



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

Payment Submitted: <input 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	Sports Communication	
Total Number of Credits	120	
Suggested Codes	HEGIS: 500801	CIP: 10.9999
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: https://www.goucher.edu/learn/graduate-programs/documents	

Preferred Contact for this Proposal	Name: Dr. Kathryn Doherty
	Title: Associate Provost
	Phone: 410-337-6208
	Email: kathryn.doherty@goucher.edu

President/Chief Executive	Type Name: Dr. Jose Bowen
	Signature: Date: 5/21/19
	Date of Approval/Endorsement by Governing Board:

Revised 6/13/18

Academic Program Proposal
Goucher College Welch Center for Graduate and Professional Programs
New Online Bachelor of Professional Studies in Sports Communication

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 has been 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 community landscape at large.

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

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

Goucher's Bachelor of Professional Studies (BPS) degree is designed for community college students who are completing their AAS degree. The BPS degree at Goucher has a core of 30 credits in BPS courses designed to supplement the general education credits AAS or ATS students bring as part of their associates degree while still maintaining a career and applied focus, and 30 credits of concentration in key fields identified through research as aligning with the most popular community college AAS or AAT 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.

Program Objectives

The BPS in Sports Communication program prepares graduates to:

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

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

Program objective

The overall educational objective of the Goucher College Sports Communication Major is to develop and graduate students with the requisite knowledge and skills necessary to work and be leaders in the field of Sports Communication.

Student Learning Outcomes

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

- Identify the role, functions, and components of the professional within the field of sports communication.
- Demonstrate an understanding of the theories that explain sports communication, promotion, and marketing.
- Identify ways in which communication enhances, promotes, and disseminates information about the sports industry.
- Demonstrate the capacity to design research proposals and conduct research to address communication challenges and issues in the Sports Communication field and contribute to ease of communication and dissemination of information.
- Demonstrate the capacity both orally and in writing to communicate effectively as applied to Sports Communication research and practice.
- Demonstrate an understanding of ethical issues in Sports Communication and how to tackle them successfully.
- Demonstrate an understanding of social inequalities, race, gender and culture and how they intersect within the US and global sports system.

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

BPS Core Courses (30 cr.)

BPS 301	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)

Sports Communication Courses (30 cr.)

SPC XXX	Communication, Sport, and Society (3)
SPC XXX	Introduction to Sports Media (3)
SPC XXX	Sports Publications (3)
SPC XXX	Sports Media Relations (3)
SPC XXX	Social Media and Sports Communication (3)
SPC XXX	Communication in Sports Organizations (3)
SPC XXX	Sports Media Criticism (3)
SPC XXX	The Business of Sports Promotion (3)
SPC XXX	Advanced Sports Communication (3)
SPC XXX	Current Topics in Sport Communication (3)

Course Descriptions

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

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

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

BPS XXX Technology for Information-Based Organizations. Technology is a critical component for any organization. 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.).

SPC XXX Communication, Sport, and Society

Covers the cultural influence of communication about sports on society. Explores how communication enables cultural meanings and values to become associated and established within sports. Exposes students to the ways factors such as race, gender, and nationalism manifest and perpetuate via communication about sports (3 cr.).

SPC XXX Introduction to Sports Media

An introductory course that investigates global sport media landscape, including areas of print, broadcast, Internet and evolving social media platforms. Functions of media delivery, skills, and attributes required of industry professionals are discussed. Students become acquainted with career opportunities in the sport media field. Also covers ethical considerations in sports communications (3 cr.).

SPC XXX Sports Publications

Building off of "Introduction to Sports Media," the operations and procedures behind the various arms of the print media. Students will learn about newspapers, magazines, and web publications by first analyzing their historical evolution and basic business models. The primary goal is to understand how these media outlets define their target audience, satisfy commercial obligations, and then create relevant and appealing material. Students will analyze the style and tone of the various media outlets by reading different publications and critiquing the presentation along with the substance of the words on the page. After the analytical work is completed, the second half of the semester will be based on students writing copy for newspapers, magazines, and web publications. (3 cr.).

