



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.)*

**Notre Dame of Maryland University**

\_\_\_\_\_  
Institution Submitting Proposal

**August 2017**

\_\_\_\_\_  
Projected Implementation Date

**Bachelors Degree**

Award to be Offered

**Liberal Arts**

Title of Proposed Program

**499901**

Suggested HEGIS Code

**309999**

Suggested CIP Code

**Liberal Arts**

Department of Proposed Program

**Dr. Debra Franklin**

Name of Department Head

**Dr. Kathryn Doherty**

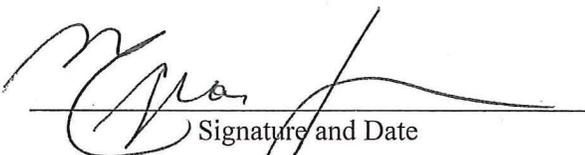
Contact Name

**kdoherly@ndm.edu**

Contact E-Mail Address

**410-532-5316**

Contact Phone Number

  
\_\_\_\_\_  
Signature and Date

President/Chief Executive Officer Approval

**4/21/2017**

Date Endorsed/Approved by Governing Board

Date

**Academic Program Proposal  
Notre Dame of Maryland University  
Substantial Modification to Existing Program**

**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.***

Notre Dame of Maryland University has been a leader in educating part-time adult students since 1975. The University continues to respond to women and men returning to school by providing high-quality undergraduate programs in today's competitive fields. Students in the interdisciplinary liberal arts major have the opportunity to design a custom program unique to their interests and career goals while still gaining a broad understanding and appreciation of the full spectrum of liberal arts subject areas. NDMU seeks to build on the initial success of this traditional face-to-face program by offering the option of completing the program entirely online. In keeping with the values central to its mission, Notre Dame emphasizes personal and professional ethics in its curricula for undergraduate students.

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

The Liberal Arts program was developed with input from students and professionals who understand the need for and value of the enhancement of liberal arts skills, and from students who seek to complete a generalist degree to support their career growth in a variety of directions. Maryland's business and non-profit sectors will benefit from graduates who can apply this broad base of higher level skills within their organizations. Successful as an on-ground program, offering the Liberal Arts program fully online will provide greater regional access to students for whom the traditional classroom is not an option.

The University's strategic plan includes an initiative to respond to market demand for innovative programs. Liberal Arts is a multidisciplinary program in the fields of arts, business, humanities, and the sciences, enabling students to apply critical and analytic thinking, quantitative knowledge, and communication to a wide variety of workplace and employer options, as well as to graduate study in fields such as law, communication, and others. This program has been effective in attracting students interested in advancing in their careers and meets the statewide agenda for college completion.

**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.***

The School of Arts and Sciences offers the interdisciplinary major to students in the College of Adult Undergraduate Studies and the Women's College. This program of study encourages the student to develop a broad understanding and appreciation of the main areas of human knowledge and values. Under the guidance of an academic advisor, the liberal arts student is encouraged to develop an integrated approach to the study of liberal arts.

Through the liberal arts major, students select their courses to meet their interests and goals. The major consists of 12 courses, six of which must be at the 300- or 400-level. The courses in the interdisciplinary major are exclusive of the general education requirements for the degree. The 12 courses required for the major must be completed with a grade of C or higher. A student with transfer credits must also meet the above requirements. All students, including transfer students, must take at least eight total courses in the liberal arts major at Notre Dame. The student is strongly advised to select the primary and supporting track prior to completion of 60 credits. The online program, as with the face to face program, also requires 42 general education credits as well as 18 credits in electives to complete the 120 credit degree requirement.

