



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal

Goucher College

Each action below requires a separate proposal and cover sheet.

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

Payment <input type="radio"/> Yes Submitted: <input type="radio"/> No	Payment <input type="radio"/> R*STARS Type: <input type="radio"/> Check	Payment Amount:	Date Submitted:
Department Proposing Program	Welch Center for Graduate and Professional Studies		
Degree Level and Degree Type	Post Baccalaureate Certificate		
Title of Proposed Program	Environmental Communication and Collaboration		
Total Number of Credits	12		
Suggested Codes	HEGIS: 042000	CIP: 50.30103	
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: www.goucher.edu		
Preferred Contact for this Proposal	Name: Kathryn Doherty		
	Title: Associate Provost		
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	Email: kathryn.doherty@goucher.net		
President/Chief Executive	Type Name: President Kent Devereaux		
	Signature:		Date: 9/17/19
Date of Approval/Endorsement by Governing Board:			

Revised 12/2018

**Academic Program Proposal
Goucher College
Post-Baccalaureate Certificate in Environmental Communication and Collaboration**

A. Centrality of the Proposed Certificate Programs to the Mission of the Institution

1. Provide a description of the program, including each area of concentration, and how it relates to the institutions approved mission.

This proposal presents a 12-credit certificate program that provides education and media professionals graduate level knowledge and training to develop skills and leadership with environmental communication and collaboration. The certificate is designed to provide professionals working in different capacities, formally and informally (curators, writers, journalists, conservationists, naturalists, park rangers, etc.), the tools to evaluate, communicate, and collaborate with stakeholders and members of the public on complex environmental issues. Courses focus on critical evaluation of environmental claims, different ways of knowing, community-based knowledge and citizen science, and methods to document, assess, and produce environmental knowledge.

This certificate is one of several proposed for environmental educators and allied professionals that is designed to meet their professional development goals in targeted areas, modular format, and accelerated timeframes. All courses, both core and elective, offered through this certificate draw upon Post-BA environmental studies courses with a focus on human dimensions, behavior change theory, and social science. Environmental science or lab courses are not the focus of these certificates. Although some courses may include science modules and science-based outcomes, scientific literacy is presupposed throughout, and NextGen standards for science will be aligned with learning objectives as appropriate.

This certificate program supports the tradition of scholarship, academic rigor, and critical thinking that is central to the mission of Goucher College and the professional standards in particular of the Welch Center for Graduate and Professional Studies. It furthers the goal across the college “to deliver graduates who can solve complex problems with people who are not like themselves.” By focusing on the human dimensions of environmental topics and issues, these certificates challenge students to take on some of the more intractable problems of learning, teaching, and communicating complex environmental issues and evaluating claims in the context of competing interests and conflicting points of view.

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

This certificate program builds on the institution’s strategic goals. For one, the program is closely aligned with the college’s ideals of scholarship in the social sciences, which include a

commitment to an interdisciplinary approach to learning, experiential learning, and the application of what is learned in the classroom. The program also supports Goucher's commitment to sustainability and climate issues by building on the strengths of Goucher's graduate programs in Education and our partnerships with K-12 school systems across the region. This certificate was developed as another representation of our 25-year tradition of providing teachers and educators with the professional development required to achieve or maintain their certification, to enhance their careers, and to prepare them to provide in their classrooms the highest level and most current information about environmental and climate-related issues and topics.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.

This certificate program is built from existing courses that are currently offered as electives in each of Goucher's low-residency Master's programs, as well as one-off professional development courses delivered as continuing education credit for classroom teachers. Therefore, the program requires no new resources, faculty, or funding. Additionally, these courses have been embedded in the low-residency Master's programs since the inception of these programs and are an ongoing and sustainable part of Goucher's graduate programs.

4. Institution's Commitment

- a. **Provide a description of the institution's commitment to ongoing administrative, financial, and technical support of the proposed program.**
- b. **Provide a description of the institution's commitment to continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

Goucher is committed to this certificate program, which is one in a series of certificates being built out for inclusion in Goucher's longstanding professional development unit for educators, the Educator's Institute, and for Goucher's newly proposed Master of Professional Studies degree. The certificate has been approved by leadership, authorized by the Graduate Studies Committee—a standing committee of the faculty.