SPC XXX Sports Media Relations

Deals with the workings and process behind executing the proper techniques of media relations in all facets of the sport industry. The media relations offices of college/university athletic departments or professional franchises act as liaisons between the school/team and the media. To better understand how both sides work to form this symbiotic relationship, sport organizations will be analyzed in terms of their organization and execution of promotion and marketing strategies. Topics include the mechanics of creating press releases and other materials, as well as techniques in managing crises. (3 cr.).

SPC XXX Social Media and Sports Communication

SPC XXX Covers the influence of communication and social media in sports and how these technologies are changing the communicative infrastructure of sports. Students explore how social media is re-configuring sports media, how sports organizations are managing social media, and how social media affects fan behavior and athlete communication. (3 cr.).

SPC XXX Communication in Sports Organizations

Examines communication dynamics in sports organizations. Among others, topics may include identifying how sports organizations manage crisis communication, communication with stakeholders, sexual harassment, ethical issues, and dissent. (3 cr.).

SPC XXX Sports Media Criticism

Students gain in-depth understanding of sports communication issues through critically analyzing actual media coverage of sporting events, addressing social issues involved in college and professional sports, and developing an understanding of sports promotion and advertising. (3 cr.).

SPC XXX Narratives in Sports Documentaries

Investigates sporting narratives through the examination of contemporary documentaries. Emphasis on sporting influence on individualistic and societal levels through story, setting and various themes, including forgiveness, regret, pursuit of happiness and structured, calculated rebellion. (3 cr.).

SPC XXX The Business of Sports

Providing a broad and real-world overview of the sports business marketplace. This course will equip students with the financial and accounting acumen necessary for them to succeed as executives in sports organizations. The goal here is to provide students with hands-on experience and relate theory to current events in preparation for real-time business challenges. (3 cr.).

SPC XXX Sports Promotion

Every industry relies on the benefit of promotion — in all its various forms. This course will examine marketing communication concepts, strategies, methods, and issues as they relate to the sports industry. The roles of public relations, mass media, and social media in sports communication within the amateur, collegiate, and professional ranks will also be covered. Ultimately the goal of this course is to provide students with a conceptual and strategic understanding of sports promotion. (3 cr.).

SPC XXX Advanced Sports Communication

Combination seminar and primary research class that explores contemporary sports communication issues, sports communication and race/gender. Students write position papers on seminar topics and conduct primary research on sports communication topics of their choice. (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.

The proposed Sports Communication degree will be a Bachelor of Professional Studies degree comparable but simultaneously different from Sports Communication degrees from peer institutions. Most of the substantive courses offered by similar programs are comparable to the courses that will be offered in the Sports Communication program. The program, however, is different in the sense that the focus is on students transferring from community colleges who are working professionals. The program

will also require a professional internship as a culminating experience to help students develop the practical skills they need to be successful in and advance through their careers.

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

This program meets the Maryland State Plan goals 2, 4, and 5. Under Goal 2: Access, the Maryland State Plan calls on bachelor's degree granting institutions to increase new programmatic interventions designed to advance the Maryland College agenda of increasing college completion rates and achieving a statewide 55% college completion goal by 2025 to enhance the economic vitality and quality of life for all Marylanders.

In addition, as the Maryland Ready: 2013-2017 Maryland State Plan for Postsecondary Education under "Goal 4: Innovation," advises,

The College and Career Readiness and College Completion Act of 2013, a seminal bill that became law during the legislative session, supports a number of innovative efforts related to degree completion and student success. These strategies include reverse transfer, support for near-completers, and student transfer pathways. (p. 46)

And, finally, Goal 5: Economic Growth & Vitality highlights the need for Maryland students to be prepared to enter a workplace that requires "new skills and content knowledge" and asks students to be more "technologically savvy" (p. 53). The curriculum for the Sports Communication Program addresses this need by the broad content knowledge, delivery method adopted and capstone requirement, as well as the ease of access to the program through the articulated transfer agreement that accepts the AAS or ATS degree in entirety.

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

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

Students who earn a bachelor's degree in Sports Communication have many entry level career paths available to them at the federal, state, local levels and the private sector. Sports Communication career opportunities exist across Maryland. According to the Shirley Povich Center for Sports Journalism, (<http://povichcenter.org/career-information/>) Sports Communication opportunities exist for graduates at The Washington Post, Sirius XM Radio, Comcast SportsNet, the Baltimore Sun, USA Today, Inside Lacrosse, WTEM-ESPN980, Prince George's Sentinel, NBC4 Sports, Washington Times, NFL Player's Association and many more, as well as in the offices of the Washington Redskins, Washington Wizards and Monarchs, Washington Capitals, Washington Nationals, D.C. United, Baltimore Ravens, Baltimore Orioles and the University of Maryland athletic department.

