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

Institution Submitting Proposal	Stevenson University

Each __action__ below requires a separate proposal and cover sheet.

- ◉ New Academic Program New
- ○ Area of Concentration New
- ○ Degree Level Approval New
- ○ Stand-Alone Certificate
- ○ Off Campus Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Department Proposing Program	Stevenson University Online		
Degree Level and Degree Type	Bachelor of Science		
Title of Proposed Program	Professional Studies		
Total Number of Credits	120		
Suggested Codes	HEGIS: 499901	CIP: 309999	
Program Modality	○ On-campus　　◉ Distance Education (*fully online*)　　○ Both		
Program Resources	◉ Using Existing Resources　　○ Requiring New Resources		
Projected Implementation Date	○ Fall　　◉ Spring　　○ Summer　　Year: 2019		
Provide Link to Most Recent Academic Catalog	URL: http://www.stevenson.edu/academics/catalog/		
Preferred Contact for this Proposal	Name:	Susan Gorman, Ph.D.	
	Title:	EVP Academic Affairs & Provost	
	Phone:	(443) 334-2205	
	Email:	sgorman@stevenson.edu	
President/Chief Executive	Type Name: Elliot Hirshman, Ph.D.		
	Signature: *Elliot H*　　Date: 7/34/18		
Approval/Endorsement by Governing Board	Type Name: Not required by COMAR		
	Signature:　　Date:		

Revised 5/15/18

1525 Greenspring Valley Road
Stevenson, Maryland 21153

30 July 2018

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, Maryland 21201

Dear Dr. Fielder:

On behalf of President Elliot Hirshman and Stevenson University, I am pleased to submit the enclosed proposal to add a Bachelor of Science degree program in **Professional Studies**. The proposal has been approved by all of the necessary internal constituencies at Stevenson University, including the Deans' Council, the Faculty Council, President Elliot Hirshman, and our Board of Trustees.

In compliance with MHEC's request, we are submitting this cover letter and the proposal as PDF attachments to an e-mail message. We have also submitted under separate cover the required filing fee in accordance with MHEC procedures.

Please contact me at 443-334-2205 or at sgorman@stevenson.edu if you have questions. Thank you for consideration of our proposal.

Sincerely,

Susan Thompson Gorman, Ph.D.
Executive Vice President and Provost
Office of Academic Affairs
Stevenson University
443-334-2205
sgorman@stevenson.edu

A. Centrality to Institutional Mission and Planning Priorities:

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

Program Description

Stevenson University is proposing a new <u>Bachelor of Science (BS) in Professional Studies</u>. This unique degree program is intended for adult learners seeking to complete a bachelor's degree and increase their competitiveness in the marketplace while maintaining professional and personal responsibilities. The program will be delivered online by Stevenson University Online (SUO), one of the University's seven schools, and leverage existing resources.

This unique interdisciplinary bachelor's degree in Professional Studies is designed to prepare professionals for the 21st century workplace. The curriculum is embedded with in-demand transferable skills employers seek. Students benefit from a core set of foundational courses that align well with all six learning goals and outcomes delineated in the Stevenson Educational Experience (SEE). Furthermore, the program aligns with the proficiencies delineated for bachelor's degree holders in the *Degree Qualifications Profile* (Lumina Foundation, 2018) and with career readiness competencies identified by the National Association of Colleges and Employers (NACE, 2018), including critical thinking/problem solving, oral/written communications, teamwork/collaboration, leadership, and ethics. The B.S. in Professional Studies is a rigorous yet flexible degree that will accommodate a wide range of individuals seeking to finish their college education.

Relationship to Institutional Approved Mission

University Mission: "Stevenson University is an innovative, coeducational, independent institution offering undergraduate and graduate students a career-focused education marked by individualized attention, civility, and respect for difference. The University blends the liberal arts with career exploration and planning, complementing a traditional education with applied learning beyond the classroom. The University meets students where they are and supports and challenges them to become reflective and accomplished individuals committed to a lifetime of learning and contribution. Students graduate with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world."

There is a strong relationship between the Professional Studies program and Stevenson University's longstanding mission and vision of career preparation. The program is aligned with knowledge and skills that employers seek. Further, it is well aligned with Stevenson University Online's Purpose Statement: "Stevenson University Online provides career-focused bachelor's, master's, and certificate programs in convenient sessions and formats to meet the needs of working adults. Engaged faculty and staff deliver one-on-one attention that embodies SUO's commitment to student success."

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

The Professional Studies degree is directly aligned with the University's strategic goals and is an institutional priority. This proposed program has received the full support of University stakeholders including, but not limited to, the President, the Provost, the Academic Affairs Committee of the Board of Trustees, Deans' Council, and Faculty Council.

In the 2014–2019 Strategic Plan for Stevenson University, approved by Board of Trustees in September 2014, the following four strategies are outlined:

Academic Affairs
The University will support faculty and students in their pursuit of academic excellence by integrating academics with experiential learning and career preparation, and by establishing a solid liberal arts foundation.

University
Stevenson is an innovative institution of higher education that will fulfill its mission, advance its vision, and integrate its values with the engaged support of its faculty, students, staff and others.

Student Life
The University will engage its community in creative, intellectual, social and athletic experiences, and it will foster a campus climate characterized by intellectual rigor, wellness, diversity, civility, and environmental consciousness, as well as self-awareness and national and global awareness.

Financial Resources
The University will enhance its financial resources by increasing revenues, aligning costs with strategic initiatives, identifying additional opportunities, and responding effectively to any associated challenges.

This program aligns with the Academic Affairs strategy to "support faculty and students in their pursuit of academic excellence by integrating academics with experiential learning and career preparation, and by establishing a solid liberal arts foundation." The creation of a Professional Studies degree will enhance current offerings by offering a degree that builds on the university's strong liberal arts foundation (SEE), that emphasizes career-readiness, and that maximizes students' transfer credits.

Stevenson University President Dr. Elliot Hirshman confirmed the pursuit of a degree-completion program in Professional Studies degree as an institutional priority with the release of the *University-Wide Initiatives 2017-2018*. In the Stevenson University Online section of the 2017-2018 Divisional Initiatives Academic Affairs Strategic Initiatives document, one of the stated initiatives is to "Stabilize Stevenson University Online" and one of the strategies is to "Develop and launch new program options (certificate and degree programs) to increase enrollment."

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

The BS in Professional Studies can be delivered with minimal additional expenses. The majority of courses are delivered by SUO in its existing undergraduate programs. While a percentage of the Program Coordinator's time and support staff time are being allocated to this new program, these individuals are already part of SUO and included in the current personnel budget. The additional new costs for delivering this program consist of any additional adjunct costs, development of two new courses, and computer equipment.

4. Provide a description of the institution's a commitment to:
   a) ongoing administrative, financial, and technical support of the proposed program

Because the majority of the curriculum is already developed and is being delivered by SUO in its existing undergraduate programs, ongoing administrative, financial, and technical support for the proposed program is already in place.

   b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

Stevenson University is committed to its online programs. Both financial and technical support has been continually provided since 2006 when the University offered its first distance education program. The level of support has steadily increased over the years. The University fully funds the Blackboard servers and routinely upgrades its programs and services in support of the online programs. The University moved to a SASS hosted model during 2017-2018. A dedicated Blackboard IT technician is identified and the instructional design team expanded its staff and scope of operation over the last three years. Student success coaches, advisers, and other staff members assist in re-enrollment and retention services to enable students to complete their program. Stevenson University fully anticipates continuation of this degree program well beyond the time for students to complete.

