



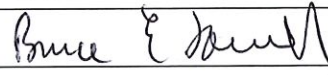
Cover Sheet for In-State Institutions New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	University of Maryland, Baltimore
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Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <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 <input checked="" type="radio"/> Yes	Payment <input checked="" type="radio"/> R*STARS	Payment	Date
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check	Amount: \$850.00	Submitted: 11/29/2018

Department Proposing Program	Graduate School		
Degree Level and Degree Type	Doctorate of Philosophy		
Title of Proposed Program	PhD in Health Professions Education		
Total Number of Credits	60		
Suggested Codes	HEGIS:	CIP: 13.1327	
Program Modality	<input type="radio"/> On-campus	<input type="radio"/> Distance Education (<i>fully online</i>)	<input checked="" type="radio"/> Both
Program Resources	<input checked="" type="radio"/> Using Existing Resources	<input 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.graduate.umaryland.edu/policies/		
Preferred Contact for this Proposal	Name:	Dr. Flavius R.W. Lilly	
	Title:	Senior Associate Dean, Graduate School	
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President/Chief Executive	Type Name:	Bruce E. Jarrell, MD, FACS, Executive Vice President and Provost	
	Signature:		Date: 02/06/2019
	Date of Approval/Endorsement by Governing Board:		

Revised 12/2018

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A. Centrality to institutional mission statement and planning priorities

Program description and centrality to the institutional mission statement

Ernest Boyer noted scholar described the work of the academic in the following statement “The work of a professoriate might be thought as having four separate, yet overlapping functions. There is the scholarship of discovery; the scholarship of integration: the scholarship of application and the scholarship of teaching.”

Few healthcare professionals and faculty are formally prepared to engage in scholarship much less in the basics of inter-professional education, curricular design, assessment, program evaluation, and institutional leadership. Health professionals are prepared academically to take care of patients and clients often within their perspective discipline. This model has created a disease-centric medical system and workforce. To create a health workforce that is prepared to implement population health care delivery, we must prepare students to practice team-based care. Health Professions education is critical to the task of meeting the healthcare needs of communities. The need for faculty prepared to educate and train the next generation of learners has increased globally. Dr. Ara Tekian, Professor and Director of the International Affairs in the Department of Medical Education and Associate Dean for the Office of International Education for the University of Illinois College of Medicine at Chicago has compiled a list of 24 doctoral programs identified worldwide that offer a Ph.D. in health professions education. Ten of these programs exist in the US; most are located in private institutions. The University of Maryland Baltimore as the state of Maryland founding campus for graduate professional education is uniquely prepared to meet the growing need for health Profession educators and offer this degree to advance the scholarship of graduate health profession teaching and learning.

The Ph.D. in health professions education will consist of seventeen courses with a total of 60 credits. The instruction will occur predominantly online utilizing distance learning technologies in addition to a mandatory on-site residency to be taken in tandem with the beginning of the program and conclusion. The mandatory In person (residency) will require students to attend four consecutive days of face-to-face lectures, training, discussions, and presentations at UMB’s campus in Baltimore, MD. The in-person interactions will assist in facilitating the peer learning, research, reflection and group discussion that is essential to creating an interdisciplinary team of faculty and scholars.

UMB will leverage extensive graduate education, human services expertise from across the campus. Faculty and students will build on existing health professional competencies gained through professional education, examine the historical and current foundations of learning theory, and engage in the practical application of emerging science of teaching and learning and advance scholarship. Students will examine current pedagogical theories and challenges faced by health professions programs, and institutions to advance their skills and knowledge under the expert guidance of accomplished faculty from UMB. Completion of the Ph.D. in Health Professions Education will:

1. Ph.D. graduates will demonstrate high quality and effective teaching methods.
2. Ph.D. graduates will demonstrate proficiency in curricula design, delivery and assessment at the course and program level.
3. Ph.D. graduates will work effectively in cross-disciplinary teams.
4. Ph.D. graduates will advance education theoretical research and models, generate and disseminate scholarship of teaching and learning.
5. Ph.D. graduates will demonstrate the ability to integrate educational research techniques to improve and demonstrate educational program and institutional effectiveness and sustainability.
6. Ph.D. graduates will demonstrate academic and executive administration and leadership qualities needed to lead the program, institutions, agencies, and organizations in the health and medical professions.
7. Ph.D. graduates will participate in community engagement to improve educational quality.

The Ph.D. in Health Professions Education relates to UMB's mission: "To improve the human condition and serve the public good of Maryland and society-at-large through education, research, clinical care, and service" by providing faculty and students with the necessary tools to further develop interprofessional health profession curricular design, implementation and assessment skills necessary to adequately prepare and improve the health of our diverse society. The degree program directly relates to UMB's vision to "be a beacon to the world as an environment for learning and discovery that is rich in diversity and inclusion."

Centrality to the strategic plan

The proposed degree supports UMB's strategic goals through the fulfillment of the following strategic themes:

- The UMB theme of **Student Success** challenges academic units to "design contemporary teaching and learning environments that are accessible and affordable to prepare students to be exemplary professionals and leaders in society" (University of Maryland, Baltimore, n.d.). The degree is designed for completion within three academic years, and its online format increases its accessibility to students. The university has recognized the vital role the Graduate School plays in creating accessible education for individuals already engaged in their professions.
- The theme, **Inclusive Excellence**, encourages the campus to "foster an environment that recognizes and values each member of the UMB community, enabling members to function at their highest potential to achieve their personal and professional goals" (University of Maryland, Baltimore, n.d.). This degree not only provides scholar-practitioners with the strategies to effectively engage with various interdisciplinary health profession members, but it also equips students with teaching and learning skills that can be utilized within any health professional education environment and prepares them for the faculty leader role.
- **Efficiency, Effectiveness and Assessment**, UMB aims to incentivize efficiency, effectiveness, and evaluation to make more responsible and impactful use of UMB's resources. By working collaboratively across schools, we identified existing coursework to support the degree assuring the scholarship of teaching and learning is approached from an interdisciplinary perspective for both faculty and students without unnecessary redundancy.

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

Alignment with the Maryland State Plan

There is compelling regional and statewide need for nursing and health profession faculty that directly contributes to the creation of a competent health workforce. The Maryland State Plan for Postsecondary Education 2017-2022 outlines several goals for institutions of higher education. This degree addresses each area.

Goal 1: Success: the Health Professions Education Ph.D. is designed to prepare scholar-practitioners who will promote and implement practices and policies that will ensure student success. This degree aims to explore, inform and advance best practices in teaching, learning and assessment of graduate health professionals.

Goal 2: Access, Affordability, and Completion by offering an affordable, doctoral degree designed to be completed within three years with part-time options. This design and academic commitment will encourage program completion resulting in a qualified faculty and a competent workforce. The degree will appeal to students, graduates and faculty enrolled in other academic programs at UMB, as well as working clinical professionals.

