



June 10, 2019

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

Dear Secretary Fielder:

Enclosed please find Goucher College's proposals to offer the following new programs:

- Master of Professional Studies
- BPS Criminal Justice
- BPS Human Services
- BPS Sports Communication

Research from the Bureau of Labor Statistics demonstrates that advancing to the next degree level provides significant increases in quality of work life, salary, and advancement potential for working adults. The Master of Professional Studies program is built from Goucher's post-baccalaureate certificate programs and allows students to "stack" three certificates into a customized degree that most fully meets their career and professional goals. The BPS programs build on Goucher's commitment to access and equity in undergraduate education by offering three additional majors for community college career track AAS graduates.

These programs are fully online and will broaden the pool of working adult students for Goucher, as well as support the workforce needs of employers in the area, the state, and the region. If you have any questions, please do not hesitate to call. Thank you in advance for consideration of this proposal.

Sincerely,

A handwritten signature in black ink that reads "Scott Sibley".

Scott Sibley, Ph.D.  
Interim Provost



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

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

- |  |  |
|--|--|
| <input checked="" type="radio"/> New Academic Program<br><input type="radio"/> New Area of Concentration<br><input type="radio"/> New Degree Level Approval<br><input type="radio"/> New Stand-Alone Certificate<br><input type="radio"/> Off Campus Program | <input type="radio"/> Substantial Change to a Degree Program<br><input type="radio"/> Substantial Change to an Area of Concentration<br><input type="radio"/> Substantial Change to a Certificate Program<br><input type="radio"/> Cooperative Degree Program<br><input type="radio"/> Offer Program at Regional Higher Education Center |
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Payment Submitted: <input checked="" type="radio"/> Yes <input type="radio"/> No	Payment Type: <input type="radio"/> R*STARS <input checked="" type="radio"/> Check	Date Submitted: May 25, 2018
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Department Proposing Program	Welch Center for Graduate and Professional Studies	
Degree Level and Degree Type	Bachelor of Professional Studies	
Title of Proposed Program	Human Services	
Total Number of Credits	120	
Suggested Codes	HEGIS: 521601	CIP: 51.1502
Program Modality	<input type="radio"/> On-campus <input checked="" type="radio"/> Distance Education ( <i>fully online</i> ) <input type="radio"/> Both	
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Summer            Year: 2020	
Provide Link to Most Recent Academic Catalog	URL: <a href="https://www.goucher.edu/learn/graduate-programs/docum">https://www.goucher.edu/learn/graduate-programs/docum</a>	

Preferred Contact for this Proposal	Name: Dr. Kathryn Doherty
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President/Chief Executive	Type Name: Dr. Jose Bowen
	Signature: <span style="float: right; padding-left: 20px;">Date: 5/21/19</span>
	Date of Approval/Endorsement by Governing Board:

Revised 6/13/18

**Academic Program Proposal**  
**Goucher College Welch Center for Graduate and Professional Studies**  
*New Online Bachelor of Professional Studies in Human Services*

**A. Centrality to institutional mission statement and planning priorities**

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

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

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

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

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

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

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

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

Goucher's Bachelor of Professional Studies (BPS) degree is designed for community college students who are completing their AAS or ATS degree. The BPS degree at Goucher has a core of 30 credits in BPS courses designed to supplement the general education credits AAS or ATS students bring as part of their associates degree while still maintaining a career and applied. This program is designed to align with this popular community college AAS programs.

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

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

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

After completing the BPS degree, graduates will:

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

***Program Objective***

The overall educational objective of the Goucher College BPS in Human Services is to develop and graduate students with the requisite knowledge and skills necessary to work and be leaders in the human services field.