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

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

   a) The need for the advancement and evolution of knowledge

This program aligns with the need for professionals to advance their knowledge in 21st century skills. According to the Association of American Colleges & Universities (Hart Research Associates, 2015) the learning outcomes that employers rate as most important include "written and oral communication skills, teamwork skills, ethical decision-making, critical thinking, and the ability to apply knowledge in real-world settings. Indeed, most employers say that these cross-cutting skills are more important to an individual's success at their company than his or her undergraduate major" (p. 1). Additionally, the summary of

the survey of employers also stated, "Confirming findings from four previous national surveys extending back to 2006, employers overwhelmingly endorse broad learning and cross-cutting skills as the best preparation for long-term career success" (p. 1) When asked in the latest survey, only 15 percent chose field specific learning alone as the best preparation for long-term success." A degree in Professional Studies provides students with exactly the cross-cutting skills and knowledge most sought after by the business and nonprofit leaders surveyed.

In addition to flexible career options, students with an undergraduate degree in Professional Studies also will be well versed in communication theory, leadership, and writing. These academic skills make them ideal candidates for continuing their education in a graduate program and prepare them to succeed should they choose to continue their education in a program such as the M.S. in Business and Technology Management, the M.S. in Communication Studies, or the M.A. in Community-Based Education and Leadership offered at Stevenson University.

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

The interdisciplinary nature of the proposed BS in Professional Studies enables students to maximize transfer credits from regionally accredited institutions and develop a clear, timely, and affordable pathway to graduation. Offered fully online with six starts a year and a complement of online student support resources, the degree expands educational opportunities to adult learners that may otherwise have limited options.

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

While Stevenson University is not a HBI, this degree presents opportunities to attract a wide audience of adult learners who seek an affordable and timely path to bachelor's degree completion.

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

Goal 1: Access
In an effort to ensure equitable access to affordable and quality postsecondary education for all Maryland residents, the University's mission is to "meet students where they are." This foundational value of Stevenson University means that the institution has a long standing tradition of accepting, supporting, and celebrating students from all backgrounds and all levels of preparation. Historically, the enrollment at Stevenson University (and SUO) has been largely populated by students from Maryland.

As proposed, a degree in Professional Studies at Stevenson University allows for 50+ credits of elective coursework. This provides students who have changed their major, attended several institutions, or have military training to transfer a generous number of credits and provides students who do not transfer the maximum number of credits with opportunity to add

knowledge in an area or discipline they are passionate about and/or that could give them skills unique to their desired career.

Goal 2: Success

Stevenson University prides itself on its reputation for providing a career focused education in a supportive community centered on student success. Students in the Professional Studies program will complete a curriculum that is embedded with in-demand transferable skills 21st century employers seek in employees. Students will benefit from having access to and support of a student success coach, a program coordinator, several full-time faculty, and scholar-practitioner part-time faculty members with advanced degrees in professional fields. Lastly, the program will be delivered in 8-week, online courses. Taken together, this provides a clear and fast pathway to graduation.

Goal 3: Innovation

Professional Studies students will benefit from the programing and support that is in place for the existing undergraduate programs, and can, with its flexibility in programming, provide the opportunity to develop partnerships with community colleges and regional corporations to offer students clear paths to degree completion. The ability of Professional Studies students to take additional credits outside the program allows for students to take risks and explore new topics, create innovative connections in their learning, and earn additional credentials with an academic or professional minor.

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

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.

The B.S. in Professional Studies is designed to be relevant to employees in many industries who need middle skills. The following industries are especially good fits for graduates of this program: financial services, health care, human resources, insurance, and retail. Sections 2 and 3 below provide additional details.

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

According to an Insidehighered.com article (Lederman, 2014), credentialing has shifted over time and now a bachelor's degree is required for positions that formerly did not require one. Burning Glass, a software company that provides labor market analytics, confirms that this trend called up credentialing is real. According to Lederman (2014), "In many fields and for many positions—insurance claims clerks, executive secretaries, many human resources roles, and the people who supervise mechanics and installers—employers are growing much more inclined to try to replace workers who do not have bachelor's degrees with employees who do" (para. 4).

The table below delineates the number of job postings in 2013 for middle skills occupations, the percent of postings requiring a bachelor's degree, the percent of job holders with a bachelor's degree, and the credentials gap between the two. According to Lederman (2014), the gap was 25 percent or more in some broad fields and significantly higher for some individual jobs.

CREDENTIAL GAP BY MIDDLE SKILLS OCCUPATIONAL FAMILY

Occupational Family (+ Top Titles)	Credentials Gap	%Job Holders with BA+ (Source: American Community Survey)	% Postings Requiring Bachelor's Degree (Source: Burning Glass)	2013 Job Postings in Middle Skills Occupations (Source: Burning Glass)
Management - *Production Supervisors* - *Transportation, Storage, and Distribution Managers*	26%	42%	68%	710,652
Office and Administrative Services - *Executive Secretaries and Executive Assistants* - *Insurance Claims Clerks*	25%	20%	45%	865,134
Business and Financial Operations - *Employment, Recruitment, and Placement Specialists* - *Training and Development Specialists*	21%	51%	72%	535,921
Computer and Mathematical - *Computer User Support Specialists* - *Computer Network Support Specialists*	21%	39%	60%	226,240
Sales and Related - *Wholesale and Manufacturing Sales Representatives* - *Supervisors of Retail Sales Workers*	13%	43%	56%	1,391,113
Architecture and Engineering - *Electrical and Electronic Engineering Technicians* - *Mechanical Drafters*	10%	26%	36%	73,431
Healthcare Practitioners - *Registered Nurses* - *Radiologic Technologists*	0%	33%	33%	888,539

Source: Lederman, 2014

Of the Occupational Families listed in the table above, Management, Office and Administrative Services, Business and Financial Operations, and Sales and Related align with the proposed degree in Professional Studies. Prospective Professional Studies students will have other job titles as well, but the job titles in the table above provide a good sample. The table below provides selected data from the Maryland Long Term Occupational Projections (2014-2014) for job titles similar to those in the Lederman (2014) article:

Selected Data from the Maryland Long Term Occupational Projections (2014-2024)

Occupational Title	Employment 2014	Projected 2024	Percent change
Business Operations Specialists	112,082	134,805	20.27%
Compensation, Benefits, and Job Analysis Specialists	2,343	2,733	16.65%
Executive Secretaries and Executive Assistants	12,946	13,744	6.16%
First-line Supervisors of Non-Retail Sales Workers	4,637	5,143	10.91%
First-line Supervisors of Office and Administrative	39,354	45,867	16.55%
First-line Supervisors of Personal Services Workers	4,363	5,529	26.72%
First-line Supervisors of Retail Sales Workers	25,079	27,693	10.42%
Insurance Claims and Policy Processing Clerks	2,820	3,103	10.04%
Sales Representatives, Wholesale and Manufacturing	21,587	23,737	9.96%
Training and Development Specialists	8,655	11,183	29.21%
Transportation, Storage, and Distribution Managers	1,386	1,567	13.06%

3. 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.

According to the Bureau of Labor Statistics data (Occupational Outlook Handbook), the employment outlook for the above job titles is good with at or above growth expected from 2016-2026.