Goal 3: Innovation- is in direct alignment with this degree which aims to provide health professionals with the skills to interact with students and interdisciplinary faculty in a culturally responsive manner applying the

neuroscience of teaching and learning to curricular design and assessment. By training health professional faculty together we intend to address and explore interprofessional issues through this program, we will foster the advancement of inter-professional education and clinical practice at the state and national level.

Alignment with National Trends

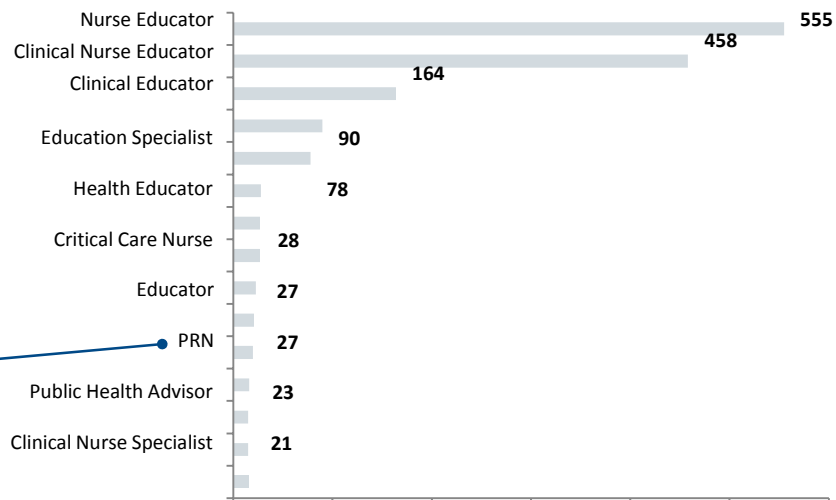
The leadership of the University of Maryland Baltimore approached the Educational Advisory Board seeking information on workforce demand for doctoral programs in healthcare professions education in 2017. The forum reviewed job titles, skills, employers and locations nationwide and provided a report in early 2017. National Employer Demand for Health Professions Education Rose eight percent since 2013 according to a study done by the Education Advisory Board's partner Burning Glass labor/Insight. Employers posted over 1000 jobs nationally for health Professions educators "nurse educator", clinical nurse educator and clinical educator were the top three. The top titles indicate significant employer demand for nurses and other clinical health professionals with a recent demand for doctoral degree attainment.

Changes within the healthcare delivery system have led to a demand for different types of education in all health professions, resulting in a recognition that educators who teach in health professions programs need to be prepared to meet the challenge of diverse learners. According to (Daley and Cervero 2018) faculty, preparation should include dual preparation as both a clinician and educator along with preparation in research and leadership in health Profession education.

Top [Titles](#) for Health Professions Education Graduates¹

April 2014–March 2015, National Data

n= 3,243 total job postings, 0 unspecified postings



'PRN' refers to the Latin phrase 'pro re nata,' meaning 'as needed.' In healthcare, PRN refers to on-call employees.

Job Outlook

Professional associations for each of the Health Professions on campus were contacted, and recurring themes regarding faculty shortage concerns were evident. The National League of Nursing has studied faculty workforce issues extensively and notes that each year since 2009 an increasing number of qualified students are turned away due to faculty shortages. Furthermore, the Labor Bureau of Labor and Statistics of Employment Projections, states that for 2012-2022, 35 percent more faculty members will be needed to meet expected demand for nursing alone. Also, 10,200 current nursing faculty members are expected to retire, mostly by 2022, creating a need for 34,200 new nursing instructors.

Graduates of the proposed degree will be prepared to apply the skills that they have acquired through the degree to employment in the private sector, as well as local, state and government positions in healthcare, and education.

Information from indeed.com was gathered to understand better the positions sought by employers. A keyword search was utilized rendering thousands of positions that required skills related to nursing and health professions faculty.

Health Professional Education search revealed	7,236
Nursing Faculty	7,321
Social Work Faculty	1910
Physician Assistant Faculty	1520
Pharmacy Faculty	1087
Dental Faculty	484
Healthcare Education Specialist	28,246
Healthcare Dean positions	303

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

The significant growth of physician assistant (PA) programs continues to create challenges for programs and educational institutions in identifying, recruiting, and retaining qualified faculty. Based on national data collected annually by the Physician Assistant Education Association physician assistant program directors continue to rank the lack of available applicants as a significant barrier to filling open positions. The importance of having sufficient and stable numbers of qualified PA faculty is critical to the successful education of future physician assistants as well as to the quality and reputation of the PA profession. In 2016 the University of Maryland Eastern Shore Physician Assistant program lost their accreditation, a central reason for the loss was the lack of qualified clinical faculty to teach and lead the program. Physician

Assistant faculty are in high demand yet few are academically prepared for the teaching, scholarship or service expected of the professoriate.

According to the Maryland Higher Education Commission 2017 report the nursing shortage projected in Maryland directly correlates to the faculty shortage. UMB has established the Maryland Nursing Workforce center led by Rebecca Wiseman Ph.D. funded through a Nurse Support II grant. The center will focus on three areas faculty, pipeline and practice. Faculty data will focus on statistics related to the number of faculty positions available projected faculty needs and areas of most faculty vacancies, educational attainment, and backgrounds. The most recent data submitted to MHEC in 2017 is expressed in tabular form below showing an imminent faculty shortage and a decline in Ph.D. prepared nurses.

NEW FACULTY	2012	2013	2014	2015	2016
MSN Incl MS entry	545 -104	619 -66	628 -81	629 -70	526 -44
PhD	14	22	8	14	10
DNP	36	34	27	49	45
Total Doctoral	50	56	35	63	55
New Potential Faculty Prepared w/ graduate degrees	595	675	663	692	581 MHEC,2017

The Bureau for labor and statistics anticipates the need for Pharmacists to grow by 6%, social work to grow by 16% through 2026 and the need for Dentists is expected to grow by 19%. Each year qualified applicants are turned away due to lack of faculty in these disciplines.

Curricular Components and Employer Demand

In preparation for the creation of this degree, UMB contacted the Education Advisory Board (EAB), a provider of research, enterprise technology, and data-enabled services for education institutions, to conduct a market viability examination. Though the use of qualitative interviews with peer institutions, EAB provided UMB with a report in 2017. The qualitative analysis revealed the majority of students would like to be part-time and working professionals and that online programming allow flexibility and convenience for students, especially, working professionals, who will be the intended audience of this degree.

Ten institutions were profiled, collectively they offer online or in-person programs, depending on the target audience for the program. Online programs offer interdisciplinary courses in health care and leadership to attract large numbers of students. Seton Hall University's program currently enrolls more than 80 students in its online health professions education program. Of those students, 80 percent hold leadership positions in health care, mostly from nursing backgrounds.

