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LOYOLA UNIVERSITY MARYLAND

Vice President for Academic Affairs

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February 15, 2018

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

Dear Secretary Fielder:

Please find attached a proposal from Loyola University Maryland for a Post Baccalaureate Certificate in Health Communication.

Student can complete the program in one year; all courses will be online. Its focus on the application of new and emerging trends in communication and communication technologies in health and healthcare renders the program unique. The program addresses a diverse group of potential students including working professionals in the health care and related fields, recent college graduates, and those generally interested in communication and health care.

Loyola University Maryland looks forward to working with the Commission on the recommendation of this proposal. Accompanying this letter you will find payment of \$850 for the program review fee. Should the Commission have any queries on the proposal, please contact Dr. Westley Forsythe, Director of Academic Assessment and Compliance, at 410-617-2317 and wforsythe@loyola.edu.

Sincerely,

A handwritten signature in black ink that reads "Amanda M. Thomas".

Amanda M. Thomas, Ph.D.
Interim Vice-President for Academic Affairs

cc: Dr. Steven Fowl, Dean, Loyola College of Arts and Sciences.
Dr. Jenny Lowry, Associate Vice-President for Academic Affairs

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.)

Loyola University Maryland

Institution Submitting Proposal

Fall 2018

Projected Implementation Date

P.B.C.

Award to be Offered

0699-01

Suggested HEGIS Code

Health Communication

Title of Proposed Program

51.2207

Suggested CIP Code

Communication

Department of Proposed Program

Dr. Sara Magee

Name of Department Head

Westley Forsythe

Contact Name

wforsythe@loyola.edu

Contact E-Mail Address

410-617-2317

Contact Phone Number


Signature and Date

President/Chief Executive Approval

02/14/2018

Date

Date Endorsed/Approved by Governing Board



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Executive summary

The Department of Communication is proposing a fifteen credit Post Baccalaureate Certificate in Health Communication. Students can complete the program in one year; all courses will be online. Its focus on the application of new and emerging trends in communication and communication technologies in health and healthcare renders the program unique. The program addresses a diverse group of potential students including working professionals in the health care and related fields, recent college graduates, and those generally interested in communication and health care. Given the pervasive impact of new and emerging media, and the growing complexity in the ways in which professionals use media in their professional life, the program provides them with directly applicable skills and knowledge to various aspects of healthcare management.

Social media tools available to most people are also available to healthcare professionals, be they social networking sites like Facebook or Twitter, or blogs. The healthcare community is slowly adopting and adapting these platforms to improve healthcare communication through professional networking and education, organizational promotion, patient care delivery and advise, patient education, and public health programs. Without education or training in new and emerging media, potential risks emerge, including the delivery of poor or inadequate information; damage to professional image and standing; breaches of privacy; violation of professional boundaries; and other legal or licensing issues. The Health Communication certificate program's objective is to train healthcare professionals and those interested in healthcare communication to



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navigate successfully these issues and to apply best practices to their, both as professionals and members of healthcare organizations.



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A. Centrality to mission and planning priorities, relationship to the program emphasis as outlined in the mission statements, and an institutional priority for program development;

In response to the continued attack upon the value of a liberal arts education, Loyola’s most recent strategic plan asserts that ‘by renewing Loyola’s commitment to the educational ideals of Ignatius, the University will make a compelling case for the integral synergies between the liberal arts and career and vocational planning.’¹ This proposed certificate seeks to exploit the confluences of a liberal arts education and vocational training to develop graduates in niche areas who can apply their knowledge and skills in a variety of social and professional scenarios.

Additionally, the plan challenges Loyola to ‘look beyond its city for ways to extend its interaction and connections.’² Both the program’s online delivery and engagement with issues of national and international relevance support this objective.

¹ Loyola University Maryland, *The Ignatian compass: guiding Loyola University Maryland to ever greater excellence*, (Baltimore, 2016), p. 9.

² *Ibid.*, p. 7.



B. Critical and compelling regional or Statewide need as identified in the State Plan;

This program's online delivery will render it accessible to an enumerate population of experienced professionals in both Maryland and, with Maryland's membership of the State Authorization Reciprocity Agreement (SARA), throughout the nation. This accords with the state plan's assertions that 'postsecondary education access, affordability, and completion are the linchpins for an educated citizenry and an innovative and productive workforce for the State's 21st century knowledge-based economy.'³

An online offering of the P.B.C. in Health Communication also supports the plan's assertion that

To promote the State's competitive, knowledge- based economy, the postsecondary segments need to provide quality education and training to members of the workforce. It is not enough to simply have more students enter and complete academic or occupational programs, but they must have access to high-caliber and effective training that meets the evolving needs of the workplace.⁴

³ Maryland Higher Education Commission, *Maryland ready: 2013-17 Maryland state plan for postsecondary education*, (2014), p. 26.

⁴ *Ibid.*, p. 52.



C. Quantifiable and reliable evidence and documentation of market supply and demand in the region and service area;

Market demand

In recent years an increasing number of institutions of all kinds have developed online programs, prompted in response to student desires, faculty objectives, and the increasing ubiquity of online education. Additionally, and partially in response to education trends, the offering of an online program is required if institutions seek to retain their regional market share and current enrollment. In 2013, 5.5 million students were enrolled in distance education courses, and of those 2.9 million were enrolled in exclusively online programs.⁵

Additionally, graduate students are more than twice as likely to be enrolled in an exclusively online program as undergraduates. In fall 2014, 25% of the 2.91 million graduate students in the United States were enrolled in exclusively online programs. This compares with 12% of undergraduates.⁶

Of the 726,000 students who exclusively took distance education courses, 298,000 were enrolled at institutions located in the same state in which they resided, and 383,000 were enrolled at institutions in a different state.⁷

⁵ National Center for Education Statistics, retrieved on November 10, 2017 from <https://nces.ed.gov/fastfacts/display.asp?id=80>

⁶ National Center for Education Statistics, *The condition of education 2016*, (Washington D.C., 2016), p. xxiv. Retrieved on November 10, 2017 from <http://nces.ed.gov/pubs2016/2016144.pdf>

⁷ *Ibid.*, p. 110.



