

DEC 18 2015

MARYLAND HIGHER EDUCATION COMMISSION  
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM  
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION  
 COOPERATIVE DEGREE PROGRAM  
 WITHIN EXISTING RESOURCES or  REQUIRING NEW RESOURCES

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

St. Mary's Seminary & University  
(Institution Submitting Proposal Ecumenical Institute)

September, 2016  
Projected Implementation Date

Certificate  
Award to be Offered

CONNECT: Faith, Health, and  
Title of Proposed Program Medicine

\_\_\_\_\_  
Suggested HEGIS Code

\_\_\_\_\_  
Suggested CIP Code

Ecumenical Institute  
Department of Proposed Program

Dr. Brent Laytham, Dean  
Name of Department Head

Dr. Pat Osarelli  
Contact Name

p.osarelli@stmarys.edu  
Contact E-Mail Address

410-864-4204  
Contact Phone Number

Thomas R. Hunt  
Signature and Date

President/Chief Executive Approval

December 14, 2015  
Date

Date Endorsed/Approved by Governing Board

## **CONNECT Certificate Proposal**

The Ecumenical Institute of Theology, a division of St. Mary's Seminary & University, wishes to establish a new certificate program entitled "**CONNECT: Faith, Health & Medicine.**" St. Mary's Seminary & University (hereafter SMSU) is accredited both by the Association of Theological Schools in the United States and Canada, and by the Middle States Association of Colleges and Schools. SMSU was last re-accredited in 2011.

### **Background: Mission of the Ecumenical Institute**

The Ecumenical Institute (hereafter EI) was established in 1968 as the evening and weekend division of SMSU. The EI serves predominantly lay persons who study part-time, whereas the Seminary serves Roman Catholic men studying full-time for the priesthood.

The mission of the EI is to "offer accredited ecumenical theological education at the Master of Arts level to qualified men and women in the greater Baltimore area. Through its academic programs and community events, [the EI] seeks to provide opportunities for personal or professional enrichment; preparation for voluntary or professional leadership in a church, school, or community organization; and a basic theological foundation for ministry. As a center for theological study in a pluralistic society, [the EI] exists to promote ecumenical and interfaith understanding and to contribute to the formation of a theologically and ethically informed public."

#### Programs of the EI

The existing programs of the EI include two master's degrees (M.A. in Theology and M.A. in Church Ministries), several graduate certificates (Biblical Studies, Faith Community/Parish Nursing, Religious Education, Spirituality, Urban Ministry, and Youth & Family Ministry), and one advanced certificate in theology. These areas of study directly relate to the EI's mission (above), as they offer opportunities for personal/professional enrichment and a basic foundation for ministry.

### **A. Centrality of Proposed Certificate (CONNECT: Faith, Health, and Medicine) to the Institution**

The proposed certificate in faith, health, and medicine also supports the EI's mission in forming a theologically and ethically informed public – in this case, in the area of faith, health, and medicine. As such, it is an institutional priority.

The Institutional Strategic Plan for St. Mary's Seminary and University includes two goals which a CONNECT certificate would directly support. Goal One is to broaden and adapt the educational program, including the creation of new certificate programs; the CONNECT certificate would be one of those. Goal Three is to develop an enrollment growth plan, including recruiting from targeted audiences with specialized interests; again, the CONNECT certificate would meet that goal, especially with regard to prospective students who are health care professionals and ministry professionals. The

supporting letter from the President-Rector affirms that CONNECT is an institutional priority.

The rationale for the CONNECT certificate follows.

#### Rationale for the New Certificate

A new certificate in faith and health was deemed necessary for several reasons:

- (1) The presence of major health care facilities in the Baltimore metropolitan area means that many citizens are either served by or employed by these institutions.
- (2) The increasingly complicated nature of health care is experienced by all. With complexity come moral or ethical decisions that must be made by individuals, families, professional personnel, and religious leaders.
- (3) Churches are often called upon to serve their congregants in various health care facilities – acute care hospitals, long-term facilities, rehabilitation centers, nursing homes, and hospices. Clergy and congregants often need preparation to do this well.
- (4) Emphasizing the interconnection of faith and health can serve both professional health care providers and clergy, as well as the individuals and families they serve. This interconnection must have both sound, evidence-based health information as well as sound theological information.
- (5) The EI has a history of offering courses that integrate faith and health (for example, courses in faith community/parish nursing; medical ethics; ministry to the ill and dying; and health, disease, and spirituality, to name several). Because of this history, the EI is well regarded locally in this area.
- (6) Courses related to faith community/parish nursing are only open to nurses, thus excluding non-nurses who are involved or interested in the intersection of faith, health, and medicine. A need to offer a course of study for those individuals surfaced as a result of our focus groups (see below).
- (7) Offering such a certificate is related to our mission to “promote ecumenical and interfaith understanding and to contribute to the formation of a theologically and ethically informed public.” In fact, in many ways, it is central to our mission to provide opportunities for personal enrichment of students and preparation for leadership.