EAB also provided additional evidence to support the inclusion of an in-person component in the degree. EAB provided the following, "administrators report the success of courses which cause students to self-reflect and challenge long-held beliefs and opinions. These 'a-ha' moments may occur in online courses, but more often happen in face-to-face group settings."

Likelihood to apply among current UMB faculty and students

The UMB Deans were polled to gauge need and interest in this degree within their specialty and schools. Unanimously they agreed that there would be significant interest in this degree from existing faculty, graduates, clinical instructional faculty and students.

D. Reasonableness of program duplication

There are only ten Health Professions Education Ph.D. programs in the country, no other Ph.D. in health professions education is offered in the University of Maryland System or state.

Johns Hopkins offers a Masters in Medical Education that potentially could serve as a pathway into the Ph.D. program.

McDaniel College's PBC is targeted towards current K-12 teachers and directly addresses inequities in educational access, curriculum, and pedagogy. Enrollment is currently only available through school district partnership.

Similarly, Notre Dame of Maryland University offers a Master of Arts in Leadership in Teaching: Culturally Proficient Leadership which is designed to prepare K-12 educators for meeting the needs of linguistically and culturally diverse students.

Unlike the programs designed specifically for K-12 educators, UMB's proposed Ph.D. degree in health professions education is designed for current and future faculty of health professionals; including nursing, medicine, pharmacy, physician assistant, social work and dentistry. This Ph.D. will focus on the scholarship of teaching and learning of health professionals, this is a unique area of study in health Professions education and is not currently available on campus as the current Ph.D. in nursing and DNP are focused on clinical practice.

To our knowledge, there are no additional Maryland institutions offering programs similar to the Ph.D. in Health Professions education.

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

Currently, there are no academic programs offered through Bowie State University, Coppin State University, Morgan State University, and the University of Maryland Eastern Shore that resemble the proposed Ph.D. in Health Professions Education. Based on the current offerings of the Maryland HBIs, we do not expect any impact on the implementation or maintenance of high-demand programs at HBIs.

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

HBIs do have a unique history and identity of educating racial minorities. HBIs are dedicated to educating graduates who can interact with other racial and ethnic groups upon graduation. Predominately White institutions also must educate students to interact with diverse individuals upon graduation. With this in mind, we do not believe that offering this program impacts the mission of HBIs.

G. Adequacy of curriculum design and delivery to related learning outcomes

UMB is committed to providing the best teaching and learning possible and excellence in all of its courses. Every effort is made to ensure that coherence, cohesiveness, and academic rigor between programs offered in traditional instructional formats and those offered online are equivalent. Courses are designed to result in learning outcomes appropriate to the rigor and

breadth of the course and all courses assess student achievement of defined learning outcomes through regular and formal assessment planning.

The learning outcomes for each course are the foundation of the course; the learning activities, assessments, and content of the course are in alignment with the outcomes and provide a clear pathway for mastery of the outcomes. A multidisciplinary health professions faculty council recommended the proposed curriculum and faculty to teach in the program. To design the new degree a curricular crosswalk analysis of the current Health Professions Education Ph.D. programs was performed followed by a backward design exercise to create the Ph.D. curriculum, after identifying the most likely candidates and their clinical professional pre-requisite knowledge and experience.

This program aims to create an inter-professional learning opportunity for current and future faculty to explore learning theories, effective practices in curricular design and assessment and examine attitudes and perceptions of self and other health professions. Historical foundations of pedagogy, andragogy, and strategies to effectively engage with various learning groups; strategies for interdisciplinary communication; and the practical application of skills will be explored. Students will demonstrate their ability to develop and execute educational research, culminating in a dissertation or substantial project and pursue publication that examines an issue in health professions education.

A total of 60 credits are required, including a minimum of 12 dissertation credits

Advancement to Candidacy, dissertation proposal defense, and other milestones are addressed in Appendix D.

Proposed Plan of Study (suggested sequence)

Course Title	Course Description
NURS 787 Theoretical Foundations of Teaching and Learning in Nursing and	This course will provide a foundation in theory and application of essential knowledge for teaching students, consumers and continuing education in a variety of settings. The course content begins with an introduction to

Health Professions (3 credits)	teaching and learning and the history of medical education and traditional education. Content will focus on answering the following questions: what is learning; what do learners need to learn; how is learning organized; and who are the learners.
NURS 791 Instructional Strategies and Assessment of Learning in Nursing and Health Professions (3 credits)	This course prepares the student to select and implement instructional strategies and media that are appropriate to the learning style of the learner, the content to be taught, the behavioral objectives of the learning material, and the processes of learning. The course includes both didactic and experiential experiences and provides a strong linkage to techniques for evaluating the impact of various instructional strategies on learning. Attention is given to basic measurement principles of reliability and validity, test construction, assessing skill acquisition and competence, and interpreting results from measures.
MHS 615 Introduction to Statistics for Healthcare Providers (3 credits)	We live in a time exploding with data. Everything from individual wearable technology to community and national profiles, yet few students are prepared with the quantitative skills to analyze and evaluate that data and draw conclusions. This course will present basic statistical methods to a broad range of medical or public health problems. The course will emphasize the use of these methods and the interpretation of results using bio-medical and health sciences applications; healing clinicians move beyond the data to decisions
MHS 680 – New Course The Health Professions Guide to Critical Appraisal and Evidence-Based Practice (3 credits)	Clinical appraisal skills are now as much a part of the clinician’s toolbox as the ability to diagnose conditions and prescribe treatments. Critical appraisal skills allow clinicians to prioritize evidence that can improve outcomes. It is critical that inter-professional team members all demonstrate this skill and that faculty are adept at teaching this skills as it is now routinely tested in medical, dental, pharmacy and nursing examination.
MHS 607: Writing for Scholarly Journals (3 Credits)	This course will provide students with a comprehensive overview of the process of writing for scholarly journals. Students will read and analyze articles from a variety of journals, focusing on both the form and content of research

	articles, case studies, meta-analyses, theoretical articles, and book reviews.
HPE 805 Impact Institute (3 credits)	The Impact Institute is an opportunity for students to engage in face-to-face teaching and learning and develop a deeper understanding of the concepts and skills learned over the four online courses. Additionally, this institute will provide the reflection and intergroup dialogue that is integral to leadership development. Students will present their proposed research project and the potential for impact on their profession. 4-day residency requirement
NURS 794 _ Introduction to the Faculty Role (3 credits)	This elective, online course is designed to offer nursing graduate students opportunities to consider various aspects of the nursing faculty role within the contexts of academic institutions and nursing programs in which faculty function. Role preparation, faculty job market, various avenues for entry, and the teaching, research/scholarship, and service aspects of the role are addressed. Various external influences such as accreditation, faculty shortage, and national initiatives will be explored.
Course Title	Course Description
NRSG 793 Introduction to Teaching with Technology (3 credits)	This course will provide a foundation for creating and teaching in online learning environments. The focus areas are pedagogy, infrastructure, design, and teaching online. Topics important for online learning will include re-conceptualizing courses from the traditional classroom to online environments, designing, teaching, and managing online and hybrid learning environments, interacting with learner's online, assessing student learning, and evaluating courses.
NURS 792 Practicum in Teaching (3 credits)	Theoretical knowledge acquired in concepts and strategies courses will be synthesized through seminars and a practicum in an educational setting. Seminars will focus on issues related to the teaching of nursing and health

