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Cover Sheet for In-State Institutions

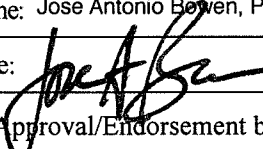
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Goucher College
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Each action below requires a separate proposal and cover sheet.

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|---|---|
| <input checked="" 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 type="radio"/> Offer Program at Regional Higher Education Center |

Payment Submitted: <input type="radio"/> Yes <input type="radio"/> No	Payment Type: <input type="radio"/> R*STARS <input type="radio"/> Check	Payment Amount:	Date Submitted:
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Department Proposing Program	Welch Center for Graduate and Professional Studies		
Degree Level and Degree Type	Bachelor of Professional Studies (Baccalaureate)		
Title of Proposed Program	Bachelor of Professional Studies in Early Childhood Education		
Total Number of Credits	120		
Suggested Codes	HEGIS: 550301	CIP: 131210	
Program Modality	<input type="radio"/> On-campus <input checked="" type="radio"/> Distance Education (<i>fully online</i>) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date	<input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Summer Year: 2019		
Provide Link to Most Recent Academic Catalog	URL: https://www.goucher.edu/learn/graduate-programs/ma-in-		
Preferred Contact for this Proposal	Name:	Kathryn Doherty, Ed.D.	
	Title:	Associate Provost	
	Phone:	410-337-6208	
	Email:	kathryn.doherty@goucher.edu	
President/Chief Executive	Type Name:	Jose Antonio Bowen, Ph.D.	
	Signature:		Date: 12/19/18
	Date of Approval/Endorsement by Governing Board:		

Revised 12/2018

Academic Program Proposal
Goucher College Welch Center for Graduate and Professional Studies
New Online Bachelor of Professional Studies in Early Childhood Education

A. Centrality to institutional mission statement and planning priorities

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

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

Goucher believes its goals are best achieved in an environment that responds to students both as individuals and as members of multiple groups within their communities. Accordingly, education at Goucher is based on an expanding sense of community--a community where discourse is valued and practiced, where students attend—physically or virtually-- small classes and interact closely with faculty and one another, and where students can participate in and lead extracurricular programs. This emphasis on community leads Goucher to a natural extension of its program to capture an increasingly education-focused adult community – those individuals pursuing higher education while working, raising families, and juggling competing priorities. In that framework, Goucher has developed the fully online Bachelor of Professional studies degree to more effectively meet the education needs of community college students who, after completing a career track Associate of Applied Science or Associate of Technical Studies degree, realize that the market and employers are seeking to hire those candidates who have completed the bachelor's. The BPS degree at Goucher provides a smooth transition to four year completion for students who may never have considered a Goucher degree.

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

Goucher's fully online Bachelor of Professional Studies has been designed by and will be implemented through a partnership of subject matter experts and those professionals who are trained in best practice pedagogy for the adult online learner. The foundations of the program are derived from the strategic priorities of the college in terms of excellence and rigor in education, engagement, and community for all constituents, and ease of access for diverse and multicultural groups. In keeping with Goucher's tradition of shared governance and faculty ownership of the curriculum, this program will be reviewed and approved by Goucher's Curriculum Committee, which is a standing committee of the faculty governance system charged with reviewing and

approving all new programs at the undergraduate level, and the full faculty assembly. Additionally, the senior leadership of the campus has also reviewed, provided feedback on, and approved this proposal, ensuring that the program is consistent with campus mission and goals, supported by faculty, and responsive to culture, environment, and the service industry landscape at large.

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

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

Goucher's Bachelor of Professional Studies (BPS) degree is designed for community college students who are completing their AAS degree. The BPS degree at Goucher has a core of 30 credits in BPS courses designed to supplement the general education credits AAS or ATS students bring as part of their associates degree while still maintaining a career and applied focus, and 30 credits of concentration in one of three fields: Business Management, Early Childhood Education, or Health Services Administration. These concentrations are designed to align with the most popular community college AAS programs.