***Student Learning Outcomes***

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

- Evaluate social, political and historical milestones and trends as they relate to human services' role in advocating for individuals, families and communities in need
- Utilize knowledge of formal and informal networks in the human services delivery systems, and evaluate service delivery and program effectiveness.
- Apply culturally responsive strategies across diverse populations
- Articulate the role that human services professionals play in working with individuals, communities, and families in need.
- Articulate historical and current issues that have shaped the development of the human services profession.
- Apply appropriate models for addressing crisis-related problems in the lives of clients.
- Apply legal and ethical standards in providing client services and maintaining client records.
- Employ professional, interpersonal dynamics in formal and informal networks.
- Evaluate policy development, communication strategies and coalition-building opportunities - the building blocks of social change.
- Develop knowledge and skills in inquiry, critical and creative thinking, and decision-making.

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

***Course of Study (60.0 credits)***

The Bachelor of Professional Studies in Human Services is designed to be completed by the student in 18-24 months, in a fully online 8-week course format. The student may take up to 6 credits a term, or 12 credits per semester (2 terms). Courses will be offered year round, including the summer. All BPS students complete 30 credits of BPS core classes, and another 30 credits in major. A typical term schedule would include one 3-credit BPS core course and one 3-credit BPS concentration course. An applied internship is required as the last 3 credits (150 hours) in the area of concentration, and may be completed at the student's workplace, if appropriate.

### BPS Core Courses (30 cr)

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

### BPS Major Courses (30 cr)\*

#### *Human Services Generalist*

HUS XXX	Human Services Delivery Systems (3)
HUS XXX	Chemical Dependency and Treatment Approaches (3)
HUS XXX	Mental Health and Counseling (3)
HUS XXX	Children, Family, and Community-based Services in Human Services (3)
HUS XXX	Gerontology in Human Services (3)
HUS XXX	Case Management Practice and Principles (3)
HUS XXX	Crisis Intervention and Ethics in Human Services (3)
HUS XXX	Social Policies and Advocacy in Human Services (3)
HUS XXX	Evaluation and Program Planning in Human Services (3)
HUS XXX	Field Experience and Seminar in Human Services (3)

#### ***Course Descriptions***

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

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

BPS XXX Critical Thinking, Research, & Presentation. The ability to analyze problems, to conduct and use research for decision-making, and to share those decisions with others in the organization are all important in the career success of the professional. This course emphasizes the process of collecting, analyzing, and using information to document and solve a problem or challenge in the workplace (3 cr.).

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

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

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

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

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

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

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

HUS XXX Human Services Delivery Systems. This course aims to prepare students with the knowledge and skills necessary to work in a multi-tiered services delivery system in a variety of settings (mental health centers, geriatric facilities, agencies serving individuals with disabilities, rehabilitation centers, substance abuse programs, hospitals, detention centers, etc.) offering services to individuals, families, groups, and communities, and to support various human services functions. Students will demonstrate an understanding of governmental, organizational, and private structures, resources, and laws and regulations in human services. Also covered will be the evolving role of the human services practitioner, as well as current approaches and philosophies relevant to human services and its impact on service delivery (3 cr.).

HUS XXX Chemical Dependency and Treatment Practices. Students will develop working knowledge of substance-related and addictive disorders as well as evidence-based practices for treating addictions. Also covered are models and theories of addiction, relapse and prevention methods, and effective use of interviewing skills and various screening and assessment tools. Special attention is given to co-occurring disorders, community resources, documentation approaches, and cultural and diversity aspects relating to addiction (3 cr).

HUS XXX Mental Health and Counseling: The goal is to familiarize students with the history, issues, and services related to mental health including the roles and functions of the mental health practitioners in the contemporary mental health system. Topics include the definition and conceptualization of mental health/illness; basic interviewing skills, diagnoses, biopsychosocial perspective to mental health and illness, pathological outcomes (anxiety, depression, PTSD, psychosis, etc.), multicultural factors, ethical guidelines, and presentation of evidence-based treatment strategies for mental illness (3 cr).

