


MHEC
 Creating a state of achievement

Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Salisbury University
---------------------------------	----------------------

Each action below requires a separate proposal and cover sheet.

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

 Payment Yes
 Submitted: No

 Payment R*STARS
 Type: Check

Date Submitted: 10/9/18

Department Proposing Program	Community Health	
Degree Level and Degree Type	Undergraduate, Bachelor of Science	
Title of Proposed Program	Community Health	
Total Number of Credits	120	
Suggested Codes	HEGIS: 83700	CIP: 131307
Program Modality	<input type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>) <input checked="" type="radio"/> Both	
Program Resources	<input type="radio"/> Using Existing Resources <input checked="" type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2019	
Provide Link to Most Recent Academic Catalog	URL: https://www.salisbury.edu/administration/academic-affairs/catalog/18-20/204_225_Health_Human_Services.pdf	
Preferred Contact for this Proposal	Name: Dr. Brandye Nobiling	
	Title: Associate Professor	
	Phone: (410) 677-0062	
	Email: bdnobiling@salisbury.edu	
President/Chief Executive	Type Name: Charles A. Wight, Ph.D.	
	Signature:	Date: 10/9/2018
	Date of Approval/Endorsement by Governing Board:	

Revised 6/13/18

**Proposal to the Maryland Higher Education Commission
Salisbury University's Bachelor of Science in Community Health
Offered at the University System of Maryland Hagerstown (USMH)**

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.
 - The academic foundations of the Community Health Program are rooted in the natural and social sciences and education. The community health major includes a General Education experience, a theoretical core of foundation courses, a series of methods courses, a university-approved minor requirement, and a professional semester consisting of an internship in the field of community health. The program is aligned with the seven Areas of Responsibility of a Health Education Specialist developed by the National Commission for Health Education Credentialing (NCHEC).¹ Upon completion of the program, students are eligible and prepared to become a Certified Health Education Specialist (CHES).
2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.
 - In a quote from its current strategic plan, Salisbury University identifies its highest purpose as the desire "to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world".²
 - Salisbury University's strategic plan includes a description of the critical function of satellite sites in bringing high-demand academic programs to areas without local four-year universities. It stands to reason that with the current ubiquitous need for involvement of health and wellness professionals in every community, placing a program like Salisbury University's Community Health Program in the western part of Maryland is directly in line with the University's highest purpose and assists in supporting a regional workforce need in that area.
 - Further, Salisbury University's four strategic goals will further support distance education:
 1. Educate Students for Campus, Career, and Life
 - Academic Programming section 1.1 aligns with the regional workforce demands by offering Community Health at USMH, a region in Maryland that needs workers in the Community Health related field.
 2. Embrace Innovation of the Salisbury University Experience
 - Section 2.3 focuses on the need to maintain the same quality at USMH as home campus, which we are committed to doing through curriculum, quality of faculty and appropriate technology.

¹ Responsibilities and Competencies for Health Education Specialists - <https://www.nchec.org/responsibilities-and-competencies>

² Salisbury University Strategic Plan (2014-2018) - https://www.salisbury.edu/administration/president/university-analysis-reporting-and-assessment/_secure/Strategic_Plan_2014_18_FINAL.pdf

3. Foster Community
 - Section 3.1 discusses the increased diversity of students, faculty, and staff which will be met through providing this program in a region that otherwise would not have access to these particular learning outcomes and degree. It would enable students from different backgrounds the opportunity to complete their education conveniently.
 4. Provide Appropriate Programs, Spaces, and Resources for All Members of the Campus Community
 - Section 4.2 acknowledges the need for scholarships for our students and Salisbury University has just finalized the Good Neighbor Scholarship, which would extend beyond the boundaries of the state of Maryland to the surrounding states thus allowing us to reach and teach even more students while offering them a financial incentive.
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.)
 - FY '19 and '20 will be a collaboration with support from USMH who have committed to funding half of the new faculty member's salary at \$47,500. UMSH is also contributing 25% of the satellite recruiter's salary.
 - USM will fund this proposal as part of its Workforce Development Initiatives Enhancement funding beginning FY '20.
 - Tuition revenues will continue to support the program after Year 3 with anticipated student enrollment growing by 10 students each cohort after Year 2.
 4. Provide a description of the institution's a commitment to:
 - a) *ongoing administrative, financial, and technical support of the proposed program*: SU administration is committed to the USMH program in Community Health. The program will be supported by Salisbury University and the Workforce Development Initiatives through the State of Maryland. These resources will provide administrative and technical support of the proposed program.
 - b) *continuation of the program for a period of time sufficient to allow enrolled students to complete the program*: As stated above, the program is supported by the Provost's Office to graduate a minimum of 10 students over the next three years. If the program's revenue does not exceed expenses after five years, the university would reevaluate the continuation of the program at the site. If a decision was made to discontinue the program all students enrolled would have the opportunity to complete and new enrollment would not be permitted.

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*: According to the U.S. Bureau of Labor Statistics, the 2016-2026 job outlook for health educators is 16% (nearly double the average outlook for all occupations). Growth will be driven by efforts to improve health outcomes and to reduce healthcare costs by teaching people healthy

behaviors and explaining how to use available healthcare services.³ Maryland, specifically, ranks among the states that employ the most health educators. Despite this statistic, however, there are gaps within the state in terms of professional preparation programs. Western Maryland is a desert for undergraduate professional preparation programs in public health education. The University System of Maryland at Hagerstown is an ideal location to offer this degree program and address the discrepancy. The community health program at Salisbury University is a logical and appropriate fit to accommodate students in and around the Hagerstown campus, furthering the program's mission to assist underserved, rural communities.

- b) *Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education:* Offering this program at USMH will greatly expand access to the Community Health program in western Maryland. Currently, students in western Maryland either would be unable to access the degree at all, or would need to bear the expense of housing at the main campus in Salisbury.