Enrollments in distance education continue to significantly outpace increases in face-to-face programs. Nationally, distance education enrollments continue to grow at a healthy rate, increasing 7% between fall 2012 and fall 2014.⁸

The percentage of post-baccalaureate students enrolled exclusively in distance education courses differs by institutional control. In fall 2014, the percentage of students who exclusively took distance education courses was higher for those enrolled at private for-profit institutions (81 percent) than for those at private non-profit (21 percent) and public (17 percent) institutions.⁹ Nationally, students at private non-profit schools are more likely to enroll in wholly online programs than are students at public schools. Between 2012 and 2014 non-profit private schools experienced a 26% increase in distance education enrollments, while public institutions saw 9% increase, and enrollments at for-profit schools declined 10%.¹⁰ The growth in distance education students is all the more impressive given that overall enrollments in higher education have declined by 248,091 from 2012 to 2013, and then by a further 173,540 from 2013 to 2014.¹¹

Also, the State's decision to join the State Authorization Reciprocity Agreement (SARA) has increased the potential market for Maryland institutions offering distance education programs, but also increases the number of institutions that can enroll Maryland residents. This dictates that to remain competitive and attractive, Maryland institutions must continue to develop their online offerings and ensure that the quality thereof become a distinguishing hallmark.

Specific to this program, many healthcare professionals work in an environment in which communication is handled by a communication professional; perhaps someone with education,

⁸ I. Elaine Allen, Jeff Seaman, Russell Poulin, and Terri Taylor Straut, *Online report card: tracking online education in the United States*, (Babson Survey Research Group, 2016), p. 13.

⁹ National Center for Education Statistics, *The condition of education 2016*, p. 110. Retrieved on November 10, 2017 from <http://nces.ed.gov/pubs2016/2016144.pdf>.

¹⁰ Allen, Seaman, Poulin, and Straut, *Online report card*, p. 13.

¹¹ *Ibid.*, p. 14.



training and experience in the field of public relations. However, the emergence of new media requires such practitioners to enhance their skills to effectively communicate with peers, patients and the public.

Health communication focuses on the development, transmission and reception of information concerning health, wellbeing and disease. It ranges from one-to-one interactions between health providers and patients, to largescale multifaceted international public health campaigns. Health communication professionals develop, implement and evaluate effective health campaigns, manage health crisis situations and work with the media to deliver behavioral health messages. Careers in health communication are quite varied but generally focus on developing, refining, managing and evaluating health related programs and information for public consumption. Individuals may work in the area of health care marketing for hospitals and private care facilities, or within the pharmaceutical and biotechnology industries. Non-profit organizations, private public health institutes and government agencies, like the U.S. Department of Health and Human Services also hire health communications specialists. Other related positions may be emergency response planners, health education specialist, health consultant or public health analyst. The program may also interest epidemiologists, social scientists and research professionals.

The U.S. Bureau of Labor Statistics (BLS) projects average job growth of 6% for public relations specialists, including communication specialists, between 2014 and 2024.¹² The BLS estimates that Health educator positions will increase by 13% in the same period, ‘a faster than average’ designation, with a median salary of \$43,840.¹³

¹² Bureau of Labor Statistics, *Occupational Outlook Handbook*, retrieved on October 18, 2017 from <https://www.bls.gov/ooh/media-and-communication/public-relations-specialists.htm>

¹³ Ibid., retrieved on October 18, 2017 from <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>



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Healthcare communication is also relevant to what some refer to as ‘ePatients’, for whom utilizing new and emerging media is the most effective means by which to communicate via the internet. A review of twenty-two journal articles on patient use of new media indicates that most use it to complement healthcare services.¹⁴ Patients use social media for emotional support, esteem building, information, and network development.

Loyola University Maryland is in a unique position to offer this online program under the auspices of the Emerging Media graduate program, as the faculty has extensive experience in the field of new and emerging media and training and experience teaching online. Faculty who will teach in this certificate program have specific backgrounds and research interests in health communication.

¹⁴ BMC Health Services Research, retrieved on March 30, 2017 from <https://bmchealthservres.biomedcentral.com/about>



Market supply

Table 1 : annual enrollments from Maryland institutions with graduate programs in Health/Healthcare Administration/Management (CIP 51.0701), Public Health, General, (CIP 51.2201), Hospital and Health Care Facilities Administration/Management, (CIP 51.0702), and Public Health Education and Promotion (CIP 51.2207).

Institution	Award Level	Program Name	CIP	2009	2010	2011	2012	2013	2014	2015
Towson University	Post Baccalaureate Certificate	Clinician To Administrator Transiti	510701	0	0	0	0	1	0	1
Univ. Of Md, Baltimore	Masters	Public Health	512201	30	47	47	40	47	33	31
Univ. Of Md, College Park	Post Baccalaureate Certificate	Principles Of Public Health	512201	0	0	0	0	4	7	7
Univ. Of Md, College Park	Post Baccalaureate Certificate	Global Health	512201	0	0	0	6	3	1	3
Univ. Of Md, College Park	Masters	Public Health	512201	59	63	67	74	90	109	143
Univ. Of Md University College	Post Baccalaureate Certificate	Health Care Administration	510701	32	21	24	26	27	33	17
Univ. Of Md University College	Post Baccalaureate Certificate	Foundations For Health Care Adminis	510701	0	0	0	0	0	0	0
Univ. Of Md University College	Masters	Health Care Administration	510702	487	505	497	516	522	540	674
Morgan State University	Masters	Public Health	512201	26	34	38	39	41	51	49
Johns Hopkins University	Post Baccalaureate Certificate	The Business Of Health Care	510701	0	0	0	0	0	21	38
Johns Hopkins University	Post Baccalaureate Certificate	Training Certificate In Public Heal	512201	0	0	0	0	0	0	4
Johns Hopkins University	Post Baccalaureate Certificate	Mental Health Policy, Economics Ser	512201	0	0	0	0	0	0	1
Johns Hopkins University	Masters	Healthcare Management	510701	0	0	0	0	0	27	42
Johns Hopkins University	Masters	Public Health	512201	504	563	555	532	491	532	478
Johns Hopkins University	Masters	Health Policy & Management	510701	72	80	96	115	149	153	132
Johns Hopkins University	Masters	Health, Behavior & Society	512201	44	55	65	0	64	63	66
Md University Of Integrative Health	Masters	Health Promotion	512207	0	0	0	0	0	28	46
Mount St. Mary's University	Masters	Health Administration	510701	0	0	19	48	61	49	50