HUS XXX Children, Family, and Community-based Services in Human Services. The focus of this course explores the dynamics, problems, and practical aspects underlying behaviors and various issues experienced by children, adolescents, and their families. An overview of interventions and treatment aspects will be reviewed as well as programs and community organizations (e.g., Department of Social Services, medical and mental health centers, non-profit organizations, etc.) that offers support to individuals and families. Special attention will be given to understanding the unique needs of vulnerable and underserved populations. Tools such as eco-map, genograms, family assessments etc. frequently used in understanding family systems will be presented (3 cr).

HUS XXX Gerontology in Human Services (3) This course critically examines the psychological, social and physical aspects of aging as well as the theoretical and practical issues impacting the aging population. Students will investigate current resources and services available to the aging population with discussions focusing on family, levels of care, and local, private, state, federal programs. The human services worker's roles and responsibilities with the aging and topics regarding the social welfare system, bereavement, managed care, and other applicable issues will be reviewed (3 cr).

HUS XXX Advanced Case Management Practice and Principles (3) This course provides an overview to the practice of case management with emphasizes on developing and strengthening human services competencies in areas of assessment procedures, interviewing, utilizing resources and networking, and program development in human services. Course will cover the impact of case management in different settings, data collection methods, and ethical principles and multi-cultural issues related to providing effective case management services as well as a review of all phases of case management process through real life situations will be discussed (3cr.).

HUS XXX Crisis Intervention and Ethics in Human Services. This course is designed to examine effective crisis intervention approaches utilized with individuals, groups, and community. Students will become acquainted of major theories of crisis intervention as well as the potential ethical and legal dilemmas posed to practitioners to assist students in developing ethical



decision-making skills applicable to professional practice. Preventive and reactive intervention strategies will be studied (3 cr.).

HUS XXX Social Policies and Advocacy in Human Services (3) This course examines social policy development at the federal, state, and local levels and its influences on populations served by human services organizations. The implementation and evaluation of current/national social welfare policies and programs will be conducted with special attention given to policies in the area of income maintenance, personal social services, in-kind benefits, poverty, health, and education. Students will become familiar with the role of advocacy and social change action in efforts to pursue social and economic justice. Case study examples of human services policy are included in the learning process (3cr.).

HUS XXX Evaluation and Program Planning in Human Services (3) This course focuses on approaches to program planning and evaluation methodologies in human services. Course activity includes conducting research of a current human services program to broaden an understanding of the knowledge and skills essential to conducting needs assessment, developing goals, identifying specific strategies for delivery of program service through process and outcome evaluation, and to learn about any evaluation studies currently being conducted relating to the selected program. Student will discuss issues the program encounters in establishing strategies for continued program implementation and services (3 cr.).

HUS XXX Field Experience and Seminar in Human Services (3) This course is designed to provide students with an experiential learning opportunity through participation in a supervised field practicum that aims to broaden students' understanding of the structure and functioning of the human services organizations. Students will engage in accompanying seminar that includes weekly lectures/discussions/other assignments to apply classroom knowledge and to reflect, discuss, and analyze their field experiences and concerns. Students will complete at a minimum of 150 hours of on-site work experience at a mutually agreed upon human service organization (3 cr.).

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

***Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State.***

In November, 2017, the Maryland Association of Community Colleges (MACC) proposed to the Maryland Higher Education Commission authorization to grant the four year degree in selected degree fields at the community colleges in Maryland. Citing the national movement toward four year degree offerings at community colleges in 20 states, as well as the long-standing tenuous articulation process between community colleges and four year institutions, the MACC proposal sought permission to extend selected two-year degrees to four year bachelor completion programs at the community college level in response to employer/workforce need and student request.

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

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

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

This process is happening rapidly, and the market for AAS graduates is strong and largely untapped at this point. In the 2018 MHEC Fact Book, for academic year 2016, there were 123,824 community colleges full- and part-time students enrolled in the 16 Maryland community colleges, and 43,856 were 25 years of age or older. The Maryland Association of Community Colleges 2018 Data Book reports that in 2016, 39,690 students were enrolled career track programs across the state. Of this group, 5,327 students completed AAS or ATS degree programs. Goucher has used these data, coupled with Bureau of Labor Statistics data for both workforce need and those occupations requiring the bachelor's degree to develop this program.