### **Course of Study (60 credits)**

ART 119-Introduction to Photography (3 credits)  
ART 120-Art of Europe and Near East (3 credits)  
ART 312-Deciphering 20<sup>th</sup> Century Art (3 credits)  
BIO 107-Human Biology (4 credits)  
BUS 334-Teamwork and Negotiation (3 credits)  
COM 106-Fundamentals of Oral Communication (3 credits)  
COM 210-Social Media (3 credits)  
COM 303-Intercultural Communication (3 credits)  
COM 325-Film Themes—World of Business in Film (3 credits) *topics may alternate*  
ENG 101-College Writing (3 credits)  
ENG 205-Short Fiction (3 credits)  
ENG 216-American Literature in the 20<sup>th</sup> Century (3 credits)  
ENG 221-Growing Up in Literature (3 credits)  
ENG 230-Gothic Fiction (3 credits)  
ENG 318-Women Dramatists (3 credits)  
ENG 319-Shakespeare Tragedies and Romance (3 credits)  
ENG 327- Contemporary World Literature (3 credits)  
ENG 412-Women Mystery Writers (3 credits)  
HIS 101-Dynamics of History (3 credits)  
HIS 103-Ancient World (3 credits)  
HIS 210-Western Civilization (3 credits)  
HIS 211-Women in American History (3 credits)  
HIS 303-Women in the Ancient World (3 credits)  
HIS 319-The American Presidency (3 credits)  
HIS 325-Revolution and Terrorism (3 credits)  
HIS 340-History of the Holocaust (3 credits)  
LSP 101-Intro to Spanish (3 credits)  
MAT 103-Applied Algebra (3 credits)  
PED 111 Busy Lives, Healthy Lives (1 credit)  
PHL 201-Intro to Philosophy (3 credits)  
PHL 306-The Problem of Evil (3 credits)  
PHL 334-Business Ethics (3 credits)  
POL 290-Women in Islamic Societies (3 credits)  
RST 201- Introduction to Religious Studies (3 credits)  
RST 311-World Religions (3 credits)  
SOC 101-Introduction to Sociology (3 credits)  
PSY 101-Introduction to Psychology (4 credits)  
PSY 130-Psychology at the Movies (3 credits)  
PSY 260-Positive Psychology (3 credits)  
RST 305-Marriage and Family (3 credits)  
RST 345-Justice and Peace (3 credits)

Course descriptions for all courses listed above are available in the [NDMU online catalog](#)

This schedule presumes that the student is beginning a degree program. Those who are bringing in external credits will be able to transfer up to 60 credits. The physical education course may be taken any time, but it will be offered every spring.

### **Course Descriptions**

#### **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.***

This is an existing, approved on-ground program for NDMU. The university is requesting authorization to deliver the program in a fully online format. Students have asked for additional online classes in the major to provide ease of access to students who work, or who are juggling families. The online degree also offers flexibility to students who want to be able to complete their degree in a field where the degree, rather than the specialization, is most important.

Graduates of this program may go on to management positions across many disciplines, or enroll in graduate or professional school. Graduates have gone on to fields as diverse as business, education, security, customer services, hospitality, retail, and other fields where completing the college degree is more important than the field in which the degree is granted.

Maryland is tied for second place (with Massachusetts and Virginia), within the United States where the majority of jobs require a minimum of a bachelor's degree (22%) and offer a median annual wage of \$77,500 (<https://www.bls.gov/careeroutlook/2014/article/education-level-and-jobs.htm>). Clearly, for Maryland residents, completing the degree is of critical importance to securing well-paying positions, and the online Liberal Arts degree offers both access to and flexibility in completion.

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

The Liberal Arts degree online allows adults students who have not completed a college degree to enroll in and receive the benefit of earning a general degree that will support their advancement in the workforce. Economists (<https://www.bls.gov/opub/mlr/2014/beyond-bls/is-a-colleg-degree-still-worth-it.htm>) have found that despite the soaring cost of attending college, the financial benefits of higher education still outweigh the expenses. In fact, although students have been paying more to attend college and earning less upon graduation—trends that have led many observers to question whether a college education remains a good investment, an analysis of earnings since the 1970s of workers with bachelor's degrees, workers with associate's degrees, and workers with high school diplomas.