#### **B. Adequacy of Curricular Design and Delivery to Related Learning Outcomes**

In the 2014-2015 academic year, we offered a nine credit program on faith and health to sequenced as five modules. We titled it “CONNECT,” to emphasize the connection between faith and health. We were clear with the student cohort that this did not constitute a formal certificate (as MHEC regulations require 12 credits). Course and program evaluations were very positive, but did emphasize two areas for improvement: a need for more instruction in certain areas, and a strong desire that the program lead to a graduate certificate.

With those evaluations in mind, and incorporating significant data from focus groups run in late 2013 (see below for more information), the CONNECT program has been

amended for this proposal by realigning course credits with learning outcomes; resequencing the modules for optimal engagement; and adding an experiential practicum. We believe these amendments create a strong and coherent program that will successfully achieve all learning outcomes and provide our constituents what they have asked for.

The CONNECT curricular design includes 5 sequenced modules with a practicum unit that may be subsequent or concurrent:

12 credits

- (1) Text & Tradition: Health, Healing, and Human Flourishing in the Biblical Narrative (3 credits) – Dr. Joel Shuman  
Description: This course will explore how the Jewish & Christian sacred texts view health, healing, and wholeness.  
*Learning Objective – To be able to articulate key themes and passages in the Old and New Testaments that refer to the connection between faith and health/healing.*
- (2) What People Believe Matters: World Religions’ Views on Health and Illness (2 credits) – Dr. Pat Fosarelli  
Description: This course will examine how six major world religions (Judaism, Christianity, Islam, Hinduism, Buddhism, and Sikhism) explain health, illness, dying, and death and which practices are recommended to facilitate healing or a “good death.”  
*Learning Objective – To be able to name important tenets of belief as they relate to health, illness, and dying in six major world religions (Judaism, Christianity, Islam, Hinduism, Buddhism, and Sikhism)*
- (3) Science Looks at Faith: The “Faith & Health Movement” (1 credit) – Dr. Pat Fosarelli  
Description: This course will provide an overview of how science has regarded faith – sometimes as an ally and sometimes as a foe. This overview will include several large-scale scientific studies.  
*Learning Objective – To be able to describe how science has looked at the role of faith – both positively and negatively – in health and illness, especially in terms of recent large-scale studies*
- (4) Medicine & Morality: The Shape of Curing and Caring in the Christian Tradition (3 credits) – Dr. Joel Shuman  
Description: This course will explore various ethical principles invoked by medical ethicists in certain ethically challenging situations (e.g., beginning of life, end of life).  
*Learning Objective – To be able to name and describe the various principles evoked and stances taken by Christian ethicists in terms of beginning of life, end of life, futility of treatment, and distribution of limited resources*
- (5) I & Thou: The Imperative of Relationships (1 credit) – Drs. Paula Teague & Pat Fosarelli  
Description: This course will emphasize the importance of relationship between patient and practitioner (medical or religious), as well as between patient and lay visitor, medical professional and religious professional, etc.  
*Learning Objective – To be able to describe the ways that relationship between patient and practitioner is important in health, illness, and healing*

(6) CONNECT practicum (2 credits) – Dr. Pat Fosarelli

Description: Students will select a health facility of their choice to experience the dynamic relationship between faith and health, as well as to experience how ethical decisions arise and how they are resolved.

*Learning Objective – To be able to use knowledge acquired in at least one module in real-life situations that require an understanding of the interconnection between health/illness and faith*

The addition of the CONNECT practicum – to be experienced at a health care facility of the student's interest and choice – will assist students in using their newly acquired knowledge in faith and health. Although the practicum can be experienced in different locations, the same design will be used for all sites. Students will spend approximately 60 hours on-site, either at the end of the 5<sup>th</sup> module or concurrently with other modules. Dr. Fosarelli will act as practicum supervisor, and she will ensure that some degree of uniformity is achieved in terms of assignments and readings.

Successful achievement of learning objectives by students will be measured through reflection and research papers; response to vignettes (especially in the areas of world religions and ethics); evaluated class discussions; and successful completion of the CONNECT practicum.