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Institution	Award Level	Program Name	CIP	2009	2010	2011	2012	2013	2014	2015
Stevenson University	Masters	Healthcare Management	510701	0	0	0	10	25	32	24
Washington Adventist University	Masters	Health Care Administration	510702	0	0	0	27	0	32	26
Total enrollments				1254	1368	1408	1433	1525	1711	1832



D. Reasonableness of program duplication, if any;

Table 2: annual graduations from Maryland institutions with graduate programs in Health/Healthcare Administration/Management (CIP 51.0701), Public Health, General, (CIP 51.2201), Hospital and Health Care Facilities Administration/Management, (CIP 51.0702), and Public Health Education and Promotion (CIP 51.2207).

Institution	Award Level	Program Name	CIP	2010	2011	2012	2013	2014	2015
Towson University	Post Baccalaureate Certificate	Clinician To Administrator Transiti	510701	1	9	2	9	4	12
Univ. Of Md, Baltimore	Masters	Public Health	512201	14	5	8	27	16	24
Univ. Of Md, College Park	Post Baccalaureate Certificate	Principles Of Public Health	512201	0	0	0	0	0	2
Univ. Of Md, College Park	Post Baccalaureate Certificate	Global Health	512201	0	3	2	1	5	3
Univ. Of Md, College Park	Masters	Public Health	512201	18	17	18	24	15	31
Univ. Of Md University College	Post Baccalaureate Certificate	Health Care Administration	510701	7	8	7	13	5	15
Univ. Of Md University College	Post Baccalaureate Certificate	Foundations For Health Care Adminis	510701	0	0	0	0	0	0
Univ. Of Md University College	Post Baccalaureate Certificate	Princip & Practices Of Health Care	510701	0	0	0	0	0	0
Univ. Of Md University College	Masters	Health Care Administration	510702	106	126	139	130	141	131
Morgan State University	Post Baccalaureate Certificate	Health Leadership & Management	512201	0	0	0	0	0	0
Morgan State University	Masters	Public Health	512201	10	8	9	12	15	14
Morgan State University	Doctorate(Research/Scholarship)	Public Health	512201	6	4	8	7	4	5
Johns Hopkins University	Post Baccalaureate Certificate	The Business Of Medicine	510701	26	27	30	64	3	13
Johns Hopkins University	Post Baccalaureate Certificate	Quantitative Methods In Public Heal	512201	0	0	0	0	0	0
Johns Hopkins University	Post Baccalaureate Certificate	Public Health Practice	512201	0	0	0	0	0	0
Johns Hopkins University	Post Baccalaureate Certificate	Pblc Hlth Trng Cert-Amer Indian Hlt	512201	0	0	0	0	0	1



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Institution	Award Level	Program Name	CIP	2010	2011	2012	2013	2014	2015
Johns Hopkins University	Post Baccalaureate Certificate	Public Health Economics	512201	0	0	0	0	0	18
Johns Hopkins University	Post Baccalaureate Certificate	Training Certificate In Public Heal	512201	0	0	0	0	0	4
Johns Hopkins University	Post Baccalaureate Certificate	Comparative Health Policy & Financi	510701	0	0	0	0	0	0
Johns Hopkins University	Post Baccalaureate Certificate	Quality, Patient Safety & Outcomes R	512201	0	0	0	0	0	10
Johns Hopkins University	Post Baccalaureate Certificate	Mental Health Policy, Economics Ser	512201	0	0	0	0	0	2
Johns Hopkins University	Post Baccalaureate Certificate	Healthcare Epi & Infection Prevent-	512201	0	0	0	0	0	7
Johns Hopkins University	Post Baccalaureate Certificate	Health Education	512207	0	0	0	0	0	4
Johns Hopkins University	Post Baccalaureate Certificate	Health Communication	512207	0	0	0	0	0	9
Johns Hopkins University	Post Baccalaureate Certificate	Public Health Preparedness	512201	0	0	0	0	0	3
Johns Hopkins University	Post Baccalaureate Certificate	Health Finance And Management	510701	0	0	0	0	0	32
Johns Hopkins University	Post Baccalaureate Certificate	Health Disparities And Health Inequ	510701	0	0	0	0	0	8
Johns Hopkins University	Masters	Healthcare Management	510701	0	0	0	0	0	2
Johns Hopkins University	Masters	Behavioral Sciences & Health Educat	512207	0	0	0	0	0	0
Johns Hopkins University	Masters	Public Health	512201	280	355	376	342	350	361
Johns Hopkins University	Masters	Health Policy & Management	510701	37	40	53	55	66	81
Johns Hopkins University	Masters	Health, Behavior & Society	512201	21	19	28	27	27	31
Johns Hopkins University	Masters	Social Factors In Health	512201	0	0	0	0	0	0
Johns Hopkins University	Doctorate(Research/Scholarship)	Public Health	512201	0	0	0	0	0	0
Johns Hopkins University	Doctorate(Research/Scholarship)	Health Policy & Management	510701	14	10	15	34	15	24
Johns Hopkins University	Doctorate(Research/Scholarship)	Social & Behavioral Sciences	512201	0	0	0	0	0	0
Johns Hopkins University	Doctorate(Research/Scholarship)	Health, Behavior & Society	512201	10	10	9	18	7	17
Md University Of Integrative Health	Masters	Health Promotion	512207	0	0	0	0	3	11
Mount St. Mary's University	Masters	Health Administration	510701	0	0	0	0	25	33
Stevenson University	Masters	Healthcare Management	510701	0	0	0	0	1	1
Washington Adventist University	Masters	Health Care Administration	510702	0	0	3	13	20	8
Total graduations				550	641	707	776	722	917



Both tables one and two take a broad approach to identifying similar programs to that proposed here; however, the only two programs that merit any real significant curricular comparison are the [Maryland University of Integrative Health Master's in Health Promotion](#) and [The Johns Hopkins University P.B.C. in Health Communication](#) the market demand and public policy needs easily supports more programs in this area. Additionally, neither program has as its focus the confluence of health information, new and emerging media, and communication.