Bureau of Labor Statistics, Occupational Outlook Handbook Employment Projections

Occupational Title	Growth Rate
Business Operations Specialists	9%
Compensation, Benefits, and Job Analysis Specialists	9%
First-line Supervisors of Non-Retail Sales Workers	5%
First-line Supervisors of Office and Administrative	3%
First-line Supervisors of Personal Services Workers	15%
First-line Supervisors of Retail Sales Workers	4%
Insurance Claims and Policy Processing Clerks	Not available
Sales Representatives, Wholesale and Manufacturing	5%
Training and Development Specialists	11%
Transportation, Storage, and Distribution Managers	5%-9% (onetonline.org)

Provide data showing the current and projected supply of prospective graduates.

Projected Professional Studies Enrollments, 2018–2023

Program	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
Professional Studies	15	25	30	35	40

Based on these projections, the estimated number of potential graduates from the program are as follows:

Projected Professional Studies Graduates, 2019–2024

Program	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Professional Studies	0	0	9	20	29

D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

No institutions of higher education in Maryland offer a B.S. in Professional Studies. The closest undergraduate programs in Maryland are offered at the following institutions:

Institution	Degree	Major	Brief Description and How Stevenson's Program Differs
Frostburg State University	BA or BS	Liberal Studies	According to the website, "Liberal Studies is an integrative, self-designed major. Students in the program choose courses to build an area of expertise (minimum of 27 credit hours), called a focus. All students in the program also select another 21 credit hours of courses that must be distributed across the various disciplines of the arts and sciences." There is reference to students being able to take advantage of online offerings; however, they are only in selected fields and there is no indication that any programs can be completed entirely online. Stevenson's proposed program differs in three ways: 1. Students take a prescribed curriculum offered in accelerated 8-week sessions that provides students with a clear and fast pathway to graduation. 2. The prescribed curriculum is embedded with competencies employers seek in employees; therefore students are guaranteed to graduate with in-demand transferable skills. 3. The proposed program can be completed entirely online. Therefore, Stevenson is not duplicating or competing with Frostburg.

Institution	Degree	Major	Brief Description and How Stevenson's Program Differs
Notre Dame of MD University	BA	Liberal Arts	Program description indicates that students can "build the skills and knowledge needed to meet your educational and career goals, without the boundaries of other degree programs." Students complete a primary area of emphasis of 7 courses plus a supporting area of emphasis of 5 courses. Stevenson's proposed program differs in three ways: 1. Students take a prescribed curriculum offered in accelerated 8-week sessions that provides students with a clear and fast pathway to graduation. 2. The prescribed curriculum is embedded with competencies employers seek in employees; therefore students are guaranteed to graduate with in-demand transferable skills. 3. Although NDMU's program can be completed online, the concentrations are in the liberal arts and there is no guarantee that students will select courses that align with the competencies employers seek in employees.
University of Maryland Eastern Shore	BGS	General Studies	The program "permits the students to experience a broad liberal arts background with a high degree of competency in a selected area of concentrated study. Declared concentrations may be taken in all areas in which there are other traditional majors except education, business, and rehabilitation services." Individualized with required concentration (27 credits). No undergraduate programs are offered online. Stevenson's proposed program differs in three ways: 1. Students take a prescribed curriculum offered in accelerated 8-week sessions that provides students with a clear and fast pathway to graduation. 2. The prescribed curriculum is embedded with competencies employers seek in employees; therefore students are guaranteed to graduate with in-demand transferable skills. 3. The proposed program can be completed entirely online. Therefore, Stevenson is not duplicating or competing with UMES.

2. Provide justification for the proposed program.

The purpose of the B.S. in Professional Studies is to provide working professionals with a degree completion program curriculum that is embedded with in-demand transferable skills 21st century employers seek in employees, offered in a supportive and engaging environment, and delivered in a manner that provides a clear, timely, and affordable pathway to graduation. This purpose aligns with the SUO Purpose Statement: "Stevenson University Online provides career-focused bachelor's, master's, and certificate programs in convenient sessions and formats to meet the needs of working adults. Engaged faculty and staff deliver one-on-one attention that embodies SUO's commitment to student success."

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

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

The proposed program is expected to have no impact on Maryland HBIs as there is no program duplication.

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

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

The proposed program is not expected to have any impact on the uniqueness, institutional identity, or mission of HBIs as there is no program duplication.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

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

With a charge from the university's president, a workgroup comprised of three academic administrators and a staff member conducted research to assess the market for a degree-completion program for working professionals. This program would be a first for Stevenson in that previously the university simply took existing programs and delivered them to adults in a hybrid or online format, a model that has many challenges. The workgroup noticed that a few colleges and universities in Maryland offered degree-completion programs for working professionals in general studies or liberal studies, but that no institutions in Maryland offered an undergraduate degree-completion program in professional studies, despite the fact that a number of reputable institutions outside Maryland offer degree-completion programs in professional studies that target working professionals. Recognizing the demand for undergraduate degrees delineated in the demand section of this document as well as the lack of duplication within Maryland yet not wanting to enter the crowded online general studies and liberal studies spaces (internal and external to Maryland), and wanting to stay close to the Stevenson University Online's purpose statement and value propositions, the workgroup decided that a degree in professional studies made the most sense. The workgroup also decided that, rather than requiring students to select an area of concentration, the curriculum should be

created with transferable, in demand skills that virtually any employer would value. To this end, the curriculum aligns with most of the career readiness competencies identified by the National Association of Colleges and Employers (NACE, 2018), such as critical thinking/problem solving, oral/written communications, teamwork/collaboration, leadership, and ethics.

The program will be overseen by a full-time academic administrator who has a B.S. in Organizational Management, an MBA, and a Ph.D. in Organizational Leadership. This administrator, who will teach in the program, will oversee the curriculum, the development and delivery of online courses, and the hiring, scheduling, supervising, and development of faculty. In addition, scholar-practitioner adjunct faculty will assist with program oversight by participating in course development/redevelopment as well as participating in program assessment activities.

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

Educational Objective:

The educational objective of the proposed B.S. in Professional Studies degree is to meet the demand for college graduates with career readiness competencies such as critical thinking, problem solving, oral and written communication, teamwork, collaboration, leadership, and ethics.

Learning Outcomes:
Upon successful completion of this program, graduates will:

1. Communicate in written, oral, and multimedia modes as appropriate to professional contexts and audiences;
2. Use digital texts and tools for productivity in professional settings;
3. Evaluate multiple information resources in projects, papers, and presentations;
4. Analyze key ethical issues in human conduct scenarios in professional settings;
5. Assess an organization's strengths and areas for improvement using organizational communication and creative leadership theories and frameworks.

3. Explain how the institution will:

   a) provide for assessment of student achievement of learning outcomes in the program

Assessment and documentation of student achievement of learning outcomes will occur throughout the distance education programs. Each course syllabus will clearly identify the desired course objectives for students. Specifically, a course alignment map either already exists or will be created that delineates how each module objective aligns with course objectives, learning activities, and graded assessments. Course alignment maps are carefully reviewed to ensure that each course objective is met in at least one module, ensuring that all course objectives are assessed. In addition, all assignments are must be mapped to at least one course objective. Most graded assignment will be scored using a rubric to determine if the student has demonstrated proficiency with the related objective.

b)   document student achievement of learning outcomes in the program

All students will complete a portfolio that demonstrates mastery of all program outcomes across all courses in the program. This will take place during the capstone course of the program. The portfolio will be assessed using a rubric that will be scored. Data will be collected and analyzed, and improvements to the program will be made, as necessary, based on the data that is collected.

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

Requirements
The courses listed below are required for completion of the bachelor's degree in Professional Studies. Students must also complete the requirements for the Stevenson Educational Experience (SEE). Prerequisites for each course are listed in the course descriptions.

