

GOUCHER
—college—

Robert S. Welch Center for
Graduate and Professional Studies

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April 7, 2018

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

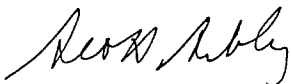
Dear Secretary Fielder:

Goucher College is requesting Commission authorization to offer a fully online Master's degree in Higher Education Policy, Research, and Administration beginning in Fall 2018.

Building on the strength of Goucher's current Master's in Education programs and responding to the need in the state of Maryland and the region for employees skilled in data-driven decision-making, policy, and research analysis, this program will prepare professionals to provide informed leadership in higher education settings. Graduates of this program will go on to work as managers, supervisors, directors, policy analysts, and data leaders at the mid to upper levels of college and university administration.

Currently, none of Maryland's colleges or universities offers a fully online Master's in Higher Education Policy, Research, and Administration. In fact, only one similar program exists at the Master's level, but even that is offered in a traditional on-ground format and focuses exclusively on student affairs. This leaves the mid-management professional in higher education with extremely limited options for pursuing a graduate degree in this field in Maryland. We look forward to moving ahead with this program, following MHEC approval, and have enclosed a check for the proposal fee with this cover letter. An electronic copy of the full proposal has been submitted to the academic programs mailbox.

Sincerely,



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

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.)

Goucher College
Institution Submitting Proposal

Fall 2018
Projected Implementation Date

Master of Science
Award to be Offered

Higher Education Policy, Research, and Administration
Title of Proposed Program

0805
Suggested HEGIS Code

13.0406
Suggested CIP Code

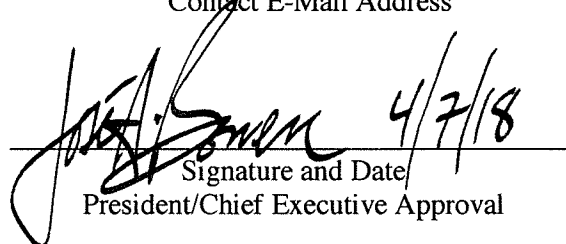
Welch Center for Graduate Studies
Department of Proposed Program

Kathryn Doherty
Name of Department Head

Kathryn Doherty
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410-337-6208
Contact Phone Number


Signature and Date
President/Chief Executive Approval

Date Endorsed/Approved by Governing Board

Academic Program Proposal
Goucher College Welch Center Graduate Programs
New Online Master of Arts degree in Higher Education Policy, Research, and Administration

A. Centrality to institutional mission statement and planning priorities

Provide a description of the program, including each area of concentration and how it relates to the institution's approved mission.

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

Goucher believes these goals are best achieved in an environment that responds to students both as individuals and as members of multiple groups. Accordingly, education at Goucher is based on an expanding sense of community--a community where discourse is valued and practiced, where students attend small classes and interact closely with faculty and one another, and where students can participate in and lead extracurricular programs. The online Master of Science degree in Higher Education Policy, Research, and Administration will prepare scholars and practitioners to move into leadership positions in colleges and universities across the state, region, and nation who are informed by a base of knowledge built on best practice in higher education and framed within Goucher's mission of accessible and transformative education. This will, in turn, prepare a new generation of higher education leaders with the understanding, knowledge, and skill base to support diversity, encourage transformation, and ensure access to higher education for all students for whom a college education is no longer simply a dream or out of reach.

Explain how the proposed program supports the institution's strategic goals and provide evidence that it affirms it as an institutional body.

Goucher's MS in Higher Education Policy, Research, and Administration has been designed by and will be implemented through a network of higher education practitioners and scholars versed in the Goucher mission of accessible and transformative education. The foundations of the program are derived from the strategic priorities of the college in terms of excellence and rigor in education, engagement, and community for all constituents, and ease of access for diverse and multicultural groups. In keeping with Goucher's tradition of shared governance and faculty ownership of the curriculum, this program has been reviewed and approved by Goucher's Graduate Studies Committee, a standing committee of the faculty governance system charged with reviewing and approving all new programs at the post-baccalaureate and graduate levels.

