

MARYLAND HIGHER EDUCATION
COMMISSION ACADEMIC PROGRAM
PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
 COOPERATIVE DEGREE PROGRAM
 WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Morgan State University

Institution Submitting Proposal

Fall 2017

Projected Implementation Date

Bachelor of Science
Award to be Offered

Applied Liberal Studies (Face-to-Face and Online)
Title of Proposed Program

4901.01
Suggested HEGIS Code

24.0101
Suggested CIP Code

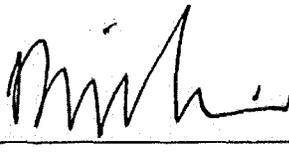
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Signature and Date

President/Chief Executive Approval

Date Endorsed/Approved by Governing Board

Date

Morgan State University
Proposal for a Bachelor of Science Degree in Applied Liberal Studies

Morgan State University proposes a Bachelor of Science (BS) Degree program in Applied Liberal Studies to provide undergraduate education for students, who are interested in creating their own academic program with a strong liberal arts foundation, with specialization and competency in an Area of Interest (AOI), and with applied, experiential training that integrates valued workplace standards. The BS in Applied Liberal Studies is designed for students whose academic interests are broad and interdisciplinary and whose career interests require diverse and multidisciplinary exposure. Adult, transfer, veterans, EMT personnel, and other non-traditional students will also be well served by earning a bachelor's degree in Liberal Studies and having an opportunity to select courses in their particular AOI that helps them advance in their chosen job, career, or profession. This program targets students who seek to explore a number of areas that interest them, rather than a single major; and who want to develop practical, functional skills and knowledge bases, as well as liberal education training, for advancement in the job market. The current professional job market has expressed a need for college graduates who are well grounded in liberal arts skills—critical thinking, writing, and mathematics—and can apply their knowledge to addressing the issues and problems of contemporary society and of an emerging global community. Employers want graduates who are not only grounded in theory, but are also action-oriented and equipped to develop and implement solutions to problems. This program is designed to produce potential graduates who can bring theory to practice, who are committed to service and leadership.

A. Centrality to Morgan's Mission and Planning Priorities

Consistent with Morgan's mission statement and its planning priorities, this proposal for a bachelor's degree program in Applied Liberal Studies is guided by Morgan's designation as Maryland's public urban research university and its vision for strengthening its "historic mission of providing an excellent undergraduate education to a broad segment of the population, including many of the best prepared as well as some who might not otherwise have the opportunity to enroll in college but who have the potential to complete a degree" (*Growing the Future, Leading the World: The Strategic Plan for Morgan State University, 2011-2021* 3). The first goal of that *Strategic Plan* calls for Morgan to place great emphasis on creating "an educational environment that enhances student success" (4-5), and the plan is anchored in seven major strategic initiatives that the University will use to achieve this goal. First among those initiatives is "improving retention and degree completion among students with particular emphasis on undergraduate retention and graduation rates by enhancing programs and practices at Morgan that are successful retention strategies."

Morgan's completion rates can be improved for those whose completion of the disciplinary major lacks fit of interests or skills or whose financial and personal circumstances create difficulty towards completion. The flexibility of this program gives these students the opportunity to complete degree requirements by offering an alternative major in Applied Liberal Studies that replaces traditional majors in a single discipline with broader-based training in two or more disciplines. The program also lays the foundation for students who have opted out of full-time matriculation to return to school later or engage in continuing studies part-time, so that they may complete the requirements for a more targeted degree later in their careers.

The proposed Applied Liberal Studies Program will also move the university forward in achieving two other initiatives of the goal to enhance student success in its strategic plan: (a) increasing student enrollment by

“developing unique high demand online degree programs” and “enhancing students’ educational experiences by expanding the curriculum to include more internships . . . and more interdisciplinary courses and degree programs.” This proposed program in Applied Liberal Studies is a hybrid degree program that will enable students to combine on-site classes with on-line courses. This combination will afford them greater time management, if they have full-time employment commitments.

The program will also include eighteen (18) credits (out of sixty (60) credits) of externally-oriented and field-oriented service and leadership courses, which occur outside of the classroom and off-site. This important segment will provide hands-on, applied experience as a part of the training in the Applied Liberal Studies major. Those service and leadership learning courses include apprenticeships and internships in the students’ areas of concentration and afford them the opportunity to hone practical skills and put into practice their sound foundation in liberal arts skills and knowledge in the work place. These experiences will smooth their transition into positions of service and leadership in the job market and will also instill in them a strong commitment to community service and leadership, which is Morgan’s fifth goal for enhancing student success:

. . . [to] engage with the community residents and officials in the use of knowledge derived from faculty and student research, the sharing of mutually beneficial resources, and the appropriate and timely dispatch of University experts and professionals to collaborate in addressing community concerns (19).