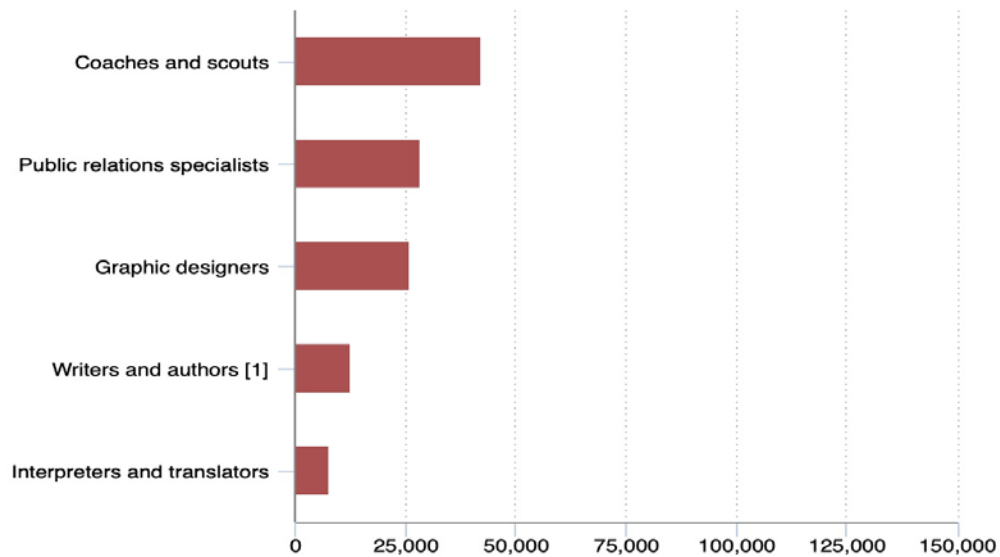
Data from the Bureau of Labor Statistics shows that Sports Communication careers in Maryland have a median pay of about \$55,000 and will grow at a similar rate when compared with the national average. Many jobs are also centered in the region because of the presence of numerous publishers and sports teams and venues.

Examples of Sports Communication Positions with Median Pay

Occupation	Job Summary	2017 Median Pay
Reporters, Correspondents, and Sports Broadcast Analysts	Analyze, interpret, and broadcast sports information received from various sources.	\$41,000
Sports Writers	Prepare copy, summarize information, develop marketing and informational materials, communicate and disseminate information through organized channels.	\$70,930
Editors	Compile, edit, and revise copy with sports information for publication.	\$58,700
Sports Scouts	Scouts look for new players and evaluate their skills and likelihood for success at the college, amateur, or professional level.	\$49,080

<https://www.bls.gov/ooh/entertainment-and-sports/home.htm>

The Bureau of Labor Statistics also presents data on the number and types of positions that require a bachelor’s degree as an entry level requirement, with projected openings 2016-2026:



Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

Goucher is located in the Baltimore Washington corridor, and Maryland borders Virginia, Delaware, the District of Columbia, and Pennsylvania, with numerous sports teams, facilities, and venues, as well as print, electronic, and online media, opening up a solid regional base of opportunity for students, In fact, Indeed.com currently lists about 10,000 open positions in sports communication or a related field, including Sports Journalist, Broadcaster, Sports Videographer, Sports Marketing Associate, and Sports Publicist, to name only a few.

Two and four year institutions prepare students for these careers through completion associate or bachelor’s degree in Sports Communication with varying specializations. A bachelor’s degree is an entry level requirement in most areas of the field, and the Sports Communication program in Goucher College will offer the opportunity for degree completion to students and professionals looking to advance beyond their current position.

Provide data showing the current and projected supply of prospective students

	2019	2020	2021	2022	2023
Number of anticipated students	10	15	20	25	30

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

D. 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.

Comparison to Similar Programs in the Same Geographic Area:

A review of the Program Inventory on the MHEC website by program name and CIP code shows a number of institutions with Bachelor’s degree programs in Sports Management or Exercise Science, but no specific four-year degree in Sports Communication, as noted below. This is also true for programs listed within the Communications taxonomy.