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

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

Provide list of courses, educational objectives, intended student learning outcomes, general education requirements, specialized accreditation, and contracts with other institutions.

The Master's in Higher Education Policy, Research, and Administration prepares students through specific knowledge, strategies and skills needed by higher education leaders across the state, region, and country. This fully online program meets national and state expectations for best practice in higher education administration and provides a cohesive set of courses to support higher education leaders in a variety of educational and leadership settings. This program has a "job-embedded" approach that encourages students to produce artifacts and outcomes that directly relate to their profession. The online program delivery will allow to students select their courses to meet requirements of the degree, while also accommodating the conflicting demands of the working adult. The MS is 36.0 credits, and the courses required must be completed with a grade of B- or higher. A student with transfer credits (up to 6) must also meet these same requirements. This MS degree provides higher education administrators with the knowledge, skills, and tools to lead in an industry that demands data-informed planning, decision making, and resource allocation. Like other programs in higher education administration, Goucher graduate MS program offers a strong foundation in the history, theory, and practice of education in America's colleges and universities. What distinguishes the MS program is its emphasis on data, research, analysis, and use of that analysis to inform decision making at the leadership level. This program provides practitioners with the ability to collect and use data to support improvement, resource allocation, and best practice administration across the spectrum of higher education administration in the US and abroad. In addition, the opportunity to focus in key areas such as finance, assessment, student development, and adult education provides added value to this program for individuals seeking to extend their career advancement and preparation.

Course of Study (36.0 credits)

The Master of Science in Higher Education Policy, Research, and Administration at Goucher College is offered in a fully online teaching/learning environment in an accelerated format through which the student will complete between 2-4 courses per term, according to the students' preference and commitments outside of class. The program is designed to be completed within 18 months, although the student may extend up to 36 months. Scholarships and institutional aid are available, and Goucher College offers several monthly payment plans. The student has the option of a professional internship or thesis as the capstone to the program, and the internship, if selected, will be completed at an institution local to the student's residence.

Core Courses (21 credits)

EPR 6XX History, Philosophy, and Theory of Education (3 cr.)

EPR 6XX Education Law and Ethics (3 cr.)

EPR 6XX Managing Diverse Populations (3 cr.)

EPR 6XX Budget, Finance, and Resource Allocation (3 cr.)
EPR 6XX Program Evaluation and Assessment (3 cr.)
EPR 6XX Research Methods and Practice (3 cr.)
EPR 6XX Planning, Analysis, and Institutional Research (3 cr.)

Electives (12 credits)

EPR 6XX The American University/College (3 cr.)
EPR 6XX Organizational Behavior and Culture (3 cr.)
EPR 6XX Leadership and Supervision (3 cr.)
EPR 6XX Planning and Assessment (3 cr.)
EPR 6XX Economic and Financial Issues in Higher Education (3 cr.)
EPR 6XX Managing Resources for Success (3 cr.)
EPR 6XX Admissions and Enrollment Management (3 cr.)
EPR 6XX Adult and Nontraditional Students (3 cr.)
EPR 6XX Student Development (3 cr.)

Capstone (3 credits)

EPR 6XX Professional Internship or Thesis (3 cr.)

Course Descriptions

EPR 6XX History, Philosophy, and Theory of Education (3 cr.)

Foundation course that explores the history of the American college, key theories and philosophies of higher education, and trends and patterns from 1600 to the present.

EPR 6XX Education Law and Ethics (3 cr.)

Covers landmark and precedent setting legal decisions, important federal laws and regulations related to higher education, and ethical considerations for the higher education professional.

EPR 6XX Managing Diverse Populations (3 cr.)

Provides an overview of diversity in higher education; the challenges to developing and maintaining a diverse population of students, faculty, and staff; and key issues such as immigration, cultural barriers to success, and racial/ethnic challenges on campus.

EPR 6XX Budget, Finance, and Resource Allocation (3 cr.)

Focuses on data driven decision-making practice and theory; budget planning; and intentional and informed resource allocation, with emphasis on cross-campus communication and transparency.

EPR 6XX Program Evaluation and Assessment (3 cr.)