Through this program, Morgan will make students available as a “mutually beneficial resources” for the community and for its own community-outreach programs. Partnering with the community is central to Morgan’s mission as an urban university.

In addition, the program gives students the opportunity to pursue interdisciplinary approaches by selecting from a variety of courses in the students’ AOI that target critical local, national and global workforce opportunities.

The Applied Liberal Studies Program also advances the statewide goal that 55% of adult Marylanders will hold an associate or bachelor’s degree by 2025. Likewise, the 2013-2017 State Plan for Postsecondary Education – *Maryland Ready* - established deliverables that include increasing college enrollments and completion. The Applied Liberal Studies Degree is consistent with the Maryland Higher Education Commission’s (MHEC) **One Step Away State Grant Program (OSA)** which provides funds to support public and independent nonprofit two- and four-year institutions’ efforts to identify, re-engage, re-enroll, and graduate near-completer students. As noted in MHEC’s OSA Grant Program guide,

the successful graduation of near-completers benefits students, institutions, and the State. Students gain a recognized employment credential that may lead to promotion in an existing career, new career opportunities, and the personal intrinsic value of obtaining a college degree. Institutions can increase graduation rates, expand their engaged graduate alumni base, collect additional tuition revenues, and better recognize return on institutional investments in these students. The State benefits from an increased pool of college educated, credential bearing workers with the skills needed to support its growing knowledge-based economy. State investment in higher education is more fully realized when students complete a degree.

In sum, the proposed Bachelor of Science degree in Applied Liberal Studies is very central to Morgan's mission and its strategic plan priorities. The Applied Liberal Studies degree supports the goals to increase career readiness and degree completion among residents of the State of Maryland.

B. Curriculum Design and the Program

The Bachelor of Science Degree in Applied Liberal Studies provides opportunities for students to pursue a non-traditional course of study that combines a strong liberal education foundation with specialization (short of a major) in their chosen area of interest and with substantial external experiences that focus on service and leadership. It gives them the freedom to choose from a broad variety of disciplines, to study an interdisciplinary and integrate body of knowledge, and to shape their undergraduate education to suit their needs and interests. It also gives them the advantage of combining on-site education with off-site hands-on experience in the urban community.

This program is especially valuable for students interested in engaging in continuing education to ensure upward mobility in their careers. For those continuing education students, it offers a number of the Liberal Studies courses as weekend, evening, hybrid, or online courses, thereby enabling those non-traditional students to complete those courses while fulfilling other commitments. It is advantageous for working students whose time away from the work place is limited and who are undecided about a major and can benefit from completing some of their degree requirements off-site. For more traditional students who have decided to take a more eclectic, multidisciplinary approach to learning and who have pursued a variety of interests during their undergraduate years, but not achieved sufficient credits to complete a major in a single discipline, it provides maximum flexibility in program design and makes best use of student agency in fashioning their own undergraduate education.

Admission to the Program

Students may declare a major in Applied Liberal Studies as freshman when they matriculate at the university. For those students, faculty advisers will assist them in developing an approved plan at the beginning of their undergraduate studies, will monitor their progress toward meeting the requirements and will provide close academic advising every semester. Consistent with students' growing interests, that original plan may be modified, but it must become final by the end of their junior year.

For those transferring to the University or adult and non-traditional students who have earned college level credits at other institutions or who seek college credit for prior learning experiences and electing to pursue the major in Applied Liberal Studies faculty advisers will review courses already completed and/or review college level credit earned through prior learning assessments (PLA) and assist them in designing an approved degree plan. Students, except new freshmen, admitted to the program must be in good academic standing and must have a minimum 2.0 cumulative average at Morgan or have been in good academic standing at the institution from which they transferred.

Program Goals

The goals of the Bachelor of Science Degree Program in Applied Liberal Studies will:

1. enable students to establish a firm foundation in liberal or general education suitable for the work place;

2. provide students with opportunities for substantial specialization in their unique areas of interest;
3. afford students the opportunity to design a flexible program of study suited to their employment, career plans and personal goals;
4. prepare students for multiple career opportunities and give them versatility in the job market through interdisciplinary instruction;
5. provide students with hands-on training in their concentrations and opportunities to apply their liberal arts knowledge and skills in a practical setting;
6. enable students to prepare for more focused and advanced study for a variety of fields; and
7. afford greater access to the bachelor's degree for traditional and nontraditional students.