Required Courses

Stevenson Educational Experience	**35 cr.**

Professional Studies Core   **21 cr.**
GPS 200   Adult Learning Theory & Practice (WI) (3 cr.)
CM 205   Communication Ethics (CI & HUM) (3 cr.)
CM 390   Organizational Communication (3 cr.)
IS 260   Presentation Theory and Application (3 cr.)
MGT 210   Business Writing (WI) (3 cr.)
PRST 310   Creative Leadership (3 cr.)
PRST 495   Professional Studies Capstone (WI) (3 cr.)

Professional Electives (upper level)	**9 cr.**
General Electives	**55 cr.**
Total	**120 cr.**

Course Descriptions:

Professional Studies Core (21 credits)

CM 205 Communication Ethics
3 credits
Introduces students to the field of communication ethics. Students will critically analyze how ethics and communication intersect in contemporary public issues. Communication ethics, as a response and responsibility in all interactions, will be stressed. The course will identify the questions that ethical communication raises as a starting point for practical decision-making.
Prerequisite: None
SEE Certification: Communication Intensive and Humanities

CM 390 Organizational Communication

3 credits

Explores the connections between organizations and communication. Organizational communication will be introduced to students at philosophical, theoretical, and practical levels through discussions, papers, oral presentations, and group projects. Topics to be covered include, but are not limited to, supervisor-employee communication, networks, leadership, power, organizational cultures, and diversity in organizational processes.

Prerequisite: None

GPS 200 Adult Learning Theory & Practice

3 credits

Examines the way in which perceptions of the human experience influence life choices. Students will critically analyze theories of adult learning, behavioral changes, goal setting, and self-efficacy through the investigation of language and texts. Ethical and moral reflections will be exhibited through journals, discussions and debates. The course focuses on thinking critically, learning to learn, managing stress, planning time, conducting research, writing effectively, and evaluating language and texts. A scholarly research paper will be completed. The course prepares learners for the rigor of academia and increases their confidence that they can be successful.

Prerequisite: ENG 152

SEE Certification: Writing Intensive.

IS 260 Presentation Theory and Application

3 credits

Covers the design of effective and dynamic audio and visual presentations, examining both theoretical and practical aspects of audio and visual presentations. Students will focus on presentations for business and technical reports using multimedia presentation software as the primary tool. Students will have several opportunities to hone and demonstrate their presentation skills through a series of practical assignments. A capstone presentation will also be required.

Prerequisite: None

MGT 210 Business Writing

3 credits

Focuses on the purposes, principles, and techniques of business writing. The course provides students with a review of the basics in writing while using a variety of operational workplace writing exercises. Students will apply advanced critical thinking ability and analytical competencies to develop overall writing ability.

Prerequisite: A grade of "C" or better in ENG 152 or equivalent

SEE Certification: Writing Intensive

PRST 310 Creative Leadership (new development)

3 credits

Covers creativity concepts as they relate to leadership. Topics covered include thinking tools for leaders, creative problem solving as a framework for creative leadership, leading people with different creativity styles, and building a creative organizational culture.
Prerequisite: None

PRST 495 Professional Studies Capstone (new development)
3 credits
Provides opportunities for students to demonstrate mastery of program objectives via completion of an organizational audit and creation of a culminating reflective portfolio which will include reflection on signature assignments, an organizational audit or other creative contribution, and future directions.
Prerequisite: CM 205, CM 390, GPS 200, IS 260, MGT 210, PRST 310, senior standing
SEE Certification: Writing Intensive

Professional Electives (9 credits, upper level)*
*Prerequisites not met via the Professional Studies Core can be met via General Electives.

CM 310 Conflict Resolution and Negotiation
3 credits
Focuses on conflict as inevitable and mainly productive. Students will examine definitions of conflict and develop knowledge and skills to recognize and manage conflict. Through theory, case studies, and practice, students will be given the opportunity to understand conflict in various contexts, for example, within themselves, in relationships, and in organizations.
Prerequisite: A grade of C or better in CM 101 and prior CM courses.

CM 323 Writing for the Web
3 credits
Develops skills in writing for online media, with a focus on the Internet's non-linear, visual, and collaborative possibilities. Students analyze a variety of web texts, learn the basic steps of developing a target audience, and produce personal, expository, and collaborative texts tailored to specific areas of interest through the development of a consistent voice and style.
Prerequisite: A 200-level WI course
SEE Certification: Writing Intensive

INBUS 315 International Business Management
3 credits
Examines international business activities and how business and management decisions are affected by international politics, treaties, and agreements. This course also discusses differences in customs and ethics, changes in monetary exchange rates, uses of foreign labor, and effects of natural events on management decisions.
Prerequisite: A grade of C or better in MGT 204 and MKT 206.

INBUS 470 International Business Law
3 credits

Examines various aspects of international business law, including multinational enterprises, trade in goods, services and labor, money and banking, foreign investment, sales, intellectual property, transportation, financing, taxation, environmental protection, and dispute resolution. Prerequisite: A grade of C or better in LAW 130 and LAW 210 (for Legal Studies majors) or LAW 208 or LAW 308 (for business and accounting majors) and senior status.

IS 301 Principles of E-Commerce
3 credits
Introduces students to various technologies, applications, and issues associated with electronic commerce. There is a focus on understanding how organizations can adopt and integrate e-commerce in pursuit of organizational goals and to gain competitive advantage. Students learn about the background and history of e-commerce, e-commerce business models, online security and payment systems, e-marketing, online retailing and services, and the ethical, social, and political issues in e-commerce. Students will also conceptualize and create a basic business-focused website using popular free and low cost web design tools.
Prerequisite: A grade of C or better in IS 201.

IS 361 E-Collaboration and Social Networking
3 credits
Examines various technologies, applications, and issues associated with electronic collaboration and social networking. There is a focus on understanding how organizations can adopt and integrate e-collaboration and social networking in pursuit of internal and external organizational goals and to gain competitive advantage. Students learn about the background and history of e-collaboration and social networking, cloud computing, social computing, electronic word-of-mouth, viral marketing, and the ethical, personal, organizational, and political issues in e-collaboration and social networking. Students will also conceptualize and create a business-focused social network using free and low-cost web-based applications.
Prerequisite: A grade of C or better in IS 301.

IS 365 Writing for IS Applications
3 credits
Focuses on effective writing of deliverables typical in the information systems profession. A major theme will be crafting messages with technical content for a non-technical audience. Students will practice developing communications products that they will encounter in their careers, such as instruction manuals, project proposals, managerial briefings, and IT policies.
Prerequisite: MGT 210.

IS 386 E-Commerce Business Solutions
3 credits
Surveys the most common technologies employed to electronically link businesses with their partners, suppliers, distributors and customers. Supply Chain Management (SCM), Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), Electronic Payment Systems and other Business to Business (B2B) systems will be surveyed and compared.
Prerequisite: A grade of C or better in IS 301.

IS 481 Project & Knowledge Management

3 credits
Enhances the knowledge, skills, and tools required to deliver projects on time and within budget. Students will explore the reasons for failed projects, the competencies of successful project managers, the functions all project managers perform, the tools project managers use to keep projects on time and within budget, and the project management life cycle.
Prerequisite: Senior status, a grade of C or better in IS 140, IS 170, and at least two IS courses from upper level electives.

LAW 380 Mediation & Negotiation
3 credits
Studies the role of mediation in resolving conflicts. This course includes an introduction to the skills and procedures needed to settle disputes and an examination of the dimensions and benefits of mediation and its use within the field of alternative dispute resolution.
Prerequisite: A grade of C or better in ENG 151.