Reviews accreditation standards and policy in higher education; the mandate for assessment and evaluation of processes and outcomes; and the development and implementation of campus-wide assessment to improve teaching and learning outcomes, while demonstrating internal and external benchmarks and standards.

EPR 6XX Research Methods and Practice (3 cr.)

Introduces quantitative and qualitative research methods in the higher education environment, with emphasis on data collection and analysis, use of data to improve practice and inform decisions, and practical application of research to higher education administration.

EPR 6XX Planning, Analysis, and Institutional Research (3 cr.)

Covers the role and linkages of planning, analysis, and institutional research on campus, with attention to systems and processes for data collection, analysis, reporting, and dissemination to measure, improve, and demonstrate institutional outcomes, and to meet state, regional, and federal reporting requirements.

EPR 6XX The American University/College (3 cr.)

Explores the evolution of the American system of higher education and the development of the community college, land grant universities, state college and university systems, private institutions, and for-profit entities.

EPR 6XX Organizational Behavior and Culture (3 cr.)

Offers an overview of organizational behavior and organizational culture, with emphasis on the characteristics of both that are inherent in higher education institutions, and specific application to higher education organizations are addressed.

EPR 6XX Leadership and Supervision (3 cr.)

Emphasis is given to the unique role of the higher education leader and supervisor in a program, school, or college level. Leadership and supervision theory are linked to operational strategy and the use of data and information to inform leadership and supervision approach and evaluation.

EPR 6XX Planning and Assessment (3 cr.)

The connection between planning and assessment are explored through readings and case studies in strategic planning, strategic implementation, accreditation and assessment, and the college and use of planning and assessment data. Methods and best practice in assessment are linked to accreditation and institutional requirements to measure and demonstrate accomplishment of institutional outcomes and strategic goals.

EPR 6XX Economic and Financial Issues in Higher Education (3 cr.)

Few institutions escape the challenge of economic realities and financial demands. These realities are reviewed and discussed in terms of economic and financial models prevalent across the higher education landscape.

EPR 6XX Managing Resources for Success (3 cr.)

Focuses on the use of financial models and strategic plans to measure and evaluate strategic priorities, develop a budget, allocate resources in a data-informed environment, and connect resources to budget to data through the strategic planning and implementation process.

EPR 6XX Admissions and Enrollment Management (3 cr.)

Recruitment, admission, and enrollment of students are at the heart of the American college and university. Leading and managing for the student life cycle is emphasized here, within a review

of theory and best practice as well as the challenges that face admissions and enrollment teams within a highly competitive market environment.

EPR 6XX Adult and Nontraditional Students (3 cr.)

As populations of traditional students decline and increasing numbers of adult and nontraditional students explore options in higher education, attention to the unique characteristics and challenges of new populations of students is something that no higher education leader can ignore. Explores theory and practice in enrollment management through case study and practical applications.

EPR 6XX Student Development (3 cr.)

Time to degree and degree completion rates drive institutional measures of success, both internally and externally. The requirements and parameters of a successful student experience are explored here in terms of student development initiatives, activities, and options.

EPR 6XX Professional Internship or Thesis (3 cr.)

The student may select, in consultation with the advisor, a culminating professional internship or a final capstone thesis on a topic related to the student's area of concentration. Either option occurs during the student's final semester in the program.

C. Critical and compelling regional or statewide need as identified in the State Plan.

Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State.

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

Consistent with the Maryland State Plan's goal to provide ongoing and lifetime learning opportunities for workers, the program is designed to fit the needs of students at any point in their careers, or those who may reenter the education system for training and credentials that will allow them to maintain or upgrade their skills. The MS in Higher Education Policy, Research, and Administration will allow any student to not only increase key skills, but to also gain a valuable credential that will enhance professional standing and performance and enable them to maximize their value in the higher education arena.