Liberal Studies Learning Expectations and Outcomes

The Bachelor of Science Degree Program in Applied Liberal Studies will have the following student learning expectations and outcomes; specifically, upon completion of in the General Education or Liberal Education requirements, will be able to:

1. gather information independently through extensive reading, viewing, listening and researching in both print and electronic media online and in academic research databases, evaluate sources for credibility and appropriateness and demonstrate intermediate-to-high-level understanding of the history, theories, principles, contributors, developments and contemporary applications based on the course content the students have mastered within their respective areas of interest;
2. synthesize and critically analyze information presented through lecture and/or discussion and gathered independently and to communicate this synthesized information orally and in writing and demonstrate competency in applying principles and theories to practical situations based on the course content the students have mastered within their respective areas of interest;
3. demonstrate mastery of the fundamentals of oral and written expression in standard American English and make clear, informative and persuasive oral, written and electronic presentations based on the course content the students have mastered within their respective areas of interest;
4. understand and practice methods of scientific inquiry, demonstrate knowledge of problem-solving techniques in the basic concepts and principles of the biological and physical sciences and be familiar with social issues related to the sciences (scientific method and scientific analysis);
5. demonstrate understanding and practice scientific inquiry into society, social groups and human behavior and develop civic competency, while showing command of information literacy and the habits of the mind;
6. demonstrate foundational knowledge of the arts, history, institutions and legacies of Western civilization (the Western Heritage and Its Critics) and of nonwestern civilizations, particularly

those of the African continent and the African Diaspora (Non-Western Cultures in the Global Community), while showing command of information literacy and the habits of the mind; demonstrate competency in and commitment to applying knowledge and skills to address the problems and challenges of urban and suburban communities; and,

7. use the knowledge and skills acquired for advancement in the work place and for further advanced study in the discipline(s).

Applied Liberal Studies Degree Requirements

The BS in Applied Liberal Studies is designed to allow for maximum flexibility in meeting Morgan's academic degree requirements. Students may utilize numerous venues and times to complete the degree requirements. For example, degree requirements may be completed through courses offered in daytime, weekday classroom settings and/or online, as well as through weekend and evening classes or combining them with day classes whenever a student's schedule permits. Students may also request that college level credit earned at other institutions or through a number of recognized assessment programs be applied to satisfy the degree requirements including, for example:

- credit for successfully completed courses transferred from other accredited institutions;
- credit awarded through prior learning assessments (PLA);
- credit awarded through the College Level Examination (CLEP) program;
- credit awarded through Dante Subject Standardized Test (DSST);
- credit awarded through advanced placement (AP) and International Baccalaureate (IB) exams;
- credit awarded through the Excelsior College Exams;
- credits awarded through proficiency or competency-based testing at Morgan; and
- credits awarded through academic review exemptions or substitutions at Morgan.

The wide variety of free electives and upper division requirements also allow for the efficient transfer of academic credits and affords students an opportunity to tailor their course selections degrees to satisfy degree requirements and achieve their personal educational goals.

The B. S. in Applied Liberal Studies requires a minimum of 120 credits. Students must complete forty (40) to forty-one (41) credits of General Education Requirements, two (2) credits of University Requirements, eighteen (18) credits in externship/internship activities, and sixty (60) credits of elective courses in the students' area of interest (AOI).

General Education Requirements

40-41 credits

Students majoring in Applied General Studies must complete the General Education Requirements required of all Morgan students. The General Education Requirements constitute the liberal education component of the program and provide students with a strong foundation in liberal arts skills and knowledge areas. The required courses emphasize communication skills, analytical and critical thinking skills, mathematics and computational skills, computer and media literacy, knowledge of the history and heritage of U.S., western and world civilizations, familiarity with the arts, philosophies and literature of the world, foreign languages,

knowledge of the biological and physical sciences, knowledge of principles and issues in society and human behavior, awareness of issues related to health and wellness, and familiarity with the scope and depth of achievements in the cultures that constitute the African Diaspora as represented in the categories of study below:

I.	Information, Technological and Media Literacy - (IM)	3 credits
II.	English Composition - (EC)	6 credits
III.	Critical thinking - (CT)	3 credits
IV.	Mathematics and Quantitative Reasoning	3 to 4 credits
V.	Arts and Humanities - (AH)	6 credits
VI.	Biological and Physical Sciences - (BP)	7 credits
VII.	Social and Behavioral Sciences - (SB)	6 credits
VIII.	Health and Healthful Living - (HH)	3 credits
IX.	Contemporary and Global Issues, Ideas and Values - (CI)	3 credits

University Requirements

2 credits

Students majoring in Applied General Studies must also complete two credits of University Requirements:

Orientation for Applied Liberal Studies Majors (Career/ University)	1 credit
Physical Education	1 credit

Externship / Internship

18 credits

The externship/internship component allows students to gain hands-on experience in the application of the knowledge and skills and knowledge in their area(s) of specialization. It allows students to hone their skills by functioning as apprentices, practitioners, externs and interns, especially in urban and suburban settings, both on-campus and off-campus. It also enables students to earn credit for approved work-force experience at their current place of employment. In support of the University's commitment to service, students may be assigned to a variety of Morgan community service projects (that link them to communities and community organizations), such as the Morgan Community Mile, and to community organizations and projects in the Baltimore metropolitan area or other urban or suburban projects and organizations in areas where students are located; or they may be assigned projects and programs at their current place of employment, under the joint cooperation between their work-site supervisor and Morgan faculty.