Goucher's BPS program has been designed with the AAS/ATS graduate in mind, and offers a smooth pathway to a Bachelor's degree in only 60 additional credits through a fully online, 8-week course format that can be completed in 18-24 months. Features of Goucher's new BPS degrees include:

- Automatic acceptance of all AAS credits toward the required 120 credits for the BPS
- No application or registration fees; minimal application process
- Reasonable per credit tuition with Financial Aid available
- Fully online delivery through Goucher's Canvas LMS
- Individualized advising and support services for the BPS student
- Rolling admission with six points of entry during the year

Goucher's BPS degree offers completion options for students in programs that do not typically articulate smoothly to traditional transfer programs at 4 year institutions, and are designed for students who are often juggling work and family commitments that can sometimes conflict with progress to degree. The BPS programs ensure ease of access, convenience, and accelerated completion for working adults, while also offering a pathway to a Goucher undergraduate degree that students may not have previously considered.

After completing the BPS degree, graduates will:

- Successfully transition from a career-focused associate's program to advanced study in the discipline while completing the four year degree.
- Apply foundational learning and career specialization to completion of upper division coursework.
- Demonstrate and practice discipline specific knowledge, skills, and theory in practical settings within the career internship.
- Acquire baccalaureate level preparation for career success and higher earnings potential.

- Utilize career specializations and core professional studies to competitive advantage in chosen field.

Program Objectives

The BPS in Early Childhood Education program prepares graduates to:

- Successfully transition from a career-focused associate's program in early childhood development to advanced study in the discipline at a management/leadership level while completing the four year degree.
- Apply foundational learning and career specialization in an area of early childhood education to completion of upper division coursework in preparation for a management/leadership position in the field.
- Demonstrate and practice early childhood education-specific knowledge, skills, and theory in practical settings within the career internship.
- Acquire baccalaureate level preparation in early childhood education for career success and higher earnings potential.
- Utilize career specializations and core professional studies to competitive advantage in the chosen field.

AAS graduates will enter Goucher's BPS degree program through a standardized articulation agreement signed by Goucher and the community college from which these students come. No specialized accreditation is required, nor will be sought, for the BPS, or any of its concentrations.

Student Learning Outcomes

After completing the course work and required internship for this program, students will be able to:

- Describe, discuss, and use on the job best practice skills in early childhood education
- Frame their work as early childhood educators within the ethical and legal environment of the education sector
- Display the knowledge and skills of an effective leader in the workplace setting
- Share information and knowledge with peers, co-workers, and supervisors using professional and workplace appropriate written and oral communication
- Apply best practice skills in budget, finance, human resource management, and regulatory compliance as a manager or leader in an early childhood setting

AAS graduates will enter Goucher's BPS degree program through a standardized MOU signed by Goucher and the community college from which these students come. MHEC is currently finalizing the MOU that all four-year institutions will use when partnering with the community colleges in this way. No specialized accreditation is required, nor will be sought, for the BPS, or any of its concentrations.

Course of Study (60.0 credits)

The Bachelor of Professional Studies in Early Childhood Education is designed to be completed by the student in 18-24 months, in a fully online 8-week course format. The student may take up to 6 credits a term, or 12 credits per semester (2 terms). Courses will be offered year round, including the summer. All BPS students complete 30 credits of BPS core classes, and another 30 credits in the area of concentration. A typical term schedule would include one 3-credit BPS

core course and one 3-credit BPS concentration course. An applied internship is required as the last 3 credits (150 hours) in the area of concentration, and may be completed at the student's workplace, if appropriate.

BPS Core Courses (30 cr)

BPS XXX	Introduction to Professional Studies
BPS XXX	Digital and Professional Communication
BPS XXX	Critical Thinking, Research & Presentation (3)
BPS XXX	Technology for Information-Based Orgs.
BPS XXX	Ethics in Professional Life (3)
BPS XXX	The Legal Environment (3)
BPS XXX	Leadership in the Workplace (3)
BPS XXX	Human Diversity in Social Contexts (3)
BPS XXX	Public Advocacy and Negotiation (3)
BPS XXX	Professional Internship (3)

BPS Concentrations (30 cr)*

Early Childhood Education – Special Education

ECE XXX	Home, School, and Community (3)
ECE XXX	Teaching Young Children with Disabilities (3)
ECE XXX	Interventions in Early Childhood (3)
ECE XXX	Motor Development, Expressive Arts, and Socialization (3)
ECE XXX	Assessment in Early Childhood Intervention (3)
ECE XXX	Differentiating Instruction (3)
ECE XXX	Technology in Special Education (3)
ECE XXX	Teaching English as a Second Language & Assessing Language Competency (3)
ECE XXX	Center Management, Leadership, and Supervision (3)
ECE XXX	Observation and Supervised Teaching in Early Childhood Education (3)

Course Descriptions

BPS XXX Introduction to Professional Studies. This core BPS course introduces students to the professional environment, the skills and attributes that are required for success in that environment, and interpersonal, organizational, and professional framework that each leader must navigate (3 cr.)