With this program, students will learn skills in higher education policy, research, and administration that they will combine with professional experience and best practice. Armed with these tools, program graduates will enter –and advance in – the workforce, able to develop and promote ideas, frame issues, influence positive change, and be effective employees and leaders. By understanding the ways in which policy and practice are influenced by data and analysis, students will become effective administrators in a variety of higher education and professional settings. The program will help students develop critical skills needed across industries and provide an advanced credential that will be reinforced through hands-on practice, applied projects, and final capstone experiences.

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

According to the Bureau of Labor Statistics (www.bls.gov), about 2 percent of the nation's jobs are in occupations that typically require a master's degree, and the median annual wage for those jobs is \$64,510. In fact, colleges and universities employed almost 4 million people in 2016 across a variety of skilled and unskilled positions, with almost 3 million of those positions requiring a Bachelor's degree or higher. The Bureau of Labor Statistics (BLS) designates 39 occupations that require more than a Bachelor's degree, and post-secondary education administration is among those thirty-nine. Maryland post-secondary schools employ more than 425,000 individuals, or about 16% of the total workforce in Maryland (<http://www.businessinsider.com/most-educated-states-map-2014-3>). Additionally, Maryland ranks fourth in the nation for occupations that typically require at least a Master's degree, only slightly behind Washington, DC; Massachusetts; and Vermont (www.factfinder.census.gov). BLS also predicts that there will be an 18% increase by 2022 in occupations that require a Master's degree, and that jobs in the educational sector, which grew by 105% from 1990-2015 (www.pewsocialtrends.org), will continue to grow at a rate of 5.6% a year, compared with a 4% growth in other sectors.

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

This program will provide a strong foundation of skills with a wide range of options for application across the private, public, and nonprofit sectors. Graduates with this degree can use these skills at colleges and universities in Maryland, the region and the country, and they will be especially well-positioned with the program's data-informed approach to higher education administration and leadership.

According to state projections, graduates of this program will help fill position openings as post-secondary higher education administrators. Data from Maryland Department of Labor website for employment projects (www.dllr.state.md.us/lmi/iandoproj/) show about 2,800 positions with a 2% growth rate expected moving forward. Data from the Bureau of Labor Statistics show that the market for professionals in this field will grow about 10% between now and 2024 – 2% more than other management occupations, and 3% more than all occupations together. The DC Metro Region has the fourth largest market for postsecondary higher education professionals and the Philadelphia Metro Region is seventh. Delaware has the third highest average salary in this field in the country at \$140,990 and Maryland has the fifth highest, at an average of \$126,620. (www.bls.gov).

Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

Postsecondary higher education positions continue to require a Master's degree as an entry level qualification for this field. A review of the quick facts section from the national data available on the Bureau of Labor Statistics (see Table 1 below) summarizes the market need, the average national salary, and the projected growth through 2026. Table 2 provides a similar analysis for Maryland, while Figure 1 illustrates comparative growth for this industry sector.