The externships / internships may assign students to the same agency or project for both semester, or they may assign students to different agencies each semester. Students may also utilize externships and internships related specifically an *area of interest (AOI)* or disciplinary focus. These externship / internship assignments must be university-approved. Students must receive prior approval to utilize their current employment sites.

In all cases, students are monitored and counseled by the on-site and Morgan supervisors and must submit regular written reports of their progress.

Externship/internships will be coordinated with the student, the designated representative at the institution/agency/organization where the apprenticeships, internships and work-force learning will occur and administered by the Director of General Education and Applied Liberal Studies in the College of Liberal Arts. The externships/ internships and work-force learning should be agreed upon by the student and the Director in the semester immediately preceding the activity.

In order to earn the Bachelor of Science Degree in Applied Liberal Studies, students must maintain a cumulative average of 2.0 or higher and earn no grades below "C" in the eighteen (18) credits comprising the Areas of Externship/Internship courses.

Area of Interest (AOI) Requirements

60 credits

The requirements for the major in Applied Liberal Studies allow students to supplement the strong foundation in liberal and general education with the selection of a wide variety of electives in their respective areas of interest that yield broader-based training and integration of knowledge not found typically in the study of a single discipline. Students may meet the AOI Requirements by selecting from a variety of courses offered by any school and department at Morgan for which they have met all academic and/or course prerequisites. All AOI Requirements must be successfully completed with a grade of "C" or higher, with the students successfully completing at least 36 credits in upper-level courses at the 300/400 levels.

In order to earn the Bachelor of Science Degree in Applied Liberal Studies, students must maintain a cumulative average of 2.0 or higher and earn no grades below "C" in the sixty (60) credits comprising the Areas of Interest courses.

Students can select courses from within the approved degree programs of the University. (The University catalog lists the courses from which students may select in each of the approved degree programs. See attached list of approved University courses.)

A. Accounting	W. Management
B. Actuarial Science	X. Marketing
C. Architecture and Environmental Design	Y. Mathematics
D. Biology	Z. Medical Technology
E. Business Administration	AA. Military Science
F. Chemistry	BB. Music
G. Computer Science	CC. Multimedia Journalism
H. Construction Management	DD. Multi-Platform Production
I. Economics	EE. Nursing
J. Elementary Education (Teacher Education)	FF. Nutritional Science/Dietetic
K. English	GG. Philosophy and Religious Studies
L. Engineering, Civil	HH. Physical Education
M. Engineering, Electrical and Computer	II. Physics and Engineering Physics

N. Engineering, Industrial	JJ. Political Science
O. Family Consumer Sciences	KK. Psychology
P. Finance	LL. Screenwriting & Animation (SWAN)
Q. Fine Arts	MM. Services and Supply Chain Management
R. Foreign Languages	NN. Social Work
S. Health Education	OO. Sociology and Anthropology
T. History and Geography	PP. Strategic Communication
U. Hotel, Restaurant, and Hospitality Management	QQ. Theater Arts
V. Information Systems	RR. Transportation Systems
	SS. Visual Arts

C. Compelling State Need: The Maryland State Imperative

Among the significant issues facing the State as outlined in *Maryland Ready: 2013-2017 Maryland State Plan for Postsecondary Education* are: changing demographics, college completion, college and career readiness, college affordability, and credit for prior learning. Former Governor Martin O'Malley announced Maryland's goal as increasing to 55% the number of Maryland residents who hold college degrees by 2025, and, in 2009, Maryland joined the 33-state Complete College America Alliance of States consortium in establishing similar degree and credential completion goals. A January 28, 2013, report from the Office of Policy Analysis of the Department of Legislative Services to the Senate Education, Business, and Administration Subcommittee and the House Education and Economic Development Subcommittee—*On Our Way to College Completion in Maryland*—underscored the Governor's vision and projected that, by 2018 (even earlier than the commonly-endorsed deadline), 68% of Maryland jobs will require a postsecondary education. These initiatives call for Maryland to produce 58,000 more degrees annually through a number of initiatives, such as enrollment growth, improved retention rates and closing the attainment gaps for traditionally underrepresented populations" (7). The Maryland initiative, very importantly, acknowledges that "the more time it takes for a student to complete a degree, the less likely they [sic] will graduate. ~~Reducing the credit requirements for a degree translates into less time to earn a degree resulting in more students completing in a timely fashion, thereby increasing the State's completion rate . . .~~".