General education requirements will not be addressed by this certificate. There are no specialized accreditation or graduate certificate requirements. There will be no other institutions involved in this certificate, as all resources (human and otherwise) are already part of our overall institution. (Items B 3, 4, and 5)

**C. Regional Need & Evidence for the Need for This Certificate: Advancement of Knowledge**

The courses offered in the past by the EI in the area of faith and health (listed above in section A rationale item 5) were often some of the most heavily subscribed courses in the semesters in which they were offered.

For that reason, in the fall of 2013, the EI invited a representative group of interested physicians, nurses, hospital administrators, pastors, chaplains, and laypersons to participate in focus groups discussing the need for and the feasibility of a certificate that explored faith and health. Through six focus groups with a total of 37 participants (24 women, 13 men), we learned that such a course of study is needed and would be both useful and desired.

The ages of participants ranged from 20s to 70s, with a mode of 50s. Seven were clergy; five were chaplains; six were nurses' six were physicians; seven were other health professionals (including senior hospital administrators); one was a social worker; and six were interested laypersons. (One person was a chaplain and a member of the clergy.)

Overall, all 37 participants felt that the nexus of faith, health and medicine was an important area of needed study, yet one with very few options available. Participants

rated the connection between faith and health, and the need for greater interfaith/ecumenical understanding as the most important factors that would draw individuals to this course of study.

Specifically, participants noted that clergy and health professionals need to understand each other's points of view better, since they often interact at very stressful times. Clergy in attendance noted that ministries to the ill and dying are active in their congregations and that the intersection of faith and health needs to be better understood by clergy and congregants alike. Health professionals present mentioned that there are a myriad of ethical issues that arise in the course of care of patients, and religious considerations often play a role in how such ethical issues are resolved. This is especially true of the larger health care facilities in Baltimore, which serve as referral centers from other U.S. states and other countries. This ties in to the State's goal for the advancement and evolution of knowledge; in this case, the intersection of faith, health, and medicine is the area of knowledge.

Because of the busy lives that clergy and health care professionals lead, participants endorsed the idea that such a certificate would be able to be completed within an academic year. Elements that participants felt to be essential included a Scripture component, an ethics component, and a world religions component. Participants felt all levels of health professionals should be eligible for the course of study, as well as ordained and non-ordained religious leaders and interested laypersons. The group felt that prospective students should be ready to engage this material at a graduate level.

#### Experience with Several Courses in 2014-2015

In the 2014-2015 academic year, we offered five courses on faith and health to a cohort who agreed to take all five modules. We titled it "CONNECT," to emphasize the connection between faith and health. The course work totaled nine credits, and we were clear in informing students that this did not constitute a formal certificate (as MHEC regulations require 12 credits).

The courses were:

- (1) Text & Tradition: Health, Healing, and Human Flourishing in the Biblical Narrative (2 credits) – Dr. Joel Shuman
- (2) Science Looks at Faith: The "Faith & Health Movement" (2 credits) – Dr. Pat Fosarelli
- (3) Medicine & Morality: The Shape of Curing and Caring in Three "Western" Medical Traditions (2 credits) – Dr. Joel Shuman
- (4) What People Believe Matters: World Religions' Views on Health and Illness (2 credits) – Dr. Pat Fosarelli
- (5) I & Thou: The Imperative of Relationships (1 credit) – Dr. Pat Fosarelli & Dr. Susanne DeCrane

Guest lecturers were also invited, especially for the world religions sessions.

The four HBIs (Bowie, Coppin, Morgan of University of Maryland (Eastern Shore) do not offer a certificate similar to the one we are proposing, so the relevance is minimal. In addition, the focus of their programs is not primarily theological. Several of the schools do offer health- or nursing-related certificates, but none highlight theology/faith (our expertise) as our proposed certificate does.

#### **G. Distance Learning**

CONNECT will not be a distance learning program.

#### **H. Adequacy of Faculty Resources**

All three main faculty members for the 2015-2016 CONNECT course of study have earned doctorates.

Dr. Paula Teague has a doctorate in ministry (D.Min.) and is the Director of Spiritual Care and Chaplaincy at Johns Hopkins Bayview. She will teach the module on relationship.

Dr. Joel Shuman has a Ph.D and is the Chair of the Department of Theology at King's College in Pennsylvania. He will teach the modules on biblical background and medical ethics.

Dr. Pat Fosarelli has both an M.D. degree and a D.Min. degree. She is also the Associate Dean of the EI and will be the CONNECT course leader. She will teach the module on world religions and the CONNECT practicum; she will also assist Dr. Teague in the relationship module.

