and attracts qualified faculty and students from diverse racial, socioeconomic, and geographical backgrounds.

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 rationale for each resource and expense.

O. Finance

Complete Tables 8 and 9 for the first five years of the program and provide a narrative rationale for each resource and expense.

TABLE 8: RESOURCES					
Resource Categories	2019-20	2020-21	2021-22	2022-23	2023-24
1. Existing Funds	0	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	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. # P/T Students	20	35	40	45	50
e. Credit Hr. Rate	\$300	\$300	\$300	\$300	\$300
f. Annual Credit Hr.	21	21	21	21	21
g. Total P/T Revenue (d x e x f)	\$126,000	\$220,500	\$252,000	\$283,500	\$315,000
3. Grants, contacts, & external sources	0	0	0	0	0
4. Other Sources	\$39,000	\$68,250	\$78,000	\$87,750	\$97,500
TOTAL	\$165,000	\$288,550	\$330,000	\$371,250	\$ 412,500

Table 8: Resources

- a.** Reallocated Funds. No funds will be reallocated for this program.
- b.** Tuition and Fee Revenue. All students will be part time and will complete 3-6 credits per term, 6-12 credits per semester or 18-36 credits per calendar year, at \$300 per credit. The average student is expected to complete 21 credits per year, as reflected on Table 1.
- 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 \$325 per semester (325 x 6 semesters 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.

TABLE 9: EXPENDITURES					
Expenditure Categories	2019	2020	2021	2022	2023
1. Faculty (b + c below)	59,950	59,950	89,925	119,900	122,298
a) # FTE	1	1	1.5	2	2
b) Total Salary	55,000	55,000	82,500	110,000	112,200
c) Total Benefits	4,950	4,950	7,425	9,900	10,098
2. Admin. Staff (b + c below)	0	27,250	61,500	62,730	63,985
a) # FTE	0	0.5	1	0	0
b) Total Salary	0	25,000	50,000	51,000	52,020
c) Total Benefits	0	2,250	11,500	11,730	11,965
3. Support staff	0	15,500	32,000	32,640	33,293
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)	\$80,950	\$108,700	\$188,425	\$221,270	\$225,576

Table 9: Expenditures

1. Faculty (number of full-time employees with salary and benefits): Faculty for the program will come largely from Goucher's adjunct faculty pool of subject matter professionals with advanced degrees working in the field, or regular full-time Goucher faculty teaching in the program as part of load, with the appointment of part-time non-tenure-track positions equivalent to .05 FTE in Year 1 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. This arrangement represents the incremental additional faculty costs needed to support this new program. A 2% salary increase is included for Years 2-5.
2. Administrative Staff. A .5 time program director will be hired in Year 2, and increased to full time with 23% benefits package in Years 3-5.
3. Support Staff. A .5 time admissions counselor will be hired in Year 2, and increased to full time with 23% benefits package in Years 3-5.
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 course 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.

Elka Torpey, "Employment outlook for bachelor's-level occupations," *Career Outlook*, U.S. Bureau of Labor Statistics, April 2018.

Kurtinitis, Sandra L, Nov. 29, 2017

A Proposal to Implement Applied Baccalaureate Degrees at Maryland Community Colleges