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

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

Consistent with the Maryland State Plan's goal to provide ongoing and lifetime learning opportunities for workers, this program is designed to fit the needs of students as they transition from the Associate of Applied Science into their career field of choice. With the Goucher College Bachelor of Professional Studies program, students will learn skills that are in most demand at the state level, regionally, and across the county, as they complete courses that

combine with professional experience and best practice. Armed with these tools, program graduates will enter –and advance in -- the workforce, able to develop and promote ideas, frame issues, influence positive change, and be effective employees and leaders. The program will help students develop critical skills needed across industries and provide a bachelor’s level credential that will be reinforced through hands-on practice, applied projects, and a final internship experience.

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

The BPS program in Human Services meets the market supply and demand needs for the region and the state. The Maryland Higher Education Commission offers a *Workforce Shortage Student Assistance Grant Program* that provides educational assistance through scholarships to eligible recipients who enroll in a Maryland college or university in an eligible major such as human services in order to address statewide and regional workforce needs (mhec.maryland.gov). The Bureau of Labor Statistics reports show that increasing numbers of employers and occupations are requiring the four year degree (BLS.gov). Where the high school diploma or associate’s degree were once sufficient in many occupations, allowing the bachelor’s degree to serve as a competitive marker for advancement or promotion, the four-year degree is now often the minimum requirement. In an April, 2018, report, BLS cited 174 occupations that now typically require a bachelor’s degree. The top industries were business, communication and design, community and social services, engineering and architecture, human care and science, information technology, management-related, and teaching. The report also referenced well-known wage data showing the gap in earnings between non-bachelor’s position and those that required the degree, stating that “In 2017, the median annual wage for bachelor’s-level occupations was \$72,830, nearly double the \$37,690 median wage for all occupations.”

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

Human Services (HUS)

The Human Services field is growing faster than average in the United States due to the rising demands for social services and an increasing elderly population, per Bureau of Labor Statistics (BLS). Further, the BLS approximates that there will be increased demands for social and community services managers in addition professionals working in substance abuse, mental human, and other human-related fields. Human services graduates can partake in many rewarding career choices in fields such as child welfare, families, the elderly, substance abuse, mental human, residential programs, healthcare, disabilities, education, gerontology, criminal justice, developmental disabilities, and administration. With a bachelor’s degree in human services an array of opportunities is available to professionals in providing services to diverse populations in a variety of non-profit, private, and public sectors. Graduates of the human services program can pursue graduate-level education to work as advanced-level practitioners in human services while prospectively increasing their earning potential. Overall, the Bureau of Labor and Statistics estimates that the human services profession is projected to grow between 16-23 percent from present to 2026, much faster than the average for all occupations, depending on the career choices in human services. The Human Services professional in today’s job market

can expect a starting salary of about \$33,120-43,300.00. Those who pursue graduate degrees with certification and/or licensure can expect a salary that starts considerably higher. Those professionals will typically earn about \$47, 980 or higher per year on average. Table 1 presents the BLS Occupational Outlook for one segment of the human services field:

Table 1

Quick Facts: Social Work	
2017 Median Pay	\$47,980 per year \$23.07 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	Supervised Fieldwork/Internship
Number of Jobs, 2016	682, 100
Job Outlook, 2016-26	16% (Much Faster than average)
Employment Change, 2016-26	109, 700

***Provide data showing the current and projected supply of prospective students***

The 2017 MACC proposal emphasized 4-year degree completion for students graduating with a 2 year applied science degree from a community college (AAS), which has not been a transfer degree in the past. Historically, Maryland community colleges provide two degree tracks to the associate’s degree: the Associate of Arts or Science (AA or AS) degree or the Associate of Applied Science degree (AAS); the Associate of Arts in Teaching was added more recently as a specific articulated path to an undergraduate teaching degree at the four year institution.

