



UNIVERSITY OF MARYLAND EASTERN SHORE
Office of the President

March 21, 2019

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

Dear Dr. Fielder:

The University of Maryland Eastern Shore (UMES) requests approval to offer a Post-Baccalaureate Certificate (PBC) in Rural Health Disparities and Social Inequities.

As discussed in the proposal and letters of support, disparities in health and health care among rural communities continue to persist throughout the nation and the state of Maryland. Rural populations, particularly rural ethnic populations, have a greater degree of vulnerability to health and social inequities, resulting in higher disease burden and poorer health outcomes.

Given our physical location on the Lower Eastern Shore of Maryland and our history as the state's historically black 1890 land-grant institution, UMES has an inherent commitment to address the needs of our local community and beyond. The proposed PBC in Rural Health Disparities and Social Inequities will position UMES well to expand the knowledge and training of professionals who serve rural communities, while also supporting our goal to offer unique academic programs that prepare graduates who can address challenges on the Eastern Shore, the state, the nation, and the world.

The certificate program will require completion of four 3-credit courses. All courses will be offered online, which may be attractive to working health professionals and other adult learners. With the exception of the capstone course, students can complete courses in any order. Depending on the number of courses taken, the PBC in Rural Health Disparities and Social Inequities can be completed in as little as one year.

The proposal was approved by each individual and shared governance body in our internal curriculum review process. I, too, endorse this proposal and am pleased to submit it to you for approval.

Secretary James D. Fielder
March 21, 2019
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Thank you for your consideration of this request.

Sincerely,

A handwritten signature in blue ink, appearing to read "Heidi M. Anderson".

Heidi M. Anderson, Ph.D.
President

cc: Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM
Dr. Rondall E. Allen, Acting Provost and Vice President for Academic Affairs, UMES
Dr. Latasha Wade, Interim Associate Vice President for Academic Operations, UMES



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

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

- | | |
|--|---|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input checked="" 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	Submitted: 3/7/2019

Department Proposing Program	Pharmacy Practice and Administration		
Degree Level and Degree Type	Graduate; Post-Baccalaureate Certificate		
Title of Proposed Program	Rural Health Disparities and Social Inequities		
Total Number of Credits	12		
Suggested Codes	HEGIS:	CIP:	
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 checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2019		
Provide Link to Most Recent Academic Catalog	URL: http://catalog.umes.edu/index.php		

Preferred Contact for this Proposal	Name:	Rondall E. Allen, B.S., Pharm.D.
	Title:	Acting Provost and Vice President for Academic Affairs
	Phone:	(410) 651-6143 or (410) 651-6713
	Email:	reallen@umes.edu

President/Chief Executive	Type Name:	Heidi M. Anderson, Ph.D.
	Signature:	<i>[Handwritten Signature]</i> Date: 3/7/19
	On behalf of Dr. Heidi Anderson	
Date of Approval/Endorsement by Governing Board:		



UNIVERSITY *of* MARYLAND
EASTERN SHORE

SCHOOL *of* PHARMACY

**Online Post-Baccalaureate Certificate Program in
Rural Health Disparities and Social Inequities**

Proposal

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A. Centrality to Institutional Mission and Planning Priorities:

The University of Maryland Eastern Shore (UMES), the state's historically black 1890 land-grant institution, has its purpose and uniqueness grounded in distinctive learning, discovery and engagement opportunities in the arts and sciences, education, technology, engineering, agriculture, business, and health professions. As a goal of its 2018-2023 strategic plan, the university will expand its capacity to offer unique and/or critical certificate, undergraduate, graduate, and professional academic programs including interdisciplinary and online programs that address state and regional needs. To this end, the School of Pharmacy proposes to offer an online post-baccalaureate certificate program in rural health disparities and social inequities.

Students in the program will develop a foundation to monitor rural ethnic disparities and inequities, comprehend the contributing factors related to rural health inequities and disparities, apply concepts of social determinants of health, and design, implement, and evaluate rural focused research or services programs that address rural health disparities. The certificate program is consistent with the vision of the School of Pharmacy and Health Professions to develop leaders who improve health in all populations.

In addition to the resources provided by the School, the proposed program will be funded by revenues generated via tuition and fees. Technical support for the program will be provided by the Information Technology department and the Center for Instructional Technology and Online Learning. Additional information is provided in sections L (Financial Resources) and P (Distance Education Programs).