Goucher has provided professional development to educators for 25 years, and this certificate will continue that tradition. Additionally, its role in the Educator's Institute (EI) and the new MPS program provide additional evidence of Goucher's long-term commitment. In any given semester, the Educator's Institute will have more than 300 teachers enrolled in professional development courses, and this program will enhance the content offerings for these students. These students, in addition to other students external to EI, will have the opportunity to complete these four courses to earn the full certificate.

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

- 1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**

2. The need for the advancement and evolution of knowledge.

Graduate level coursework in environmental studies provides practitioners across a broad range of topics and fields of expertise the necessary training and competency to address complex and increasingly urgent environmental problems. Market research conducted within the past five years on the development of graduate level environmental studies programming indicates a growing need to address environmental justice, behavior change, management, and other areas of socio-environmental synthesis, including citizen science and the economics of ecosystem services. This trend is growing, and opportunities are diversifying beyond federal level positions and leadership in local and state governments, corporations, and schools. Current demand for environmental scientists and specialists working on issues ranging from agricultural production and waste management to protection of clean water, sustainability of natural resources and energy usage indicate near term (2016-2026) growth rates for jobs of 11%.¹ While the category “environmental scientists and specialists” is not disaggregated for teachers and educators, it includes, for example, specialists who “provide information and guidance to government officials, businesses, and the general public on possible environmental hazards and health risks.”

More to the point, this certificate is designed to meet the needs of formal and informal educators who require certification and state-of-the-field research, materials, and tools for professional development. This certificate program offers practitioners in fields where these skills come into play sufficient opportunity to receive academic and industry-relevant credentials with a certificate focused on the education needed to support the management of stakeholder perspectives and communicate the complexity of environmental problems.

Certificates in environmental studies offer students marketable credentials either in the process of earning a Master’s degree in Professional Studies or as a completion alternative to a full Master’s degree. Courses in the certificate provide three options or levels for completion: 1) taken independently of the certificate for professional development credit; 2) taken to fulfill the certificate requirement as outlined in this proposal (four courses or the equivalent of 12 credits); and 3) combined or transferable toward a Master of Professional Studies degree, combining certificates from this program and related Low Residency MA programs at Goucher.

Environmental Communication and Collaboration Certificate

This certificate in Environmental Communication and Collaboration, in addition to targeting environmental educators who require continuing education and professional development, will appeal widely to students interested in the role of media, communication, and collaboration in understanding what is at stake in complex environmental issues and decision-making. Between formal environmental science, interest group politics, and the everyday realities of how ordinary people interact with and understand their environment and environmental problems,

¹Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Environmental Scientists and Specialists, on the Internet at <https://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm> (visited July 30, 2019).

media representations and representatives, and their various interlocutors, have a key role to play.² Decision theory and social marketing studies amply demonstrate the importance of explaining scientific phenomena but not in identifying how media and information influence human behavior, understanding, or belief, or what some scholars term “motivated reasoning.”

In the current climate of ideological polarization around a variety of environmental as well as political issues, the evidence of market demand can be couched in broad concerns about media bias and reliability and the need for tools and methods to explain different points of view, identify bias, and evaluate claims. Collaboration, in addition to amplifying the voice of knowledgeable others—community members, stakeholders, non-experts, citizen scientists, etc.—promotes greater transparency around power, influence, and interests.

3. Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.

Certificates in environmental studies offer students marketable credentials either in the process of earning a Master’s degree in Professional Studies or as a completion alternative to a full Master’s degree. Courses in the certificate provide three options or levels for completion: 1) taken independently of the certificate for professional development credit; 2) taken to fulfill the certificate requirement as outlined in this proposal (four courses or the equivalent of 12 credits); and 3) combined or transferable toward a Master of Professional Studies degree, combining certificates from this program and related Low Residency MA programs at Goucher.

More to the point, this certificate is designed to meet the market demand of K-12 teachers and other formal and informal educators who require certification and state-of-the-field research, materials, and tools for professional development. This certificate program offers practitioners in fields where these skills come into play sufficient opportunity to receive academic and industry-relevant credentials with a certificate focused on the education to support the management of and resolution to persistent environmental problems.

a. The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.