	<p>professional. The practicum is a precepted experience with a master teacher selected by the faculty facilitator. Individual aspects and deliverables of the practicum experience will be negotiated between the student, preceptor, and faculty facilitator in a learning contract.</p>
<p>SOWK 826 Introduction to Qualitative Research (3 credits)</p>	<p>This doctoral course is designed to introduce students to the history, principles, and practice of qualitative research. The course will cover the theoretical and multidisciplinary origins of the methods as well as the application of qualitative methods germane to health professional practice, programs, and policy. This course is an experiential course embedded with the core qualitative methods of observation, interviews and document analysis (including ethnography, narrative analysis text or discourse analysis, visual analysis, case study, grounded theory, oral/life history, focus groups, phenomenology, and action research.</p>
<p>SOWK 807 Quantitative Data Analysis (3 credits)</p>	<p>The primary aim of this course is to provide students with a foundation in multivariate data analytic techniques, including advanced linear regression, logistic regression, and analysis of variance. This course is designed as an applied statistics course, meaning that we will move beyond abstract theoretical discussions and focus on the applications of statistical theory and knowledge to real-world data. The course assumes a baseline understanding of introductory statistics and multiple regression.</p>
<p>NRSG 796 Introduction to Teaching Nursing in the Clinical Setting (3 credits)</p>	<p>The purpose of this online elective course is to introduce registered nurses to ways of being safe, efficient, and effective clinical educators. Learning the key role of the clinical educator is achieved through learning and applying concepts to the clinical setting. Content will focus on the foundations of clinical education and the role and responsibilities of the clinical educator. Models that inform clinical learning and practice are examined. Methods and strategies of organizing the clinical learning experience to enhance the desired outcomes are identified. Various methods of student assessment are examined, and a feedback loop to inform and protect the student-patient-faculty triad will be identified. Discussions and case studies will provide opportunities to apply content.</p>

<p>HPE 840 Research Methods in Educational Research (3 credits)</p>	<p>Students will search, critique, compare and contrast the highest quality educational research using an approach consistent with best practices in educational research design and implementation. At the conclusion of this course, the student will be assigned a committee chair, will be allowed to select two qualified committee members. They will submit their proposed research and methods for consideration to progress to the third year. Students must complete an oral presentation and formal examination to progress.</p>
<p>HPE 850 Advanced Teaching Practicum (3 credits)</p>	<p>In consultation with a master teacher selected by the faculty facilitator, the 3rd year Ph.D. candidate will mentor a second year NURS 792 student. Individual aspects and deliverables of the practicum experience will be negotiated between the student, preceptor, and faculty facilitator in a learning contract.</p>
<p><i>HPE 875 Leadership in Higher Education New Course (3 credits)</i></p>	<p>This course is designed to create a community of scholar-practitioners working together to explore a variety of constructs, principles, and models of leadership and to apply that learning to current, and future leadership experiences and opportunities. The course encourages a scholar-practitioner analysis of these experiences/opportunities with focused application to academic and professional goals of Ph.D. students. Students are expected to draw on learning from prior life experiences, and new learning acquired in this course to complete the course activities and produce products that focus on context-based problems in urban educational organizations (or others) and demonstrate evidenced-based leadership strategies for leveraging change.</p>
<p>HPE 851 Doctoral Dissertation Research Seminar (6 credits)</p>	<p>Candidates will work with committee members to advance research and progress of project, dissertation and prepare for publication throughout the semester online and attend a 4-day residency requirement.</p>

<p><i>HPE 860</i></p> <p><i>Advanced Assessment- Evaluating Educational Programs</i></p> <p>(3 credits)</p>	<p>This course provides advanced concepts regarding the assessment, design, and implementation of evaluations of educational programs. Topics focus on all aspects of assessment design and implementation of educational evaluations, including considering the clinical context, audience, and purposes for evaluations, developing an evaluation plan, preparing the evaluation design, designing evaluation instruments and measures, collecting, analyzing, and reporting evaluation data, and adhering to professional ethical principles. Students will be expected to apply research methods, conduct data analysis using Microsoft Excel, SPSS, or other statistical software to complete some assignments. There will be written assignments and a final project that requires each student to design an evaluation proposal on an educational topic of personal and professional interest.</p>
<p>HPE 899 (6 credits)</p>	<p>Candidates will have completed HPE 851 proposal, literature review, methods, data analysis at this juncture and will continue to work with committee members to advance research and progress of project, dissertation and prepare for publication. Dissertation Boot camp, Defense and publication.</p>

Implementation and Management

The proposed Ph.D. in Health Professions Education will be coordinated and administered through the Graduate School at UMB. The Director of the Center for Teaching and Learning will serve as the program mentor and director at UMB, will work collaboratively with faculty to determine appropriate and valid assessment of doctoral candidates and review and approve all committee members. The Ph.D. will adopt UMB's Graduate School academic, administrative, and financial structure recently added for the growing number of online degree and certificate programs. For the graduate school courses offered at UMB, faculty curriculum designers and those teaching the course will be reimbursed directly by the Graduate School as agreed to in MOUs between the Graduate School and individual School Deans. Students must adhere to all Graduate School policies (see appendix).

Doctoral Program Standards

Students must meet all Doctoral Program requirements for satisfactory academic performance and progress as well as UMGBS requirements. Students are advised to be familiar with all handbooks, requirements, and standards of their Doctoral Program.

- Doctoral Programs may have requirements that are in addition to the UMGBS standards listed above. Examples of additional Graduate Program requirements are laboratory rotations, journal clubs, presentation of papers/abstracts, and publication(s).
- Doctoral Programs may have more stringent standards than the UMGBS. Examples of more stringent standards are higher than 3.0 minimum GPA required by the UMGBS, advancement to candidacy within four years instead of five, and program completion within seven instead of nine years.

The student is expected to meet the most stringent standard for each requirement, whether it is a standard of the UMGBS or the Doctoral Program. Failure to meet any of the UMGBS and Doctoral Program standards of academic performance and progress subjects a student to automatic academic probation and the possibility of dismissal.

UMB will be responsible for the administrative needs of all students enrolled in the Ph.D. in Health Professions Education in accordance with UMB policies and procedures: ensuring that all course offerings, are entered in the UMB student registration system; ensuring that all Ph.D. course offerings appear correctly on student transcripts and student records; and ensuring payment of tuition at the applicable per-credit tuition rate.