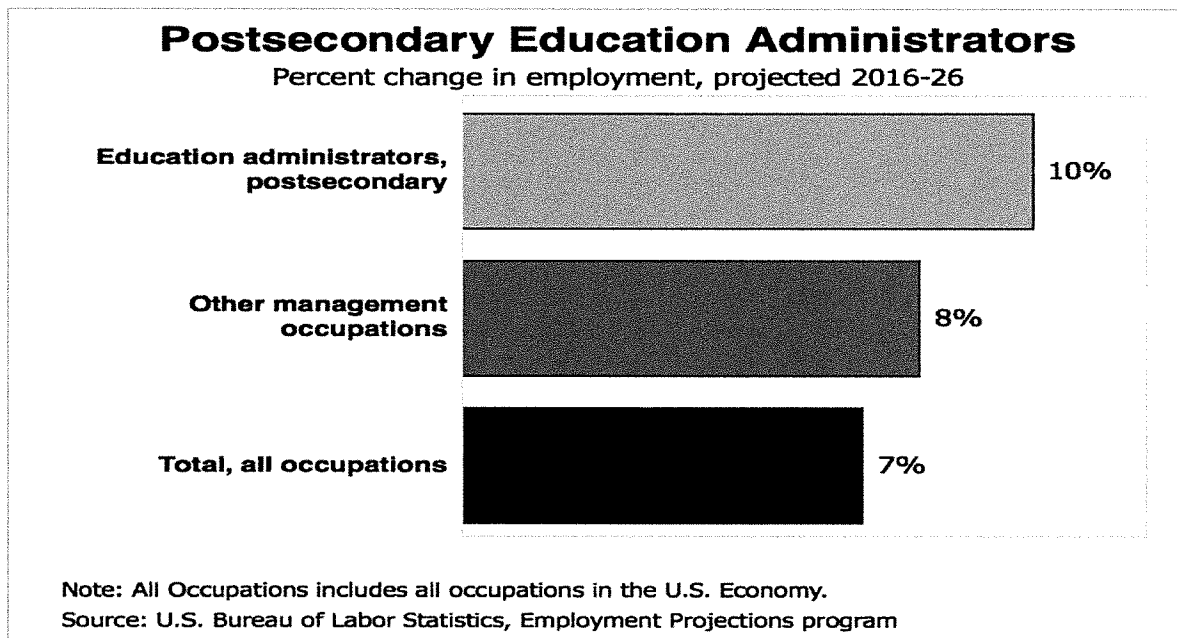
Table 1

Quick Facts: Postsecondary Education Administrators	
2016 Median Pay	\$90,760 per year \$43.63 per hour
Typical Entry-Level Education	Master's degree
Work Experience in a Related Occupation	Less than 5 years
On-the-job Training	None
Number of Jobs, 2016	180,100
Job Outlook, 2016-26	10% (Faster than average)
Employment Change, 2016-26	18,200

Table 2

Code	Title	Jobs	Capacity	Median Wage	Wage Growth
11-9033	Education Administrators, Postsecondary	2,530	5.7%	\$126,620	5.3%

Figure 1



The demonstrated market need and the education level required to enter the higher education administrator sector support the need for a Masters level program in higher education. Adding to this evidence is a significantly increased emphasis in the field on the collection and use of data to

support decision making and resource allocation in post-secondary institutions, making the data analysis focus of Goucher's Master of Science in Higher Education Policy, Research, and Administration especially valuable. As a recent article in Higher Ed Today states:

Strong leadership and a recognition of the value of data-informed decision making are key factors in the planning and successful implementation of analytics solutions at the campus level...Leadership is needed to build a data-informed campus and to modernize analytics infrastructure...Having access to good, relevant data resources is as important as access to financial resources for leaders [*who must have the skills*] to make more informed decisions quicker and capitalize on opportunities.

(<https://www.higheredtoday.org/2017/12/13/big-data-campus/>)

Additionally, a recent survey conducted in 2017 by the National Association of School Personnel Administrators (NASPA) showed that colleges and universities are increasingly using data collection and analysis to:

- increase undergraduate retention and improve enrollment management;
- encourage data-informed decision making;
- create strong partnership between campus functions, particularly information technology and institutional research;
- ensure adequate allocation of resources for staff to effectively address the findings produced from predictive models;
- provide continuous training and support for personnel who collect, analyze, or utilize data;
- build capacity to connect data across systems or within one system; and
- increase accountability metrics, such as performance-based funding.

(<https://www.naspa.org/rpi/reports/predictive-analysis-of-student-data>)

These priorities again highlight the need for Masters level administrators trained in the collection, analysis, and application of data to inform policy, practice, and administration – areas of focus for Goucher's proposed MS in Higher Education Policy, Research, and Administration. By delivering and conferring this degree, Goucher will support market needs for graduate level administrators as well as institutional need for those administrators to be fluent in the development and use of data systems and processes.

Provide data showing the current and projected supply of prospective students

The supply of potential students in Maryland and the surrounding region is strong. While 36.1% of Maryland residents have a Bachelor's degree, only 17.7% hold an advanced degree, opening the market for residents with a four-year degree looking to advance their education through the Master's. In the region, Pennsylvania has 28.6% of residents with a Bachelor's degree but only 11.2% with a Master's; Delaware has 30% with a Bachelor's but only 12% with a Master's, and 32% of Virginia residents hold Bachelor's degrees, but only 12% have Masters – all of which provides a robust market need within the 100-mile radius from which online students are typically drawn. The fact that this proposed degree will be delivered in a fully online format will allow the access to this degree for students outside Maryland, and the region.