While Goucher is not an HBI, this program will not compete with environmental certificate programs at other HBIs but will offer these courses as professional development or post-baccalaureate credentialing for graduates of historically black colleges and universities.

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

² See, for example, Maxwell T. Boykoff, We Speak for the Trees: Media Reporting and the Environment, Annual Review of Environment and Resources, (2009) 34:431-57.

Goucher College meets all three of the major goals of the Maryland State Plan for Postsecondary Education. First, Goucher actively recruits and provides scholarships to students who have not traditionally had access to higher education. Additionally, success and innovation are part of the college mission, and, as such, are key outcomes in this certificate.

This proposed certificate will address several strategies in the state plan including Strategy 6 to improve the student experience, Strategy 7 to enhance career and planning services, and strategy 8 to develop new partnerships. Goucher's new certificate is offered fully online in 8-week terms, supporting ease of access and acceleration to degree that many adult working professionals desire. The program also builds on existing partnerships with state school systems to provide professional development to K-12 teachers, a strength that is clearly seen with the 700 Advanced Placement teachers who enroll each year in Goucher's professional development courses.

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

We are proposing a group of certificates that will address the following topics, each aimed at overlapping constituencies and professionals that include educators, secondary teachers, media specialists, journalists, nature writers, tourism developers, community organizers, and citizen scientists. These include:

- Environmental Education and Leadership
- Climate Change Education
- Environmental Communication and Collaboration

This proposed certificate in Environmental Communication and Collaboration will primarily target environmental professionals who require professional development to stay current on techniques for marketing, communication, and collaboration among organizations and agencies.

D. Reasonableness of Program Duplication

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences.

There are no other Environmental Leadership PBC programs, including none that focus on educators. Several Environmental Engineering or Sciences PBC are at area colleges, but Goucher PBC in Environmental Education and Leadership is unique and educator need-based.

2. Provide justification for the proposed program.

The certificate is designed to provide environmental education perspectives and competencies to meet the needs of secondary school teachers as well as environmental education

professionals in other settings, including museums, nature centers, and non-profit and professional organizations with education and outreach missions. Based on Goucher's strong and well-recognized Education programs, this certificate is aligned with MSDE science standards and serves the professional development needs of K-12 educators and outdoor educators/leaders.

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

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

Goucher's program is not in direct competition with any high demand program at an area HBI. There are currently no comparable programs offered at a Maryland HBI.

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

- 1. Discuss the program's potential impact on the identify or mission of an HBI in the region.**

The two HBIs near Goucher – Coppin State and Morgan State—do not offer this PBC.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

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

The curriculum proposed for this certificate, aimed at students who possess a Baccalaureate degree, includes general and topic-specific courses already offered in the Master of Arts program in Environmental Studies and other Master of Arts distance learning or low residency programs at the College. The PBC was developed from those classes by the faculty who teach in the program, and in conjunction with area K-12 school administrators to align the program with the State core standards.

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

The certificate in Environmental Education and Leadership includes two core courses and two electives chosen to specialize the certificate. The electives would be recommended by the program advisor in order to tailor the certificate to the interests and needs of the students, depending upon their level of education, experience, and professional goals or requirements. Upon completion of the PBC in Environmental Education and Leadership, students will:

- Apply environmental theory to complex problem solving and the development of environmental literacy.
- Explore and build models of environmental education to employ best practice in program planning and environmental-based education.
- Teach concepts of sustainability and issues of environmental and global climate change.

- Integrate agricultural, ecological, and social-systems thinking to build the foundations of citizen science and environmental problem solving.
- 3. Explain how the institution will provide for the assessment of student achievement of learning outcomes in the program, and document student achievement of learning outcomes in the program.**

This PBC will be included in the Goucher College annual assessment process, the Goucher College program review process, and the annual course evaluation process. Goucher has a comprehensive and sustained process for assessing student learning outcomes in all courses and programs 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.