The Morgan Response

Consistent with the national and state responses to this educational obligation, Morgan State University has undertaken a number of initiatives to increase the number of citizens earning a college degree. First, it has set the ambitious goal of nearly doubling, by 2020, the number of degrees awarded by the University in 2010, i.e., increasing the number of degrees awarded by 850 by 2020. Secondly, it is setting 120 as the standard for credits required for the bachelor's degree, unless professional accreditation requires more. This change represents a reduction of 20 credits from its current average of 140, and it will bring Morgan in line with the standard adopted by the University of Maryland System and well below the current requirement in competitive states such as Massachusetts (128), North Carolina (127), Ohio (137), Pennsylvania (130) and Virginia (128). Third, Morgan has also joined the Complete College Maryland Near-Completers Initiative announced by the Governor three years ago. This program involves identifying, contacting, re-enrolling and

graduating stop-out and drop-out students who have completed 75% or more of the credits towards graduation and are either degree-eligible or degree-potential. Morgan's Reclamation Initiative in the Office of Student Success and Retention has reenrolled over 40 students from the Fall 2006 freshman class and 31 students from the Fall 2007 freshman class and increased its graduation rate from 28.9% to 30.2% for the 2006 cohort.

This proposal for a Bachelor of Science Degree in Applied Liberal Studies is yet another initiative proposed by the University to assist the State in addressing the significant issues reflected in the State Plan; specifically the goal of increasing the number of graduates in Maryland institutions. The program is another dimension of Morgan's reclamation effort that targets specifically those drop-outs and stop-outs who are academically eligible, but who, for reasons related to the increasing competition of finances, family, and other obligations with their studies, are unable to continue beyond the three- or four-year commitment to full-time study. It gives them an important alternate way of completing the requirements for the degree by pursuing a concentration in one or more areas (which concentration they most likely have met already) as opposed to a full-blown major that may require their full-time presence in the classroom. It also gives them the opportunity to acquire credentials in community service and leadership which are likely to help advance them in their careers.

D. Market Supply and Demand in the Region and State

The National Picture

One of the top priorities on the national agenda is increasing the number of citizens with college degrees. While once the United States led the world in the proportion of its adult population with college degrees, its rank has changed significantly in the last decade. By 2008, it had fall to 12th among nations in the "developed" world, and by 2009 it had fallen to 16th. According to the Organization [sic] for Economic Co-operation and Development (OECD), in 2009 only 42% of those aged 25-64 in the U.S. had attained college degrees. In 2009, President Barack Obama set a goal for the United States to have the highest proportion of college graduates in the world by 2020. This 11-year imperative has garnered support from a variety of educational organizations, foundations and educational systems across the nation, and those institutions have set a variety of goals to improve U.S. degree productivity before 2025:

- The College Board's College Completion Agenda: to increase the portion of young adults (25-34) who hold an associate degree or higher to 55% by 2025;
- Bill & Melinda Gates Foundation Completion by Design Initiative: to double the number of low-income young people who complete a college degree or certificate program by age 26;
- Lumina Foundation's Achieving the Dream Initiative: increase the portion of Americans with high quality degrees and credentials to 60% by 2025;
- Southern Regional Education Board's College Completion Initiative: to increase to 60% the portion of each state's adults age 25 to 64 completing postsecondary career certificates, associate's or bachelor's degrees by 2025;
- National Association of Systems Heads' Access to Success: to cut in half the graduation gap for low-income and minority students by 2015; and

- American Association of Community Colleges' College Completion Challenge: to produce 50% more students with high quality degrees and certificates by 2020.

E. Reasonableness of Program Duplication

A number of public universities in Maryland offer undergraduate programs in interdisciplinary studies: Coppin State University, University of Baltimore, University of Maryland Baltimore County, and Salisbury University. Frostburg State University offers an undergraduate program in Liberal Studies, and University of Maryland College Park offers an undergraduate program in Individual Studies. Only one other Maryland public university, save for University of Maryland University College, offers an undergraduate program in General Studies: University of Maryland Eastern Shore. All of these programs, with many features in common, enable students to self-direct their studies and, to some extent, design their own curriculum for the bachelor's degree. Offering such a flexible program has become a standard feature at many of Maryland's public institutions of higher education, and the existence of these programs on a number of campuses has not been adjudged as duplicative. The addition of an undergraduate program in Applied Liberal Studies at Morgan would not, it logically follows, be duplicative either.

Although the UMES program—the only program bearing the name *General Studies*—is, like Morgan's proposed program, directed at similar non-traditional students and aims at giving them greater flexibility in designing a course of study that meets their individual needs, Morgan's program has a distinctive focus on community service and leadership, applied studies and the urban community. Morgan's program also offers students the opportunity to design their own specialization by allowing them to select the AOI courses from a much broader array of disciplines, including education and business, which concentrations the UMES program prohibits. While students at UMES may concentrate in 27 areas, at Morgan they may select courses from any of Morgan's comprehensive inventory of more than 45 undergraduate discipline areas, including a number of significant disciplines that are critical to and characteristic of Morgan's urban focus.