Additionally, a study released in December 2017 by the National Center for Educational Statistics (<https://nces.ed.gov/pubs2018/2018002.pdf>) found that the number of students studying online exclusively was increasing, both at public as well private institutions. And of the 5,750,417 students enrolled in distance learning programs at colleges and universities across the country, almost 25% were enrolled in online post-baccalaureate degree programs.

A recent survey conducted by The Learning House (<http://www.learninghouse.com/wp-content/uploads/2017/10/OCS-2016-Report.pdf>) provides demographic information about students studying online, as well as their perceptions about their program. Results showed that online graduate students are an average of 33 years old, working full time, and raising families. Sixty-nine percent reported their investment of money in the program was “worth it” and 71% felt the program was a valuable use of their time and 20% (the highest percentage) enrolled in the program to advance their career. Education ranked third in graduate field of study, with 14% of all graduate student respondents enrolled in online education programs.

Tables 3 and 4 below illustrated the anticipated enrollment and graduation numbers for the first five years of the program.

Table 3

	2018	2019	2020	2021	2022
Number of anticipated students	10	18	25	31	36

Table 4

	2020	2021	2022	2023	2024
Number of anticipated graduates	7	10	15	15	15

E. Reasonableness of program duplication

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

A number of colleges and universities in the Baltimore area offer the Master’s degree in Educational Leadership, but these are designed for K-12 teachers looking to move into administrative and leadership positions within the K-12 system. Only one university, Morgan State University, offers a Masters in Higher Education Administration, but even this program is designed for student affairs professionals, rather than a broad spectrum of higher education practitioners, and is offered only in a traditional on-ground format. Table 5 presents a comparison of the Morgan program and the proposed Goucher program, showing the distinctions between the two:

Table 5

Morgan State University	Goucher College
MA Higher Education & Student Affairs Administration	MS Higher Education Policy, Research, and Administration
Fully on-ground traditional delivery format	Fully online format; no synchronous teaching/learning
Designed “to prepare students for a variety of student affairs positions”	Designed “to prepare higher education professionals for research-based, and data-informed leadership and administration”
21 credit student affairs concentration	3 credit student affairs elective
3 credit research requirements	12 credit research requirement
6 Credit Student Affairs supervised practicum	3 credit professional internship OR thesis option
Total credits required: 36, with 18 in consecutive semesters to satisfy residency.	Total credits required: 36, no required residency.

F. Relevance to Historically Black Institutions (HBIs)

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

Goucher’s program is not in direct competition with any high demand program at an area HBI. The proposed program differs from Morgan’s MA in Higher Education & Student Affairs Administration in the area of curricular focus, research credits, and delivery format. In addition, Morgan’s program would not be considered a high demand program; in Spring 2107 Morgan’s Office of Institutional Research reported that there were 3 graduates in the program, out of a total of 306 Masters degrees conferred at the university, representing less than 1% of the Master’s level graduates. Additionally, Goucher’s proposed program targets a student interested in a higher education career not limited to Student Affairs, and who also prefers to complete the degree in a fully online format.

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

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

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

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

The Goucher College online delivery option for the Master of Science in Higher Education Policy, Research and Administration program fully meets and exceeds the Principles of Good Practice in online education, as outlined in the following sections:

Curriculum and Instruction

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

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

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

Courses in the online program contain the same rigorous content as those delivered in traditional format for the existing graduate education programs. Assessment and evaluation standards are comparable in both modes of delivery.

A program shall result in learning outcomes appropriate to the rigor and breadth of the program.

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

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

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

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

Courses in the online program were developed by faculty experts in the discipline and approved by 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.

Role and Mission

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

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

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

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

Faculty Support

An institution shall provide for training for faculty who teach with the use of technology in a distance education format, including training in the learning management system and the pedagogy of distance education.