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

Core Courses – two required

ENV 615: The Environment & the Media (3 credits)

ENV 624: Systems Thinking and Evaluating Claims for Environmental Research (3 credits)

Elective Courses – two required, student selects

ENV 621: Environmental Governance (3 credits)

ENV 622: Environmental Justice (3 credits)

ENV 623: Environment, Culture, and Community (3 credits)

ENV 630: Public Participation (3 credits)

ENV 634: Environment, Development, and Economics (3 credits)

ENV 640: Risk and Society (3 credits)

ENV653 Community-Based Conservation

ENV 6XX Citizen Science (3 credits)

ENV 6XX Environmental Practicum (3 credits)

CSP 615 Cultural Partnership (3 credits)

CSP 628 Principles of Cultural Mediation (3 credits)

PMGT 601 Leadership and Self-development I: Leadership Styles (3 credits)

PMGT 611 Communications (3 credits)

PMGT 641 Social Networks and New Media (1.5 credits)

PMGT 614 Integrated Marketing Communications (3 credits)

Course Descriptions

ENV 615: The Environment & the Media (3 credits)

This course introduces students to the role of the media and communications in articulating environmental claims, issues, and challenges. It explores techniques for communicating across social and political differences, expressing complex technical issues, mediating contentious issues, and managing crisis rhetoric. Students develop critical thinking for understanding multiple points of view, developing scientific literacy, and identifying sources and forms of bias and misrepresentation. Students will evaluate popular environmental discourse and analyze environmental rhetoric. (Melissa McCloud)

ENV 624: Systems Thinking and Evaluating Claims for Environmental Research (3 credits)
This two-part research and methods course provides students the tools and critical thinking to interpret, evaluate, communicate, and use scientific-research findings as well as design and conduct social science research projects. Systems Thinking and Modeling introduces students to the concept of systems thinking, design thinking, nonlinear dynamics, thresholds, uncertainty and surprise, and the importance and application of feedback loops in ecosystems, built-environment impacts, and human ecology. Evaluating Claims presents case studies and critical analysis of research claims by examining the premises, logic, and application of method, as well as the validity and quality of the data. Students will develop quantitative literacy for understanding scientific models (mathematical, population dynamic, and dimensional) and their underlying principles and notational conventions as tools that organize data, define parameters, clarify processes, and enable predictions. (Rebecca Hill)

ENV 622: Environmental Justice (3 credits)
This course examines environmental inequity, in particular how race and socioeconomic status are related to environmental problems faced by communities. We will investigate patterns of environmental inequity, injustice, and racism as well as grassroots and community-based efforts to deal with environmental threats. (Michael Shepard)

ENV 630: Public Participation (3 credits)
This course introduces students to the critical role of public engagement with issues that have a bearing on communities directly affected by adverse environmental impacts, such as environmental health, food security, and resource allocation. It will build upon approaches and topics studied in other offerings in this curriculum on social science methods, governance, and environmental justice. We will examine power and stakeholders, learning to map the scope of interests and spheres of influence of stakeholders and developing the practical skill at managing a stakeholder process. We will survey different types of public participation in the political process, including public comment, community organization, citizen science, and the co-production of knowledge. This course emphasizes practical application of public engagement and participation techniques in the context of

heterogeneous communities with different cultural worldviews and priorities. (Melissa McCloud)

ENV 621: Environmental Governance (3 credits)

This course approaches environmental governance from a multi-level perspective, including community-based environmental management, and policy and governance structures formally represented in institutions as well as adaptive and emergent forms shaped in response to decentralized negotiations over decisions and access to resources. In addition to this multilevel framework, the course will focus on the process of policy making, decision analysis, the problem of scaling, and the techniques of scenario planning. It will present basic concepts and illustrate real-world concerns in case studies. (Rebecca Hill)

ENV 623: Environment, Culture, and Community (3 credits)

This course explores the interrelations and interdependencies of environment, culture, and community. Beginning with the current state of the world and its sustainability crisis, we will explore global environmental issues and topics, focusing on cultural and community impacts. Students will be exposed to a range of domestic, international, rural, and urban theaters of conflict and change, as well as the complex political, social, scientific, and methodological challenges of working at the intersection of environment, culture, and community.