Dr. Fosarelli is a full-time faculty member and will be teaching 50% of CONNECT, as required in .11F in the COMAR applicable regulations.

#### **I. Adequacy of Library Resources**

SMSU's Marion Burk Knott Library houses Baltimore's largest specialized theological library. The collection numbers 132,000 books. The library receives more than 400 periodicals and maintains a collection of 22,000 volumes of bound periodicals. Other holdings include newspapers, microfilm, tape recordings, DVDs, computer files, and a rare book room. The library catalog is electronic. Computer stations also have database indices for theological periodicals installed on the computers. Wireless Internet access is available. See the letter from our President.

In its extensive holdings, the library has a number of books and journals related to health, ethics, and pastoral care. These are available to students. In addition, a modest materials acquisition budget is proposed (see Section K). In the event that the library does not have (or cannot purchase) a specific book, an Inter-Library Loan Service is available.

#### **J. Adequacy of Physical Facilities**

The courses of the CONNECT certificate will be held in the classrooms of SMSU, which are the classrooms for courses in the Seminary, as well as the EI. Classrooms have electronic capability and Wi-Fi Internet access. See the letter from our President.

### **K. Adequacy of Financial Resources**

The EI has had a long and successful track record in supporting its degree and certificate programs. Like most programs at the EI, the CONNECT certificate will be funded primarily through student tuition.

#### *Budget Narrative*

##### TABLE 1: RESOURCES

The certificate program is projected to run every other year, so both resources and expenditures are projected for years 1, 3, and 5 only.

1. Reallocated Funds

No funds will be reallocated to support CONNECT. None are needed.

2. Tuition and Fee Revenue

CONNECT is a part-time certificate of 12 credits earned over a school year.

Tuition revenue is calculated on conservative projections for enrollment.

Because an earlier iteration of CONNECT with minimal marketing attracted 10 students, we conservatively project 10 students in year 1, with 10% growth (1 student) in years 3 and 5.

Tuition revenue is conservatively calculated on per annum increases of only 2.5% rather than the typical 4%.

3. Grants and Contracts

None.

4. Other sources

A gift of \$5,000 has been designated to support CONNECT in year 1. These funds are held in a reserved account.

##### TABLE 2: EXPENDITURES

1. Faculty

No new faculty are needed to run CONNECT. The program fits within existing faculty capacity. However, our budget table shows .25 FTE in order to indicate the actual amount of the existing salary and benefits that will now be allocated to CONNECT in years 1, 3 and 5.

2. Administrative Staff

No administrative staff will be hired for CONNECT. The program fits within existing administrative capacity.

3. Support Staff

No support staff will be hired for CONNECT. The program fits within existing administrative capacity.

4. Equipment

No new equipment is needed to run CONNECT.



**TABLE 1: RESOURCES:**

<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	0	-	0	-	0
2. Tuition/Fee Revenue (c + g below)	45,000	-	52,006	-	59,606
a. Number of F/T Students	0	-	0	-	0
b. Annual Tuition/Fee Rate	0	-	0	-	0
c. Total F/T Revenue (a x b)	0	-	0	-	0
d. Number of P/T Students	10	-	11	-	12
e. Credit Hour Rate	375	-	394	-	414
f. Annual Credit Hour Rate	12	-	12	-	12
g. Total P/T Revenue (d x e x f)	45,000	-	52,006	-	59,606
3. Grants, Contracts & Other External Sources	0	-	0	-	0
4. Other Sources	5,000	-	0	-	0
TOTAL (Add 1 – 4)	50,000	-	52,006	-	59,606

**TABLE 2: EXPENDITURES:**

<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	19,498	-	20,285	-	21,105
a. # FTE	.25	-	.25	-	.25
b. Total Salary	16,909	-	17,592	-	18,303
c. Total Benefits	2,589	-	2,693	-	2,802
2. Admin. Staff (b + c below)	0	-	0	-	0
a. # FTE	0	-	0	-	0
b. Total Salary	0	-	0	-	0
c. Total Benefits	0	-	0	-	0
3. Support Staff (b + c below)	0	-	0	-	0
a. # FTE	0	-	0	-	0
b. Total Salary	0	-	0	-	0
c. Total Benefits	0	-	0	-	0
4. Equipment	0	-	0	-	0
5. Library	1,000	-	1,100	-	1,250
6. New or Renovated Space	0	-	0	-	0
7. Other Expenses	0	-	0	-	0
<b>TOTAL (Add 1 – 7)</b>	<b>20,498</b>	<b>-</b>	<b>21,385</b>	<b>-</b>	<b>22,355</b>