All faculty who are new to teaching online must complete the Quality Matters training prior to teaching their first online course. Returning faculty are encouraged to enroll in a more advanced Quality Matters training. Additionally, faculty may meet via Zoom or on campus with a trained instructional designer and multimedia specialist.

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

Goucher College has adopted the Quality Matters standards for online teaching and learning as criteria for design, development, and delivery of distance education courses. The adoption and use of these standards was approved by the Graduate Studies Committee at Goucher.

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

Goucher College provides all faculty teaching in the online environment equal access to Quality Matters training and workshops, as well as an instructional design team to support faculty in a one-on-one capacity.

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

Goucher offers online academic support services to online graduate students through their online Academic Studio through a link on each course site. Online library access is provided to students through the Goucher College library website, which is linked from all online course sites.

Students and Student Services

A distance education program shall provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

Students may register and pay for courses online, access their registration and financial aid information online, access their faculty and key staff online, seek advice and answers to academic and administrative questions online, access technology support online, and access all course materials and information online through the Canvas learning management system. Catalogs and university policy and requirements are all accessible online through the Goucher College website, and through all course sites. Courses are designed and developed using the Quality Matters rubric and standards for best practice in online course design and delivery.

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

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

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

Students are advised and counseled as part of and prior to enrollment in an online program on the requirements for learning online, including access to technology, technology skill levels, self-motivation and organization requirements, training in the learning management system and course site use, and information about accessing online student and academic support services. Students may also choose to complete an online “are you ready for online learning” tutorial as part of the online program enrollment process.

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

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

Commitment to Support

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

All course evaluations for online courses and programs contain specific questions for students to respond to that relate to the online teaching and learning environment. Faculty are required to complete Quality Matters training in design and delivery of online courses prior to teaching online for the first time. An additional “Improving Your Online Course” is also available for faculty who wish additional training for the online environment.

An institution shall demonstrate a commitment to ongoing support, both financial and technical, and to continuation of a program for a period sufficient to enable students to complete a degree or certificate.

All online programs are developed and delivered using the course design and review process in place at Goucher College for traditional face to face courses and programs that includes approval by the delivering department, review and approval by the graduate studies committee, and review and approval by the instructional design team, who use the Quality Matters review process for fully online courses. Part of the program design and delivery process includes approval of a budget that allocates resources and faculty to support the design and delivery of the program as well as a multi-year commitment to the program.

Evaluation and Assessment

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

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

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

An institution shall provide for assessment and documentation of student achievement of learning outcomes in a distance education program.

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

H. Adequacy of faculty resources.

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

Faculty

A half-time academic program director/faculty member (doctoral degree required) will be hired from existing resources to direct the implementation of and teach in the program following MHEC approval. Faculty for the courses proposed for this program are well qualified, doctoral-prepared, and established practitioners who will come from across multiple disciplines. Initial core faculty are listed below. Additional doctoral-prepared faculty will be hired after full build out of the proposed program. Initial core faculty will include:

Dr. Brian Coker, VP and Dean of Students, and Adjunct Assistant Professor (part-time). EPR6XX Education Law & Ethics; EPRXX Student Development.

Dr. La Jerne Cornish, Associate Provost, and Adjunct Assistant Professor (part-time). EPRXX Managing Diverse Populations; EPRXX Budget, Finance, and Resource Allocation

Dr. Kathryn Doherty, Associate Provost, and Adjunct Assistant Professor (part-time). EPR6XX, History, Philosophy, and Theory of Education; EPR6XX Program Evaluation and Assessment.

Dr. Shuang Liu, Senior Director for Institutional Effectiveness, and Adjunct Assistant Professor (part-time). EPRXX Research Methods & Practice; EPRXX Planning, Analysis, & Institutional Research.

I. Adequacy of library resources.

Goucher College is prepared to support this new master's program through its existing library holdings, through the Baltimore Area Library Consortium, and through other library agreements. The library has a dedicated staff member to manage all graduate programs, which would include the proposed new program. Services provided to graduate students include research instruction and assistance, online tutorials, interlibrary loan, and a digital repository for theses and capstone projects. An initial search of the library online catalog returned almost 1.6 million articles related to higher education policy and practice, including 772,840 peer-reviewed publications, as well as 605,919 electronic and printed books. Additional funding is allocated in the finance section of this proposal to purchase program-specific electronic resources through the library based on identification of special topics for student theses.