BPS XXX Digital and Professional Communication. This course provides the profession with knowledge of the importance of communication in the workplace; with skills in digital, written, oral, and interpersonal communication; and with the ability to apply those skills to successfully accomplish the work of the organization (3 cr.)

BPS XXX Critical Thinking, Research, & Presentation. The ability to analyze problems, to conduct and use research for decision-making, and to share those decisions with others in the organization are all important in the career success of the professional. This course emphasizes

the process of collecting, analyzing, and using information to document and solve a problem or challenge in the workplace (3).

BPS XXX Technology for Information-Based Organizations. Technology is a critical component for any organization or business. This course focuses on network technology, common professional software programs, technology requirements and supports, and information management in the workplace (3 cr.).

BPS XXX Ethics in Professional Life. This course provides a broad overview of ethical behavior in professional life, and addresses corporate culture and expectations, workplace behavior and interpersonal interactions, and parameters for ethical decision-making (3 cr.).

BPS XXX The Legal Environment. Positive work environments, mutual respect, appropriate behavior, and compliance/regulations are all factors that influence life at work and within any organization. The Legal Environment is a survey course that addresses legal requirements for managers, workers, and clients; codes, regulations, and laws; and processes to maintain a safe and productive work culture that is safe and responsive for all staff and employees (3 cr.).

BPS XXX Leadership in the Workplace explores the role of the leader at work, covers the different leadership styles, and encourages students to identify and actively use their own leadership style. Hands-on opportunities for leadership will be available throughout the course (3 cr.).

BPS XXX Human Diversity in Social Contexts (3). Diversity is one of the highlights of life in American society, and this course provides opportunities for students to read about, discuss, analyze, and write about the ways in which diversity enhances, but also challenges, the workplace. Application of theory to practice is a main focus for this course (3 cr.).

BPS XXX Public Advocacy and Negotiation. This course addresses ways in which the professional in the workplace can advocate for key constituent groups, and negotiate a pathway to consensus even in the most challenging situations. Tools such as arbitration, mediation, facilitation, and presentation will be covered in this course as students learn the basic tenets and applications of these key skills (3 cr.).

BPS XXX The Professional Internship. The BPS Internship is a capstone for the BPS degree, occurring at the end of the student's course of study, and requiring hands on application of key theories and practices learned through the degree. May be completed in the student's current place of employment, if appropriate (150 hours, 3 cr.).

ECE XXX Home, School, and Community. This course provides the foundation for the ECE program by introducing students to the relationships and intersections that make up the home-school-community partnership, which comes together to support and facilitate student success (3 cr.).

ECE XXX Teaching Young Children with Disabilities. This cornerstone course emphasizes the program's focus on special education at the earliest levels, and provides early childhood

teachers with the knowledge and skills to teach and work with young children who require special education services (3 cr.).

ECE XXX Interventions in Early Childhood. Early intervention is a well-recognized approach to educating young children. This course provides a review of theories and best practice for early intervention in the ECE classroom (3 cr.).

ECE XXX Motor Development, Expressive Arts, and Socialization. This courses provides an overview of theory and practice associated with learning through play, art, music, action, and physical activity, and prepares the student for the active learning classroom (3 cr.).

ECE XXX Assessment in Early Childhood Intervention. An overview of the tools, methods, and measures used in the early childhood setting to assess student performance and abilities, and to design and implement early interventions is presented through the content and delivery of this course (3 cr.).

ECE XXX Differentiating Instruction. Educators have long understood the importance of teaching students according to level, need, and ability, while simultaneously ensuring that all relevant content is covered and mastered. This course emphasizes a variety of methods to successfully differentiate instruction for early childhood learners (3 cr.).

ECE XXX Technology in Special Education. This survey courses focuses on applications and tools for technology use in and outside of the early childhood classroom, emphasizing both software and hardware applications as well as collection and management of information (3 cr.).

ECE XXX Teaching English as a Second Language and Assessing Language Competency. Early language assessment and teaching provide the most effective foundation for growth as an English Language Learner. Students in this course learn the techniques and theory that support ELLs in the ESOL or inclusion classroom (3 cr.).