Institution	Program	Degree
Bowie State University	SPORT MANAGEMENT	Bachelor's Degree
Coppin State University	SPORT MANAGEMENT	Bachelor's Degree
Frostburg State University	ADVENTURE SPORTS MANAGEMENT	Bachelor's Degree
Frostburg State University	EXERCISE AND SPORT SCIENCE	Bachelor's Degree

Morgan State University	TRANSPORTATION SYSTEMS	Bachelor's Degree
Morgan State University	TRANSPORTATION SYSTEMS ENGINEERING	Bachelor's Degree
Mount St. Mary's University	SPORTS MANAGEMENT	Bachelor's Degree
Towson University	SPORT MANAGEMENT	Bachelor's Degree

Provide justification for the proposed program.

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 should have little or no effect on the programs at HBIs. There are no Sports Communications programs at any of the state’s HBIs.

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

The program should 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 Masters in Multi Media Narrative 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 Curriculum 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 other 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 approved by the Curriculum Committee of campus peers. 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 programs provide students with the rigor and transformation of a Goucher 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 was 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 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 Curriculum 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 faculty with appointment type, terminal degree title and field, academic title/rank, status, and the courses each will teach.

Faculty

Faculty for the courses proposed for this program are well qualified and come from across multiple disciplines. They include:

Becker, Jason, Assistant Professor of Practice; MSA Sports Administration, Canisius College; BA

Broadcasting and Mass SUNY Oswego; AS Communication, Jamestown Community College.

Carveth, Rodney, Professor of Practice; Ph.D. Communication Studies, UMass Amherst; MA Communication Studies, UMass Amherst; BA Sociology, Yale University.

Lukow, David, Assistant Professor of Practice; MS Sports Administration, Canisius College; JD, SUNY Buffalo, School of Law; BA Political Science, Canisius College.

Martin, Josie, Assistant Professor of Practice; Ph.D. in Sports Management, Concordia University-Chicago, River Forest, IL; M.S. in Sports Management, West Virginia University, Morgantown, WV; B.S. in Sports Management, Towson (State) University Towson.

I. Adequacy of library resources.

Goucher College is prepared to support this new program through its existing holdings, through the Baltimore Area Library Consortium, and through other library agreements. The library has staff members to support graduate and professional programs, which would include the proposed new program. Services provided to students include research instruction and assistance, online tutorials, interlibrary loan, and a digital repository for theses and capstone projects.

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.

K. Adequacy of provisions for evaluation of the program.

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

Learning outcomes will be assessed using well-established rubrics applied to examinations, individual and group projects, portfolios, and papers. Student learning outcomes will be assessed in relationship to the quality of the portfolio 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.

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, both have a strong commitment to promoting diversity in both its hiring practices and its recruiting and admitting practices. Six out of 24 members of the current faculty of the new program identify as black, Hispanic, or indigenous. That number will increase as the program continues to attract and retain qualified faculty from diverse racial, socioeconomic, and geographical backgrounds. It will follow the same policy with students, in part by promoting scholarship access to attract economically diverse students.

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 1 and 2 for the first five years of the program and provide a narrative rational for each resource and expense.

O. 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

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

TABLE 9: EXPENDITURES

Expenditure Categories	2019	2020	2021	2022	2023
1. Faculty (b + c below)	0	36,869	89,925	119,900	122,298
a) # FTE	0	.5	1	2	2
b) Total Salary	0	29,975	82,500	110,000	112,200
c) Total Benefits	0	6,894	7,425	9,900	10,098
2. Admin. Staff (b + c below)	0	0	33,517	62,730	63,985
a) # FTE	0	0	.5	1	1
b) Total Salary	0	0	27,250	51,000	52,020
c) Total Benefits	0	0	6,267	11,730	11,965
3. Support staff	0		15,500	32,000	32,640
4. Equipment	0	0	0	0	0
5. Library	\$5,000	\$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)	\$25,000	\$42,869	\$144,942	\$220,630	\$224,923

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 2 and increasing to 2 FTE by Year 5. Fringe benefits for adjunct faculty are calculated at a rate of 23% and cover 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 3-5.
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.