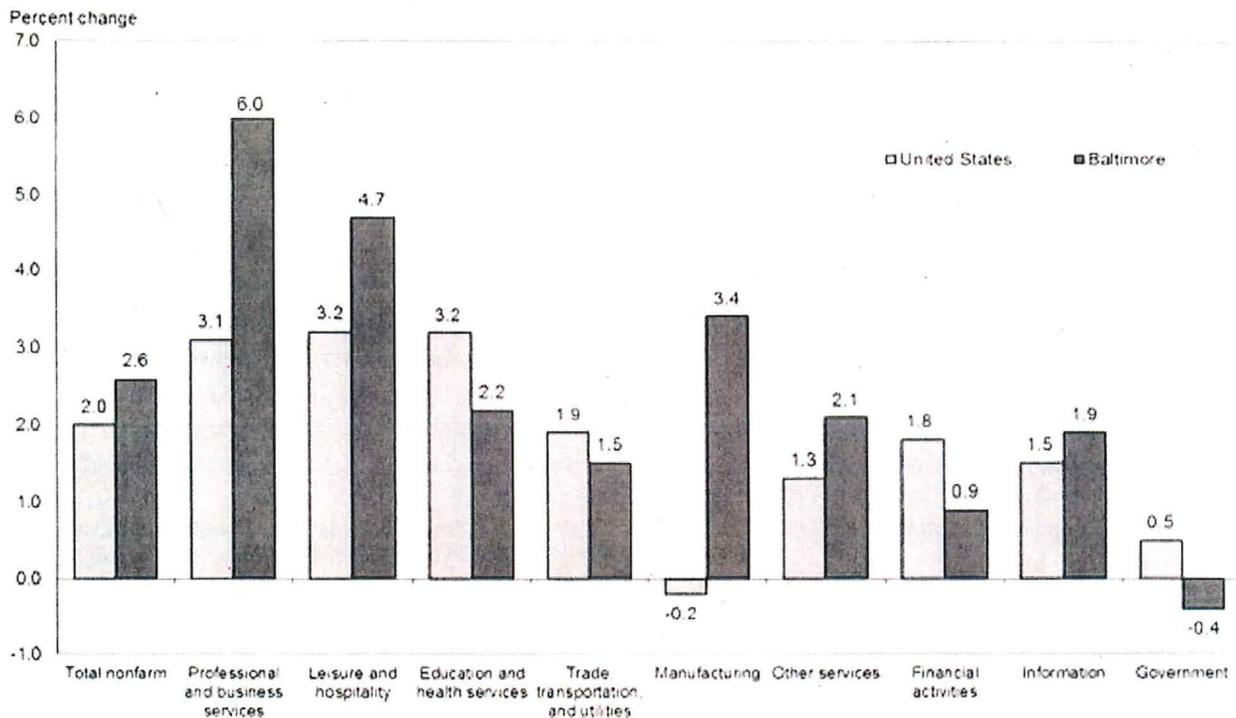
Researchers conclude that college still remains a good investment because the wages of those Americans without a degree have been falling, keeping the college wage premium near an all-time high, according to data. Between 1970 and 2013, workers with a bachelor's degree (excluding those who went on to a postgraduate degree) had annual earnings of about \$64,500 after adjustment for inflation. Workers with an associate's degree earned an adjusted \$50,000 per year, and those with only a high school diploma earned \$41,000. Economists have concluded that, over four decades, workers with a bachelor's degree earned on average 56 percent more and workers with an associate's degree averaged 21 percent more than high school graduates. The online Liberal Arts degree supports Maryland's college completion agenda, and provides greater access to working adults wishing to obtain or finish their degree.

**D. 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 new program.***

The on-ground liberal arts program at NDMU is one of the largest majors in the Women’s College. Graduates go one to employment in a diverse range of fields. Job growth in Maryland is strong and demand for college graduates is stronger. Chart 2 below outlines employment growth by sector.

**Chart 2. Total nonfarm and selected industry supersector employment, over-the-year percent change, United States and the Baltimore metropolitan area, March 2016**



Source: U.S. Bureau of Labor Statistics.

***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.***

The Bureau of Labor Statistics (data.bls.gov) employment data for 2016 show the following information for employment growth in Maryland, which at 6% is nearly double the national average. As noted above, one-quarter of these job require at least a Bachelor’s degree. The Bureau also projects, across all applications, 2,640,900 jobs in the workforce in Maryland, with more than 600,000 requiring a college degree.

Occupation code	Occupation title (click on the occupation title to view its profile)	Level	Employment	Employment RSE	Employment per 1,000 jobs	Median hourly wage	Mean hourly wage	Annual mean wage	Mean wage RSE
00-0000	All Occupations	total	2,640,900	0.6%	1000.000	\$20.68	\$26.98	\$56,120	0.5%

Additionally, a Business Roundtable study from 2014 indicated that employers are increasingly seeking employees with strong core skills in fundamental disciplines (reading, writing, math, critical thinking and analysis) – skills that the Liberal Arts degree emphasizes. As the article states (<http://businessroundtable.org/sites/default/files/reports/BRT-SkillGap.pdf>), a persistent complaint by employers is that many high school and college graduates — as well as some adult workers — lack the fundamental employability skills needed in the 21st century workplace. As routine and lower skill tasks have become increasingly automated and higher skill work more reliant on information technology and problem-solving, the need has grown for individuals who can read and understand complex text, use technology efficiently, and solve problems — individually and with others. In addition to mastering occupation-specific skills, workers must also possess various States are relatively weak in generic skills, including interpersonal communication, self-management and the ability to learn, so they can navigate rapidly changing job requirements. These are all areas in which Liberal Arts graduates excel, and in which our on-ground Liberal Arts program graduates demonstrate as they move into the workforce, or advance in current positions.