The AA or AS degree is designed to transfer smoothly to a four-year degree program—and, in fact, there is a mandatory articulation between the community colleges and the four year state institutions, although in practice it still remains challenging for the student in terms of credit and course evaluation and acceptance at the four year school. To date, AAS has been considered a “terminal” degree, with no transfer option. Students in these programs are finding, unfortunately, that their AAS degree is losing value in a market where more and more employers seek the bachelor’s degree. Moving on to a four-year institution from the AAS degree is even more difficult than from the transfer-oriented AA or AS degree due to a reduced number of general education credits required for the AAS degree under the Maryland COMAR regulations that govern higher education in state—meaning that to transfer into a traditional 4 year program, the student would need to take, or re-take many courses. In addition, Maryland community college data presented earlier in this proposal show that in 2016, there were more than 5,000 AAS/ATS degree program graduates for whom, at that time, there were limited bachelor degree options, at best.

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

Table 2

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

Table 3

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

**E. Reasonableness of program duplication**

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

*Provide justification for the proposed program.*

COMAR regulations recognize the need for an advanced career/applied bachelor’s degree in Maryland, even while most four year institutions have not. COMAR provides for a direct transfer option from the AAS to the four year degree with a little-utilized Bachelor of Professional Studies option (COMAR 13B.02.03.24.I.1-5) that requires only a signed memorandum of understanding between the two-year and four-year institution for implementation.

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

**F. Relevance to Historically Black Institutions (HBIs)**

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

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

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

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

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

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

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

**Curriculum and Instruction**

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

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

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

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

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

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

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

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

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

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

**Role and Mission**

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

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

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

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

#### Faculty Support

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

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

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

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

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

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

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

Goucher offers online academic support services to online graduate students through their online Academic Studio through a link on each course site. Online library access is provided to students through the Goucher College library website, which is linked from all online course sites.

#### Students and Student Services

*A distance education program shall provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment*

*requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.*

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

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

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

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

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

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

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

**Commitment to Support**

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

All course evaluations for online courses and programs contain specific questions for students to respond to that relate to the online teaching and learning environment. Faculty are required to complete Quality Matters training in design and delivery of online courses prior to teaching online for the first time. An additional “Improving Your Online Course” is also available for faculty who wish additional training for the online environment.

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

All online programs are developed and delivered using the course design and review process in place at Goucher College for traditional face to face courses and programs that includes approval by the delivering department, review and approval by the graduate studies committee, and



review and approval by the instructional design team, who use the Quality Matters review process for fully online courses. Part of the program design and delivery process includes approval of a budget that allocates resources and faculty to support the design and delivery of the program as well as a multi-year commitment to the program.

#### Evaluation and Assessment

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

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

*An institution shall demonstrate an evidence-based approach to best online teaching practices.* Goucher College has in place a Quality Matters-based review process for all new online courses and programs, as well as a mandated Quality Matters training program for all faculty wishing to teach online. Goucher College is a member of Maryland Online and a participant in the Quality Matters program.

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

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

#### **H. Adequacy of faculty resources.**

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

#### **Faculty**

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

Dr. Rebekah Phillips DeZalia, Associate Professor of Practice. MA, PhD, Psychology, 2006, 2008, Clark University, Worcester, MA; BA, 2003, Wheaton College, Wheaton, IL.

Dr. Serena McCall, Instructor of Practice. Master of Science in Social Work, University of Maryland-Baltimore, School of Social Work; Master of Science in Human Services Administration, University of Baltimore/Coppin State University Collaborative Program;

Bachelor of Science in Social Work, Frostburg State University, Associates of Science in Education, Hagerstown Community College, Hagerstown, MD.

Dr. Phyllis Sunshine, Professor of Practice. M.S, PhD, The Pennsylvania State University, Clinical Psychology; M.Ed., The Johns Hopkins University; B.S., Towson University.