- c) *The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs:* There are three HBIs within a 100 mile radius of USMH, two of which provide no comparable degree to Community Health. Morgan State University has an online Master of Public Health and a Doctor of Public Health. The program does not compete with other HBIs in the area; indeed, SU's program at USMH would provide students a gateway to continue their education.

2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).

- This program is in the process of applying for accreditation – assuring Goal 1: Quality and Effectiveness Through articulations with two-year institutions, this program aligns with Goal 2: Access, Affordability, and Completion.
- Also through these articulations, as well as recruitment in neighboring schools, the program will attract a diverse cohort of students (diversity is also a required component of accreditation standards) – aligning with Goal 3: Diversity.
- The delivery method of courses – utilizing evolving technology (Interactive Video Network (IVN), online modules) – as well as the articulation agreements – align with Goal 4: Innovation.
- A program requirement – a 450-contact hour internship – supports collaboration between and among the university and other sectors. Ultimately, our graduates can enter right into these sectors (e.g. healthcare, social service, private business) immediately following program completion. This aligns with Goal 5: Economic Growth and Vitality.

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

³ United States Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook - <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.
 - Entry-level public health professionals. For example, health educators, health coordinators, worksite wellness coordinators, consultants. Further, graduates also enter graduate programs across the state (*e.g., MPH, PA, OT*).
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 the U.S. Bureau of Labor Statistics, the 2016-2026 job outlook for health educators is 16% (nearly double the average outlook for all occupations – see footnote 3 on previous page). Maryland employs more health educators as a percentage of the workforce than the national average. In May of 2017, the Silver Spring-Frederick-Rockville MD Metropolitan Division was listed as second in the nation for metropolitan areas with the highest concentration of jobs and location quotients for Health Educators.⁴

Metropolitan areas with the highest concentration of jobs and location quotients in this occupation:

Metropolitan area	Employment	Employment per thousand jobs	Location quotient	Hourly mean wage	Annual mean wage
Olympia-Tumwater, WA	570	5.23	12.86	\$ 28.17	\$ 58,590.00
Silver Spring-Frederick-Rockville, MD Metropolitan Division	1,170	2.00	4.91	\$ 48.80	\$ 101,500.00
Jefferson City, MO	120	1.67	4.1	\$ 19.46	\$ 40,480.00
Santa Fe, NM	100	1.59	3.91	\$ 25.37	\$ 52,780.00
Morgantown, WV	100	1.56	3.82	\$ 24.06	\$ 50,050.00
Santa Cruz-Watsonville, CA	150	1.54	3.78	\$ 23.87	\$ 49,640.00
Burlington-South Burlington, VT	150	1.18	2.91	\$ 25.69	\$ 53,440.00
Yuma, AZ	70	1.14	2.8	\$ 15.56	\$ 32,370.00
Anchorage, AK	200	1.13	2.76	\$ 31.70	\$ 65,930.00
Watertown-Fort Drum, NY	40	1.05	2.59	\$ 24.39	\$ 50,730.00

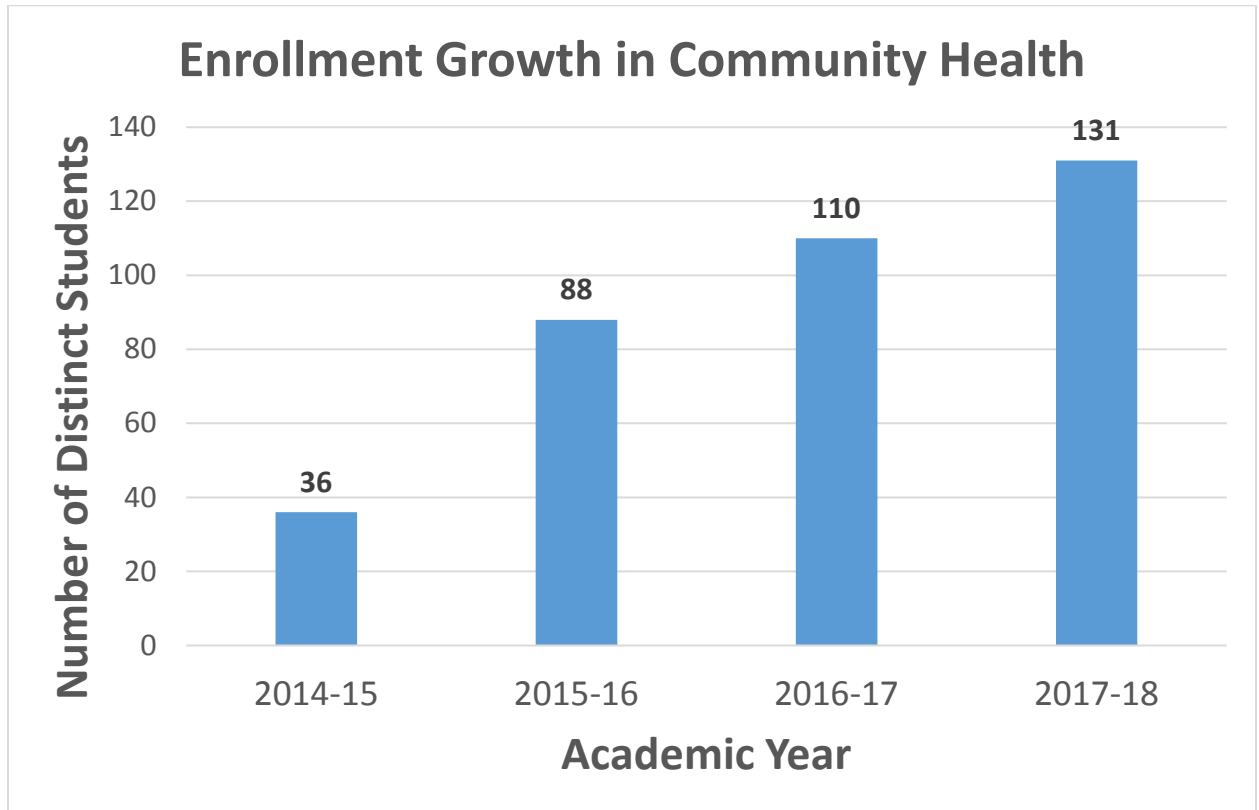
⁴ <https://www.bls.gov/oes/current/oes211091.htm#st>

The high concentration of employments and the BLS occupation outlook of health education employment increasing faster than other professions implies that workforce need is currently high and will remain there for many years.