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

While rural health inequities and disparities remain a state and national concern, there is a need for formally educated and trained personnel in rural health disparities and social inequities to address these complex and persistent issues. The Healthy People 2020 national blueprint for health and health improvement in the nation is comprehensive in some areas but not for rural health needs. As a result, Bolin et al, developed and published “Rural Healthy People 2020: New Decade, Same Challenges”¹ as a companion piece for the original blueprint to specifically assist rural stakeholders in addressing significant rural health issues.

Rural communities experience significant health and social inequities often at higher rates than urban communities. The first comprehensive report on age-adjusted all sites combined cancer incidence and mortality for both nonmetropolitan rural and metropolitan counties, showed higher death rates for rural nonmetropolitan counties than metropolitan counties.² The differences in cancer death rates may be attributed to the disparities in health care access and timely diagnosis and treatment.²

Health and social disparities in rural communities, while well established, continue to increase in many areas. Rural populations are generally poorer, older, and have higher disease burdens for certain preventable illnesses as well as other leading contributors to population morbidity and mortality. For example, “Place” barriers exist in rural areas including lack of public transportation and inadequate health care delivery and workforce resources.

Additionally, rural ethnic populations, including rural African Americans and Latinos, Native Americans, and others, experience additional burdens of illness and higher disease rates than the general or urban population. A variety of contributing factors including health care access, environment, housing and social determinants of health play key roles in rural trends in social status, mortality and inequities.³

The aforementioned examples support the need for unique educational opportunities such as the proposed post-baccalaureate certificate program in rural health disparities and social inequities. The certificate program is consistent with Strategy 4 (Continue to ensure equal educational opportunities for all Marylanders) of the 2017-21 Maryland State Plan for Postsecondary Education. The program will also serve as a key educational strategy to solve current and future needs of rural communities in the state, nation, and beyond.

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

According to the Health Resources and Services Administration there is a dearth of providers in rural America.⁴ In fact, a significant number of the medically underserved areas and health professional shortage areas exist among rural populations.^{1,5} As a result, the demand for health care professionals to practice in these areas continues to grow.

The online post-baccalaureate certificate program will not address the demand for health care providers as the SPHP accomplishes this goal through its various degree offerings. However, the certificate program will expand/enhance the knowledge of those who are currently serving in these environments. The certificate program will be open to a broad range of professionals to include, but not limited to, pharmacists, physicians, nurses, social workers, dentists, health department personnel (county, state), staff possessing a bachelor's degree at State Offices of Rural Health, legislative staff assigned policy and regulatory responsibility for rural health, health disparities and related issues, and faculty and students at minority-serving institutions located in rural areas. Enrollment of a broad range of eligible participants will assure diversity of thought, discussion and input during the courses. Inclusion of enrollees from the diverse backgrounds could support inter-disciplinary problem-solving of rural health and health equity issues.

Currently, there are no sources that document the supply and demand for this certificate program. The demand is reflected in the disease burden that exists among rural populations compared to those who reside in urban communities, the complexity of contributing factors, and the national priority for addressing disparities in rural communities.⁶ The educational and training needs are evident as several institutions beyond the region have developed programs, certificates, or degree concentrations in rural health.

D. Reasonableness of Program Duplication:

There are no similar programs in the state or the region. Therefore, there is no duplication.

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

The proposed program will have minimal impact on the maintenance of the high-demand programs in the School of Pharmacy and Health Professions. The program will use current faculty in the School of Pharmacy. The School will also provide a dedicated administrative assistant in the Pharmacy Practice and Administration department.

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

UMES has historically served students who are either first generation college students and/or come from socially and economically disadvantaged backgrounds. The proposed program will serve those students and others who have an interest in rural program development, rural health and social research, and community engagement with rural communities and stakeholders. This program compliments the existing graduate and professional programs at UMES in pharmacy, physical therapy, rehabilitation counseling, agriculture, and natural sciences by attracting a diverse population of students who have an interest in pursuing a career path related to rural health.

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

The proposed program was established to address the health disparities that exist among rural populations in the state. The program is consistent with the vision of the School to develop leaders who improve health in all populations.

Dr. Latasha Wade will provide oversight for the program. She is an assistant professor in the School of Pharmacy and currently serves as the Director of Health Disparities Initiatives. The program will also be supported by faculty in the School of Pharmacy. Their qualifications are noted in section I.