E. Relevance to the implementation or maintenance of high-demand programs at HBIs;

Considering this proposal reflects state, regional, and national trends, it is not anticipated that it will have any impact upon the implementation or maintenance of programs at HBCUs.

F. Relevance to the support of the uniqueness and institutional identities and missions of HBIs;

Loyola does not envisage this program having an impact upon the uniqueness or institutional identity and mission of a Historically Black College or University. While Morgan State University has a Master's in Public Health, the proposed certificate in Health Communication does not specifically focus upon on urban health issues as Morgan's does, and it differs in award level.



G. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter;

Curriculum

[ME 601.W01 -- Exploring Digital Culture](#)

In this course students will investigate the social, political, cultural, intellectual and economic impact of new communication services such as Facebook, Twitter, Blogging, virtual and augmented reality, the World Wide Web, and others. We will assess the way the Internet and its applications have influenced the way we see ourselves and others; the way we interact and govern ourselves formally and informally; the ways we do business, and even the way we think. It will address critical issues such as privacy, cyber-bullying and civility, identify theft and security, free speech and more.

3.0 credits

[ME750 Foundations of Health Communication](#)

In this course, students will learn how information regarding health (promotion, risk, care, etc.) is communicated to the individual and community by individuals (doctors, patients) and groups (hospitals, governmental and non-governmental organizations, media) within the boundaries set by



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governmental regulations with special focus on the use of new and emerging digital media on mobile and web platforms as a part of the health communication channel mix.

3.0 credits

ME755 Health Communication and Culture

This course operates at the intersection between public communication, health care information and culture. It looks at the complex relationship between patients and providers in multicultural health care settings, with a particular emphasis on the ways in which various groups utilize new and emerging media to seek out health related information and to manage their own care or care of others. This course examines the ways in which culture affects health and health care decisions, including perceptions of health, disease, treatments, and the values associated with these factors. The need for cultural sensitivity to various populations based on race and ethnicity, age and income, among other factors in health care is stressed.

3.0 credits

ME760 Health Communication Campaigns

Our world is fraught with health related issues from substance abuse to diabetes and beyond. Public awareness of health related issues and behavior change can come about through the use of new and emerging media. This course seeks to apply strategic communication approaches to health-related issues. Students will create their own health communication campaigns, based on their employment, personal passion or the desire for thought leadership on a given health issue. Students will begin with a strategic mission and vision, develop goals and objectives and designate KPIs for their campaigns. They will identify target audiences through the development of personas and



consider key messages directed toward each. A corresponding content strategy will be carried out and analytics employed to determine the degree of success achieved.

3.0 credits

ME765 Health Communication Research

This course reviews a diverse range of research methods used by scholars, organizations and companies working in the area of health communication. The course will look at traditional research methods such as surveys, interviews, focus groups, and ethnography, community based methods such as participatory research and community assessment, and the impact of big data on health communication research. Students will have a completed literature review on a topic of their choice.

3.0 credit

H. Adequacy of any articulation;

The program does not anticipate a requirement for articulation agreements, and the institution's standard credit transfer policy, found in its catalogue, will apply to students seeking to transfer credits.

I. Adequacy of faculty resources consistent with Regulation .11 of this chapter;



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Loyola Emerging Media instructors as well as highly qualified professionals in the field of health communication Faculty will deliver the program

Neil Alperstein, PhD, is Academic Director of the M.A. in Emerging Media and Professor in the Department of Communication. He is co-founder of the Emerging Media program and has been teaching online for the past four years and taught hybrid courses for more than ten years. His research includes work in prescription drug advertising. He most recently published in the journal *Marketing Health Services* and the *International Journal of Health & Communication*. His scholarship focuses on consumer use of new and emerging media for health and medication related advice and information. He is accredited in the field of public relations. He served as president of the Maryland Public Relations Society of America, and he was inducted into the Public Relations Society of America's College of Fellows.

Dr. Paola Pascual-Ferra received a PhD in Communication Studies from the University of Miami in 2013. Her current research topics include, the strategic use of social media in communications campaign development and execution, and the use of analytics and metrics to evaluate and assess social media efforts' success. She currently is teaching a course on health communication in the undergraduate program at Loyola.



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Dr. Dami Akinmade holds a PhD. in Medical Pathology. She currently serves as Visiting Assistant Professor in the Biology department at Loyola University Maryland. She is completing her M.A. in Emerging Media. Her research interests include, Science & Health Communication, Best Practices in Science Education, and Molecular & Cell Biology.

Erin Richardson, MA is a graduate of Loyola University Maryland's M.A. Emerging Media. She serves as Director of Program Operations for Emerging Media. She is an adjunct instructor in the Department of Communication at Loyola University Maryland. Her interests focus on public health communication campaigns. Most recently she conducted research on proper hydration during pregnancy and developed a digitally based public communication campaign to encourage proper hydration during pregnancy. The campaign included a digital calculator to help women determine proper hydration.

Dr. Elliot King, PhD., is co-founder of the M.A. in Emerging Media. He has been involved in online education since the early 2000s and is the lead author of two books on online program development and strategy. He is the author of five other books, including *Free for All: The Internet's Transformation of Journalism*.