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 five years.
 - From the Department of Labor, Licensing & Regulation, the Maryland Occupational Projections 2016-2026 Workforce Information and Performance publications states that the Health Educator occupation employed 1814 FTE in 2016 and that will rise by 5.07% through 2026. This is an increase in nearly 100 new needed positions across the 10-year period. This does not include a prediction of the number of expected retirees or individuals leaving the profession, so the required number of positions available across the 10-year period could well exceed the 100 that are predicted.

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

Community Health has seen consistent growth at Salisbury University. We are confident that the program at USMH can experience similar growth trends. There is a demand for the major, a demand for the expertise of the graduates from this program, and at least three nearby community colleges that may act as feeders to the program.



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.
 - Towson University offers a BS program in Health Education and Promotion. This program has concentrations in school health, community health, and dual school/community health. University of Maryland College Park has a School of Public Health that offers BS programs in Community and Behavioral Health and Public Health Studies (the latter also is offered at Universities at Shady Grove). Both institutions are located in urban communities, and their geographic location facilitates local student collaborations and experiences (e.g. internships, service projects). Therefore, students get to explore community and public health in an urban context. The mission of the Community Health program at Salisbury University, however, is to plan, implement, and evaluate programs to meet the needs of not only urban communities, but rural communities as well. Each community has vastly different needs for health programming. Hagerstown and the surrounding region is more aligned with the Eastern

Shore of Maryland as rural parts of the state. The rural areas of the state often get overlooked. This program can help bridge gaps that result.

2. Provide justification for the proposed program.
 - As stated above, extending the SU program in Community Health will fill existing gaps in public health educators in the rural, western part of the state.

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.
 - Graduates of this undergraduate Community Health program could go on to Morgan State University, which is a HBI, and is 85 miles away from USMH and offers an online Master of Public Health and a Doctor of Public Health.

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.
 - Coppin State University has a BS in Health Sciences with only 5% of the core curriculum of Health Sciences mirroring the program at SU. There are major differences, however, in many program outcomes. One major difference is the field experiences. At Coppin, students complete a three credit-hour field experience. At SU, students complete a 12 credit-hour field experience (internship). The SU program in Community Health at USMH will not take away students at this institution. If anything, the program could be a gateway to several of their programs in the Health Professions (e.g. Nursing, Health Information Management).
 - Bowie State University has no duplicate or similar program. The SU program in Community Health at USMH will not take away students at this institution but could be a feeder program to several of their graduate programs in (Counseling, Human Resource Development).
 - Morgan State University has no duplicate or similar program. The SU program in Community Health at USMH will not take away students at this institution and could be a pathway into their MPH program.
 - The University of Maryland, Eastern Shore (UMES) does not have a public health or community health program.

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.
 - The initial program was established on main campus at Salisbury University in 2009 as a response to workforce and student demands. This distance program at Hagerstown is an extension of the workforce development needs in the State of Maryland and surrounding areas.

- A full-time, contractual site coordinator will be hired to serve at the Hagerstown site. The minimum qualifications are a Master's degree in public health, health education, or a related field; and CHES certified or eligible
 - That individual will do the following;
 1. Organize and lead recruiting efforts for the program; carry out admissions function in coordination with Admissions, Financial Aid, and Registrar's Offices at Salisbury University
 2. Serve as the initial contact for students entering the Community Health program at USMH
 3. Work with the program director to admit students into the professional program in Community Health
 4. Serve as the academic advisor to Community Health students at USMH
 5. Teach using distance learning technology (e.g. Interactive Video Network, MyClasses)
 6. Identify potential adjunct instructors and communicate this information to the program director
 7. Support on-site adjuncts, including coordinating with adjunct instructors regarding grading rosters, etc.
 8. Assist in Council on Education for Public Health (CEPH) self-study and on-going accreditation efforts
 9. Communicate effectively between internship sites, students, and program faculty
 10. Interface with main campus faculty and administrators individually and within appropriate group contexts, including, but limited to, faculty meetings and relevant committees as they relate to students
2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.
 - Foundational competency 1: Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences
 - Foundational competency 2: Locate, use, evaluate, and synthesize public health information
 - Program competency 1: Comprehend concepts related to the science of health and health behavior
 - Program competency 2: Assess individual and community needs at the entry level
 - Program competency 3: Plan and implement health education strategies, interventions, and programs at the entry level
 - Program competency 4: Conduct evaluations and research related to health education at the entry level
 3. Explain how the institution will:
 - a) *provide for assessment of student achievement of learning outcomes in the program:* the program will be responsible for student achievement of learning outcomes. (Detailed description provided within Table located in section M.)
 - b) *document student achievement of learning outcomes in the program:* As part of accreditation requirements, assessment results (i.e. data from assessments listed in the table in section M.) are compiled by program faculty each semester, and managed by the Program Chair. The data is required to be reported to the accreditor, with re-accreditation reviews every 5-7 years and Salisbury

