

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

NEW INSTRUCTIONAL PROGRAM

SUBSTANTIAL EXPANSION/MAJOR MODIFICATION (to offer program off-campus)

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 2018
Projected Implementation Date

Bachelor of Science-B.S.
Award to be Offered

Psychology
Title of Proposed Program

200101
Suggested HEGIS Code

420101
Suggested CIP Code

Psychology
Department of Proposed Program

Jocelyn Turner-Musa
Name of Department Head

Dr. Jocelyn Turner-Musa
Contact Name

jocelyn.turnermusa@morgan.edu
Contact E-Mail Address

443-885-3290
Contact Phone Number

JTM NOV 20, 2017
Signature and Date

President/Chief Executive Approval

Date

Date Endorsed/Approved by Governing Board

**Academic Program Proposals
From Degree-Granting Institutions Authorized to
Operate in the State of Maryland**

Off-Campus Programs

1. Title of the program and the degree or certificate to be awarded:

Bachelor of Science in Psychology offered at the Laurel College Center (LCC)

2. The resource requirements for the program and the source of funds to support the program for the first two years of program implementation:

This proposal outlines the intent of Morgan State University to partner with the Laurel College Center, Prince George's Community College and Howard Community College to offer the Bachelor of Science degree in Psychology at the Laurel College Center in Laurel, Maryland. Please see Appendix A for the Memorandum of Understanding between Morgan State University, the Laurel College Center, Prince George's Community College and Howard Community College.

The project budget is based on the projected five-year student enrollment provided in Table 1. The source of funds is tuition. Tuition and fee revenue is calculated based on an \$8000 average cost for tuition and fees for full-time students and an average cost for part-time tuition and fees of \$642 per credit hour. Students will be recruited principally from Prince George's Community College, Howard Community College and the Laurel College Center. The other source of funds (Table 1, number 4) is an expected average state support of \$13,000 per student.

Table 2 details anticipated expenditures. Faculty expenses are calculated based on an 18:1 student to faculty ratio with 70% regular-30% adjunct combination. Administrative and staff support will be provided by current personnel. Average salary with benefits for regular faculty is \$100,000 and average salary with benefits for adjunct faculty is \$49,500. New or renovated space expenses include fees to rent classroom space from the LCC. Other expenses include travel funds for student services staff to visit LCC periodically to provide in-person services and marketing expenses (website, brochures, etc.).

TABLE 1: RESOURCES:					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	118,520	237,040	355,560	474,080	592,600
a. Number of F/T Students	10	20	30	40	50
b. Annual Tuition/Fee Rate	8,000	8,000	8,000	8,000	8,000
c. Total F/T Revenue (a x b)	80,000	160,000	240,000	320,000	400,000
d. Number of P/T Students	10	20	30	40	50
e. Credit Hour Rate	642	642	642	642	642
f. Annual Credit Hours	6	6	6	6	6
g. Total P/T Revenue (d x e x f)	38,520	77,040	115,560	154,080	192,600
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	195,000	390,000	585,000	780,000	975,000
TOTAL (Add 1 – 4)	\$313,520	\$627,040	\$940,560	\$1,254,080	\$1,567,600

TABLE 2: EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	61,375	122,750	184,125	245,500	306,875
a. # FTE (Part-time Contractual)	0.83	1.67	2.50	3.33	4.17
b. Total Salary	46,250	92,500	138,750	185,000	231,250
c. Total Benefits	15,125	30,250	45,375	60,500	75,625
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # FTE	1	1	1	1	1
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. # FTE	0	1	1	1	1
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	13,500	13,500	13,500	13,500	13,500
7. Other Expenses +	8,100	8,100	8,100	8,100	8,100
TOTAL (Add 1 – 7)	\$82,975	\$144,350	\$205,725	\$267,100	\$328,475

3. The need and demand for the program in terms of:

a. Specific local, regional and State need for graduates;

The state of Maryland's plan for post-secondary education, "Maryland Ready: 2013- 2017" has identified 6 goals in the State that can be addressed through post-secondary education (http://mhec.maryland.gov/Documents/MHECStatePlan_2014.pdf). These goals include: 1) Quality and effectiveness in Maryland postsecondary education, 2) Access, affordability, and completion, 3) Diversity, 4) Innovation, 5) Economic growth and vitality, and 6) Data use and distribution. These goals are inherently consistent with the mission and strategic goals of the University, College, and Department. Most relevant to and strategically integrated into the mission and objectives of the department are the first, third, and fifth goals.