Accordingly, students enrolled in the Ph.D. shall pay tuition and fees; receive grades and academic credit; and shall be subject to the rules, policies, practices, and regulations (pertinent to students) of UMB when enrolled in any of UMB's courses. The appropriate faculty have been identified, and additional guest lectures will be identified at a later time.

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

Not applicable.

Identify any specialized accreditation or graduate certification requirements

Not applicable.

If contracting with another institution, provide a copy of the contract

Not applicable

H. Adequacy of articulation

Not applicable.

I. Adequacy of faculty resources

The Ph.D. in Health Professions Education builds on the success of the Institute for Educators led by Louise Jenkins Ph.D., Since its inception in 2004, nearly 800 graduate and post-graduate students have taken academic courses in the Institute for Educators' Maryland Higher Education Commission approved Teaching in Nursing and Health Professions Certificate. This 12-credit, post-graduate certificate prepares nurses and other health professionals with graduate degrees for teaching roles and is incorporated into the Health Professions Education Ph.D.

Faculty Member Name	Terminal Degree	Full-Time or Part-Time	Courses Taught
Susan L. Bindon DNP, RN-BC, CNE Assistant Professor	DNP- Doctoarate of Nursing Practice	Full-time	<p>NURS 787 Theoretical Foundations of Teaching and Learning in Nursing and Health Professions 3 credits</p> <p>Elective NRSG- Introduction to Teaching Nursing in the Clinical Setting</p>
Louise Jenkins Ph.D., RN, FAHA, ANEF, Professor and Director, Institute for Educators	Ph.D.- Nursing Education	Full-time	<p>NURS 791 Instructional Strategies and Assessment of Learning in Nursing and Health Professions 3 credits</p> <p>Elective NURSG 794 Introduction to the Faculty Role</p>

Carol O'Neil, Ph.D., RN, CNE, Associate Professor	PhD-Curriculum Measurement and Research	Full-time	NRSG 793 Introduction to Teaching with Technology NURS 792 Practicum in Teaching
Larry Magder	PhD-Biostatitics	Full-time	MHS 615 Introduction to Statistics for Healthcare Providers
Larisa Odessky	PharmD	Full-time	MHS 680 New Course The Health Professionals Guide to Critical Appraisal and Evidence-Based Practice (3 credits)
Isabel May Ph.D. Director of the UMB Writing Center	Ph.D.- American Studies	Full-time	MHS 607: Writing for Scholarly Journals (3 Credits)
Chrstitina Cestone PhD Program Director and the Director of the Center for Teaching and Learning	Ph.D.- Education Psychology	Full-time	HPE 805- Impact Institute (2 credits) <i>HPE 840</i> Research Methods in Educational Research (3 credits) HPE 850-Advanced Teaching Practicum HPE 873 Elective-Advanced Assessment Evaluating Educational Programs
Roger Ward EdD, JD Flavius Lilly Ph.D.	EDd Ph.D.- Gerontology	Full-time	HPE 875 Elective-Leadership in Higher Education

Corey Shdaimah Ph.D., L.L.M	Ph.D.- Social Work	Full-time	SOWK 826 Introduction to Qualitative Research
Charlotte Bright Ph.D. MSW Associate Professor	Ph.D.- Social Work	Full-time	SOWK 807 Data Analysis II
Christina Cestone Ph.D. Committee and Chair	PhD. Education Psychology		HPE 851 Research Seminar HPE 880 Dissertation Defense

J. Adequacy of library resources

The University of Maryland, Baltimore's Health Sciences and Humans Services Library (HS/HSL) collection contain more than 30,000 electronic journals, 162 current print journals, approximately 170,000 books, and 6,000 electronic books. Students can access the electronic resources offered on the library website by logging in with their University ID number. The library serves as the regional medical library for ten southeastern states as part of the National Library of Medicines National Network of Libraries of Medicine. In addition to the library services and collections, the building also houses computing services. Faculty librarians are dedicated to providing direct service to students. They use subject expertise to develop online resources and provide in-person consultations.

The HS/HSL is one of the largest health sciences libraries in the United States with a track-record of user-centered innovative services and programs. The library consists of 57 employees including 27 faculty librarians. The attractive and vibrant facility, which opened in 1998, serves as a hub for collaboration and learning with resources, programs, and tools that promote discovery, creativity, and innovation. With wireless connectivity throughout the building, the HS/HSL has 45 group study rooms, three computer classrooms, an Innovation Space which includes 3D printers; a presentation and practice studio, art gallery, and multiple technology-enhanced meeting spaces. Through the HS/HSL's website (www.hshsl.umaryland.edu), the UMB community has access to a full range of resources and services.

The HS/HSL supports the University's students, faculty, and staff members in the schools of dentistry, law, medicine, nursing, pharmacy, and social work; the Graduate School; the University of Maryland Medical Center; and other affiliated institutions. Research Connection, the library's suite of research services, is available for all programs on campus and includes individual research consultations, a systematic review service, research impact assessment, reference assistance, and more. For over 30 years, the HS/HSL has provided liaison services, in which faculty librarians are assigned to work with specific user communities. Faculty librarians

have many years of instructional experience in the classroom, in the community, and the online environment. In FY16, faculty librarians reached 4,131 faculty, staff and students through online and in-person instructional sessions offered through the curriculum and in library-sponsored workshops.

In FY16, the HS/HSL licensed 116 databases, 4,524 journals, 18,018 e-books, and maintained a print collection of 360,104 volumes. One hundred percent of the current journal subscriptions are available electronically. Through its interlibrary loan and document delivery service, library staff can acquire articles and other resources not available through the library's collections. These are secured through local, regional, and national networks including the University System of Maryland and Affiliated Institutions, the National Library of Medicine's DOCLINE service, and OCLC, among others.

The HS/HSL is also home to the National Network of Libraries of Medicine/Southeastern Atlantic Region (NNLM/SEA), whose mission is to advance the progress of medicine and improve the public health by providing all U.S. health professionals with equal access to biomedical information and improve the public's access to information to enable them to make informed decisions about their health. With only eight regions in the U.S. designated as regional medical libraries under contract to the National Library of Medicine at the National Institutes of Health, the Southeastern/Atlantic Region serves ten southeastern states, Puerto Rico, the U.S. Virgin Islands, and the District of Columbia. The HS/HSL has held this competitive and prestigious designation for over 30 years.

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

UMB's 71-acre research and technology complex encompasses 67 buildings in West Baltimore near the Inner Harbor. The faculty has offices provided within their respective departments, and the Graduate School has identified office space to house the program director and instructional technology personnel. UMB has adequate facilities, infrastructure, and equipment to support any distance learning needs of the Ph.D. Program. Students will have full access to the computing facilities at UMB. Students will be provided with UMB e-mail and library accounts and will have complete journal searching ability via PubMed. UMB possesses computing facilities that include a networked computing environment for support of a broad range of information technology functions, including basic research, clinical research, patient information, and general office management.