***Provide data showing the current and projected supply of prospective undergraduates.***

Based on current enrollment in the face-to-face program and interest expressed by prospective students in the fully online program, it is anticipated that at least 10 students will enroll in the first year of the program, with a goal of enrolling 20 new students per year by the 4<sup>th</sup> year of the program. The retention rate from the first year to the second year of the program is estimated at 75%. Projected 5-year enrollment is presented below:

	2017	2018	2019	2020	2021
Number of anticipated students	10	15	20	25	28

**E. Reasonableness of program duplication**

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

This is an existing, and approved on-ground program for NDMU. The move to an online delivery format is to expand ease of access and flexibility of degree attainment to an existing pool of students. The courses within the Liberal Arts degree are unique in content to NDMU and emphasize NDMU’s focus on mission, transformational leadership, women’s education, and critical analysis skills and competencies.

***Provide justification for the proposed program.***

Given the challenges of balancing work, family, and college for 21<sup>st</sup> century students, and based on data collected through student surveys and focus groups, NDMU has determined that its current and potential student population expect access to online delivery options. When this expectation is coupled with the demand in Maryland for employees with college degrees, as well as the demonstrated need for college graduates with strong core skills, the ability to offer an online delivery option for NDMU’s existing Liberal Arts degree program is fully justified and supported by the data.

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

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

This program does not duplicate an existing program at a Maryland HBI.

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

This program does not duplicate a similar program at a Maryland HBI, therefore approval of NDMU's fully online delivery of its existing Liberal Arts program will not have a negative impact on the uniqueness and institutional identity and mission of these HBIs. In fact, this program will increase access for minority undergraduate students interested in obtaining or completing a generalist degree.

**F. If proposing a distance education program, please provide evidence of the "Principles of Good Practice."**

NDMU, a new member of Maryland Online, has adopted the Quality Matters standards as the guidelines for design, development and delivery of all online courses and programs at Notre Dame. 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.

**G. 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.*

**Full Time Faculty**

Dr. Rachel Burk, Ph.D., Associate Professor, Department of World Languages

Dr. Deborah Calhoun, Ph.D., Associate Professor, Department of Business

Mr. Geoff Delanoy, MFA, Professor, Department of Art

Dr. Gene Farrington, Ph.D., Professor, Department of English

Dr. Anne Henderson, Ph.D., Associate Professor, Department of History

Dr. LaReine Mosley, Ph.D., Associate Professor, Department of Religious Studies

Dr. Pam O'Brien, Ph.D., Professor, Department of Communication

Dr. Maeve O'Donovan, Ph.D., Professor, Department of Philosophy

Dr. Paul Weldon, Ph.D., Professor, Department of Biology

Dr. Maria Mouratidis, Ph.D., Associate Professor, Department of Psychology

Dr. Mischelle Van Brakle, Ph.D., Associate Professor, Department of Criminology

The faculty teaching in the program will remain the same as for the face-to-face program. Three current full time faculty will continue to devote 30% of their course load (2 courses each) to implementation of the program in the first year, and each year thereafter. A current faculty member with both liberal arts expertise and online course design and delivery experience will be contracted to design and develop the existing courses for fully online delivery.

**I. Adequacy of library resources.**

The Maryland Interlibrary Consortium, from which students and faculty at the Loyola Notre Dame library can borrow, has a total of 79,896 books with a primary heading of Liberal Arts, with almost 24,000

published after 2011. Students in the program will also have online access to all consortium and NDMU online resources available through the library.

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

No new physical space is needed for this fully online program. The NDMU LMS Joule (Moodle Rooms) 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.***

The fully online Liberal Arts program will be subject to the same requirements as the face-to-face program for course, faculty and program evaluation. All NDMU students complete course evaluations online at the end of each of their courses, and this will continue for the online Liberal Arts courses. Faculty are evaluated annually by their department chairperson as provided for in the NDMU faculty handbook, and this will continue for full time faculty teaching in the Liberal Arts program. Adjunct faculty teaching at NDMU are evaluated through peer observation and feedback during their two semesters at the university using criteria for best practice in teaching and learning.

The University Assessment Plan at NDMU guides the assessment of student learning outcomes at all levels of the institution. Every course syllabus must continue learning outcomes for the program and the course, and assess those outcomes every year. Departments prepare and submit an annual student learning outcomes assessment report, which is reviewed by the University Assessment Committee. Feedback for these reports are provided to the chairs and the faculty at department and individual meetings. All requests for resource allocation and budget change must be supported by assessment data, including coursed based outcomes results.