University requires an Academic Program Review (APR) every seven years to review program outcomes and needs.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.
 - See Appendix A (Courses with titles, credit hours, and program requirements).
 - Appendix B (Course descriptions).
5. Discuss how general education requirements will be met, if applicable.
 - General Education courses will be met through an articulation agreement with a two-year institution of higher education.
6. Identify any specialized accreditation or graduate certification requirements for this program and its students.
 - The program curriculum is designed to meet and/or exceed accreditation requirements of the Council on Education for Public Health. Currently, there are no graduate certification requirements and no individual credentialing requirements.
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.
 - Salisbury University has mature administrative systems in place to provide support to students at regional higher education centers as well as distance education. Salisbury University has a Social Work program presence at USMH for the past 10 years and as such is supportive of needs that relate to student affairs (e.g., financial aid and payment policies) and academic affairs (e.g., faculty student interaction, learning management systems, descriptive needs for technical competence, etc.). Current examples of this can be found here: <http://www.hagerstown.usmd.edu/university/salisbury-university> Salisbury University has been offering the Community Health program for over 15 years and the faculty have been using distance education via IVN for their Health minor to students at the Universities at Shady Grove for a number of years.
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 university is committed to all of the satellite program's success and has hired an advisor and recruiter specific to satellite programs. Site coordinators receive 33% reassign time to program administration and there are program specific budgets with marketing allocations. Also, see Appendix C for a recruiting flyer.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.
 - Articulation agreements are being drafted with three institutions: Hagerstown Community College, Frederick Community College, and Carroll County Community

College.

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

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

Faculty name	Area of Instruction	Narrative of Description of Faculty Credentials
Katherine Gunby, Adjunct	Program Planning (HLTH 325)	As a practitioner in public health, Ms. Gunby attends regular trainings through her organization of employment. She also attends the bi-annual professional development meetings held by the program, as well as the adjunct faculty meetings held by the university.
Brooke Keene, Adjunct	Foundations of Community Health Education	As a state-certified teacher, Ms. Keene completes mandatory continuing education activities and events to maintain her certification. She also attends university professional development trainings (e.g.
Deneen Long-White, Full-time tenure-track	Measurement and Evaluation (HLTH 326); Principles of Epidemiology (HLTH 330); US Healthcare and Public Policy (HLTH 450)	Dr. Long-White keeps her CHES current by completing required continuing education hours. She regularly presents at and attends state (Prince George’s County Maryland Conference) and national conferences (Morehouse College of Medicine Transdisciplinary Center for Health Disparities Research, 2 nd Annual TCC Health Policy Research Summit). She also publishes in peer-reviewed journals (<i>Maternal and Child Health Journal</i>). She is a current member of APHA and a reviewer for <i>Health Education and Behavior</i> .
Sherry Maykrantz, Full-time tenure-track	Health Behavior (HLTH 225); Drug Education (HLTH 240); Health Communication (HLTH 260)	Dr. Maykrantz keeps her CHES current by completing required continuing education hours. She regularly presents at and attends state (Maryland Opioids and Marijuana Summit) and national conferences (American Public Health Association). She also publishes in peer-review journals (<i>American Journal of College Health; American Journal of Health Education</i>). She is a current member of APHA, ESG, and SOPHE.

Brandy Nobiling, Full-time tenured	Chronic and Communicable Disease (HLTH 260); Human Sexuality Education (HLTH 311); Community Health (HLTH 401)	Dr. Nobiling keeps her CHES and certified sexuality educator (CSE) current by completing required continuing education hours. She regularly presents at and attends national conferences (American Public Health Association, National Sex Ed Conference). She also publishes in peer-review journals (<i>American Journal of School Health</i> ; <i>American Journal of Health Education</i>). She is a current member of APHA, ESG, and SOPHE.
Jaclyn Sturgis, Adjunct	Health Behavior (HLTH 225)	As a practitioner in public health, Ms. Sturgis attends regular trainings through her organization of employment (government health department). She also attends the bi-annual professional development meetings held by the program, as well as the adjunct faculty meetings held by the university.
Amy Waters, Adjunct	Foundations of Community Health Education (HLTH 110)	As a university staff member, Ms. Waters attends regular trainings. She also attends the bi-annual professional development meetings held by the program.
TBD Site Coordinator, Hagerstown Campus Full- time contractual	TBD	Minimum Qualifications: Master's degree in public health, health education, or a related field; CHES certified or eligible.

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
 1. All full-time faculty, including the site coordinator at the distance site, receive professional development funds to support ongoing professional development and continuing education. In addition, the institution provides faculty development events throughout the year.
 2. Courses in the program will be delivered via three different types of pedagogy: 1) Traditional face-to-face, 2) IVN, and 3) Online. Offering a variety of delivery methods will allow us to meet the needs of diverse learning styles. Faculty who teach in the program will be offered continuing education in all three types through Salisbury University's Office of Instructional Design and Delivery
 - b) The learning management system
 1. Salisbury University utilizes the learning management system "Canvas" with nearly all courses that are offered on campus and off campus. Faculty are experienced in the use of this LMS. Salisbury University also has an office of Instructional Design & Delivery that provides support for technical needs of faculty and students in a timely basis, which can be provided immediately if

required (e.g., exam delivery). The Instructional Design & Delivery Office also provide continuing education opportunity through face-to-face offering as well as a significant video teaching series available to faculty and students 24 hours a day through web access.

- c) Evidenced-based best practices for distance education, if distance education is offered.
 1. In addition to the information provided in b) the Office of Instructional Design & Delivery offers course review both internally and Official for standard set forth by Quality Matters. Quality Matters is an internationally recognized, standards-based program that offers faculty quality assurance in online and hybrid course design with a focus on continuous improvement. The 42 standards reviewed are specific to higher education, backed by research, and are internationally recognized as a means to improve course design and to quality assurance. Salisbury University is committed to the design of online and hybrid courses based on the QM Standards and has developed an implementation plan for faculty professional development and course reviews.⁵

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.
 - A start up allowance of \$10,200 has been budgeted for educational materials, including texts, DVDs, and models for the distance program at USMH. Further, USMH students will have access to online databases through SU main campus library resources as well as the ability to have items delivered directly to USMH from any of the other USM libraries.