ECE XXX Center Management, Leadership, and Supervision. A classroom or center is only as effective as a teacher's ability to successfully manage it. This course covers the key concepts, theories, and practices associated with positive leadership both in/out of the classroom, and at the center or unit level (3 cr.).

ECE XXX Observation and Supervised Teaching in Early Childhood Education. Students will apply their learning of theories, concepts and best practices to a supervised observation within the ECE classroom or center. This observation will be in preparation for the final professional internship of this program (3 cr.).

C. Critical and compelling regional or statewide need as identified in the State Plan.
Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State.

In November, 2017, the Maryland Association of Community Colleges (MACC) proposed to the Maryland Higher Education Commission authorization to grant the four year degree in selected degree fields at the community colleges in Maryland. Citing the national movement toward four

year degree offerings at community colleges in 20 states, as well as the long-standing tenuous articulation process between community colleges and four year institutions, the MACC proposal sought permission to extend selected two-year degrees to four year bachelor completion programs at the community college level in response to employer/workforce need and student request.

As MACC's 2017 proposal states, with so few in-state options for the AAS career track student, students leave Maryland for their education:

Currently, students seeking such applied baccalaureate degrees must enroll in institutions out of state, with the enormous inconveniences and hardships that come with this imperative. The issue of cost is also critical. Most out of state baccalaureate programs charge tuitions that are two to ten times more costly than such programs would be at the state's community colleges.

In response to the MACC proposal, MHEC convened a task force in late 2017 with representatives from the Maryland community colleges and all four year institutions in the state. The result of a 9-month discussion among task force members, the MHEC Secretary of Education, and several MHEC Commissioners was an agreement to actively seek to develop and deliver the two-year Bachelor of Professional Studies at those four year institutions who selected to participate. These partnerships would be created through a standardized MHEC MOU and negotiated directly between 2- and 4-year institutions, with the agreement that the BPS degree would accept the AAS degree in its entirety, making the BPS a bachelor's completion program and not a traditional transfer program with a credit-by-credit, course-by-course evaluation. Articulation to the BPS is limited to AAS/ATS degree recipients.

This process is happening rapidly, and the market for AAS graduates is strong and largely untapped at this point. In the 2018 MHEC Fact Book, for academic year 2016, there were 123,824 community colleges full- and part-time students enrolled in the 16 Maryland community colleges, and 43,856 were 25 years of age or older. The Maryland Association of Community Colleges 2018 Data Book reports that in 2016, 39,690 students were enrolled career track programs across the state. Of this group, 5,327 students completed AAS or ATS degree programs, with Business and Health Services ranking first and second in degree choice for these students. Goucher has used these data, coupled with Bureau of Labor Statistics data for both workforce need and those occupations requiring the bachelor's degree to identify four initial BPS tracks. These tracks build off the strength of college's existing programs to offer four uniquely career-oriented applied completion degrees to students who might otherwise never benefit from a Goucher education. These tracks include:

- Applied Psychology
- Business Management
- Early Childhood Education
- Health Services Management

Each of these tracks is in the top list of the BLS workforce report cited earlier in this proposal, and no similar BPS program exists at this time in Maryland. The programs have been developed for delivery in an 8-week fully online mode in response to national data (The Learning House, 2017) showing that working adults with families and personal commitments prefer the flexibility of online courses and are more likely to complete the degree when courses are more compact in terms of time to completion. The BPS degree will be offered at Goucher through the Professional Studies umbrella of the Welch Center for Graduate and Professional Studies, and administered by a BPS program director and the Welch Center administrative offices. Faculty subject matter experts are serving as program developers and consultants, and as advisors to the students in the program.

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

Consistent with the Maryland State Plan’s goal to provide ongoing and lifetime learning opportunities for workers, this program is designed to fit the needs of students as they transition from the Associate of Applied Science into their career field of choice. With the Goucher College Bachelor of Professional Studies program, students will learn skills in four areas of concentration in most demand at the state level, regionally, and across the county, as they complete courses that combine with professional experience and best practice. Armed with these tools, program graduates will enter –and advance in -- the workforce, able to develop and promote ideas, frame issues, influence positive change, and be effective employees and leaders. The program will help students develop critical skills needed across industries and provide a bachelor’s level credential that will be reinforced through hands-on practice, applied projects, and a final internship experience.