ENV 634: Environment, Development, and Economics (3 credits)

This course examines how natural resources intersect with social and economic-development initiatives. We will review the different kinds of natural resources and review case studies of both successes and failures in regard to sustainable use and community benefits. Special attention will be paid to community-based initiatives and examples of inclusive decision making and policy design. (Rebecca Hill)

ENV 640: Risk and Society (3 credits)

This course introduces students to the field of environmental risk and its construction and representation as a complex of interweaving ecological, social, economic, statutory and political factors. The course will consider the process of risk assessment and analysis, as well as risk communication and management, in contexts such as public administration and public health. (Michael Shepard)

ENV653 Community-Based Conservation

This course addressed how communities become effective stewards of their environment, history, or culture. How do groups and institutions learn their way forward to address complex problems with uncertain outcomes? These are core questions to guide us towards a dynamic understanding of theoretical and applied concepts of collective action in conservation. Grounded in conservation history, this course traces the development of complicated ideas concerning our perception of nature and heritage. We'll examine case studies that demonstrate the complexities of managing common pool resources and protecting cultural identities. Participants will have an opportunity to examine a

conservation community in their home region to share with each other. We will learn how to evaluate CBC's and think strategically about ensuring long-term stewardship. This course will provide participants with opportunities get involved with or start a CBC project of their own. (Margaret Eppig)

ENV 6XX: Citizen Science (3 credits)

The purpose of this course is to engage environmental educators in expanding fields of citizen science, volunteer environmental monitoring, and public participation the process of scientific investigations. Students will explore the foundations of citizen science project design, implementation, and analysis, to build skills as current and future citizen science project leaders. (Thomas Walker)

ENV 6XX Environmental Practicum (3 credits)

The practicum is a semester-long applied learning opportunity for students enrolled in an Environmental Studies certificate program to partner with individuals and organizations directly involved in developing or delivering programs, curricula, policy, or research. The practicum will be designed to meet the student's educational goals within the topical framework of the certificate program. Students will enroll individually or with other members of their cohort and will work under the supervision of qualified individuals in the partnering organization. (Thomas Walker)

CSP 615: Cultural Partnership (3 credits)

What are effective strategies for scholars and organizations to work with communities to help develop the capacity for those communities to make choices about what matters to them? This course explores ways that effective enduring partnerships and programs can be developed to reflect the voices and aspirations of communities, their stakeholders, and the cultural organizations that serve them. **CSP 610: Introduction to Cultural Documentation (3 credits)** Cultural documentation provides an orientation and foundation in the methodologies used to understand and engage with the cultural processes and assets of value to communities. This course introduces best practices in cultural documentation, the use of ethnographic fieldwork and digital media to record and understand culture, and the ethical and practical issues involved in appropriately and effectively engaging with people in a variety of community contexts. (Melissa McCloud)

CSP 628: Principles of Cultural Mediation (3 credits)

Without the recognition of difference of opinion, viewpoints, and individual value systems, conversations around divisive issues can often be dominated by polarized and destructive debate. Creating a space for dialogue can allow for these multiple viewpoints to be shared. Students will reflect on how their own cultural background frames their understanding of themselves and others, and will develop an understanding of how intercultural dialogue and mediation can be utilized to work successfully and ethically in partnership with communities. (Michael McCloud)

PMGT 601: Leadership and Self-development I: Leadership Styles (3 credits)

This course will help students define leadership styles and set personal goals. Students will integrate conceptual knowledge and self-awareness within the context of ethical practice, social responsibility, and innovative practice. (Daniels)

PMGT 611: Communications (3 credits)

This course gives an overview of the elements of effective professional communications: clear, concise writing; successful public relations strategies; advertising; traditional and current marketing principles; crisis management; and use of emerging technologies such as social media. This course will explore these communications elements as they apply to nonprofit organizations, arts organizations, and self-promotion. (Grossman)

PMGT 641: Social Networks and New Media (1.5 credits)

Introduction to using online social networks and emerging new media to engage in community building, whether it is around a cause, interest group or a business. This course introduces students to the concepts related to virtual communities and social capital. It starts by examining the impact that new media has had on culture, politics, traditional media, commerce and relationships. From there it explores the rapidly changing tools for collaboration, curation, consensus building and social media marketing in an online environment. Lastly, the course examines the ethical, legal and provenance issues that arise. Part theory, part sociology with a mixture of business and marketing strategy, students will walk away with their own actionable social media campaigns. (Grossman)