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.
 - Salisbury University's Community Health program has a partnership assurance from USMH to provide needed classrooms, faculty and staff offices as well as other infrastructure to ensure the program is well equipped.
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:

⁵ <https://www.salisbury.edu/administration/academic-affairs/instructional-design-delivery/online-learning/faculty-resources/quality-matters.aspx>

- a) *An institutional electronic mailing system:* All SU faculty, staff, and students have 24/7 access to Microsoft Outlook email. Students also have access to SU’s IT Help Desk and the Technical Services line at USMH.
- b) *A learning management system that provides the necessary technological support for distance education:* All SU faculty, staff, and students have 24/7 access to Canvas learning management system. Students also have access to SU’s IT Help Desk and the Technical Services line at USMH.

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.
 - See Appendix D.
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. Also provide a narrative rationale for each expenditure category.
 - See Appendix E.

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 evaluated by formative and summative assessments. All faculty are evaluated annually using a pre-approved evaluation instrument. Below is the chart that outlines program assessment:

Competency	Course number(s) and names(s)	Assessment opportunity
Public Health Communication		
<i>Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences</i>	HLTH 225 HLTH 240 HLTH 260 HLTH 260 HLTH 260 HLTH 325 HLTH 330 HLTH 480	Grant project Community Health Drug Fair Health Communications Media Campaign Advocacy Project Communicate Health Assessment Needs Assessment Research Paper Capstone Portfolio
Public Health Information Literacy		
<i>Locate, use, evaluate, and synthesize public health information</i>	HLTH 225 HLTH 240 HLTH 260 HLTH 260 HLTH 325 HLTH 326 HLTH 330 HLTH 450 HLTH 450 HLTH 480	Article appraisals Health policy analysis Advocacy Project Community Health Assessment Needs Assessment Evaluation Plan Research Paper Healthcare system interview Legislative system interview Capstone Portfolio
Additional Foundational Competencies as defined by the program		

<i>Comprehend concepts related to the science of health and health behavior</i>	HLTH 225 HLTH 230 HLTH 240 HLTH 260 HLTH 325	Grant project, midterm and final Unit exams Midterm and final Unit exams Health Education Program Project
	HLTH 401 HLTH 480	Comprehensive Final Exam Capstone Portfolio
<i>Assess individual and community needs at the entry level</i>	HLTH 225 HLTH 240 HLTH 325 HLTH 480	Grant project Community Health Drug Fair Walking Windshield and Needs Assessment Capstone Portfolio
<i>Plan and implement health education strategies, interventions, and programs at the entry level</i>	HLTH 225 HLTH 240 HLTH 450 HLTH 450 HLTH 480	Grant project Community Health Drug Fair Healthcare system interview Legislative system interview Capstone Portfolio
<i>Conduct evaluations and research related to health education at the entry level</i>	HLTH 326 HLTH 326 HLTH 330 HLTH 480	Evaluation Plan NIH Human Subjects Training Certification Research Paper Capstone Portfolio

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.
 - Assessment of educational effectiveness is required of accreditation through the Council on Education for Public Health (CEPH). Regular reports are required every 5-7 years. Student retention is tracked not only as part of CEPH reporting, but also through the office of SU's University Analysis, Reporting, and Assessment (UARA). Student satisfaction is assessed through course evaluations. Faculty satisfaction is assessed through a series of surveys (e.g. administration evaluations), as well as open discussions during faculty meetings. Cost-effectiveness is also tracked for CEPH reporting and through the UARA.

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 and success, and the institution's cultural diversity goals and initiatives.
 - The Community Health program at USMH will be the same program but a different location allowing increased access to diverse populations with the same learning goals and quality as Salisbury University's main campus. The students will have the same access to internship opportunities and learning benchmarks where faculty can intervene, if necessary, to ensure academic success. Further, Salisbury University believes that, "A diverse and inclusive campus community brings irreplaceable value to our educational experience and work environment, and strengthens us all."⁶ In offering the Community Health program in a different region of the state, students will be afforded the opportunity to engage with other students and faculty from different backgrounds thus enriching their learning experience.

⁶ <https://www.salisbury.edu/administration/institutional-equity/diversity-and-inclusion/index.aspx>

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.
 - N/A

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.
 - For more than a decade, SU has been delivering distance education through online and hybrid courses. SU currently offers distance education throughout the state of Maryland and beyond, including at the Universities at Shady Grove (Exercise Science BS degree) and USMH (Social Work), Doctoral Nursing Practice, and Education.
2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.
 - See Appendix F.

Appendix A: Program Checklist

COMMUNITY HEALTH
HEALTH SCIENCES SCHOOL • HEALTH & HUMAN SERVICES

2018-2019
Rev. 2/18

NAME: _____ ID#: _____ DATE: _____

THIS CHECKLIST IS AN UNOFFICIAL TOOL FOR PLANNING.
Matriculated students and advisors should consult the Academic Requirements Report in GullNet before and after registering for classes each semester to track academic progress.

UNIVERSITY POLICIES

- Refer to the SU catalog for approval prerequisites and General Education courses.
- Requirements may not equal 120 credit hours. Students must register for additional electives to complete 120 credits required for graduation.
- All graduates must have a minimum of 30 credits of 300/400-level courses with C grade or above; at least 15 of those credits must be taken at SU.
- Students must have a minimum cumulative GPA of 2.0 for graduation.
- Students must complete at least 30 credit hours by direct classroom instruction and/or laboratory experience.
- Students must take 30 of the last 37 credit hours at SU.
- It is the student's responsibility to satisfy graduation requirements. Please refer to the SU catalog for detailed major requirements.
- Students must apply online for graduation by November 15 for May and by May 15 for December.

MAJOR REQUIREMENTS

- Receive a C or better for all required major courses.
- All required major core courses must be completed before being admitted into the internship experience.