The educational objectives and the program outcomes are listed below.

Educational Objectives

- A. Prepare graduates with the skills needed to describe, compare and contrast rural health, rural disparities, inequities, and social determinants of health (SDH).
- B. Prepare graduates to design, implement, monitor, and evaluate programs that address rural health disparities and social inequities.
- C. Prepare graduates to develop local and state policies that focus on rural health disparities and social inequities.

Program Outcomes

- A. Identify and interpret rural nomenclature and sources, rural health data sources for rural disparities/ inequities and social determinants of health.
- B. Comprehend contributing factors associated with rural disparities and social determinants of health.
- C. Develop, plan, and monitor programs or policies to mitigate rural inequities in health including community engagement strategies.

The educational objectives and program outcomes will be included in the Assessment Plan for the School of Pharmacy. The assessment measures listed below will be used to evaluate the program, courses, faculty, and student learning outcomes. The data will be collected at the end of each semester and/or on an annual basis.

- A. Program – retention, attrition, employer survey data
- B. Courses – student course evaluations, faculty course reviews
- C. Faculty – peer evaluations, student evaluation of instructors
- D. Student learning outcomes – faculty evaluation of student projects, quizzes, assignments, exams, and presentations

Students who enroll in the program will be required to complete three 3-credit hour courses and one 3-credit hour capstone course to complete the certificate. The program is structured such that the first three courses can be taken in any order. However, completion of the first three courses is a pre-requisite for the capstone course. A description of the courses is provided below.

- A. **Fundamentals of Rural Health and Rural Health Disparities/Inequities - 3 credits**
Catalog description: This online course will provide students with an in-depth examination of rural nomenclature and rural health. Terminology, geography, as well as an in depth understanding of rural racial and ethnic health disparities will result. Cultural influences on health and health disparities and rural ramifications will also be discussed. At the end of the course students will have an in-depth understanding of rural health, rural health definitions, health disparities and race/ethnicity, rural classification sources.
- B. **Rural Health Policy, Program Development and Community Engagement - 3 credits**
Catalog description: This online course will delve into the local, state, and national rural health policy processes and procedures. The student will gain a deep understanding of health policy development and implementation for rural health policy. The course will also provide students with an in depth understanding of community engagement strategies to support rural health policy and programs. Trends in each area will also be discussed.
- C. **Rural Health Disparities/Social Determinants of Health (SDH) Contributing Factors, Key Diseases and Disorders - 3 credits**
Catalog description: This online course will examine rural health disparities and the significance of social determinants of health. The course will examine the range of potential contributing factors related to diseases such as rural cancer morbidity and mortality and other disorders. The student will gain an understanding of the complex nature of contributors to a variety of rural health

disorders and will be able to analyze potential factors related to rural health disproportionate disease/disorder burden.

- D. **Rural Health and Health Disparities/Inequities Capstone Project - 3 credits**
Catalog description: This special project will provide students enrolled in the program in “Rural Health and Health Disparities/Inequities” with a significant in depth project experience that applies the content areas from the program in a real-world context. Projects should enhance skills such as project management and team collaboration, self-direction, and other assets through experiences with challenges and professional skills. Students are encouraged to engage relevant stakeholders and others, as appropriate, in order to cultivate skills in critical thinking, expansion of discipline knowledge, and other skills which are valued in the national workforce.

The university maintains numerous web-based resources to inform prospective students on the information they may need as an online student. These resources include the main website (<http://www.umes.edu>) and the online catalog, which includes detailed programmatic information, academic support services, financial aid, costs, policies, etc. and specific information for online learning. As new online students are admitted and enrolled, they receive timely emails with important information to help them prepare to become an online student. These emails include information on how to access Blackboard and university email, technical requirements, available academic support services and the online student orientation course available within Blackboard.

All relevant program materials will adequately reflect the proposed program and the services available. This will include all recruiting and admissions materials.

H. Adequacy of Articulation

The School will not collaborate with other institutions to deliver the curriculum for the proposed certificate program.