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

The BPS program with the four areas of concentration meets the market supply and demand needs for the region and the state. Bureau of Labor Statistics reports show that increasing numbers of employers and occupations are requiring the four year degree (BLS.gov). Where the high school diploma or associate’s degree were once sufficient in many occupations, allowing the bachelor’s degree to serve as a competitive marker for advancement or promotion, the four-year degree is now often the minimum requirement. In an April, 2018, report, BLS cited 174 occupations that now typically require a bachelor’s degree. The top industries were business, communication and design, community and social services, engineering and architecture, health care and science, information technology, management-related, and teaching. The report also referenced well-known wage data showing the gap in earnings between non-bachelor’s position and those that required the degree, stating that “In 2017, the median annual wage for bachelor’s-level occupations was \$72,830, nearly double the \$37,690 median wage for all occupations.”

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

Early Childhood Education (Special Education focus) (ECE)

The Early Childhood Education field is growing faster than average in the United States due to a renewed focus on the importance of pre-school education and Head Start programs. Overall, the

Bureau of Labor and Statistics estimates that the field will grow by 25 percent through the end of the decade, which places it significantly above the average occupational growth in the country for all professions combined. The latest Kids Count report ranks Maryland ninth (Anne E. Casey Foundation 2018) on how well the state is addressing the educational needs of its 3- and 4-year-old students. Maryland's ranking trails nearby Virginia and New Jersey. The report recommends that Maryland, with 49% of 3- and 4-year-olds not in school, do more to address early childhood education. Adding the special education component to this degree—a Maryland area of critical shortage – adds even more value to the Goucher BPS in terms of meeting state and regional education needs. The Early Childhood education professional in today’s job market can expect a starting salary of about \$25,700. Those who pursue leadership positions within daycares, pre-schools and similar environments, can expect a salary that starts considerably higher. Those professionals will typically earn about \$46,890 per year on average. Table 1 presents the BLS Occupational Outlook for one segment of the ECE field:

Table 1

Quick Facts: Preschool and Childcare Center Directors	
2017 Median Pay	\$46,890 per year \$22.54 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	Less than 5 years
On-the-job Training	None
Number of Jobs, 2016	61,800
Job Outlook, 2016-26	11% (Faster than average)
Employment Change, 2016-26	6,700

Provide data showing the current and projected supply of prospective students

The 2017 MACC proposal emphasized 4-year degree completion for students graduating with a 2 year applied science degree from a community college (AAS), which has not been a transfer degree in the past. Historically, Maryland community colleges provide two degree tracks to the associate’s degree: the Associate of Arts or Science (AA or AS) degree or the Associate of Applied Science degree (AAS); the Associate of Arts in Teaching was added more recently as a specific articulated path to an undergraduate teaching degree at the four year institution. The AA or AS degree is designed to transfer smoothly to a four-year degree program—and, in fact, there is a mandatory articulation between the community colleges and the four year state institutions, although in practice it still remains challenging for the student in terms of credit and course evaluation and acceptance at the four year school. To date, AAS has been considered a “terminal” degree, with no transfer option. Students in these programs are finding, unfortunately, that their AAS degree is losing value in a market where more and more employers seek the bachelor’s degree. Moving on to a four-year institution from the AAS degree is even more difficult than from the transfer-oriented AA or AS degree due to a reduced number of general education credits required for the AAS degree under the Maryland COMAR regulations

that govern higher education in state—meaning that to transfer into a traditional 4 year program, the student would need to take, or re-take many courses. In addition, Maryland community college data presented earlier in this proposal show that in 2016, there were more than 5,000 AAS/ATS degree program graduates for whom, at that time, there were limited bachelor degree options, at best.

Tables 2 and 3 below illustrate the anticipated enrollment and graduation numbers for the first five years of the program.

Table 2

	2019	2020	2021	2022	2023
Number of anticipated students	20	35	40	45	50

Table 3

	2021	2022	2023	2024	2025
Number of anticipated graduates	10	20	25	30	35

E. Reasonableness of program duplication

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

COMAR regulations recognize the need for an advanced career/applied bachelor’s degree in Maryland, even while most four year institutions have not. COMAR provides for a direct transfer option from the AAS to the four year degree with a little-utilized Bachelor of Professional Studies option (COMAR 13B.02.03.24.1.1-5) that requires only a signed memorandum of understanding between the two-year and four-year institution for implementation.

At this point, there are no programs in-state similar to Goucher College’s Bachelor of Professional Studies program, and student demand, their exodus to out-of-state programs, and the market need for these programs clearly demonstrate that program duplication is not a concern at this point.