Course No. & Title	#Credits	Grade	Term Completed
--------------------	----------	-------	----------------

PRE-PROFESSIONAL PROGRAM REQUIRED
GENERAL EDUCATION & CORE REQUIREMENTS (26 hours with a C or better)

BIOL215 - Human Anatomy and Physiology I	4	_____	_____
BIOL216 - Human Anatomy and Physiology II	4	_____	_____
FTWL106 - Lifelong Fitness and Wellness	3	_____	_____
HLTH110 - Foundations of Community Health Education	4	_____	_____
HLTH225 - Health Behavior	4	_____	_____
MATH155 - Modern Statistics with Computer Analysis	3	_____	_____
PSYC101 - General Psychology	4	_____	_____

PROFESSIONAL PROGRAM* (40 hours with a C or better)

HLTH230 - Chronic and Communicable Diseases	4	_____	_____
HLTH240 - Drug Education	4	_____	_____
HLTH260 - Health Literacy and Communication	4	_____	_____
HLTH311 - Human Sexuality Education	4	_____	_____
HLTH315 - Community Nutrition	4	_____	_____
HLTH325 - Planning and Assessing Health Education Programs	4	_____	_____
HLTH326 - Measurement and Evaluation of Health Programs	4	_____	_____
HLTH330 - Principles of Epidemiology	4	_____	_____
HLTH401 - Community Health	4	_____	_____
HLTH450 - U.S. Healthcare and Public Health	4	_____	_____

COMMUNITY HEALTH PROFESSIONAL EXPERIENCE (12 hours)

HLTH480 - Internship in Community Health	12	_____	_____
--	----	-------	-------

* Students must formally apply to the Professional Program in Community Health. To be considered for the program, students must:

- Complete BIOL 215, BIOL 216, FTWL 106, HLTH 110, HLTH 225, MATH 155 and PSYC 101 with grades of C or better.
- Have a cumulative GPA of 2.0, including transfer credits.
- Complete an application requesting formal admission to the Professional Program and show evidence of meeting the requirements for admission.
- Obtain written support from a program faculty member and program director.

GENERAL EDUCATION REQUIREMENTS

Course No. & Title	#Credits	Grade	Term Completed
Group I: English Composition and Literature (2 courses)			
A. C or better in ENGL 103 or HONR 111	4	_____	_____
B. Literature course (from either ENGL or MDPL Depts.)	4	_____	_____
Group II: History (2 courses)			
A. HIST101, 102, or 103	4	_____	_____
B. HIST101, 102, 103 or a HIST course above 103	4	_____	_____
Group III: Humanities and Social Sciences (3 courses)			
A. Select one course from one of the following seven areas: ART, CMAT, DIANC or THEA, MDPL, MUSC, PHIL, HONR 211			
	4	_____	_____
B. Select one course from one of the following eight areas: ANTH, CADR, ECON or FINA, ENVR, Human GEOG, POSC, PSYC, SOCL, HONR 112			
		FULFILLED BY MAJOR	
C. Select one course from either Group IIIA or IIIB (course must be from a different area than previously selected)			
	3/4	_____	_____
Group IV: Natural Science, Math and Computer Science (4 courses)			
A. Select courses with laboratories from at least two of the following four areas: BIOL, CHEM, GEOL or Physical GEOG, PHYS			
	4	_____	_____
(non-BIOL lab science)			
B. Select one additional course (need not be a lab) from Group IVA or ENVH or ENVR or COSC or MATH or HONR 212			
		FULFILLED BY MAJOR	
C. Select one course from MATH			
		FULFILLED BY MAJOR	
Group V: Health Fitness (1 course)			
FTWL106 - Lifelong Fitness and Wellness		FULFILLED BY MAJOR	



Appendix B: Course Descriptions

110. Foundations of Community Health 4 hours credit

The purpose of the course is to introduce the concept and field of community health. The course introduces fundamental concepts and skills that form the basis of community health education and health promotion. Historical and contemporary philosophies, principles of the profession, and competencies related to school and community settings will be discussed, as well as current health issues. In addition to content knowledge, students will develop skills in needs assessment and objective writing for community health programming. Three hours per week with enhancement

225. Health Behavior 4 hours credit

Examination of health behavior theories and models of behavior change. Reviews the major theories of health behavior and strategies used to implement health interventions for individuals and organizations. Prerequisite: Completion of at least 30 credit hours. Three hours per week with enhancement

230. Chronic and Communicable Diseases 4 hours credit

Overview of chronic and communicable diseases. Examination of the processes used in modern society to assist in identification, prevention and control of disease. Emphasis placed on information and concepts required as foundation knowledge for school health educators. Prerequisite: HLTH 110. Three hours per week with enhancement

240. Drug Education 4 hours credit

Examination of the social, psychological, physical and emotional aspects of alcohol, tobacco, over-the-counter drug and illegal drug use and associated behaviors. Emphasis placed on information and concepts required as foundation knowledge for school health educators. Prerequisite: HLTH 110 or permission of instructor. Three hours per week with enhancement.

260. Health Literacy and Communication 4 hours credit

Explore the link between health-related literacy and health in the U.S. Comprehend the connection between health disparities and low levels of health literacy. Develop the knowledge and skills needed to create effective health communication campaigns that reach a variety of target audiences in the attempt to lessen gaps in health status. Prerequisite: HLTH 110. Three hours per week with enhancement.

311. Human Sexuality Education 4 hours credit

Provides strategies for teaching about human sexuality at individual and group levels in a variety of settings. Topics covered will include content, issues, methodology and materials relating to human sexuality education. Three hours per week with enhancement.

317. Nutrition, Health and Human Performance 4 hours credit

Examines human metabolism in relation to health and human performance. Analysis of nutrient pathways from ingestion, digestion, absorption and utilization provides the foundation for an understanding of nutrition, weight control, eating disorders and thermoregulatory processes. May not receive credit for both HLTH 317 and HLTH 217. Prerequisite: C or better in BIOL 216. PHED Major Prerequisite: C or better in BIOL 205. Four hours per week.