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

1. **Claudia R. Baquet, MD, MPH, Clinical Professor School of Pharmacy and Health Professions**

MD – Medical Doctor (Oncology), MPH – Public Health, Epidemiology
Faculty Status – Part-time

Dr. Claudia Baquet is the former deputy assistant Secretary for Minority Health (HHS) and Associate Director for Cancer Control Science at the National Cancer Institute. She is a leading national expert in rural health, health disparities research and policy, cancer control science, and community engagement in research and research translation. She served as Chair of the Rural Underserved

Constituency Group of the National Rural Health Association. While as the Associate Dean Policy and Planning and Professor of Medicine, she served as a legislative liaison to the Maryland General Assembly for the University of Maryland School of Medicine providing input on rural health, telemedicine, cancer and tobacco-related diseases and health disparities.

Courses: Rural Health and Health Disparities/Inequities Special Project; also has the ability to teach in all courses.

2. **Chanita Hughes- Halbert, PhD, Clinical Professor**

PhD – Psychology (Behavioral Sciences)

Faculty Status – Part-time

Dr. Hughes-Halbert is professor of psychiatry and behavioral sciences and Associate Dean for Assessment, Evaluation and Quality Improvement in the College of Medicine. She has established a collaborative center in precision medicine and minority men’s health to address genetic, lifestyle and environmental issues related to minority health and cancer health disparities. She is an esteemed health equity researcher and has advanced the field in this regard.

Course: Fundamentals of Rural Health and Rural Health Disparities/Inequities

Course: Rural Health Policy, Program Development and Community Engagement

3. **Alan Morgan, MPA Executive Director, National Rural Health Association, Clinical Professor**

MPA – Public Administration

Faculty Status – Part-time

Alan Morgan serves as Chief Executive Officer for the National Rural Health Association. He has more than 22 years’ experience in health policy development at the state and federal level. He served as staff for former US Congressman Dick Nichols and former Kansas Governor Mike Hayden. Additionally, his experience includes tenures with the American Society of Clinical Pathologists and with the Heart Rhythm Society where he established a Washington, DC based government affairs office.

Course: Rural Health Policy, Program Development and Community Engagement

4. **Fitzhugh Mullan, MD, Clinical Professor**

MD – Medical Doctor, Health Policy

Faculty Status – Part-time

Dr. Fitzhugh Mullan is Professor of Health Policy in the Milken Institute School of Public Health at George Washington University, Professor of Pediatrics in the School of Medicine and Health Sciences, and Co-Director of the George Washington University Health Workforce Institute. He is a leading national expert on healthcare workforce and supply and health professions training.

Course: Rural Health Policy, Program Development and Community Engagement

5. **Vickie Mays, MSPH, PhD, Clinical Professor**

PhD – Clinical Psychology, MSPH – Health Services

Faculty Status – Part-time

Dr. Vickie Mays is Professor in the Department of Psychology in the College of Letters and Sciences, as well as Professor in the Department of Health Services at University of California, Los Angeles (UCLA). Professor Mays is also the Director of the UCLA Center on Research, Education, Training and Strategic Communication on Minority Health Disparities. She teaches courses on health status and health behaviors of racial and ethnic minority groups, research ethics in biomedical and behavioral research in racial/ethnic minority populations, research methods in minority research, as well as courses on social determinants of mental disorders and psychopathology. She holds a Ph.D. in Clinical Psychology and an M.S.P.H. in Health Services, with postdoctoral training in psychiatric epidemiology, survey research as it applies to ethnic minorities (University of Michigan) and health policy (RAND).

Course: Fundamentals of Rural Health and Rural Health Disparities/Inequities

Course: Rural Health Disparities/SDH Contributing Factors, key diseases and disorders

6. **James Jackson, PhD, Director of the Institute for Social Research (ISR), University of Michigan Ann Arbor, Clinical Professor**

PhD – Psychology

Faculty Status – Part-time

Renowned and distinguished scholar who advanced the field of social research. Dr. Jackson has devoted more than three decades to advancing scholarship regarding race and ethnic relations, immigration, disparities in physical and mental health, aging, and African-American politics.

Course: Rural Health Disparities/SDH Contributing Factors, key diseases and disorders

7. **Dr. Irene Dankwa-Mullan is the Deputy Chief Health Officer for IBM Watson Health, and the lead scientific officer for Data and Evidence. Clinical Professor**

MD – Medical Doctor, Internal Medicine; MPH – Public Health, Epidemiology

Faculty Status – Part-time

Dr. Dankwa-Mullan is responsible for the global strategy for driving and building a portfolio of studies to prove the clinical evidence for Watson Health cognitive solutions. This is accomplished through clinical studies, promoting research efforts in evidence, and enabling global democratization of data and evidence-based practices to transform healthcare.