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

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

K. Adequacy of provisions for evaluation of the program.

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

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

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

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

The proposed program, and Goucher College, have a strong commitment to promoting diversity in both hiring practices and recruiting and admitting practices. Twenty-five percent of the current faculty of the new program identify as black, Hispanic, or indigenous. That number will increase as the program continues to attract and retain qualified faculty from diverse racial, socioeconomic, and geographical backgrounds. Scholarship funds will be available to attract economically diverse students, and the Welch Center has a diversity plan in place to increase participation of diverse students in fields that are still less diverse than other professions. In

addition, the fully online delivery of this program will also increase access for students across a broad geographic and demographic area.

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

If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources may be redistributed to this program.

This program is not related to an identified low productivity program.

N. Finance

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

TABLE 1: RESOURCES					
Resource Categories	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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/ Fee Rate	0	0	0	0	0
c) Total F/T Revenue (a x b)	0	0	0	0	0
d) # P/T Students	10	18	25	31	36
e) Credit Hr. Rate	\$600	\$600	\$600	\$600	\$600
f) Annual Credit Hr.	12	12	12	12	12
g) Total P/T Revenue (d x e x f)	\$72,000	\$129,600	\$180,000	\$232,200	\$259,000
3. Grants, contacts, & other external sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (add 1-4)	\$72,000	\$129,600	\$180,000	\$232,200	\$259,000

Table 1: Resources

- a. **Reallocated Funds**. No funds will be reallocated for this program.
- b. **Tuition and Fee Revenue**. All students will be part time and will complete a minimum of 6 credits per term, or 12 per year, at \$600 a credit.
- c. **Grants and Contracts**. We have not yet identified sources of funding in this category, though there may be opportunities we could pursue in the future. We do not plan to rely on grants or contracts to make the program viable.
- d. **Other Sources**. Each enrolled student will be charged a technology fee of \$125 in the fall and spring semesters.
- e. **Total Year**. Table 1 is a conservative estimate of expected revenues for the program for the first five years, based on past performance and current levels of support we are able to dedicate to this program.

TABLE 2: EXPENDITURES					
Expenditure Categories	2018	2019	2020	2021	2022
1. Faculty (b + c below)	33,882	50,470	76,014	84,629	86,591
a) # FTE	2	2	4	4	4
b) Total Salary	31,084	46,303	69,737	77,641	79,441
c) Total Benefits	2,798	4,167	6,276	6,988	7,150
2. Admin. Staff (b + c below)	0	47,788	48,744	49,719	50,713
a) # FTE	0	1	1	1	1
b) Total Salary	0	37,978	38,738	39,513	40,303
c) Total Benefits	0	9,810	10,006	10,206	10,410
3. Support staff	0	0	0	0	0
4. 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 Software, marketing, faculty development, and course development	\$20,000	\$20,000	\$20,000	\$10,000	\$10,000
8. TOTAL (add 1-7)	117,540	139,922	172,798	185,010	190,541

Table 2: Expenditures

- a. **Faculty (number of full-time employees with salary and benefits):** Faculty for the will come from Goucher's graduate adjunct faculty. Fringe benefits for adjunct faculty are calculated at a rate of .09 percent and covers FICA, Medicare, disability and workman's comp. This arrangement represents the incremental additional faculty costs

needed to support this new program.

- b. Administrative Staff.** Salary and benefits for one half-time academic director are captured in this category. Fringe benefits are calculated at 25.83 percent.
3. **Support Staff.** No additional support staff are required.
4. **Equipment.** There is no plan to add equipment for the delivery of this program.
5. **Library.** These funds are allocated for additional electronic resources to support students in their thesis research.
6. **New and/or Renovated Space.** No new space is needed for this program fully online program.
7. **Other Expenses.** Supplies, marketing, and other administrative expenses are included in this section of the budget.