Faculty and program delivery

Course	Faculty Instructor (s)	Tenured	tenure-track	or
		adjunct		
ME601 Exploring Digital Culture	Elliot King	Tenured		
	Neil Alperstein	Tenured		
ME750 Foundations of Health Communications	Dami Akimede	Adjunct		
ME755 Health Communication and Culture	Erin Richardson	Adjunct		
	Neil Alperstein	Tenured		
ME760 Health Communication Campaigns	Neil Alperstein	Tenured		
	Erin Richardson	Adjunct		
ME765 Health Communication Research	Paola Pascual-Ferra	Tenure-track		



J. Adequacy of library resources consistent with regulation .12 of this chapter

The Loyola-Notre Dame Library (LNDL) hosts well in excess of 400,000 volumes. In 2000, LNDL acquired its 400,000th volume, bringing the library to near its total holding capacity. In 2002, the library implemented the first ENCompass Digital Library System - a federated search engine 'encompassing' most of the library's database contents - in the United States. During the next ten years, the library's digital capabilities expanded exponentially, resulting in the addition of over 250,000 digital book titles and over 56,000 online journals. By 2007, the Maryland Interlibrary Consortium (MIC) consortium of libraries had grown to include four libraries in addition to LNDL, bringing total consortium holdings to over one million volumes.

An extensive building renovation and expansion project commenced in the summer of 2006 after several years of planning to bring the library into the digital age physically. Hillier/RMJM designed the new addition and renovation to the original building; the renovations would bring the size of the library to 125,000 square feet. By July 2008, Whiting-Turner had completed the construction at a cost of \$20,000,000.

The library has embarked on two strategic plans during the period from 2005-2012 that have guided the priorities and budget allocations to keep the library a vital organization for students and faculty of Loyola and Notre Dame during the early 21st century. Through all these changes, the Loyola-Notre Dame Library has held constant its underlying mission, the provision of exceptional library services and resources to the communities of Loyola University and Notre Dame of Maryland University.



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On June 10, 2016 the university announced that the Loyola-Notre Dame Library will become an affiliate member of the [University System of Maryland Affiliated Institutions Library Consortium](#) (USMAI). The consortium includes sixteen member libraries at Maryland public universities and colleges. LNDL was chosen for membership largely because of its collections' uniqueness, and it is the first private academic library in Maryland to join USMAI.

In summary, the university library and its services can adequately accommodate the learning needs of the proposed P.B.C. in Health Communication, including for its online delivery.

K. Adequacy of physical facilities, infrastructure, and instructional equipment consistent with Regulation .13 of this chapter;

Loyola University Maryland, established in 1852, is accredited by the Middle States Commission for Higher Education and is entirely equipped to offer programs at all degree levels, including doctoral programs in select areas. This includes the necessary classroom resources, technology, student support and development assets and laboratory space.

Appendix A 'Principles of Good Practice for Distance Education' more explicitly addresses those element of the program concerning online delivery.



L. Adequacy of financial resources with documentation consistent with Regulation .14 of this chapter;

Details on the adequacy of financial resources in detailed in Appendix B.

M. Adequacy of provisions for evaluation of program consistent with Regulation .15 of this chapter;

All programs at Loyola are required to engage in the assessment of their student learning outcomes in accordance with learning outcomes that the faculty develop. Those learning outcomes must align with and support the institution's graduate learning goals. The learning goals are as follows.

Master knowledge and skills:

- Master the skills, methods and knowledge appropriate to the discipline
- Synthesize knowledge using interdisciplinary approaches
- Acquire the tools to continue professional development and life-long learning

Think critically:

- Access, analyze and evaluate information effectively
- Disseminate and communicate information effectively



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Manifest leadership and social responsibility in the workplace and community:

- Understand and value individual differences and have the skills for working effectively in a diverse and changing world
- Comprehend the ethical principles appropriate to the discipline, have the ability to identify ethical dilemmas, and understand the frameworks for selecting and defending a right course of action
- Contribute professionally and personally to the broader community
- Consider issues of justice in making decisions

The institution's Committee on the Assessment of Student Learning (CASL) coordinates, reviews, and counsels the institution's approach to assessment of student learning outcomes, including the development, consideration, and prosecution of programmatic learning aims.



N. Consistency with the Commission's minority student achievement goals;

Loyola remains committed to an inclusive and diverse academic environment and upholding and fostering the principles enshrined in Title VI of the 1964 Civil Rights Act. This year's freshman class is Loyola's most diverse and reflects its long-term commitment to diversity and social justice. At Loyola University Maryland, diversity related programs and offices are plentiful throughout the campus. African, Latino, Asian, and Native American Services (ALANA) support programming throughout the year that is focused on multicultural diversity and student support. The Center for Community Service and Justice engages students and the broader Loyola community in education through service for a just and equitable world. OUTLoyola is a group of faculty, staff, and administrators of all backgrounds who are interested in promoting equality for the LGBT members of the campus community and informed dialogue about LGBT issues at Loyola.¹⁵

¹⁵ Maryland Independent Colleges and Universities Association, *Cultural diversity report, 2015*, p. 14. Retrieved on June 7, 2015 from <http://www.micua.org/images/2015MICUACulturalDiversityReport.pdf>

(a) Curriculum and Instruction.

(i) A distance education program shall be established and overseen by qualified faculty.

Neil Alperstein, PhD, is Academic Director of the M.A. in Emerging Media and Professor in the Department of Communication. He is co-founder of the Emerging Media program and has been teaching online for the past four years and taught hybrid courses for more than ten years. His research includes seminal work in the area of direct to consumer prescription drug advertising. He most recently published related research in the journal, Marketing Health Services and the International Journal of Health & Communication. His scholarship focuses on consumer use of new and emerging media for health and medication related advice and information. He is accredited in the field of public relations. He served as president of the Maryland Public Relations Society of America, and he was inducted into the Public Relations Society of America's College of Fellows.

Dr. Paola Pascual-Ferra received a PhD in Communication Studies from the University of Miami in 2013. Her current research topics include, the strategic use of social media in communications campaign development and execution, and the use of analytics and metrics to evaluate and assess social media efforts' success. She currently is teaching a course on health communication in the undergraduate program at Loyola.

Dr. Dami Akinmade holds a PhD. in Medical Pathology. She currently serves as Visiting Assistant Professor in the Biology department at Loyola University Maryland. She is completing

her M.A. in Emerging Media. Her research interests include, Science & Health Communication, Best Practices in Science Education, and Molecular & Cell Biology.