PMGT 614: Integrated Marketing Communications (3 credits)

A strong brand authentically represents an organization's vision and culture while also conveying key messages. Integrated marketing communications (IMC) strategies focus on building brands by developing relationships with customers. The focus of this course is on how to develop a strategic communications plan that is integrated across media both online and offline to create a consistent and seamless experience. Students will formulate and analyze promotional goals; develop a creative media plan; select appropriate channels for relevant audiences; and evaluate the effects and results of a campaign to determine its success. This course will use examples from social marketing and cause marketing that address social issues relating to health, environment, and community. (Daniels)

Faculty Resources

The existing Master of Arts in Environmental studies program employs faculty members who teach existing classes that make up the PBC in Environmental Education and Leadership. Existing faculty teaching in the Master of Arts in Cultural Sustainability and for Professional Management courses will also be available to teach, as noted above.

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

General education requirements are not applicable to this post-baccalaureate programs.

6. **Identify any specialized accreditation or graduate certification requirements for this program.**

Not applicable.

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

Not applicable.

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

Students may register and pay for courses, access their registration and financial aid information, access their faculty and staff, seek advice and answers to academic and administrative questions, and access technology support online or in person. All course materials and information can be obtained online through the Canvas learning management system. Catalogs and college policy and requirements are all accessible online through the Goucher College website.

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

Faculty in this proposed program will work the marketing and communication division of the college to ensure all advertising, recruiting, and admissions materials that have been specifically designed for this program will clearly and accurately represent the proposed program. Furthermore, faculty in the program are tasked with keeping program web pages up to date.

H. Adequacy of Articulation

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

Not applicable.

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

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

The graduate faculty of practice listed are highly accomplished professionals in their fields, teachers, scholars, and servant-leaders with over 50 years of combined experience at Goucher College and other institutions.

Ann Daniels, lecturer of practice in the M.A. in Environmental Studies program (2013) B.S., University of Kentucky; M.B.A., University of Colorado Denver

Margaret Eppig, instructor of practice in the M.A. in Environmental Studies Program (2017) Ph.D. Agriculture and Conservation, Antioch University of New England

David Grossman, associate professor of business management (2011) B.S., D.B.A. Business Administration, Southern New Hampshire University

Rebecca Hill, instructor of practice in the M.A. in Cultural Sustainability and the M.A. in Environmental Studies Programs (2012) B.A., Ph.D. Conservation Economics, Colorado State University

Melissa McCloud, instructor of practice in the M.A. in Cultural Sustainability and Management Programs (2009) B.A., Brown University; Ph.D. American Studies, George Washington University

Michael Shepard, instructor of practice in the M.A. in Cultural Sustainability and Environmental Studies Programs (2012) B.A., Fairhaven College; M.A., Western Washington University; Ph.D. Anthropology, University of British Columbia

Thomas Walker, academic director and assistant professor of practice in the M.A. in Environmental Studies Program (2014) Ph.D. Anthropology, Indiana University

Goucher College supports ongoing pedagogy faculty development and training in evidence-based best practices through its Center for the Advancement of Scholarship and Teaching. Specifically, workshops on pedagogy that meets students' needs and learning management training are offered on a regular basis. Online faculty are also required to complete Quality Matters training to ensure excellence and rigor in online pedagogy and practice.

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

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

Goucher College is prepared to support this new 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 programs, which would include the proposed new program. Services provided to students include research instruction and assistance, online tutorials, interlibrary loan, and a digital repository for theses and capstone projects.

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

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

No new physical space is needed for this program. The proposed program will be delivered fully online through Goucher's Canvas learning management system.

3. **Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**
 - a) **An institutional electronic mailing system, and**
 - b) **A learning management system that provides the necessary technological support for distance education**

Goucher College uses MS Outlook as its electronic mailing system, and all official correspondence with online faculty and students is sent through this system. Additionally, all courses are delivered on Canvas, and the Welch Center for Graduate and Professional Studies has a Director of Distance Education and three instructional designers to support faculty and student access to and use of this system. 24/7 support is available.