F. Relevance to Historically Black Institutions (HBIs)

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

Goucher’s program is not in direct competition with any high demand program at an area HBI. There is currently no comparable Bachelor of Professional Studies degree offered online or onsite at a Maryland HBCU.

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

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

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

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

The Goucher College online delivery option for the Bachelor of Professional Studies program fully meets and exceeds the Principles of Good Practice in online education, as outlined in the following sections:

Curriculum and Instruction

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

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

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

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

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

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

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

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

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

Courses in the online program were developed by faculty experts in the discipline and will be approved through the undergraduate curriculum committee. Online courses are reviewed by Goucher instructional designers prior to delivery, and faculty are under contract to make improvements to these courses based on feedback.

Role and Mission

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

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

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

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

Faculty Support

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

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

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

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

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

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

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

Goucher offers online academic support services to online graduate students through their online Academic Studio through a link on each course site. Online library access is provided to

students through the Goucher College library website, which is linked from all online course sites.

Students and Student Services

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

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

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

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

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

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

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

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

Commitment to Support

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

All course evaluations for online courses and programs contain specific questions for students to respond to that relate to the online teaching and learning environment. Faculty are required to complete Quality Matters training in design and delivery of online courses prior to teaching

online for the first time. An additional “Improving Your Online Course” is also available for faculty who wish additional training for the online environment.

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

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

Evaluation and Assessment

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

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

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

Goucher College has in place a Quality Matters-based review process for all new online courses and programs, as well as a mandated Quality Matters training program for all faculty wishing to teach online. Goucher College is a member of Maryland Online and a participant in the Quality Matters program.

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

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

H. Adequacy of faculty resources.

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

Faculty

A half-time academic program director/faculty member (doctoral degree required) will be hired to direct the implementation and curriculum development for the program, and to teach in the program following MHEC approval. Faculty for the courses proposed for this degree are well qualified, professionally-prepared, and established practitioners who will come from across

multiple disciplines. Initial core faculty are listed below. Additional doctoral-prepared faculty will be hired after full build out of the proposed program.

Mary Adkins, director, M.A.T. and associate professor of education (2005) B.A. in Sociology, West Virginia Wesleyan College; M.Ed., Ph.D in Special Education, University of Maryland, College Park (ECE core courses).

Amber Barnett, Amber Barnett, adjunct instructor; M.A. in Higher Education Administration, Morgan State University; BS in Biology, University of Maryland Eastern Shore (BPS core courses).

Katharine Bernstein, adjunct lecturer; B.A. in English, Goucher College; M.Ed. in Early Childhood Special Education, Loyola University Maryland (ECE core courses).

Stephanie Blake, adjunct lecturer; B.A. in Business Administration, Arcadia University; M.Ed. in Early Childhood Education, Gratz College (ECE core courses).

Stephanie Grable, adjunct lecturer; M.A.T. in Education, Notre Dame of Maryland University (ECE core courses)

Ann Marie Longo, associate professor of education (2000) B.A. in English, King's College; Ed.M., Ed.D. in Education, Harvard University (ECE core courses).

Leslie Rubinkowski, assistant professor of practice, M.F.A. in Creative Nonfiction, University of Pittsburgh; B.A. in Creative Writing, California University of Pennsylvania (BPS core courses).

I. Adequacy of library resources.

Goucher College is prepared to support this new bachelor's program through its existing library holdings, through the Baltimore Area Library Consortium, and through other library agreements. The library current support the academic work of Goucher's traditional undergraduate student population. BPS online students will have full access to the entire range of library holdings that include 253,000 print materials, 296,000 e-books, 96,000 electronic journals, and 59,000 multi-media materials, as well as undergraduate research instruction and support. Services provided to students include research instruction and assistance, online tutorials, interlibrary loan, and a digital repository for theses and capstone projects. Additional funding is allocated in the finance section of this proposal to purchase program-specific electronic resources through the library based on identification of special topics for student theses.

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

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

K. Adequacy of provisions for evaluation of the program.

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

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

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

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

The proposed program, and Goucher College, have a strong commitment to promoting diversity in both hiring practices and recruiting and admitting practices. Faculty will be recruited and hired for the program with an emphasis on diversity candidates, a practice that will continue during implementation and program delivery, to attract and retain qualified faculty from diverse racial, socioeconomic, and geographical backgrounds. Scholarship funds will be available to attract economically diverse students, and the Welch Center has a diversity plan in place to increase participation of diverse students in the program. In addition, access to the Maryland community college student population, where 53% are students of color, increases Goucher's ability to provide direct outreach to a more diverse population of students, thereby more fully supporting the state's minority student achievement goals. In addition, the online delivery of this program will also increase access for students across a broad geographic and demographic area.