This broad interdisciplinary, transdisciplinary approach to the Bachelor of Science in Applied Liberal Studies degree will give Morgan (and Maryland) graduates unique breadth of knowledge and skills and enhanced versatility and marketability in the job market.

F. Relevancy to Historically Black Institutions (HBI)

Morgan State University is one of four HBIs in Maryland. Of those four HBIs, only one—UMES—has an undergraduate degree program in General Studies. Data do not reveal that the UMES program is a high-demand program; therefore, it is not likely that this new program at Morgan will impact the existing UMES program significantly. It is likely, instead, that Morgan Applied Liberal Studies program will attract mainly students already enrolled at Morgan and drop-out and stop-out students previously enrolled at the institution and adult, transfer, first-time, veterans, EMT personnel, and other non-traditional students who are near completers and Morgan students. This program is consistent with Morgan's established mission, identity and uniqueness and does not duplicate that of UMES or any other HBI.

Moreover and most importantly, this program will increase significantly the graduation figures for Morgan, an HBI whose graduation rate, like all Maryland HBIs, falls understandably somewhat below the average for state institutions. Currently and consistently over the years, more than 200 students at Morgan are classified as undeclared majors. Many of them migrate to a number of majors before finding their niche and graduating, and far too many of them find no niche until well into their junior or senior year. Even though they have accumulated almost enough credits for graduation, these credits are so dispersed that they are

insufficient to meet the requirements of a single major. This program will salvage many of those students and increase proportionately the graduation rate at Morgan.

G. Distance Learning Component

Morgan State University has offered courses online for more than fifteen (15) years. Morgan Online was established in 2009 with funding MHEC for the purpose of developing distance education courses to support Base Realignment and Closure (BRAC) programs. The primary impetus to the development of online degree programs at Morgan came, however, in 2009 when MHEC's granted Morgan the authority to offer its degree in Community College Leadership online. Since then Morgan has been approved to offer several other online degree and certificate programs including the (2+2) Bachelor of Science in Electrical Engineering (BSEE), the Masters of Science in Electrical Engineering Masters (MSEE), the Masters of Science in Project Management (MSPM) and an online post graduate certificate in Project Management.

In January 2014, a full-time Director of Morgan Online was hired and assigned an institutional budget, additional support from a federal Title III grant and office space within the university's Division of Academic Outreach and Engagement. Consistent with the Principles of Good Practice as outlined in COMAR 13B.02.03.22 C., Morgan is a member of Maryland Online, and uses the Quality Matters (QM) rubric as a guide for course development. Faculty who teach online courses as well as the all online courses developed at Morgan must meet Quality Matters standards. Through the Morgan Online Course Development program, faculty course developers receive 5 weeks of training. (2 weeks QM course development, 3 weeks MSU Teach Online) and faculty course reviewers receive 4 weeks of Quality Matters training. Morgan Online verifies that funding is available to support the requested course development; an Online Course Development Agreement is signed by the instructor, the chair and the dean and course developers and peer reviewers are registered for Quality Matters courses. Finally, all new online/hybrid courses receives a QM internal review from a certified Quality Matters peer reviewers.

Table 1 below shows the annual increase in the number online courses (including hybrid courses) and the increase in student enrollment in online courses at Morgan since authorization by MHEC to offer its first online degree.

Table 1: Online Student Enrollment: 2010-2015

Academic Year	Number of Courses	Enrollment
2010-2011	87	929
2011-2012	160	1768
2012-2013	165	1920
2013-2014	126	1964
2014-2015	194	2947

In summary the number of online, including hybrid, courses offered by Morgan has increased by 123% from 87 to 194 and student enrollment increased by 217% from 929 to 2,947. The number of faculty trained to develop and teach online courses according to Quality Matters national standards also increased

during the same period. The number of Morgan faculty trained in Quality Matters standards since 2010 are reflected in Table 2.

Table 2: Faculty Trained in Quality Matters Pedagogy: 2010-2015

Academic Year	No. of Quality Matters Faculty
2010-2011	25
2011-2012	25
2012-2013	18
2013-2014	24
2014-2015	51
TOTAL	143

In summary, currently 143 Morgan State University faculty members are trained according to Quality Matters standards as online course developers and instructors.

Applied Liberal Studies Online

In order to facilitate completion of degree requirements, particularly for nontraditional students whose ability to attend classes on-site is limited, Morgan will offer the Bachelor's Degree in Applied Liberal Studies online as well as in a traditional face-to-face classroom format. offer In this way students majoring in the Applied Liberal Studies will have maximum flexibility in meeting degree requirements with the opportunity to take courses in the evenings, on the weekend, in approved satellite locations, and on-line.