MGT 310 Organizational Behavior
3 credits
Examines human resource problems and the integration of management theory and behavioral concepts as they relate to modern organizations. Topics discussed include leadership and motivation, job satisfaction, conflict resolution, power and politics, group dynamics, and managerial skills.
Prerequisite(s): A grade of "C" or better in MGT 204 or HSR 340

MGT 408 Human Resource Management
(proposed course number change to MGT 318 in process)
3 credits
Examines human resource management and the role of line managers and HR professionals in recruiting, developing, and retaining a competent work force. Discussion will also include job analysis and design, human resource planning, compensation, benefits, labor relations, equal opportunity employment laws, work force diversity, and global competitiveness.
Prerequisite: A grade of C or better in MGT 310 or HSR 340.

MGT 413 Project Management
3 credits
Examines the tools and techniques necessary to manage resources to meet project objectives. Topics include project scheduling, time-cost tradeoffs, budgeting, cost control, and project monitoring, as well as project organization, team development, and risk management.
Prerequisite: A grade of C or better in MGT 313 and ACC 141.

MGT 422 Strategic Management
3 credits
Develops the ability to recognize, analyze, and define problems within and outside organizations, to identify management choices, and to implement appropriate action. This course stresses assessment of the short and long-term implications of taking certain actions.
Prerequisite: A grade of "C" or better in MGT 204.

MKT 315 Sports Marketing
3 credits
Examines the application of marketing strategy and activity to a sports enterprise setting, including leagues, teams, events, and individuals. Topics include the impact of external, uncontrollable environments; the application of targeting and product and branding; event pricing and distribution strategies; and the use of appropriate, effective promotion tools. Prerequisite: A grade of C or better in MKT 206.

MKT 316 Principles of Negotiation and Sales
3 credits
Examines the concepts, applications, and interrelationships involved in the process of negotiation. The course will also examine the wide range of negotiations in contemporary life and the evolution of the role of sales to that of technical problem-solving and advising. The issue of ethics and ethical behavior in negotiation and sales will be a perspective in all discussions. Prerequisite(s): A grade of "C" or better in MGT 204 and MKT 206

MKT 410 Strategic Marketing Cases
3 credits
Develops the student's ability to identify, analyze, and resolve marketing problems using the case analysis method. Topics include target market selection, new product introduction, use of research, branding and promotion activity, and financial implications of alternatives under consideration.
Prerequisite: A grade of C or better in MKT 206 plus one additional MKT course.

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

All bachelor's degree-seeking students must complete the liberal arts and sciences distribution requirement of 37-39 credits in each of four areas: humanities, science and mathematics, social sciences, and fine arts in addition to 15 credits of writing and communication coursework as outlined in the University catalog:
(http://www.stevenson.edu/academics/catalog/documents/undergraduate-catalog-2017.pdf, pp. 46-47 or http://stevenson.smartcatalogiq.com/en/2016-2017/Undergraduate-Catalog/Academic-Information/University-Degree-Requirements/The-Stevenson-Educational-Experience-Requirements-for-Bachelor-s-Degrees).

Students will be required to fulfill the general education requirements of the University, but it is anticipated that many will transfer some, if not all, general education requirements from their community college. Trained SUO transfer personnel will evaluate each applicant's transcript for fulfillment of the Stevenson requirements or equivalent before enrollment, and the program coordinator/advisor will assist each student in meeting the general education requirements before graduation.

Three required program courses, GPS 200 Adult Learning Theory & Practice, MGT 210 Business Writing and PRST 495 Professional Studies Capstone are certified as satisfying the Writing

Intensive requirements of the general education program. An additional required course, CM 205 Communication Ethics, satisfies both Communication Intensive and Humanities requirements of the general education program.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

   N/A

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

   N/A

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

   As this program is in the proposal stage, specific evidence is not available directly for this program. However, the University will provide similar resources to students in the Professional Studies as it does for other programs. Hence, evidence is provided for existing programs, which demonstrates standard practices by Stevenson University.

   Information regarding curriculum and degree requirements is provided to students via the catalog and degree audit for their academic year. The degree audit is individualized and requires secure login. The current and previous SUO catalogs are published on the following web site:

   http://www.stevenson.edu/academics/catalog/

   The nature of faculty/student interaction is addressed in a few places: in the "Course Information" and "Discussion Boards" tutorials on SUO's "Online Learning" web page (http://www.stevenson.edu/online/about-us/online-learning/), in a document called "SUO Student Expectations, which is published on the "Current Student Resources" web page (http://www.stevenson.edu/online/about-us/current-student-resources/) and the "Accepted Student Resources" web page (http://www.stevenson.edu/online/about-us/accepted-student-resources/index.html), and in GPS 100 New Student Orientation (requires login).

   Assumptions about technology competence and skills, technical equipment requirements, and the learning management system (Blackboard) can be found on the "Current Student Resources" web page (http://www.stevenson.edu/online/about-us/current-student-resources/) and the "Accepted Student Resources" web page

(http://www.stevenson.edu/online/about-us/accepted-student-resources/index.html),
and in GPS 100 New Student Orientation (requires login).

Information about availability of academic support services, financial aid resources, costs, and payment policies can be found on the following web pages:

Availability of academic support services:
On the "Current Student Resources" web page (http://www.stevenson.edu/online/about-us/current-student-resources/), there is a section called "Academic Support" that contains links to the following sources of academic support for students:
- Atomic Learning (http://www.stevenson.edu/online/about-us/documents/_documents/SUO_AccessingAtomicLearning.pdf)
- Library (https://stevenson.libguides.com/stevensonlibrary)
- Library Tutorial (https://apps.stevenson.edu/library/tutorials/LibraryResources/SULibraryResourcesOverview.htm)
- Smarthinking (http://www.stevenson.edu/online/about-us/documents/_documents/SUO_SmartThinking.pdf)

Financial aid resources:
> http://www.stevenson.edu/online/admissions-aid/financial-aid/

> http://www.stevenson.edu/online/admissions-aid/financial-aid/policies-resources/index.html

Costs:
> All program web pages include a tab called "Admissions/Costs", which delineates tuition information. Below is a link to the web page for the undergraduate program in business administration as an example of a typical program page:
> http://www.stevenson.edu/online/academics/online-undergraduate-programs/business-administration/index.html

Payment policies and Payment Plan:
> http://www.stevenson.edu/about/campus-services/student-accounts/

> https://stevenson.afford.com/

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

The SUO home page has five majors sections. Two of these sections, Admissions & Aid and Academic, contain advertising, recruiting, and admissions content. For example, the Admissions and Aid web page (http://www.stevenson.edu/online/admissions-aid/) provides prospective students with starts dates for the next session, and information about admissions requirements, transferring, financial aid, veterans. In addition, there is a form on the right side of the page where students can request information. This page applies to all programs offered by SUO.

In addition, under Academics (http://www.stevenson.edu/online/academics/) all program web pages have four sections that contain information that is of interest to prospective students: program overview, admissions/tuition, faculty, and program requirements. Below is a link to the web page for the undergraduate program in business administration as an example of a typical program page:

http://www.stevenson.edu/online/academics/online-undergraduate-programs/business-administration/index.html

All printed materials are consistent with electronic publications.

Finally, all electronic and printed materials are reviewed for accuracy regularly (at least twice a year).

H. Adequacy of Articulation

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

This is not applicable at this time.