325. Planning and Assessing Health Programs 4 hours credit

Overview of needs assessment, program planning and evaluation of health education programs. Provides candidates with the opportunity to plan, implement and evaluate a health education experience. Emphasis placed on information and concepts required for school health educators. Prerequisites: HLTH 225. Three hours per week with enhancement.

326. Measurement and Evaluation of Health Programs 4 hours credit

Covers principles and methods for monitoring implementation of health education programs and assessing their impact. Focuses on development and selection of valid and reliable measures and use of appropriate statistics. Prerequisites: C or better in MATH 155 and HLTH 325. Three hours per week with enhancement.

330. Principles of Epidemiology 4 hours credit

Covers historical foundations of epidemiology; distributions and causes of disease by time, place and person; epidemiological study designs; and special issues in infectious and non-infectious disease epidemiology. Learn epidemiology's role in public health practice by identifying and tracking disease patterns to assist in disease prevention programming. Prerequisites: C or better in MATH 155 and HLTH 230. Three hours per week with enhancement.

401. Community Health 4 hours credit

Study of the community dynamics as it affects the health status of community residents. Examine the role that various agencies' policies and practices have in maintaining optimal health and well-being of community members. Emphasis placed on information and concepts required as foundation knowledge for school and community health educators. Prerequisite: HLTH 110 or completion of at least 60 credit hours. Three hours per week with enhancement.

450. U.S. Healthcare and Public Health 4 hours credit

Explores the fundamental characteristics and organizational structures of the U.S. health system as well as the differences in systems in other countries. Learn basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government. Prerequisite: C or better in ENGL 103 AND HLTH 401. Three hours per week with enhancement.

480. Internship in Community Health 12 hours credit

Practical health education experience under the supervision of a local, professional mentor and University supervisor. A minimum of 450 supervised hours of service in a community-based health setting. Prerequisites: Completion of all required major core curriculum courses with a C or better and a cumulative GPA of at least 2.50. Thirty-six hours per week.

490. Selected Topics in Health 3 hours credit

Investigates themes and issues related to the health profession. Topics will vary each semester. May be repeated once under different course subtitles for a total of six credits. Prerequisite: Designated by topic. Three hours per week.

Appendix C: Marketing Material

Earn Your B.S. in Community Health Close to Home

Interested in a career in which you work to promote and protect the health of your community?



Highlights of the program:

- Classes at USM-H are taught at USM-H and SU via interactive video.
- Students gain practical experience through a semester-long internship
- Students have opportunities to study abroad during internship or by taking a global seminar course
- Students are qualified and prepared to take the Certified Health Education Specialist (CHES) exam
- Students have access to all of USM-H facilities, as well as all of SU's facilities, from the library to the gym.
- Graduates earn an SU diploma and may participate in commencement exercises in Salisbury.



Want to learn more?

Brandye Nobiling, PhD,
CHES, CSE
Program Chair of Community
Health

bdnobiling@salisbury.edu
Tel: 410-677-0062



Salisbury University and USM at Hagerstown

Appendix D: Program Enrollment and 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)	68,768	151,770	187,578	214,680	221,120
a. Number of F/T Students	7	15	18	20	20
b. Annual Tuition/Fee Rate	9,824	10,118	10,421	10,734	11,056
c. Total F/T Revenue (a x b)	68,768	151,770	187,578	214,680	221,120
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	218,000	218,000	218,000	218,000	218,000
4. Other Sources	47,500	0	0	0	0
TOTAL (Add 1 – 4)	\$334,268	\$369,770	\$405,578	\$432,680	\$439,120

2 a-c. The Community Health Program at USMH is looking to have at least seven students enrolled in the first year/Fall of 2019 with a steady increase each year. The annual tuition and fee rate is based on in-state tuition, though students who are out of state are subject to Salisbury University's Good Neighbor Policy, which extends to Delaware, New York, New Jersey, North Carolina, Pennsylvania, Virginia, West Virginia and Washington D.C.. Because of USMH's proximity to both Pennsylvania and West Virginia, it is likely that some of the students will be out of state, which would be approximately \$4,000 more per year per student. This chart also factors in a 3% tuition increase every year.

2 d. Due to the cohort model of the Community Health program, we are not expecting any part-time students.

3. The Community Health program at USMH will be receiving \$218,000 in funding from a system enhancement every year.

4. USMH has agreed to pay one-half of the site coordinator's salary and benefits in Year 1.

Appendix E: Program Expenditures

Expenditure Categories	Year 1 FY '20	Year 2 FY '21	Year 3 FY '22	Year 4 FY '23	Year 5 FY '24
1. Faculty (b + c below)	103,669	128,386	131,596	134,885	138,257
a. Number of FTE	1.7	2.5	2.5	2.5	2.5
b. Total Salary	80,000	102,500	105,063	107,689	110,381
c. Total Benefits	23,669	25,886	26,533	27,196	27,876
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	26,722	27,390	28,075	28,777	29,497
a. Number of FTE	0	0	0	0	0
b. Total Salary	22,000	22,550	23,114	23,692	24,284
c. Total Benefits	4,722	4,840	4,961	5,085	5,213
4. Technical Support and Equipment	7,770	7,964	8,163	8,367	8,577
5. Library	10,000	1,050	1,102	1,157	1,215
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	31,520	20,520	20,520	20,520	20,520
TOTAL (Add 1 – 7)	\$179,681	\$185,310	\$189,456	\$193,706	\$198,066

1 a-c. Community Health is hiring a site coordinator whose position will be full-time non-tenure track located at USMH. For year one, an adjunct(s) salary and benefits who will teach four classes is also included. The second through fifth years' salary and benefits is for the site coordinator and adjunct(s) teaching nine classes.