Erin Richardson, MA is a graduate of Loyola University Maryland's Emerging Media graduate program. She is Director of Program Operations for the Emerging Media program and is an adjunct instructor in the Department of Communication at Loyola University Maryland. Her interests focus on public health communication campaigns. Most recently she conducted research on proper hydration during pregnancy. Subsequently she developed a digitally based public communication campaign to encourage proper hydration during pregnancy. The campaign included a digital calculator to help women determine proper hydration.

Dr. Elliot King, PhD., is the chair of the Department of Communication and co-founder of the M.A. in Emerging Media. He has been involved in online education since the early 2000s and is the lead author on two books about online program development and strategy planning for online programs. He is the author of five other books, including *Free for All: The Internet's Transformation of Journalism*.

(ii) A program's curriculum shall be coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

Ensuring the program's rigor and coherence is that it is being significantly informed by existing curriculum and practice in the M.A. in Emerging Media, Loyola's successful and well established online program. Additionally, existing and experienced faculty, expert in online pedagogy and digital learning, will guarantee the program addresses and achieves the same standards as any

traditional form of instruction. Intuitively, the program's consideration by four curricular, assessment, finance, and mission orientated committees and governance bodies has ensured the program's appropriate scrutiny and establishes the institution's confidence and expectation that the required standards and rigor are achieved and sustainable. Finally, departmental and program review, in accordance with the Office of Academic Affairs' review schedule and procedures guarantees ongoing review and assessment.

(iii) A program shall result in learning outcomes appropriate to the rigor and breadth of the program

All programs at Loyola are required to engage in the assessment of their student learning outcomes in accordance with learning outcomes that the faculty develop. Those learning outcomes must align with and support the institution's graduate learning goals. The learning goals are as follows.

Master knowledge and skills:

- Master the skills, methods and knowledge appropriate to the discipline
- Synthesize knowledge using interdisciplinary approaches
- Acquire the tools to continue professional development and life-long learning

Think critically:

- Access, analyze and evaluate information effectively
- Disseminate and communicate information effectively

Manifest leadership and social responsibility in the workplace and community:

- Understand and value individual differences and have the skills for working effectively in a diverse and changing world

- Comprehend the ethical principles appropriate to the discipline, have the ability to identify ethical dilemmas, and understand the frameworks for selecting and defending a right course of action
- Contribute professionally and personally to the broader community
- Consider issues of justice in making decisions

(iv) A program shall provide for appropriate real-time or delayed interaction between faculty and students.

The Ignation pedagogical principles that direct the university's mission, inform the program's online teaching, including the emphasis upon significant student-instructor interaction. Faculty will deliver online courses both synchronously and asynchronously.

The program will employ the [Community of Inquiry \(COI\) model](#) in the development of courses and guide faculty in the development of a social and cognitive teaching presence, characterized by responsive communication, collaborative student engagement, facilitated discussions, group projects, and social networking. Faculty will also support reflective dialogue and guarantee a strong teacher presence.

Courses will employ Moodle as the learning platform, Adobe Connect to create a virtual classroom, Panopto and Camtasia for course materials recording, and VoiceThread to support asynchronous class interaction and collaboration.

(v) Faculty members in appropriate disciplines in collaboration with other institutional personnel shall participate in the design of courses offered through a distance education program.

Working with the Office of Educational Technology, the Office of Technology Services, and others, Loyola's Communication Department faculty will remain in the vanguard of the development, delivery, and governance of this online offering and will assume responsibility for the development and delivery of the education.

(b) Role and Mission.

(i) A distance education program shall be consistent with the institution's mission.

Loyola University Maryland, a Jesuit university, seeks to inspire students to learn, lead, and serve in a diverse and changing world. Since establishing their first school in 1548 the Jesuits did not permit the prevailing orthodoxies to limit their pedagogical approaches and are committed to pioneering new teaching and learning methods and methodologies.

'Jesuit education systematically incorporates methods from a variety of sources which better contribute to the intellectual, social, moral, and religious formation of the whole person. In accordance with *Tantum Quantum*, that which works better is adopted and assessed while that which is proven ineffective is discarded.'¹

Jesuit education has been historically successful in many cultures because it is eminently adaptable to the environment of the learner. Jesuit education is adaptable to many diverse learners- traditional age and adult, full-time and part-time, on-campus and online. Present and future learners can expect Jesuit education to continue to adapt in appropriate ways to meet their evolving needs.²

In this spirit and tradition, the development of online programs is consistent with the almost half millennium Jesuit tradition.

¹ Rev. Peter-Hans Kolvenbach, S.J, Superior General of the Society of Jesus, 'Jesuit education and Ignatian Pedagogy', Association of Jesuit Universities and Colleges, (2005).

² Ibid.

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

At Loyola University Maryland all academic programs are reviewed by multiple governance bodies to ensure they are consistent with the institution's mission, have an academic rationale, and are adequately resourced and equipped to ensure a pedagogical offering and experience consistent with the institution's commitment to excellence. The relevant curriculum committee will review the curriculum, the Council of Academic Deans ensures the program's consistency with the institution's mission and logistical coherence. Following this initial consideration period program proposals proceed to the Academic Senate and Loyola Conference. The Academic Senate is charged with establishing and maintaining Loyola University's academic excellence. The Academic Senate monitors academic conduct and approves programs, policies, and resource use to improve the University's educational effectiveness. Following successful approval by Academic Senate, Loyola Conference considers a program proposal, concentrating specifically upon resource implications and is chaired by the Vice-President of Academic Affairs. The administrators, faculty, staff, and students who serve on the Loyola Conference monitor University prosecution of its mission and goals and establishes and approves University budgets, policies, and programs. Finally, the Board of Trustees, at its regularly scheduled meetings, will consider program proposals and following its imprimatur, a proposal is submitted to relevant external agencies for review.

(c) Faculty Support.

(i) 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.