L. Adequacy of financial resources with documentation

No new general funds will be required for implementation of the proposed Ph.D. The degree will be coordinated and administered fully through the Graduate School including identifying a program director who is directly affiliated with the Graduate School. Tuition will be administered through the Graduate School, and student tuition payment is in addition to that required of any individual professional school at UMB. As shown in the Budget Table provided in Appendix B this certificate is expected to be self-supported.

M. Adequacy of provisions for evaluation of the program

Students will have the opportunity to evaluate courses and faculty through a standard evaluation of every course. Formal assessment planning is already in place throughout UMB Schools, including the Graduate School. Our approach includes ensuring that student learning is in alignment with course learning outcomes, alignment of mission at institutional and program levels, alignment of the mission with learning outcomes, then program outcomes with the curriculum, flowing down to course outcomes and the assignments. Assessment activities emphasize analysis of results and feedback loops for continuous improvement. The additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness, with regular academic program reviews considering these factors.

The program will participate in the Graduate School Program Review process detailed below:

The Council of Graduate Schools¹ notes that graduate program review has five general purposes: quality assurance, quality improvement, accountability, identification of strategies for improvement, and provide the institution with information for prioritization of resources. Reviews share specific key characteristics:

1. Program review is evaluative, not just descriptive. It requires academic judgments about the quality of the program and the adequacy of its resources. It goes beyond the assessment of minimum standards to subjective evaluations of quality by peers and recognized experts in the discipline or field.
2. Review of graduate programs is forward-looking; it is directed toward improvement of the program, not merely assessment of its current status. It makes specific

¹ Assessment and Review of Graduate Programs: A Policy Statement. 2005. Washington, DC: Council of Graduate Schools.

- recommendations for future changes, as part of the long-range plans of the institution, the department, and other coordinating units.
3. Programs being reviewed are scrutinized on the bases of academic strengths and weaknesses, not on their ability to produce funds for the institution or generate development for the state. Finances and organizational issues are relevant, but only as they affect the quality of the academic program.
 4. Program review is an objective process. It asks graduate programs to engage in self-studies that assess, as objectively as possible, their programs. It brings in faculty from other institutions to review the self-studies and to make their evaluations.
 5. Graduate program review is an independent process, distinct from any other review. Data collection and parts of the self-study may often serve some review purposes. However, to be effective, graduate program review must be a unique, identifiable process that stands on its own, draws its own set of conclusions, and directs its recommendations to the only individuals with the power to improve graduate programs: the faculty and administrators of the institution.
 6. Program review results in action. Based on the reviewers' comments and recommendations, as well as the program faculty's response to the review report, the institution develops and agrees on a plan to implement the desired changes according to a specific timetable.

Incorporating these characteristics, successful graduate program review answers the following questions:

Is the program advancing the state of the discipline?

Is its teaching and training of students effective?

Does the program meet the institution's goals?

How do experts in the field assess it?

At UMB Graduate Program Review includes an internal self-study and an on-site review by an external site team.

N. Consistency with the State's minority student achievement goals

A key feature of UMB's mission and strategic planning involves respecting, valuing and achieving diversity. The Strategic Plan states: diversity represents a core value, which is defined as being "committed to a culture that is enriched by diversity, in the broadest sense, in its thoughts, actions, and leadership" (University of Maryland, Baltimore, n.d.). The State also has a goal of expanding educational opportunities for minority and educationally disadvantaged students.

The proposed Ph.D. aims to address both UMB's and the State's cultural diversity goals. First, the delivery of the majority of the courses in the program through the use of distance learning technology will enhance student access, as it expands access and success for learners from diverse communities. Essentially, distance learning is quickly becoming the educational opportunity for students who may not or would not be able to participate in a traditional in-person college education. For rural and isolated communities, distance learning can be the vehicle that conquers geography and space between teachers and students. The emergence of so-called "virtual universities" has had more success in attracting diverse populations compared to traditional colleges. Ibarra (1999) asserts that historically underrepresented groups are highly attracted to internet-based degrees that embrace the core values of social change and community engagement.

The second manner in which the new Ph.D. addresses diversity goals is that distance learning not only achieves "access," but can also help ensure "success," as the technology of distance learning meets the needs of various learners and allows for differentiated instruction. Essentially, with the proper use of its varied technology, distance learning can address the needs of all populations, creating an environment where students can thrive. In contrast with many universities that have a predominance of a particular and preferred learning environment grounded in outmoded ideas about one-size fits all educational pipelines, the varied types of interactions common in distance education embrace a shift from passive to active learning and from competition to collaboration. Furthermore, different learning styles and cultures can be accommodated more easily because useful collaborative learning values diversity (Palloff & Pratt, 2005).

Additionally, UMB realizes that it must not only embrace and celebrate diversity but also provide opportunities for students to develop faculty who can design curricula to promote cultural competence and intercultural leadership. The Ph.D. uses an interdisciplinary approach to positively influence the climate for diversity, which includes consideration of external (i.e., governmental/political forces and sociohistorical forces) and internal (i.e., historical legacy of inclusion or exclusion, compositional diversity, psychological climate, behavioral dimension,

organizational/structural diversity) factors deemed necessary to understand and shape campus environments (Hurtado, Milem, Clayton-Pedersen, & Allen, 1999; Milem, Chang, & Antonio, 2005).

O. Relationship to low productivity programs identified by the Commission

The proposed new Ph.D. program is not directly related to an identified low productivity program identified by the Maryland Higher Education Commission.

P. Distance education principles of good practice

The context of Online Education at UMB

As the State's public health, law, and human services university, the mission of UMB is to excel at professional and graduate education, research, patient care, and public service, and to educate leaders in health care delivery, biomedical science, global health, social work, and the law. Also, UMB emphasizes interdisciplinary education in an atmosphere that explicitly values civility, diversity, collaboration, and accountability. UMB expects to achieve its mission in educational excellence and to be competitive; the Graduate School has designed and offered online degree programs that respond to the following changes occurring in higher education (Picciano, Seaman, & Allen, 2010):

- Education Pipeline. The education pipeline is now seeing inputs at every level with a highly diverse prospective student pool. Prospective students are typically working adults who demand part-time and non-residential educational opportunities. Results of the educational experience are becoming ever more outcomes-based.
- Changing Demographics. Data indicate a shift from the traditional-aged student (i.e., 18-22-year old, full-time resident) to older students studying part-time.
- Technology Shift. Online delivery is far outpacing traditional forms of delivery. From 2002 to 2008, online enrollments grew at an annual compound rate of 19% vs. 1.5% for all of higher education. By the fall of 2008, 25% (4.6 million) of all students took at least one online course. There is a growing acceptance that online education is as good as or better than traditional face-to-face delivery models. It is estimated that by 2020, half of all learning may be online.
- The growth of Mobile Technologies. Mobile technologies and miniaturization are changing the computing environment and the educational delivery paradigm.