Dr. Dankwa-Mullan is also a physician, researcher and public health leader with nearly two decades of experience in clinical research, public health, disparities and population health. She spent nearly a decade delivering and managing front-line primary care, preventive services in Maryland's Montgomery county health department.

Course: Rural Health Disparities/SDH Contributing Factors, key diseases and disorders

8. **Rina Das, Ph.D., National Institute on Minority Health and Health Disparities (NIMHD)/National Institutes of Health (NIH), Division of Scientific Programs Integrative Biological and Behavioral Sciences, Clinical Professor**

PhD – Biochemistry

Faculty Status – Part-time

Dr. Rina Das is a Scientific Program Director who focusses on developing research which promotes greater understanding and addresses the various factors that play a role in health disparities among different populations. She lends her expertise to develop and oversee a wide array of NIMHD research programs that seek to improve minority health and health disparities, including translational sciences, cancer health disparities, research on the intersection of biological and social sciences, social epigenomics, community-based interventions, and immigrant health. She is also an expert in community-based interventions among various racial/ethnic minority populations and the role biological factors play in cancer disparities.

Dr. Das earned her Ph.D. in biochemistry from Jawaharlal Nehru University in New Delhi, India in 1987, where she studied molecular biology and signaling pathways. Her postdoctoral training in cancer research took place at the National Cancer Institute, where she focused on the relationship between genes, hormones, and breast cancer.

Course: Fundamentals of Rural Health and Rural Health Disparities/Inequities

Course: Rural Health Policy, Program Development and Community Engagement

9. **Hoi-an Truong, Pharm.D., MPH, Professor, School of Pharmacy**
PharmD – Pharmacy, MPH – Public Health
Faculty Status – Full-time

Dr. Truong has been a public health pharmacist and educator for over twelve years. He has provided patient-centered care in interprofessional clinics to optimize medication use and health outcomes, as well as developed and implemented population-based programs to improve community health. He served as coordinator and preceptor for many pharmacy, physical therapy, physician assistant, and public health students on five medical missions to Haiti and Vietnam. He also served as a capstone project preceptor for several MPH students from different universities.

He was the founding chair (2012-2014) of the Eastern Shore Collaborative for Interprofessional Education (ESCIPE), an interprofessional, inter-institutional initiative with Salisbury University. Previously, he was founding assistant dean for professional affairs at UMES. He has published over twenty peer-reviewed articles and book chapters and presented at multiple national and international conferences. He is co-editor and co-author of a book, *The Pharmacist in Public Health: Education, Application, and Opportunities*, published by the American Pharmacists Association in 2010, which includes a chapter on rural health and

tele-pharmacy. Dr. Truong received the Excellence in Public Health Pharmacy Practice Award from the U.S. Public Health Service and was inducted as a Fellow of the American Pharmacists Association and Fellow of the National Academies of Practice.

Course: Rural Health Disparities/Social Determinants of Health (SDH) Contributing Factors, Key Diseases and Disorders

10. Rondall E. Allen, B.S., Pharm.D., Professor, School of Pharmacy

Faculty Status – Full-time

B.S., Pharm.D. – Pharmacy

Dr. Allen earned his Bachelor of Science degree in Pharmacy from the Florida Agricultural and Mechanical University College of Pharmacy and Pharmaceutical Sciences and his Doctor of Pharmacy from the Xavier University of Louisiana College of Pharmacy. He completed a post-graduate Pharmacy Practice residency at Baptist Memorial Hospital in Memphis, TN. He has over 29 years of experience in the profession of pharmacy. He has practiced in a variety of settings to include community pharmacy, acute care, ambulatory care, and the pharmaceutical industry.

Course: Fundamentals of Rural Health and Rural Health Disparities/Inequities

The proposed program will be offered in online only format. All faculty teaching in the online program will be required to complete UMES Online Learning Training and Quality Matters training.

Principles of best practice for teaching in a distance education format will be developed and maintained by requiring distance education faculty to attend on-line seminars and face-to-face workshops to enhance and maintain their knowledge of on-line teaching pedagogy. Faculty will be required to attend at least one such seminar and/or workshop every academic year.