Offering the Applied Liberal Studies courses across a variety of instructional platforms will facilitate completion of degree requirements, particularly for nontraditional students and, as a consequence, help to move the university and the state toward its goal of increasing the graduation rates among Maryland college students. Compliant with MHEC guidelines, the distance learning courses will involve "course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving instruction . . . and requires the payment of tuition or fees for instruction."

H. Adequacy of Faculty and Staffing Resources

This program is embedded in existing schools, college, and departments and their faculties. Except in the case of the four new "courses" (leadership and service apprenticeships and internships), it does not require the creation of additional courses or the assignment of new faculty. For most of the courses in the program, the faculty will be drawn from current faculty in existing programs. Mainly, students will be enrolled in courses that are being offered already at the University. However, there will need for an increase, minimally, of one faculty member to supervise and be the teacher-of-record for the apprenticeships and internships in the program; and, where distance learning courses are concerned, a modest amount of funding will be necessary for faculty development to train and otherwise assist existing faculty in continuing to develop on-line and hybrid courses in order to enhance course offerings in this degree program. Naturally, if there is

considerable enrollment increase of students in the program, additional faculty will be required to offer more courses across the variety of locations and instructional delivery platforms. Morgan anticipates, though, that most of the students enrolling in the program will be adult, transfer, first-time, veterans, EMT personnel, and other non-traditional students who are near completers and Morgan students who shift from other majors or those who are converted from undeclared majors to majors in Applied Liberal Studies.

I. Adequacy of Library Resources

The B.S. in Applied Liberal Studies will be embedded in existing programs and will not require additional library resources. MSU library (<http://www.morgan.edu/library>) offers a range of services and is available for use by online students. Library accounts that enable students to use the services can be activated online. Additionally, library services can be accessed remotely including database searches, document retrieval, and contacting a librarian for assistance in accessing resources. Course instructors can also arrange for a librarian to do online training on information literacy and use of the library. No new library resources are required.

J. Adequacy of Physical Facilities, Infrastructure and Institutional Equipment

The B.S. in Applied Liberal Studies will be embedded in existing programs and will not, therefore, require additional physical facilities. We anticipate that the Coordinator of General Education and Applied Liberal Studies, which will administer this program, will be housed in existing facilities in the College of Liberal Arts in Holmes Hall and other academic buildings on the campus to support the program.

As the President of Morgan State University, I affirm that the physical facilities, infrastructure and instructional equipment are more than adequate to offer the B.S. in Applied Liberal Studies Degree as proposed by the College of Liberal Arts. The university possesses the necessary classrooms, laboratories, technology platform, etc., to fully support the proposed program.

No new physical facilities are required to initiate the program. The University provides the Blackboard™ Learning Management System through which the courses will be delivered. Additionally, 24 hour technical support is available to students and faculty via phone or chat. Various other instructional technologies, including video conferencing, are available at the University. Online training on these technologies is available for faculty and students. Overall, the university has uniquely positioned itself to deliver the proposed online and face-to-face programs.

K. Adequacy of Financial Resources

The Bachelor's Degree Program in Applied Liberal Studies will be administered through the College of Liberal Arts through the Coordinator of the General Education Program and Applied Liberal Studies Program. Funding will be needed to establish and equip the Coordinator's office. The Coordinator will advise majors in Applied Liberal Studies, and coordinate with the Director of the Office of Morgan Online for online course offerings and degree requirements. The three-year budget projection for the program follows:

Table 1 Resource Allocation

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	105,000	105,000	105,000	105,000	105,000
2. Tuition/Fee Revenue (c+g)	800,000	896,300	896,300	896,300	896,300
a. Number of F/T Students	100	100	100	100	100
b. Annual Tuition/Fee Rate	8,000	8,000	8,000	8,000	8,000
c. Total F/T Revenue (a x b)	800,000	800,000	800,000	800,000	800,000
d. Number of P/T Students	0	25	25	25	25
e. Credit Hour Rate	642	642	642	642	642
f. Annual Credit Hour	0	6	6	6	6
g. Total P/T Revenue (d x e x f)	0	96,300	96,300	96,300	96,300
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	1,300,000	1,462,500	1,462,500	1,462,500	1,462,500
TOTAL (Add 1 - 4)	\$2,205,000	\$2,463,800	\$2,463,800	\$2,463,800	\$2,463,800

Narrative

1. Reallocated Funds - Justification: The first year we will reallocate (1) faculty who will be in-class instructor and (1) faculty who will be an advisor with some teaching responsibilities. The University will ensure that our online program will not impact the delivery of the bricks and mortar program as we reallocate resources for instruction. Faculty will be cross teaching in the same content areas. Reallocated funds also include a social work field placement coordinator for online program.