**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 recruitment and retention of minority students is a high priority for Notre Dame, which regards outreach to minority populations as an integral part of our mission. Notre Dame continues to serve approximately 48 percent of students of color in its overall student population. The cross-disciplinary approach of the Liberal Arts program, and its openness to students from a variety of undergraduate backgrounds, will make the proposed degree accessible to a wide range of students. Additionally, Notre Dame's academic support resources, including the Academic and Career Enrichment Center, are designed to help bolster the retention of all students, including minority students.

NDMU anticipates that the fully online delivery options for this program will reach a wider, more diverse group of students and, therefore, increase access to this program for students who are historically underrepresented in bachelor's degree programs.

**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. The on-ground Liberal Arts major is one of the largest majors at NDMU.

**N. Finance**

*Complete Tables 1 and 2 for the first five years of the program and provide a narrative rationale for each resource and expense.*

<b>TABLE 1: RESOURCES</b>					
Resource Categories	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1. Existing Funds	\$56,700	\$58,400	\$60,153	\$61,958	\$63,817
2. Tuition/Fee Revenue (c+g below)	\$338,000	\$507,000	\$676,000	\$845,000	\$946,400
a) # F/T Students	10	15	20	25	28
b) Annual Tuition/ Fee Rate	\$33,800	\$33,800	\$33,800	\$33,800	\$33,800
c) Total F/T Revenue (a x b)					
d) # P/T Students					
e) Credit Hr. Rate					
f) Annual Credit Hr.					
g) Total P/T Revenue (d x e x f)					
3. Grants, contacts, & other external sources					
4. Other Sources					
<b>TOTAL</b> (add 1-4)	\$394,700	\$564,400	\$736,153	\$906,958	\$1,010,217

**Table 1: Resources Narrative**

#### Allocated Funds

4 full-time faculty will continue to allocate 30% of their course load in School of Arts, Science, and the on-ground Liberal Arts program. Thirty% percent of their salaries are therefore listed as funds allocated from teaching. An average yearly raise of 1.5% is projected. One of the faculty will receive release time to develop the courses in online format.

#### Tuition and Fee Revenue

Tuition is based on 10 full-time students entering the program in the first year with an expected 75% annual retention rate. The second year of the program will admit a new group of first-year students, with gradual growth in enrollments leading to 25 new students per year by the 4<sup>th</sup> year of the program. The projection of the number of students who will enroll in the program is from experience with on-ground students in the face-to-face program. Tuition is held steady for the purpose of this grant.

**TABLE 2: EXPENDITURES**

Expenditure Categories	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1. Faculty (b + c below)	\$69,741	\$74,752	\$76,996	\$79,306	\$81,686
a) # FTE	1	1	1	1	1
b) Total Salary	\$56,700	\$58,400	\$60,153	\$61,958	\$63,817
c) Total Benefits	\$13,041	\$16,352	\$16,843	\$17,348	\$17,869
2. Admin. Staff (b + c below)	0	0	0	0	0
a) # FTE					
b) Total Salary					
c) Total Benefits					
3. Support staff	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	\$2,000	\$600	\$600	\$600	\$600
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses Software, marketing, faculty development, and course development	\$5,000	\$5,000	\$2,500	\$2,500	\$2,500
8. TOTAL (add 1-7)	\$76,741	\$80,352	\$80,096	\$82,406	\$84,786

**Table 2: Expenditures Narrative**

1. Faculty (# FTE, Salary, and Benefits):

The equivalent of one full-time faculty member teaches in the program the first year (this represents the allocated time of three full-time faculty members, each of whom will contribute a portion of their workload to the program). A full-time faculty member will also receive a course release to develop the courses for fully online delivery.

In the second and subsequent years, the equivalent of one full-time faculty member will continue to teach in the program (representing the allocated time of the three full-time faculty members as noted above).

Raises for full-time faculty members of 1.5% per year are projected. Benefits are projected at 28% of salary.

2 & 3. Support and Admin Staff (# FTE, Salary, and Benefits):

No additional support staff is expected in the first 5 years of the program.

4. Equipment:

No additional equipment is expected in the first 5 years of the program.

5. Library:

To accommodate the needs of the Liberal Arts program, the library is expected to need \$2000 to supplement the online collection the first year, and \$600 each following year.

6. New and/or Renovated Space:

No new or renovated space needs are expected in the first 5 years of the program.

7. Other Expenses (misc.):

\$5,000 in years 1 and 2 for marketing expenses, consistent with current marketing costs for similar programs. This reduces to \$2,500 per year for years 3-5.