3. There are two Support Staff positions, the first being a part-time administrative assistant who is currently employed by the SU Social Work program. Social Work and Community Health will split the salary and benefits for this position in half and the second Support Staff position is a satellite recruiter. Community Health would support $\frac{1}{4}$ of the salary and benefits for this position.

4. Community Health will be offering courses via IVN and a tech will be paid to troubleshoot any issues during these IVN courses, also a 2.5% pay increase has been added to every subsequent year.

5. For students to have adequate library resources at USMH, we have budgeted a larger start-up amount in the first year to ensure proper library resources, models, etc. In the following years, a smaller amount is needed in order to sustain the program's library resource needs. We have included a 5% inflation rate added to Years 2-5.

7. Other Expenses in Year 1 are advertising/recruiting materials, travel between USMH and SU, Professional Development funds for faculty, telephone charges and office supplies, and other equipment needs. Years 2-5 Other Expenses are advertising/recruiting materials, Professional Development, telephone and office supplies and travel between USMH and SU.

Appendix F: MSCHE Statement on Accreditation Status



January 3, 2018

Dr. Janet E. Dudley-Eshbach
President
Salisbury University
1101 Camden Avenue
Salisbury, MD 21801-6837

Dear Dr. Dudley-Eshbach:

At its session on January 2, 2018, the Executive Committee for Substantive Change of the Middle States Commission on Higher Education acted:

To acknowledge receipt of the substantive change request. To include the first Postsecondary Award/Cert/Diploma (<1 year) program (Certificate in Fraud and Forensic Accounting) within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2024-2025.

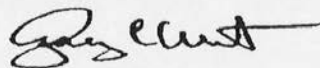
This action is a substantive change action. An explanation of this type of action is provided in the Commission's policy *Accreditation Actions*, which is available on the Commission's website.

Enclosed is a copy of the institution's Statement of Accreditation Status (SAS) for your review. If any of the factual information is incorrect, please contact the Commission as soon as possible.

In accordance with Commission policy, the accreditation status of the institution must be accurately represented. Please ensure that published references to your institution's candidate status or accredited status (catalog, other publications, web page) are accurate and include the full name, address, and telephone number of the accrediting agency, and the effective date (month and year) when status was granted. Candidate for Accreditation is a status with the Commission that indicates that an institution has achieved membership and is progressing toward, but is not assured of, accreditation.

Please be assured of the continuing interest of the Middle States Commission on Higher Education in the well-being of Salisbury University. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Dr. Sean A. McKittrick, Vice President.

Sincerely,



Gary L. Wirt, Ed.D.
Chair

c: Chancellor, University System of Maryland Central Office

The Middle States Commission on Higher Education accredits institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and other locations abroad.



MIDDLE STATES COMMISSION ON HIGHER EDUCATION

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

STATEMENT OF ACCREDITATION STATUS

SALISBURY UNIVERSITY

1101 Camden Avenue

Salisbury, MD 21801-6837

Phone: (410) 543-6000; Fax: (410) 546-6016

www.salisbury.edu

Chief Executive Officer: Dr. Janet E. Dudley-Eshbach, President

System: University System of Maryland Central Office
Dr. Robert L. Caret, Chancellor
3330 Metzert Road
Adelphi, MD 20783
Phone: (301) 445-1901; Fax: (301) 439-6441

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 7861 Undergraduate ; 887 Graduate

Control: Public

Affiliation: Government-State Systems - The University System of Maryland

2015 Carnegie Classification: Master's Colleges & Universities - Larger Programs

Approved Degree Levels: Postsecondary Award/Cert/Diploma (< 1 year) (Fraud and Forensic Accounting), Bachelor's, Postbaccalaureate Award/Cert/Diploma, Master's, Post-Master's Award/Cert/Diploma, Doctor's - Professional Practice (Doctor of Nursing Practice), Doctor's - Research/Scholarship (Doctor of Education (EdD.), Doctor's - Other (Doctorate in Education (Ed.D));

Distance Education Programs: Fully Approved

Accreditors Recognized by U.S. Secretary of Education:

Instructional Locations

Branch Campuses: None

Additional Locations: Cecil College at Elkton Station, Elkton, MD; Eastern Shore Higher Education Center, Wye Mills, MD; Ramstein Education Center, Ramstein, Germany; Southern Maryland Higher Education Center, California, MD; Universities at Shady Grove, Rockville, MD; University System of Maryland in Hagerstown, Hagerstown, MD.

Other Instructional Sites: Berlin Intermediate School, Berlin, MD; Buckingham Elementary School, Berlin, MD; Chipman Elementary School, Salisbury, MD; Fruitland Primary School, Fruitland, MD; Pemberton Elementary School, Salisbury, MD; Pinehurst Elementary School, Salisbury, MD; Piney Orchard Elementary, Odenton, MD; Wicomico Middle School, Salisbury, MD.

ACCREDITATION INFORMATION

Status: Member since 1956

Last Reaffirmed: June 23, 2016

Most Recent Commission Action:

January 2, 2018: To acknowledge receipt of the substantive change request. To include the first Postsecondary Award/Cert/Diploma (<1 year) program (Certificate in Fraud and Forensic Accounting) within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2024-2025.

Brief History Since Last Comprehensive Evaluation:

June 23, 2016: To reaffirm accreditation and to commend the institution on the quality of the self-study process and report. The date for the next accreditation review will be determined by the Commission when it revises the accreditation cycle.

August 28, 2017: To acknowledge receipt of the substantive change request. To include the first and second post-master's certificates (Successful Completion for Educational Leadership and Advanced Studies for Educational Leadership) within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2024-2025.

Next Self-Study Evaluation: 2024 - 2025

Date Printed: January 3, 2018

DEFINITIONS

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. ANYA ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

Other Instructional Sites - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

Distance Education Programs - Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the

Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

Commission actions are explained in the policy *Accreditation Actions*.