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

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

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

N. Finance

Complete Tables 5 and 6 for the first five years of the program and provide a narrative rational for each resource and expense.

TABLE 5: RESOURCES					
Resource Categories	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
1. Existing Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	0	0	0	0	0
a. # F/T Students	0	0	0	0	0
b. Annual Tuition	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. # P/T Students	20	35	40	45	50
e. Credit Hr. Rate	\$300	\$300	\$300	\$300	\$300
f. Annual Credit Hr.	21	21	21	21	21
g. Total P/T Revenue (d x e x f)	\$126,000	\$220,500	\$252,000	\$283,500	\$315,000
3. Grants, contacts, & external sources	0	0	0	0	0
4. Other Sources	\$39,000	\$68,250	\$78,000	\$87,750	\$97,500
TOTAL	\$165,000	\$288,550	\$330,000	\$371,250	\$ 412,500

Table 5: Resources

1. Reallocated Funds. No funds will be reallocated for this program.
2. Tuition and Fee Revenue. All students will be part time and will complete 3-6 credits per term, 6-12 credits per semester or 18-36 credits per calendar year, at \$300 per credit. The average student is expected to complete 21 credits per year, as reflected on Table 1.
3. Grants and Contracts. We have not yet identified sources of funding in this category, though there may be opportunities we could pursue in the future. We do not plan to rely on grants or contracts to make the program viable.
4. Other Sources. Each enrolled student will be charged a technology fee of \$325 per semester (325 x 6 semesters x number of students enrolled).
5. Total Year. Table 1 is a conservative estimate of expected revenues for the program for the first five years, based on past performance and current levels of support we are able to dedicate to this program.

TABLE 6: EXPENDITURES					
Expenditure Categories	2018	2019	2020	2021	2022
1. Faculty (b + c below)	59,950	59,950	89,925	119,900	122,298
a) # FTE	1	1	1.5	2	2
b) Total Salary	55,000	55,000	82,500	110,000	112,200
c) Total Benefits	4,950	4,950	7,425	9,900	10,098
2. Admin. Staff (b + c below)	0	27,250	61,500	62,730	63,985
a) # FTE	0	0.5	1	0	0
b) Total Salary	0	25,000	50,000	51,000	52,020
c) Total Benefits	0	2,250	11,500	11,730	11,965
3. Support staff	0	15,500	32,000	32,640	33,293
4. Equipment	0	0	0	0	0
5. Library	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses Software, marketing, faculty development, and course development	\$20,000	\$5,000	\$5,000	\$5,000	\$5,000
8. TOTAL (add 1-7)	\$80,950	\$108,700	\$188,425	\$221,270	\$225,576

Table 6: Expenditures

1. Faculty (number of full-time employees with salary and benefits): Faculty for the program will come largely from Goucher's adjunct faculty pool of subject matter professionals with advanced degrees working in the field, or regular full-full time Goucher faculty teaching in

the program as part of load, with the appointment of part-time non-tenure-track positions equivalent to .05 FTE in Year 1 and increasing to 2 FTE by Year 5. Fringe benefits for adjunct faculty are calculated at a rate of .09 percent and covers FICA, Medicare, disability and workman's comp. This arrangement represents the incremental additional faculty costs needed to support this new program. A 2% salary increase is included for Years 2-5.

2. Administrative Staff. A .5 time program director will be hired in Year 2, and increased to full time with 23% benefits package in Years 3-5.
3. Support Staff. A .5 time admissions counselor will be hired in Year 2, and increased to full time with 23% benefits package in Years 3-5.
4. Equipment. There is no plan to add equipment for the delivery of this program.
5. Library. These funds are allocated for additional electronic resources to support students in their thesis research.
6. New and/or Renovated Space. No new space is needed for this program fully online program.
7. Other Expenses. Supplies, marketing, and other administrative expenses are included in this section of the budget.

Elka Torpey, "Employment outlook for bachelor's-level occupations," *Career Outlook*, U.S. Bureau of Labor Statistics, April 2018.

Kurtinitis, Sandra L, Nov. 29, 2017

A Proposal to Implement Applied Baccalaureate Degrees at Maryland Community Colleges