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

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

The program will be overseen by a full-time academic administrator who has a B.S. in Organizational Management, an MBA, and a Ph.D. in Organizational Leadership. This administrator, who will teach in the program, will oversee the curriculum, program assessment activities, the development and delivery of online courses, and the hiring, scheduling, supervising, and development of faculty. Moreover, the program will be supported by five additional full-time faculty, with advanced degrees in business, communication, or information systems. Full-time faculty will be complemented by a cadre of scholar-practitioner part-time faculty with credentials in business, communication, and information systems, supporting both core courses and professional electives as needed. In keeping with Stevenson University's mission to provide a distinctive career-focused and personalized environment for its students, these scholar-practitioner faculty have solid academic credentials but continue to work in their respective fields providing a continuous infusion of current workplace knowledge into the classroom. This model provides students with a learning experience that is practical and relevant to today's workplace. The program will draw on the full-time and part-time scholar-practitioner faculty listed in the table below.

Summary of Current Stevenson University Faculty with credentials to teach the Professional Studies Core Courses and Professional Electives

Name	Academic Degree/Field	Academic Title/Rank	Status	Courses
Ann M. Solan	BS, MBA, PhD, Organizational Leadership	Program Coordinator and Assistant Professor, Business Programs, Stevenson University Online (SUO)	Full-time, Admin	CM 390, GPS200, MGT210, MGT310, PRST310, PRST495
Alan Carswell	BS, MBA, PhD	Chair and Professor, Information Systems	Full-time	IS365
Steven Engorn	BS, MBA	Program Coordinator and Assistant Professor, Business and Technology Management	Full-time	IS260; IS365
Alan Foote	BA, MBA, PhD	Assistant Professor, Information Systems	Full-time	IS386, IS481
Sidas Saulynas	BA, BS, MS	Assistant Professor, Information Systems	Full-time	IS301
Nadene Vevea	BA, MA, PhD, Communication	Associate Dean and Associate Professor, Communication Programs	Full-time	CM205, CM323, CM390
Lawrence Baird	MBA	Adjunct Professor Business Administration, SUO	Part-time	MKT316, MKT410
Andrew Cook	DBA, Human Resource Management	Adjunct Instructor, SUO	Part-time	MGT408
Jeff Dudley	MS, Education, Curriculum, & Instruction	Adjunct Instructor, Marketing, SUO	Part-time	MKT315
Hilda Dunkwu	PhD, Conflict Analysis and Resolution	Adjunct Professor, Legal Studies, SUO	Part-time	CM310, LAW380
Dean Horvath	MS, Professional Writing	Adjunct Professor, Management and English, SUO	Part-time	MGT210; IS260
Jerome Lindauer	MBA	Adjunct Instructor, Management, SUO	Part-time	MGT422
William Tawes	MS, Advanced Information Technologies	Adjunct Instructor, Business Administration, SUO	Part-time	MGT313 MGT413

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:
    a) Pedagogy that meets the needs of the students

Faculty adhere to Quality Matters standards and to principles of best practice which include the following: (1) providing clear guidelines for student-to-student and student-to-faculty interaction; (2) creating well designed discussion assignments that facilitate meaningful dialogue among students; (3) developing student assessments which include project-based assignments to facilitate critical thinking in addition to tests and quizzes; (4) providing timely feedback; (5) providing regularly distributed deadlines to encourage course/program completion; (6) communicating high expectations; and (7) facilitating student participation in selection of project and paper topics. Courses are regularly reviewed to ensure that they are meeting these standards.

    b) The learning management system

All faculty have access to the training opportunities routinely provided by the instructional design staff of SUO. The schedule for faculty professional development includes training in the use of available technologies for enhancing online and face-to-face instruction and use of Blackboard at both a beginner and advanced level. Individual appointments with instructions design staff are also encouraged. The SUO instructional design team offers professional development seminars for faculty related to andragogy and the best practices for teaching adult students and SUO maintains a faculty professional development website for faculty to access webinars and virtual trainings asynchronously. Once a semester, faculty meetings are held using a virtual meeting software BlueJeans and recordings of the meetings are posted and made available for faculty. Additionally, the instructional design team maintains a faculty resources website with links to webinars and other resources related to instructional methods and technology and best practices for using the LMS.

    c) Evidenced-based best practices for distance education, if distance education is offered.

Faculty are provided support specifically related to teaching in a distance education format throughout their entire time of teaching for Stevenson University. As noted above, prior to teaching a distance education course, faculty are required to participate in an online faculty development course. In addition, faculty attend twice annual meetings which are held virtually to accommodate faculty who live out-of-state or are otherwise unable to come to campus.

Continuing professional development workshops from a variety of local and national organizations are made available to the faculty to improve their teaching effectiveness in an online environment. Sessions are a mix of synchronous and asynchronous and are made available on the SUO Faculty Development site and on the Faculty Resources site in Blackboard. Workshop topics have included the following: (1) Introduction to Blackboard; (2) Advanced Blackboard Training; (3) Use of the Grade Center; (4) Facilitating Discussions; (5) How Interaction Aids Learning; (6) Developing Accelerated Online Courses; (7) Best Practices in Accelerating Courses; (8) Available Technologies to Facilitate Online Learning;

(9) Teaching a Course You Did Not Develop; and (10) Working with Master Courses. Each workshop is evaluated.

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

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. **If the program is to be implemented within existing institutional resources**, include a supportive statement by the President for library resources to meet the program's needs.

Library resources at Stevenson University are available through the library's webpage at stevensonlibrary.org and at three convenient campus locations: Greenspring, Owings Mills and the Learning Commons, also at Owings Mills. The main Stevenson University Library physical collection is maintained at the Greenspring campus location. In addition to print books, videos and other materials at Greenspring, students enjoy access to many specialized databases, featuring the full text of electronic journals, magazines, books, newspapers, and more. A few of the databases to which the Stevenson University Library subscribes include Artstor, SciFinder, Lexis-Nexis Academic, Business Source Complete, The Baltimore Sun, and Science Direct. Approximately 70,000 full text magazines, journals, and newspapers are available, as well as over 200,000 eBooks forming a significant academic resource for students. All are searchable from home or office. The OneSearch tool, available from the Library website, enables researchers to easily find books, articles and more through a single search box.

Stevenson University researchers also have access to books, videos and articles through the library's interlibrary loan services and membership in the BREILL Consortium which, in partnership with other Baltimore-area libraries, allows quick turnaround of materials using a daily courier service.

Knowledgeable and friendly library staff members assist Stevenson University students to identify and locate vetted resources appropriate for their assignments. Reference and research help are available in person, by phone, and electronically via text, chat and email. Through AskUsNow, Stevenson students have live chat access to a librarian 24 hours a day, seven days a week.

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

13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

   a) An institutional electronic mailing system, and

All full-time and part-time faculty are issued a secure Stevenson.edu email account upon hire or re-hire. In addition, all new students are issued a secure Stevenson.edu email account upon admission. All Stevenson faculty, staff, and students are expected to use their secure university email account to conduct university business and are expected to check the account regularly.

b)   A learning management system that provides the necessary technological support for distance education

The University maintains Blackboard as its course management system in support of both traditional and online courses. Every faculty has access to Blackboard and uses it at minimum for the loading of syllabi and course/section schedules. Most faculty also use Blackboard to post specific assignments and provide grading feedback.

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

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

Rationale

Enrollment projections are based on an assumption that the Professional Studies degree would minimally lead to new student enrollments similar to that of other Stevenson University Online's (SUO) adult programs. Enrollment data for the business administration and interdisciplinary students programs is most comparable for enrollment projections based on the fact that students in these programs have similar desire to complete their degree (a similar target market).