2. Tuition and Fee Revenue

The Applied Liberal Studies degree will be offered on both a full time and a part time basis. Figures are calculated based on an \$8,000 average cost for tuition and fees for full time graduate students and an average cost for part time tuition and fees of \$642 per credit hour. Students will be recruited within the State initially and from within the University. The inaugural cohort will consist of 100 students. An additional cohort of 100 students each will be added every year. It is expected that there will be demand for a part time track based on our experience with the bricks and mortar academic programs. We expect that approximately a third of students will seek a part time option to allow them to begin coursework and defer the start of field internships until future semesters or use their own work experiences as part of the internship/externship experience. Many students enroll with a desire for greater flexibility in their training and development. There, it is feasible to achieve these targets.

3. Grants and Contracts - It is not anticipated that the Applied Liberal Studies program will be supported by any external grants or contracts.
4. Other Sources - A State subsidy of \$13,000 per student is expected.

Table 2: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	409,167	409,167	409,167	409,167	409,167
a. # FTE	6	6	6	6	6
b. Total Salary	308,333	308,333	308,333	308,333	308,333
c. Total Benefits	100,833	100,833	100,833	100,833	100,833
2. Admin. Staff (b + c below)	105,000	105,000	105,000	105,000	105,000
a. # FTE	1	1	1	1	1
b. Total Salary	75,000	75,000	75,000	75,000	75,000
c. Total Benefits	30,000	30,000	30,000	30,000	30,000
3. Support Staff (b + c below)	49,000	49,000	49,000	49,000	49,000
a. # FTE	1	1	1	1	1
b. Total Salary	35,000	35,000	35,000	35,000	35,000
c. Total Benefits	14,000	14,000	14,000	14,000	14,000
4. Equipment	10,000	5,000	2,000	2,000	2,000
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	8,000	8,000	8,000	8,000	8,000
TOTAL (Add 1 - 7)	\$581,167	\$576,167	\$573,167	\$573,167	\$573,167

Narrative

1. Faculty [#FTE, Salary and Benefits]: Six regular full time faculty will be added in Years 1 - 5. Average salary with benefits for regular faculty will be \$100,000 and average salary with benefits for adjunct faculty will be \$49,500; an average of 70% regular faculty and 30% adjunct faculty combination.
2. Administrative Staff [#FTE, Salary and Benefits]: The administrative staff consists of a full time Coordinator at \$75,000 salary.
3. Support Staff [#FTE, Salary and Benefits]: The support staff includes an administrative assistant at \$35,000 salary for Years 1, 2, 3, 4 and 5.

4. **Equipment:** A software program that facilitates the management of program that is required of all students will be purchased in year 1 and maintained throughout.
5. **Library:** It is not expected that the program will incur funding for library services beyond those that are available online to existing students.
6. **New or Renovated Space:** No additional expense is expected for new or renovated space.
7. **Other Expenses:** Other expenses include travel funds and faculty development. Travel covers mileage and overnight stay for field visits to internship sites. These are required for accreditation to ensure quality and continuity of student supervision of the sites. Faculty development includes initial and ongoing training to develop and maintain state of the art online teaching skills.

L. Adequacy of Provisions for Evaluation of Program

The Bachelor of Science Degree Program in Applied Liberal Studies will be administered as an academic program through the College of Liberal Arts, and managed by the Coordinator of General Education and Applied Liberal Studies. The Coordinator will gather data and issue assessment reports on the program annually. The Coordinator will be responsible for the evaluation of the program's design and effectiveness; enrollment, retention and graduation rates; and student, faculty and employer satisfaction. Like all programs at the university, it will also be subject to external review and evaluation for accreditation by Middle States and the Maryland State Department of Education.

M. Consistency with State's Minority Student Achievement Goals

Maryland has set as its goals for minority achievement implementing policies to: (1) improve recruitment, retention, and graduation of students, particularly minorities and (2) recruit, promote and retain minorities in faculty and professional staff positions (*Minority Achievement Report Summary 1996*). Morgan's proposed Bachelor of Science Degree Program in Applied Liberal Studies is aimed at the first of those two goals. By providing an easier path toward graduation for nontraditional students and an alternate path toward graduation for undecided, undeclared and uncertain majors to complete requirements for graduation without following the single-major path of traditional students, it should increase significantly its retention and graduation rates. Largely due to intensified academic advising initiatives, the number of undeclared majors for the fall of 2013 was 287. Although this number is far lower than it was five or ten years ago, this cohort of students represents one of largest "majors" at the university. When that body of students is added to the average 40 academically eligible students per freshman cohort who have stopped-out or dropped out of the university, the potential impact of this initiative on the university's and the state's minority achievement goals is quite apparent.

N. Relationship to Low-Productivity Programs Identified by the Commission

There is no relationship with low-productivity programs identified by the Commission.