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

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

Table 1: Resources

TABLE 1: RESOURCES					
Resource Categories	2020	2021	2022	2023	2024
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 and 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	10	10	10	10
e) Credit Hr. Rate	500	500	500	500	500
f) Annual Credit Hr.	12	12	12	12	12
g) Total P/T Revenue (d x e x f)	60,000	60,000	60,000	60,000	60,000
3.Grants, contacts, & other external sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (add 1-4)	60,000	60,000	60,000	60,000	60,000

Table 1: Resources

- a. **Existing Funds.** No new funds needed. Courses are currently on the schedule.
- b. **Tuition and Fee Revenue.** We do not anticipate full-time students participating in the proposed program.
- c. **Grants and Contracts.** We assume no external funding sources.
- d. **Other Sources.** No other sources.
- e. **Total Year.** Total of rows 1, 2, 3, and 4.

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

Table 2: Program Expenditures

Expenditure Categories	2020	2021	2022	2023	2024
1. Faculty (b + c below)	\$21,823	\$21,823	\$21,823	\$21,823	\$21,823
a. Number of FTE	.25	.25	.25	.25	.25
b. Total Salary	17,320	17,320	17,320	17,320	17,320
c. Total Benefits	4,503	4,503	4,503	4,503	4,503
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	1000	1000	1000	1000	1000
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1-7)	\$22,823	\$22,823	\$22,823	\$22,823	\$22,823

Table 2: Expenditures

- 1. Faculty (number of full-time employees with salary and benefits):** One addition quarter time faculty member will be hired each year to supplement existing faculty who currently teach the existing courses.
- 2. Administrative Staff.** The proposed program has no dedicated administrative staff.
- 3. Support Staff.** The proposed program has no dedicated support staff.
- 4. Equipment.** The proposed program does not have dedicated equipment.
- 5. Library.** The proposed program will need supplemental library materials in addition to what is currently held.
- 6. New and/or Renovated Space.** The proposed program is fully online and requires no space.
- 7. Other Expenses.** There are no other expenses associated with this program.

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

- 1. Discuss procedures for evaluating courses, faculty and student learning outcomes. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**
- 2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

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, as well as using the Quality Matters rubric for evaluation of online course design. The program overall will be evaluated on an ongoing basis by the program's faculty 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.

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

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

The proposed program and Goucher College have a strong commitment to promoting diversity in our recruitment, admission and retention efforts of students, as well as in faculty hiring. The college has successfully recruited minority students via the Video Application (which seeks to eliminate many of the barriers certain minorities face in applying) and specific outreach to local institutions. These efforts have been successful, with 28% of students identifying as non-white in 2014 versus 39% in 2019. Among students who identify as African-American, there were 145 applicants in 2014 (10%) and 227 in 2018 (17%). Hispanic and Latino students were 123 in 2014 (9%) and 150 in 2018 (11%). Among students in the class of 2022 who disclosed their race, 42% self-identified as students of color.

The college has made efforts in educating its faculty around racial issues through a variety of workshops and seminars. In the Fall of 2015 we held a "What is Race" seven week seminar series organized and led by Faculty in response to the Baltimore Uprising. The school has also established a Center for Race, Equity and Identity (CREI). This center supports all marginalized students and has established and ongoing programming for students

of color, first-generation, socioeconomically disadvantaged, international and disabled students.

Future faculty will be recruited and hired for the program with an emphasis on diverse candidates, a practice that will continue during implementation and program delivery, to attract and retain qualified faculty from diverse racial, socioeconomic, and geographical backgrounds.

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

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

This program is not directly related to any low productivity programs.

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

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.
2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

Goucher College has adopted the *C-RAC Guidelines for the Evaluation of Distance Education*, and, as a member of Maryland Online, has adopted the *Quality Matters Standards* as for the 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. An instructional design team supports the development of all course sites. Classes are developed and delivered consistent with the following standards:

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 a curriculum 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.

Online learning is appropriate to 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.

The institution’s plan for developing, sustaining and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.

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.

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.

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.

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.

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, where student learning is assessed at the course, program, and institutional level, and where programs are assessed on a periodic review cycle of 8 years that requires both internal and external review.