Technologies like netbooks, e-Readers, iPhones, and iPads have the potential to revolutionize the delivery space and to provide anywhere, anytime learning.

- Web 2.0 Revolution. Other technologies that are already figuring widely into the future of education are part of the Web 2.0 revolution. The use of a variety of technologies is disaggregating the educational experience into 'the cloud.' Many of the technologies for the future, like blogs, wikis, podcasts, video, social networking, and social media, virtual worlds, mobile learning, and Personal Learning environments, will have profound effects on the future learning landscape.

Essentially, online education represents a strategy that can address the restrictions of college courses that are delivered onsite. Online learning seeks to expand knowledge beyond the walls of the campus and can reach millions of new learners who could never put their lives on hold to complete a certificate or degree mainly delivered or solely on a college campus. Online programs also can respond to individual student learning needs and styles in ways that cannot be duplicated in the face-to-face classroom. Significant determinants of successful online programs include 1) course design that incorporates best practices, 2) quality faculty who can engage students in the material, and 3) responsible academic oversight. All three of these determinants are present in this proposal.

Ensuring Effective Instruction

Based on Quality Matters standards, at UMB we have deployed a rubric that outlines best practices for distance education - this rubric helps faculty and instructional designers develop the courses, assess the readiness of the course and ensure that the online courses are instructional and pedagogically sound. The best practices are grounded in research, a proven synthesis of strategies, activities, design techniques, and organizational items that have proven successful in higher education. The specific domains of this checklist are as follows:

- Course overview and introduction to the students
- Course organization and design
- Learning outcomes, objectives, learning activity, and assessment alignment
- Instructional materials
- Learner communication, interaction, engagement and collaboration
- Assessment and evaluation (measurement)
- Course Technology
- Learner support

The Learning Management Platform UMB utilizes and provides IT support for is the Blackboard Learning Management System for online course delivery. Blackboard has Collaborate

conferencing software that will be used for our synchronous live activities, i.e., orientation, face-to-face class sessions, and recurring webinars. Additionally, the Distance Learning Team has available to them the use of a video recorder to record lectures, webcams, and an interactive smart board. We will also use video and Camtasia software for screen lecture capture.

Instructional Design Team

The following individuals from the Instructional Design team have been assigned to direct the distance education strategy for the four additional PBC programs:

Mary Jo Bondy DHEd, PA-C | Assistant Dean, Academic Programs

Dr. Bondy administratively oversees three academic programs and the office for Academic Innovation and Distance Education (AIDE). Dr. Bondy also serves as the UMB representative to the University of Maryland System Academic Transformation Advisory Council. As a practicing clinician and accomplished health educator, Dr. Bondy is passionate about elevating health in underserved populations. Dr. Bondy is a recognized master teacher, education leader, and innovator. She has expertise in online education policy, curricular design, and program assessment.

Kevin Engler, MA | Instructional and Curriculum Designer

Mr. Engler holds a Masters of Arts degree in Instructional Design. Mr. Engler provides instructional design, audio-visual support, and faculty training in the use of instructional technologies. He is responsible for the overall pedagogy, planning, and designing of course content and assessments for distance education courses in the program. Mr. Engler is knowledgeable in adult learning theory, distance education pedagogical techniques, course development planning, and process management. Mr. Engler is trained and certified in the Quality Matters methodology and the ADDIE approach to course design. He has experience and background in writing instructional objectives that utilize Bloom's Taxonomy.

Erin Hagar, MA/MFA | Instructional and Curriculum Designer

Ms. Hagar taught Spanish at the college level and has worked in instructional and curriculum design for colleges and universities since 2000. She previously worked at Montgomery Community College and Johns Hopkins University, helping faculty incorporate new pedagogical practices and technologies into their face-to-face and online courses. Her areas of expertise include faculty development and training, online course design using the Quality Matters standards, and authentic activities and assessments. She is responsible for the overall pedagogy, planning, and designing of course content and assessments for distance education courses in the program.

Sharon Gillooly MA | Senior Media Production Specialist

Ms. Gillooly leads media production for the AIDE team. Her primary focus is to produce videos that support academic instruction. After a long career in documentary television, she completed a Master's Certificate in Online Instructional Development from Florida State University where her work focused on instructional design and emerging technologies. Ms. Gillooly is especially interested in the use of media to enhance learning.

Collectively, the distance learning team will provide the following services to ensure that best pedagogical practices are used to train and support the most effective presentation of course content:

- Written instructions accompanied by training videos will be developed to teach the faculty how to use the learning management system.
- A manual for the faculty regarding principles of good practice and the pedagogy of distance education.
- Provide timely support to the faculty in the use of the technology and troubleshoot any problems that might arise during instruction.
- Work with faculty to design and develop courses, monitor the delivery of the course, and assess and revise the course for future offerings.

Course development and curricular oversight will be accomplished in partnership with a program director, teaching faculty, and the instructional design team, who will ensure course materials follow best practices in online education and adult learning theory. Collectively, they will produce the following materials:

- Course-level outcomes and module level objectives
- Course storyboards that will serve as planning documents for new courses that outline objectives, discussion prompt and learning activities, and resources (e.g., articles, websites, online videos)
- Assignments and assessments that measure student performance and clear instructions for completing them
- Grading Rubrics
- Course syllabus

Supporting Students in Distance Education

All of the courses for the Ph.D. in Health Professions Education will have an online component, and two will be in person. We realize that the key to the success of the online courses is dependent on a) students knowing upfront the assumptions, requirements, and responsibilities

of taking an online course, 2) the ability of students to have the background, knowledge, and technical skills to undertake an online program; and 3) their having access to academic and technical support services to support their online activities. Accordingly, we will provide the following services to support the students in accessing distance learning technology:

- Communicate to students the nature of online learning, including their requirements, roles and responsibilities, and access to support services. We have also prepared a short questionnaire for students that will help them decide whether online learning is right for them. All of our advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.
- Ensure that enrolled students shall have reasonable and adequate access to the range of student services to support their learning.
- Ensure that accepted students will have the background, knowledge, and technical skills needed to undertake the program.
- Make available the library's services to students so that they can have access to research databases, the online catalog of books and media, chat with or e-mail a Librarian, electronic interlibrary loan, and more.

Evaluation and Assessment of Online Courses

We will adhere to a quality improvement model for assuring the continuous quality of the online courses. The process will involve the following steps:

1. Assessment of course readiness as measured by our quality indicators of best practices (including assessment of faculty readiness)
2. Monitoring of course delivery as assessed by the instructional designers with the use of our "course evaluation rubric."
3. Obtain feedback from the faculty, students and instructional designers.
4. Analysis of feedback as performed by the Distance Learning Committee.
5. Institute course revisions based on comments by the Distance Learning Committee.