Faculty members in the proposed online program are supported by UMES' Center for Instructional Technology and Online Learning (CITOL). The CITOL provides oversight for all online course developments, including faculty training and development. The CITOL has a formal, structured faculty development approach for preparing faculty to develop and teach an online course. All faculty members are required to complete the training for online course development and instruction.

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

The University assures that institutional library resources meet the new program needs. The Frederick Douglas Library currently houses over 211,000 volumes. Students and faculty can take

advantage of the entire University of Maryland System's library holdings through inter-library loans. Electronic databases are available through the university itself, and also through the University of Maryland System. The University continually updates and adds to its information security holdings in the library as needed for existing programs. It is expected that library resources will continue to meet all needs of existing and future programs.

Lastly, the Dean of the Library has conducted an assessment of library resources required for this program. The results of the assessment showed that the Frederick Douglas Library is able to meet, with its current resources, the curricular and research needs of the program.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

This is an online program and will have a small need for physical facilities. The infrastructure will be provided via the School of Pharmacy (SOP) using faculty and adjunct faculty and a part-time administrative assistant. The instructional equipment will be provided by the SOP and CITOL.

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

The resources and expenditures for the proposed program are noted in Tables I and II.

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

The educational objectives and program outcomes will be included in the Assessment Plan for the School of Pharmacy. The assessment measures listed below will be used to evaluate the program, courses, faculty, and student learning outcomes. The data will be collected at the end of each semester and/or on an annual basis.

- A. Program – retention, attrition, employer survey data
- B. Courses – student course evaluations, faculty course reviews
- C. Faculty – peer evaluations, student evaluation of instructors
- D. Student learning outcomes – faculty evaluation of student projects, quizzes, assignments, exams, and presentations

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

The program will expand educational opportunities and choices for underrepresented minorities and other citizens of the State of Maryland and beyond by offering a unique certificate program in a field where there is a shortage of minorities and women in the workforce.

O. Relationship to Low Productivity Programs Identified by the Commission:

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. Curriculum and Instruction

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

The proposed program will be offered in online only format. All faculty teaching in the online program will be required to complete the UMES Online Learning Training and Quality Matters training. The faculty qualifications are noted in section I.

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

The courses must have the same approvals, as required for face-to-face courses, to be offered to students, which includes internal curriculum committee approvals and external accreditation standards. An established online course development process is followed to include the direction and expertise of instructional designers, instructional technologists, and subject matter experts in the development of instruction for delivery at a distance. The online courses must successfully complete a Quality Matters review. UMES is a certified Quality Matters site. Quality Matters research-based set of eight standards for quality online course design to ensure the academic rigor of the online course is comparable or better to the traditionally offered course (Quality Matters, 2014).

- c. The program shall result in learning outcomes appropriate to the rigor and breadth of the program.**

The measurable learning goals of each course are identified within the course syllabus.

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

The curriculum will be delivered with Blackboard learning management system. This platform supports asynchronous interaction between faculty and students. "Real-time" interaction is available with the incorporated web-conference tool, supported by Blackboard Collaborate.

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

All the faculty are selected based on discipline expertise, professional experience and completion of an online course development training course. The training course is a two-part session with an instructional designer that focuses on proper implementation of Blackboard and effective online pedagogy.

2. Role and Mission

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

The online program is consistent with the institution's mission. Please refer to section A in the main body of the proposal.

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

The courses in the program are designed with the support of an instructional designer working in conjunction with the faculty. The instructional designer assists the faculty in identifying and recommending the most effective technologies for accomplishing the learning objectives.

The course development period first identifies all the learning components of the course, and how the course will be facilitated to achieve the optimal learning outcome. This is an iterative process that goes through several levels of review prior to the course actually being developed. Once the courses launch, the design team continually monitors the courses, and consults with the instructors to make adjustments to the course, if needed. All new online courses participate in end-of-term course evaluation process as designated by the Online Learning Policy and Procedures Committee.

3. Faculty Support

- a. 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.**

Faculty members in the proposed online program are supported by UMES' Center for Instructional Technology and Online Learning (CITOL). The CITOL provides oversight for all online course developments, including faculty training and development. The CITOL has a formal, structured faculty development approach for preparing faculty to develop and teach an online course. All faculty members are required to complete the training for online course development and instruction

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

Principles of best practice for teaching in a distance education format will be developed and maintained by requiring distance education faculty to attend on-line seminars and face-to-face workshops to enhance and maintain their knowledge of on-line teaching pedagogy. Faculty will be required to attend at least one such seminar and/or workshop every academic year.