The expected enrollment projection takes the historical enrollment of 10 and adds 50% for a new student enrollment of 15 for Year 1 due to the favorable product, price, and marketing and recruitment factors mentioned below. The program is transfer friendly, the curriculum is aligned with the competencies employers are looking for, and the path to degree-completion is streamlined (a student who transfers the maximum number of credits and completes one course in each 8-week session can graduate in 7 sessions, which is just under 2 years). Importantly, the program can be marketed using language that speaks to the motivations, considerations, and program preferences of the segments of the working professional market (Wiley Education Services, 2017) that SUO is targeting. The B.S. in Professional Studies will have a favorable tuition rate of $395 per credit with students who are employed by one of SUO's partnering organizations receiving a 20% tuition discount.

Expected number of credits is based on historical trends of similar programs. Because Year 1 starts in the spring semester, an average of 7 credits is estimated as opposed to 15 for other years.

Table 1: Resources					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	$41,475	$213,000	$296,250	$337,725	$355,500
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate					
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T students	15	36	50	57	60
e. Credit Hour Rate	$395	$395	$395	$395	$395
f. Annual Credit Hour Rate	7	15	15	15	15
g. Total P/T Revenue (d x e x f)	$41,475	$213,000	$296,250	$337,725	$355,500
3. Grants, contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	$41,475	$213,000	$296,250	$337,725	$355,500
5. Tuition Discount Rate*	20%	20%	20%	20%	20%
6. Tuition Discount	$8,295	$42,660	$59,250	$67,545	$71,100
Total Revenue (Add 1-4 then subtract 6)	**$33,180**	**$170,640**	**$237,000**	**$270,180**	**$284,400**

*20% for students employed by SUO partners

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

Rationale

The plan is that the courses will be taught primarily by full-time faculty, complemented by professionals in the field who are adjunct scholar-practitioners. The program will be taught by offering one or two courses per term during each of the six 8-week sessions. As the program's enrollment expands, the budget projection reflects expanding by adding more sections. The Program Coordinator will teach in the program. A percentage of the Program Coordinator's salary is included as full-time faculty. The pro-rated full-time salary is increased by 3% in subsequent years. Benefits were calculated at 28%. The full-time Program Coordinator's salary is currently budgeted. Therefore, no additional costs will be incurred for the full-time Program Coordinator.

Adjuncts who are experts in their respective fields will also be used to teach in the proposed program. It is anticipated that no sections will be taught by adjuncts in Year 1, 2 sections in Year 2, 3 sections in Year 3, 4 sections in Year 4, and 5 sections in Year 5. Adjunct faculty average $3,500 per course. Benefits were calculated at 10%. The costs of adjuncts will be additional costs incurred by the University.

A support staff individual will be shared with other faculty members and administrators. This budget assumes a one-eighth time equivalency devoted to the proposed program. The pro-rated salary is increased by 3% in subsequent years. Benefits were calculated at 28%. Program support will be provided by current individuals in staff positions in SUO. The support staff salary is currently budgeted. Therefore, no additional costs will be incurred for support staff.

Additional expenses include a new computer for the full-time faculty member projected for Year 4 and online course developments in Year 2 and Year 3. Course developers are compensated $1,000 for new developments.

Table 2: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c +e + f below)	**$14,400**	**$37,364**	**$42,104**	**$46,875**	**$51,672**
a. # FTE	0.125	0.25	0.25	0.25	0.25
b. Total Salary*	$11,250	$23,175	$23,870	$24,590	$25.330
c. Total Benefits*	$3,150	$6,489	$6,684	$6,885	$7,092
d. # Adjunct Faculty	0	2	3	4	5
e. Total Salary	0	$7,000	$10,500	$14,000	$17,500
f. Total Benefits	0	$700	$1,050	$1,400	$1,750
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)*	**$5,600**	**$5,766**	**$5,940**	**$6,118**	**$6,304**
a. #FTE	0.125	0.125	0.125	0.125	0.125
b. Total Salary	$4,375	$4,505	$4,640	$4,780	$4,925
c. Total Benefits	$1,225	$1,261	$1,300	$1,338	$1,379
4. Equipment (Computer hardware and software)				$2,000	
5. Library					
6. New or Renovated Space					
7. Other Expenses	0	$1,000	$1,000	0	0
8. Overhead Costs (39.6%)*	$7,920	$17,475	$19,421	$21,777	$22,958
TOTAL EXPENDITURES (add 1-7)	**$27,920**	**$61,605**	**$68,465**	**$76,770**	**$80,934**

*Expenditures already budgeted.

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

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

Courses are routinely monitored by program coordinators/department chairs/associate deans to ensure that best online teaching practices are being maintained by faculty including: (1) frequent faculty-to-student and student-to-student interaction; (2) prompt feedback; (3) clear expectations for completing assignments and other activities; and (4) opportunities for active learning among students. Stevenson utilizes the Quality Matters Standards rubric as a guideline for all online courses. Faculty presence in each course is monitored. Courses are managed by a course manager and instructional designer with expertise in online course development to ensure that the courses include a sequence of learning activities that students can easily navigate and a communication strategy is in place for the unexpected. Academic program coordinators/department chairs/associate deans and instructional designers ensure there is continued alignment between assignments and course objectives and faculty communicate high expectations for student performance. Finally, faculty are able to avail themselves of ongoing assistance in the performance of their responsibilities through access to the technical and academic assistance provided by the instructional design staff and academic program coordinators/department chairs/associate deans.

Assessment and documentation of student achievement of learning outcomes occurs throughout the distance education programs. Each course syllabus clearly identifies the desired learning outcomes for students. Assignments are designed so that all course outcomes are assessed, and each graded assignment is scored often using a rubric to determine if the student has demonstrated proficiency with the related outcome. Student portfolios demonstrate student mastery of outcomes across all courses in the program and are assessed using a standards-aligned rubric during the capstone course of the program.

Student course evaluations are routinely administered at the end of each session and are analyzed. Alumni are surveyed periodically to ascertain their opinions about whether they had attained the skills and knowledge required for their jobs and to provide their judgment about the strengths and areas for improvement in their program.

Faculty adhere to Quality Matters standards and to principles of best practice which include the following: (1) providing clear guidelines for student-to-student and student-to-faculty interaction; (2) creating well designed discussion assignments that facilitate meaningful dialogue among students; (3) developing student assessments which include project-based assignments to facilitate critical thinking in addition to tests and quizzes; (4) providing timely feedback; (5) providing regularly distributed deadlines to encourage course/program completion; (6) communicating high expectations; and (7) facilitating student participation in the selection of project and paper topics. Courses regularly are reviewed to ensure that they are meeting these standards.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

Programs at Stevenson are reviewed according to an established program review cycle and revised, as appropriate, to reflect the mission and vision of the University and the needs of the marketplace. The approval process for new courses requires a matrix which demonstrates alignment of course

objectives with program objectives. The matrix becomes a course map, the purpose of which is to demonstrate alignment of each assignment in the course to both course objectives and program objectives. The alignment matrix and course maps are essential tools in assessing the effectiveness of the program. All programs contain a capstone experience that enables the program to observe and evaluate students' capabilities across multiple skill areas. Each program is also required to engage in a program review process every five years.

The student success coaches and other members of the student success team focus on student retention. Each new student in a distance education program receives a telephone call from a member of the team during each of their first three courses at Stevenson. The purpose of this call is to ensure students are satisfied with their experience at Stevenson and are not experiencing any difficulties in successfully completing their coursework. Data have shown that students who successfully complete their first three courses are likely to complete their degree program. Thereafter, the student success coaches are available to assist students with any questions or concerns. In addition, as part of the retention efforts, the student success coaches follow up with students who have not registered for subsequent sessions.