The online course development process begins with liaison between the interested faculty and Office of Educational Technology staff. The completion of an online course intake web form initiates this process and is found on the [Office of Educational Technology website](#). The Assistant Director, functioning as a Course Development Leader, reviews the form and meets with the faculty member. The Office of Educational Technology assigns a team member to collaborate with the faculty member tailoring the training to meet the faculty member's needs. The Office of Educational Technology team will typically consist of an Instructional Designer, Instructional Media Developer, and Course Development Leader, depending on the development plan.

The course development process follows two iterative stages with the Instructional Designer and Course Development Leader. Faculty will develop necessary course components based on best practices in online course development. These components include a course syllabus, content, media, use of the library services, and learning activities and assessments suited to an online learning environment. Once the course has been developed, the course is Beta-tested with a student focus group. The focus group provides suggested changes to improve technical navigation and the course's accessibility features. The student focus group outcomes are tested and analyzed informing final course revisions. Upon course development completion, the faculty member and Course Development Leader sign off on completion.

Faculty already competent in online and hybrid education complete the Summary of Course Activity form that assists in course development and is maintained as evidence of credit hour compliance.

(ii) Principles of best practice for teaching in a distance education format shall be developed and maintained by the faculty.

The university has published general guidance on online pedagogy³

(iii) An institution shall provide faculty support services specifically related to teaching through a distance education format.

Loyola University ensures that faculty who teach hybrid and online courses are appropriately qualified and supported effectively. Faculty who are new to, or inexperienced with online/hybrid teaching, may need additional preparation in hybrid/online course design, and in developing instructional and assessment strategies that effectively integrate new instructional technologies. For approval to teach an online or hybrid course, deans or their designee may require faculty to complete a course development process with an instructional design team from the Faculty Technology Center (FTC).

The FTC offers training and preparation resources including a seven module self-paced Moodle course on the theories and practices of hybrid and online learning, instructional videos, and a schedule of in-person training classes. For more information visit the online portal at <http://www.loyola.edu/department/digital-teaching-learning/course-design/online-teaching>

³ Faculty guidelines for graduate online/hybrid course development. Retrieved on October 18, 2017 from <http://www.loyola.edu/department/digital-teaching-learning>

Loyola recognizes that some faculty are currently teaching in innovative, technology-enhanced ways, and/or may have taught hybrid/blended courses at Loyola or elsewhere. Additionally, some faculty may have received relevant external specialized education. Chairs and Deans are advised to consider these forms of preparation and to develop a personalized training plan reflecting faculty instructional goals and experience.

(d) An institution shall ensure that appropriate learning resources are available to students including appropriate and adequate library services and resources.

The Loyola-Notre Dame Library (LNDL) hosts well in excess of 400,000 volumes. In 2000, LNDL acquired its 400,000th volume, bringing the library to near its total holding capacity. In 2002, the library implemented the first ENCompass Digital Library System - a federated search engine 'encompassing' most of the library's database contents - in the United States. During the next decade, the library's digital capabilities expanded exponentially, resulting in the addition of over 250,000 digital book titles and over 56,000 online journals. By 2007, the Maryland Interlibrary Consortium (MIC) had grown to include four libraries in addition to LNDL, bringing consortium holdings to over one million volumes.

An extensive building renovation and expansion project commenced in the summer of 2006 to bring the library into the digital age physically. The renovations increased the library to 125,000 square feet. By July 2008, the university had completed the construction for \$20,000,000.

On June 10, 2016 the university announced that the Loyola-Notre Dame Library will become an affiliate member of the [University System of Maryland Affiliated Institutions Library Consortium](#) (USMAI). The consortium includes sixteen libraries at Maryland public universities

and colleges. LNDL was chosen for membership largely for its collections' uniqueness, and is the first private academic library to join USMAI.

(e) Students and Student Services.

(i) 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.

The [institution's catalogue](#) serves as the primary means by which the institution communicates the curriculum and course and program requirements. It also provides comprehensive and authoritative guidance on [tuition and fees](#), [grading policies](#), payment policies, and [financial aid resources](#). Additionally, individual program websites provide information more specific to the program's offering and requirements. The institution's '[webadvisor](#)' application provides secure access to individuals' course registration and status, grades, and the status of tuition and other charges. The Records Office maintains a readily accessible '[course listings](#)' [webpage](#) that outlines where and when classes occur, including the venue and mode of delivery. Students can also access information on the course including required texts.

(ii) Enrolled students shall have reasonable and adequate access to the range of student services to support their distance education activities.

Graduate students, irrespective of whether they are enrolled in online programs or otherwise, receive the same access to the same services. [Graduate Student Services](#) is the primary contact and coordinator of relevant student services. This includes financial aid; the Career Center; Disability Support Services; the Graduate Student Organization; the Student Technology Center; amongst other services and support available irrespective of the mode of education delivery. Both an [online portal](#) and the [Graduate Student Services Handbook](#) provide specific and detailed information about these services.

[The Student Technology Center](#) (STC) is responsible for the management and oversight of all student interaction with Loyola's technology. The STC maintains awareness of students' technology needs and remains current with the challenging and dynamic methods used to learn and socialize in an academic environment. When students have a technology concern or question, STC is the primary point of support.

[Inside Loyola](#) provides a range of online resources and support, including access to web-hosted software, email and calendar integration, community news, and campus communications.

[Moodle](#) is the platform the institution uses for many course needs, irrespective of whether the instruction takes place online. This is where professors post material that supplements their classes, such as announcements, contact information, online assignments, course content (text and multimedia), and external links.

(iii) Accepted students shall have the background, knowledge, and technical skills needed to undertake a distance education program.

All admitted students are expected to possess the necessary skills and competencies to engage in online learning. Students must hold a bachelor's degree or its equivalent from a

regionally accredited college or university and should be able to communicate well both orally and in writing. No prior business courses are required. Prior to beginning the program, students must be able to design and manipulate spreadsheets and be familiar with Microsoft Excel, Word, and PowerPoint software at the intermediate level. Students must also be comfortable using tools that enable face to face communication in a virtual environment (audio and video). The program orientation will introduce students to the technologies and online learning platforms the program employs.