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

Faculty members have access to a dedicated faculty computer lab, instructional designers, and information technology specialists. A help desk line is available via email and telephone for technical support issues. The CITOL offers online and in-person workshops that are designed for faculty that implement Blackboard and other technologies in the classroom.

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

The Frederick Douglass Library houses a multiplicity of print and non-print resources to support the mission and academic programs of the university; the collection includes over 211,000 volumes. As a member of University System of Maryland and Affiliated Institutions (USMAI) consortium, the library is affiliated with the University's thirteen campuses and seventeen libraries for the purpose of sharing library resources. The integrated, comprehensive library system, ALEPH makes it possible for our patrons to have 24/7 access to USMAI library collections and electronic resources. These collections and resources include the library catalog and over 120 research databases often including full text journals, books and newspapers.

The Library provides sessions to enhance students' research skills. Library instruction sessions are tailored to the needs of the class to assist students and may range from an overview of basic library resources to the use of advanced or subject research materials and techniques. The library also offers a one-credit online Information Literacy course taught by the Reference Department Faculty.

Lastly, the Dean of the Library has conducted an assessment of library resources required for this program. The results of the assessment showed that the Frederick Douglas Library is able to meet, with its current resources, the curricular and research needs of the program.

5. Students and Student Services

- a. **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.**

UMES maintains numerous web-based resources to inform prospective students on the information they may need as an online student. These resources include the main website (<http://www.umes.edu>) and the online catalog, which includes detailed programmatic information, academic support services, financial aid, costs, policies, etc. and specific information for online learning. As new online students are admitted and enrolled, they receive timely emails with important information to help them prepare to become an online student. These emails include information on how to access Blackboard and university email, technical requirements, available academic support services and the online student orientation course available within Blackboard.

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

Academic Advising. Students are assigned an advisor when accepted. Students work individually with the advisor to develop a course of study that meets the requirements of the program and the career goals of the student. The advisor contacts all the students each semester to check on progress and answer questions.

Library Services. Students have online access to the Frederick Douglass Library. The Interlibrary Loan Department allows students access to resources at any other university in the nation. The library also provides easy access to a wide selection of electronic information resources. Librarians are available to assist students remotely and the library maintains an extensive website to take visitors through all its services and materials.

Services with Students with Disabilities. The Disability Services Administrator of the campus works with students requiring accommodations to ensure their needs are met.

Transcript Access. Official transcripts are available upon written request of the student along with the student's identification number which is

found on their ID card. The card also acts as the university library card and provides access to student software discounts where available.

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

All accepted online students must meet the admissions requirements of the program. New online students are offered an orientation course within Blackboard prior to beginning their first online course. This course covers a broad range of topics on how to be a successful online student such as: Blackboard basics, online student learning expectations, how to access the library, how to conduct online research, and how to participate in online discussions.

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

All relevant program information is kept up-to-date on the UMES website (<http://www.umes.edu>).

6. Commitment to Support

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

The faculty teaching in online courses will be encouraged to engage in the scholarship of teaching and learning related to distance education programs. Professional development funds will be allocated to allow the faculty to participate in workshops and conferences. The faculty will also be required to participate in the annual faculty development seminar offered by the School of Pharmacy and Health Professions. And, lastly, the School will also consider student and peer evaluations of faculty teaching during the annual review process.

- b. 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.**

UMES' commitment to online teaching is demonstrated by the resources of its Center for Instructional Technology and Online Learning (CITOL) that provides a faculty computer lab, course development, instructional, and technical support to new and current faculty.

7. Evaluation and Assessment

- a. **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 School will incorporate the online post-baccalaureate certificate program into its existing assessment plan. The assessment measures will include at a minimum, student learning outcomes, student, faculty, and employer satisfaction surveys, student attrition, progression, and retention data, student evaluations of the course and instructors, and faculty peer evaluations.

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

The staff of the CITOL continually participate in professional development activities to keep abreast of evidence-based approaches to online teaching practices. These online teaching practices are then incorporated into future workshops and one-on-one trainings for the faculty.

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

As part of the online course design process, course assessments are required to be aligned with stated course learning outcomes.

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