#### Education

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2008	Ph.D. Psychology, Clark University, Worcester, MA Dissertation: Social Representations in the Narratives of Rwandan Genocide Orphans
2006	M.A. Psychology, Clark University, Worcester, MA Thesis: The Effect of Telling Style on Forgiveness Among Africans and Americans
2003	B.A., cum laude, Wheaton College, Wheaton, IL

#### **I. Adequacy of library resources.**

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

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

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

#### **K. Adequacy of provisions for evaluation of the program.**

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

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

evaluations processes on an annual basis are used to identify opportunities for program improvements and areas where additional resources are needed.

**L. Consistency with the state’s minority student achievement goals.**

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

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

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

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

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

**N. Finance**

*Complete Tables 8 and 9 for the first five years of the program and provide a narrative rationale for each resource and expense.*

TABLE 8: RESOURCES					
Resource Categories	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
1. Existing Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	0	0	0	0	0
a. # F/T Students	0	0	0	0	0
b. Annual Tuition	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. # P/T Students	20	35	40	45	50
e. Credit Hr. Rate	\$300	\$300	\$300	\$300	\$300
f. Annual Credit Hr.	21	21	21	21	21
g. Total P/T Revenue (d x e x f)	\$126,000	\$220,500	\$252,000	\$283,500	\$315,000
3. Grants, contacts, & external sources	0	0	0	0	0
4. Other Sources	\$39,000	\$68,250	\$78,000	\$87,750	\$97,500
TOTAL	\$165,000	\$288,550	\$330,000	\$371,250	\$ 412,500

**Table 8: Resources**

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

TABLE 9: EXPENDITURES

Expenditure Categories	2019	2020	2021	2022	2023
1. Faculty (b + c below)	59,950	59,950	89,925	119,900	122,298
a) # FTE	1	1	1.5	2	2
b) Total Salary	55,000	55,000	82,500	110,000	112,200
c) Total Benefits	4,950	4,950	7,425	9,900	10,098
2. Admin. Staff (b + c below)	0	27,250	61,500	62,730	63,985
a) # FTE	0	0.5	1	0	0
b) Total Salary	0	25,000	50,000	51,000	52,020
c) Total Benefits	0	2,250	11,500	11,730	11,965
3. Support staff	0	15,500	32,000	32,640	33,293
4. Equipment	0	0	0	0	0
5. Library	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses Software, marketing, faculty development, and course development	\$20,000	\$5,000	\$5,000	\$5,000	\$5,000
8. TOTAL (add 1-7)	\$80,950	\$108,700	\$188,425	\$221,270	\$225,576

### **Table 9: Expenditures**

1. Faculty (number of full-time employees with salary and benefits): Faculty for the program will come largely from Goucher's adjunct faculty pool of subject matter professionals with advanced degrees working in the field, or regular full-time Goucher faculty teaching in the program as part of load, with the appointment of part-time non-tenure-track positions equivalent to .05 FTE in Year 1 and increasing to 2 FTE by Year 5. Fringe benefits for adjunct faculty are calculated at a rate of .09 percent and covers FICA, Medicare, disability and workman's comp. This arrangement represents the incremental additional faculty costs needed to support this new program. A 2% salary increase is included for Years 2-5.
2. Administrative Staff. A .5 time program director will be hired in Year 2, and increased to full time with 23% benefits package in Years 3-5.
3. Support Staff. A .5 time admissions counselor will be hired in Year 2, and increased to full time with 23% benefits package in Years 3-5.
4. Equipment. There is no plan to add equipment for the delivery of this program.
5. Library. These funds are allocated for additional electronic resources to support students in their thesis research.
6. New and/or Renovated Space. No new space is needed for this program fully online program.
7. Other Expenses. Supplies, marketing, and other administrative expenses are included in this section of the budget.

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

Kurtinitis, Sandra L, Nov. 29, 2017

A Proposal to Implement Applied Baccalaureate Degrees at Maryland Community Colleges