Finally, to ensure the sustainability of the distance learning program, the Academic Affairs Office at UMB affirms the following:

- UMB Policies for faculty evaluation includes appropriate consideration of teaching and scholarly activities related to programs offered through distance learning.
- Commitment to ongoing support, both financial and technical, and to a continuation of the program for a period sufficient to enable students to complete a certificate.

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Appendix A. Sample One- Plan of Study

Year	Semester	Course	Credit
1	Fall	NURS 787	3
1	Fall	NURS 791	3
1	Spring	MHS 615	3
1	Spring	MHS 680	3
1	Summer	MHS 607:	3
1	Summer	HPE 805 (on-campus requirement)	3
			Total 18

Year	Semester	Course	Credit
2	Fall	NURS 794	3
2	Fall	NURS 793	3
2	Spring	NURS 792	3
2	Spring	HPE 840	3
2	Summer	SOWK 807	3
2	Summer	HPE 860	3
			Total 18

***Students who satisfactorily complete 36 credits of coursework from year 1 and 2 who do not wish or are unable to gain approval of research proposal may graduate with MS.**

*Committee Assigned, Formal Evaluation for consideration for Progression

Year	Semester	Course	Credit
3	Fall	SOWK 826	3
3	Fall	HPE 850	3
3	Spring	HPE 851	6
3	Spring	HPE 840	3
3	Summer	HPE 880 (on-campus requirement)	6
3	Summer	HPE 875	3
			Total 24

Appendix B: Budget

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty					
Faculty Program Director	\$ 20,000.00	\$ 20,000.00	\$ 25,000.00	\$ 30,000.00	\$ 30,000.00
Instructional Faculty	\$ 30,000.00	\$ 60,000.00	\$ 90,000.00	\$ 100,000.00	\$ 100,000.00
Total Benefits					
Administrative	\$ 53,000.00	53,000	53,000	53,000	53,000
FTE	1.0	1.0	1.0	1.0	1.0
Total Benefits					
Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Library	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
New or Renovated Space	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Curriculum Development and Maintenance	\$ 22,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00

Other Expenses Professional Development	\$ 10,000.00	\$ 12,000.00	\$ 22,000.00	\$ 22,000.00	\$ 22,000.00
Contingency Funding	\$ 0	\$ 0	0	\$ 0	\$ 0
TOTAL					
Resource Categories					
Reallocated Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Total Tuition/Fees Revenue	61,020	125,712	216,000	216,000	216,000
Number of F/T Students					
Annual Tuition/Fee Rate	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Number of P/T Students	6	12	18	18	18
Credit Hour Rate	\$ 565.00	\$ 582.00	\$ 600.00	\$ 618.00	\$ 636.00
Annual Credit Hour per P/T Student	18	18	18	18	18
Grants, Contracts & Other External Sources	\$ 100,000	\$ 0	0	0	0

Appendix C

Graduate School Policies

Purpose: Satisfactory academic performance and progress within the University of Maryland Baltimore's doctor of philosophy (Ph.D.) programs is a shared responsibility...

of the University of Maryland Baltimore Graduate School (UMBGS), the Doctoral Programs, and graduate students. This policy specifies the elements of satisfactory academic performance and progress for students in UMBGS Ph.D. programs.

UMBGS Standards

- After admission to a doctoral program, each student must continue a course of study and must register fall and spring semesters unless on an approved leave of Absence. Failure to comply with the requirement to register every semester will be taken as evidence that the student has terminated his or her program and admission status in the Graduate School.
- Students accepted provisionally will have provisional admission status removed only after all provisions have been satisfied and the student has fulfilled all other UMBGS and Doctoral Program requirements for non-provisional admission. This determination will be made by the Graduate Program Director and the UMBGS Academic Coordinator.
- Graduate students must maintain a minimum, cumulative grade point average (GPA) of 3.0 on a 4.0 scale.
- UMBGS does not impose a uniform protocol for preliminary, qualifying, or comprehensive examinations. Admission to candidacy occurs after fulfilling Doctoral Program requirements.
- Students must establish and maintain a professional relationship with a faculty research advisor. The advisor must hold Regular membership in the Graduate Faculty with the appropriate knowledge and expertise to serve as research advisor.
- Students must demonstrate the ability to conduct independent research by developing, presenting, and defending an original dissertation on a topic approved by the Doctoral Program. Evidence of completion of this requirement is a submission of the committee approved dissertation to the Graduate School.
- UMBGS requires that students take and pass a doctoral examination of the dissertation comprised of an open presentation and a formal examination. The formal examination can only be attempted twice. A failure on the second attempt means the Ph.D. degree is forfeited.
- Students must be admitted to candidacy within five academic years of the first term of enrollment in the Doctoral Program and at least two full sequential semesters or sessions (spring, summer, or fall) before graduation. All degree requirements, including the final examination of the dissertation, must be completed within four years of admission to candidacy and no more than nine years after admission into the Doctoral Program.
- Students are expected to meet the highest standards of academic integrity. Plagiarism, fabrication, falsification, cheating, and other acts of academic dishonesty, or abetting the academic dishonesty of another will result in sanctions and may lead to academic dismissal.

Appendix D

Health Profession Education MS/ Ph.D. Mentors, Milestones and Progressions

The University of Maryland Baltimore intends to increase the number of health professionals who are prepared to perform rigorous graduate level teaching and learning research on campus. The creation of the new Center for Teaching and Learning will create a central location on campus for MS/ Ph.D. candidates to work with mentors and together to advance the scholarship of teaching and learning. The Ph.D. program candidates will be initially mentored by health profession faculty and by the Director of the UMB Teaching and Learning Center. Upon completion of the first-year coursework, a research interest proposal will be submitted. This document will include elements of the following:

Ph.D. proposals should be approximately 1,000 words in length.

Title: A short, indicative title
Introduction:

Give a brief introduction to the document and your proposed study

Rationale for the research project: This might include an outline of the question/debate/phenomenon of interest, and the context(s) and a situation in which you think the research will take place.

Issues and initial research question: What is the research problem or issues you intend to investigate?

Indicate what you think this is the best methodology for your proposed study. If you are planning to do empirical work, so please give some indication of what your methods might be - for example quantitative (surveys, statistics, etc.); qualitative (interviews, observations, diaries, etc.) or mixed methods.

Expected outcomes and impact: how do you think the research might add to existing knowledge; what might it enable organizations or interested parties to do differently?

Timetable: What is your initial estimation of the timetable of the dissertation? When will each of the key stages start and finish (refining proposal; literature review; developing research methods; fieldwork; analysis; writing the draft; final submission). There are likely to overlaps between the stages.

References: This does not have to be comprehensive, but you are illustrating the range of sources you might use in your research.

3 potential committee members including a sponsor who is an expert in the interest of your research to serve as the principal mentor for the dissertation phase.

Students who are unable to gain approval for their research proposal at the conclusion of the second year 36 credits will be advised to earn the MS degree in Health Profession education.

Progressions Diagram