(iv) Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.

Loyola meets all the requirements of the Higher Education Opportunity Act Disclosures requirements and host all salient information on recruiting, admissions, and other requirements via its [consumer information](#) webpage. This includes information on [academic programs](#), links to the institution's [catalogues](#), and other resources that clearly and accurately represent programs and services available.

Loyola endorses and adheres to ethical principles and codes of conduct published by various national organizations. These include the Public Relations Society of America (PRSA) Code of Ethics, the National Association for College Admission Counseling (NACAC) Statement of Principles of Good Practice, the National Association of Student Financial Aid Administrators (NASFAA) Statement of Ethical Principles and Code of Conduct for Institutional Financial Aid Professionals, American Association of Collegiate Registrars and Admissions Officers (AACRAO) Professional Practices and Ethical Standards, the NAFSA: Association of International Educators Statement of Ethical Principles, and the Association for Institutional Research (AIR)

Code of Ethics, which are followed by the Office of Public Relations, Admission Office, the Office of Financial Aid, the Records and Admissions Offices, the Office of International Programs, and the Office of Institutional Research, respectively.

(f) Commitment to Support

(i) Policies for faculty evaluation shall include appropriate consideration of teaching and scholarly activities related to distance education programs.

Faculty are evaluated annually on their teaching and scholarship activities including activities related to online and hybrid teaching. The Quality Matters rubric is used to evaluate online courses. Hybrid course are continually reviewed at the department level. Student course evaluations of online and hybrid are also used as part of the continuous improvement process. Access to workshops, mentors, and funds to purchase required technologies exists to support faculty in their development as online educators.

(ii) 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.

As with any program offered by the university, it must proceed through the institution's sophisticated and multi-layered system of shared governance, be consistent with its mission and strategic plan, and demonstrate its pedagogical rationale. No program is sanctioned without a well-reasoned and detailed five-year budgetary and enrollment projections. Additionally, the institution has established regular program and department reviews.

(g) Evaluation and Assessment

(i) 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.

As previously mentioned, all departments and programs are placed on a timetable of program and departmental reviews in which they are holistically assessed. Also, the Committee on the Assessment of Student Learning (CASL) will review assessment practices and findings; recommend changes in student learning assessment processes; support initiatives related to the improvement of student learning assessment; and promote opportunities for the dissemination and discussion of assessment findings to inform decision-making at all levels. The committee also will facilitate faculty participation in assessment activities at the institutional level.

(ii) An institution shall demonstrate an evidence-based approach to best online teaching practices.

Quality Matters© (QM) standards, a national benchmark for online and hybrid course design, will inform and direct course assessment that will elicit recommendations for pedagogical or curricular changes to enhance the design and/or delivery of the course. Loyola integrates QM course review standards in the course development process described below to ensure the quality of all online courses. See <https://www.qualitymatters.org/qa-resources/rubric-standards>

(iii) An institution shall provide for assessment and documentation of student achievement of learning

All programs with each of Loyola's three schools develop and prosecute assessment plans to which the relevant assessment committee provides guidance, counsel, and support. In each of the three schools, the Associate Dean is the primary contact for assessment of student learning and represent their school and departments on the institutional Committee on the Assessment of Student Learning.

In achieving the objective of assessment and achievement of student learning, all department must annually identify their assessment activities, findings, and the consequence and action prosecuted to address those findings – if any. This includes a panoply of actions, ranging from re-configuration of classroom space and/or use of technology, to assignments' purpose and nature, to a radical revision of pedagogical approach. Any interventions are themselves then assessed to ensure their effectiveness and in recognitions that assessment of student learning is a perpetual effort.

Table 1: Resources

Resource categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated funds					
2. Tuition/fee revenue	61500	221760	238272	265677	273735
<i>a. Number of full-time students</i>					
<i>b. Credit hour rate</i>					
<i>c. Annual credit hours</i>					
<i>d. Total full-time revenue (a x b x c)</i>	0	0	0	0	0
<i>e. Number of part-time students</i>	4	14	14.6	15.8	15.8
<i>f. Credit hour rate</i>	1025	1056	1088	1121	1155
<i>g. Annual credit hours</i>	15	15	15	15	15
<i>h. Total part-time revenue</i>	\$ 61,500.00	\$ 221,760.00	\$ 238,272.00	\$ 265,677.00	\$ 273,735.00
3. Grants, contracts, and other external sources					
4. Other sources					
Total	\$ 61,500.00	\$ 221,760.00	\$ 238,272.00	\$ 265,677.00	\$ 273,735.00

Table 2: Expenditures

Expenditure categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$24,304.19	\$41,883.88	\$43,305.01	\$44,775.15	\$46,294.75
<i>a. No. FTE faculty</i>	\$0.38	\$0.63	\$0.63	\$0.63	\$0.63
<i>b. Total salary</i>	\$18,733.00	\$32,159.00	\$33,123.00	\$34,117.00	\$35,141.00
<i>c. Total benefits</i>	\$5,571.19	\$9,724.88	\$10,182.01	\$10,658.15	\$11,153.75
2. Administrative staff	\$16,120.20	\$16,668.12	\$17,234.15	\$17,818.45	\$18,422.52
<i>a. No. FTE administrative staff</i>	\$0.20	\$0.20	\$0.20	\$0.20	\$0.20
<i>b. Total salary</i>	\$12,425.00	\$12,798.00	\$13,182.00	\$13,577.00	\$13,984.00
<i>c. Total benefits</i>	\$3,695.20	\$3,870.12	\$4,052.15	\$4,241.45	\$4,438.52
3. Support staff	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<i>a. FTE administrative staff</i>					
<i>b. Total salary</i>					
<i>c. Total benefits</i>					
4. Equipment					
5. Library					
6. New or renovated space					
7. Other expenses	\$31,000.00	\$15,000.00	\$23,000.00	\$15,000.00	\$23,000.00
Total	\$71,424.39	\$73,552.00	\$83,539.16	\$77,593.61	\$87,717.28