N. **Consistency with the State's Minority Student Achievement Goals** (as outlined in COMAR

13B.02.03.05).

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

Within private colleges and universities in Maryland, Stevenson University's student minority population is among the highest. Each year approximately one-third of the entering class of first-year students qualify for federal Pell grants and are from 'educationally disadvantaged backgrounds'. In the fall of 2017, 42% of the total undergraduate population, 44% of the graduate and 36% undergraduate part-time student population were students of color. The percentage of under-represented minority students in the school's graduate programs has remained consistently above 40% since 2012 (IPEDS data for Stevenson graduate programs). The diverse student population is the result of an institutional plan to recruit students from diverse backgrounds.

Stevenson University has made a commitment to attracting transfer students, which has increased the diversity of the student population. Specifically, one-third of the new students during each of the last two years were transfer students predominantly from the state's community colleges where the lower tuition generally attracts the most disadvantaged students. The recruitment plan of the Office of Admissions has pushed outward geographically from the historic dominance of central Maryland counties, adding another factor that accounts for the increasing diversity of the student body.

Stevenson University has among its guiding documents a diversity statement that along with its mission, vision, and values comprise the guiding principles behind all policies of the institution. In order to ensure compliance with the commitment to diversity, Stevenson University has an office of multicultural affairs that serves as a key component of its student services unit. This

office is responsible for the annual diversity update submitted for publication to the Maryland Independent College & University Association (MICUA).

In December 2016, GPS held its annual Forensic Symposium that focused on diversity and inclusion attended by both current graduate students and alumni of the programs. According to Nelson Santos of the Drug Enforcement Agency, one of several speakers, forensics used to be a male-dominated profession; however, in recent years, organizations have begun to embrace and support diversity in the workplace. All speakers agreed the proper avenue to address these challenges is through education. Through education and training, employees have the greatest potential to understand that diversity and inclusion practices enhance the performance of an organization. Speakers concluded that diversity in the forensics workplace cannot be forced - it requires education.

Goal 3 of the Maryland State Plan for Postsecondary Education in to "Ensure equal opportunity for Maryland's diverse citizenry." The proposed program is consistent with and promotes this plan and the School's commitment to inclusion and diversity among its student, faculty and staff.

O. Relationship to Low Productivity Programs Identified by the Commission:
1.   If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

This section is not applicable to independent institutions.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)
1.   Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

Stevenson University is fully accredited to provide distance education programs. The university has been offering quality distance education programming since 2006. The University is regionally accreditation through Middle States Commission on Higher Education. In addition, two programs that are offered via distance learning have programmatic accreditation or approval. The RN to MS in Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE) and the B.S. in Legal Studies is approved by the American Bar Association (ABA). All three of these governing bodies have standards and/or requirements for distance education and the online programs are fully accredited or approved.

2.   Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

1. Online learning is appropriate to the institution's mission and purposes.

Online learning is consistent with the University's mission and purposes. Please refer to Section A of this proposal.

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

In the Stevenson University Online section of the 2017-2018 Divisional Initiatives Academic Affairs Strategic Initiatives document, one of the stated initiatives is to "Stabilize Stevenson University Online" and one of the strategies is to "Develop and launch new program options (certificate and degree programs) to increase enrollment."

3. Online learning is incorporated into the institution's systems of governance and academic oversight.

Stevenson University Online is one of the University's seven schools. SUO has representation on Faculty Council as well as Faculty Council's standing committees such as Academic Affairs, Faculty Welfare, and Fiscal Affairs.

4. Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

All courses in the distance education program are subject to the same design and approval process as those offered in traditional instructional formats. All courses, whether in a distance education or traditional format, are initially proposed by the academic departments. The courses are reviewed first by the academic program coordinator/department chair/associate dean and then by the dean of the school which oversees the academic department. The courses are then reviewed by the school's representative to the Academic Affairs Committee (AAC) subcommittee of the University's Faculty Council, as well as by an AAC non-school representative; a representative from the Office of Institutional Research and Assessment; and a University librarian to ensure that the appropriate materials are available to the students. Courses are then submitted for review and approval by the Deans' Council, which is comprised of the deans from all seven schools in the University. Finally, the courses are submitted for review and approval by the AAC. The course content and student learning outcomes are identical regardless of whether a course is offered in a traditional format or a distance learning format. This thorough review process ensures the curriculum for distance education programs is coherent, cohesive and comparable in academic rigor to programs offered in traditional instructional formats.

5. The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.

Assessment and documentation of student achievement of learning outcomes will occur throughout the distance education programs. Each course syllabus will clearly identify the desired course objectives for students. Specifically, a course alignment map either already exists or will be created that delineates how each module objective aligns with course objectives, learning activities, and graded assessments. Course alignment maps are carefully

reviewed to ensure that each course objective is met in at least one module, ensuring that all course objectives are assessed. In addition, all assignments are must be mapped to at least one course objective. Most graded assignment will be scored using a rubric to determine if the student has demonstrated proficiency with the related objective.

6. Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.

Stevenson University distance education programs are developed and overseen by faculty members specifically selected for their subject matter expertise as well as their ability to teach in the online environment. All faculty members hired to teach in the online environment must participate in a faculty in-take session. During the in-take session, faculty are assessed for appropriate teaching skills and ability to interact effectively with students in the online environment through a series of Blackboard learning management system activities that include the following: (1) grading student papers; (2) responding to student discussion forums; and (3) creating an online presentation using media. Faculty are also required to participate in a subsequent online development course that includes facilitating adult learning, developing course management techniques, using grading rubrics, avoiding and recognizing plagiarism and cheating, among other topics. Only faculty who successfully complete these activities are selected to teach distance education courses.

Faculty are supported in several ways. All SUO faculty are invited to a virtual faculty meeting every fall and spring semester. This meeting includes faculty development. Also, every course in Blackboard has a "Need Course Help?" tab that directs faculty to a form (generates a ticket) they can submit any time they need instructional design (ISD) assistance. In addition, the SUO ISD Team maintains a web site called "Just in Time Course Design" (https://isd4su.com/) for faculty who need instructional design support. This site has three main sections: self-help, training, and request help (submit a ticket). Finally, the SUO section of the Portal (requires login) has a section called "Faculty information" where faculty can learn about upcoming events, professional development opportunities, Blackboard resources, and other helpful information.

7. The institution provides effective student and academic services to support students enrolled in online learning offerings.

Online tutoring is accessible through Smarthinking. Online tutoring services are provided to students through a variety of means including one-on-one live online tutoring sessions, drop-in tutoring sessions, scheduled tutoring sessions, or through submission of writing assignments for feedback. Students can access these online tutoring activities from any computer facilities available to them. In addition, students can obtain supplemental instruction at their discretion via Atomic Learning.

8. The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.

The University has made the financial commitment to support this proposed program. Please refer to Section L of this proposal.

9. The institution assures the integrity of its online offerings.

Integrity is an institutional value. The University has an Academic Integrity Officer (AIO) and an Academic Dishonesty Policy that the AIO ensures is implemented. Faculty are encouraged to ask students to add the University's Honor Pledge to their assessments. Faculty are encouraged to create assessments in a manner that prevents academic misconduct such as selecting test settings that discourage cheating and creating written assignments in a manner that discourages plagiarism, such as submitting assignments in stages. Blackboard's SafeAssign program is available for faculty to use and many do. Students must log in to their online courses using their secure login credentials that are unique to them.

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