Goal 1: Quality and effectiveness through post-secondary education. The Psychology program at Morgan State University ensures that all students have a quality and effective education through its commitment to promoting student-centered learning, ensuring that faculty offer a first class education and training to students that support critical thinking, continuity in learning, and processes that evaluate and implement principles and practices to understand behavior and mental processes that effect change, and through advisement and communication with students to ensure their understanding of departmental policies and procedures. As a result of the department's commitment to a quality and effective program, we received an award from the American Psychological Association's Board of Scientific Affairs/Science Directorate in 2013 -- *The Departmental Award for Culture and Service in the Psychological Science*. Notably, Morgan State University is the first HBCU to ever receive this prestigious award.

Goal 3: Diversity. *Maryland Ready* has an inclusive definition of diversity which includes age, cultural identity, disability, ethnicity, family educational history, gender identity, nationality, sexual orientation, political affiliation, race; religious affiliation, or any other personal attribute (*Maryland Ready*, pg. 37). Consistent with the University's status as Maryland's preeminent public urban research university and its mission to prepare high-quality, diverse graduates, the department's mission is to serve a *diverse student body and to help ensure that the benefits of higher education are enjoyed by a broad segment of the population*. As one of Maryland's 4 HBCU's, we have a special mission to address issues relevant to ethnic minority groups and assisting the State in closing the achievement gap. African Americans are the largest racial/ethnic minority group in the state comprising about 30% of Maryland residents and 56% of African American students are enrolled in one of Maryland's 4 HBCU's (U.S. Census Bureau, 2013 and *Maryland Ready*).

Goal 5: Economic growth and vitality. According to *Maryland Ready*, the state will "stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research." Students who complete a degree in psychology are equipped with the foundational skills needed to secure positions in any workforce arena. A major thrust of the psychology department is its emphasis on psychology as a science. Students are required to develop and master research skills

such as reviewing empirical literature, compiling literature reviews, survey development, data collection, data analysis/interpretation, and presenting research findings. The department's teaching and research practices have aligned psychology as a discipline with the STEM fields. Careers in STEM have been identified as a high-need area in the state of Maryland and the requisite research skills needed for such occupations are provided with a degree in psychology. Additionally, the psychology program provides students with practical experiences through internships with local mental health agencies. In some instances students are offered jobs with these organizations upon graduation thus adding to the state workforce in a high-need area. Owing to this, a faculty member has a 3-year gubernatorial appointment to the state's Behavioral Health Advisory Council. The goal of the council is to enhance behavioral health services statewide through the promotion of policy, workforce development and services. Psychology alumni have also served in administrative positions in the state of Maryland (e.g., Director of Suicide and Violence Prevention in the Maryland Department of Health and CEO of a Baltimore organization designed to build strong and sustainable connections among Baltimore organizations and individuals to improve the health, education, and employment status of all of its citizens).

b. Job opportunities available to those who complete the program;

Psychology prepares students with the theoretical and methodological tools needed to understand the age old question of "what makes people tick". Psychology majors at Morgan State University are exposed to a diverse curriculum, research, and service learning opportunities. Psychology majors have used their degrees to pursue careers in not only in psychology, but industry, the government, foundations, mental health settings, and academic and research environments. Psychology graduates have also used their degrees to pursue careers as physicians, lawyers, mental and public health providers, and entrepreneurs. A Morgan psychology degree provides graduates with a solid foundation and provides ample opportunities to gain research and practical experience that affords competitive entry into graduate and professional schools or entry into the workforce.

Table 3 provides a list of transferable skills provided by an MSU psychology degree that can be applied to a variety of career options.

Table 3. MSU Psychology Department Rubric of Transferable Skills

Critical Thinking Skills	Leadership and Administration Skills	Communication Skills
*Searching for evidence, facts, or knowledge by identifying relevant sources and gathering objective data * Drawing inferences or conclusions supported or justified by evidence	*Team building *Organizing groups *Knowledge of group dynamics *Conflict resolution/Mediation	Oral presentations Active Listening Writing empirical reports
* Comparing information for differences and similarities to draw conclusions *Analyzing and		

synthesizing information to reach valid conclusions		
Research and Investigation Skills	Design and Planning Skills	Information Management Skills
*Conducting literature review *Searching on-line databases *Survey development *Data collection, entry, analysis, interpretation	Developing and completing a research project	Database development
Interpersonal Skills	Skills and Assessing Values	Specialized Skills
*Knowledge group dynamics through teamwork *Engaging students for study recruitment *Showing empathy for others	Respecting different points of view Acting ethically and adhering to ethical standards	Knowledge and use of statistical software Knowledge and use of presentation software Oral presentations at conferences

c. Evidence of market demand through supporting data, including results of surveys that have recently been conducted;

According to the National Center for Educational Statistics, psychology is one of the disciplines with the largest number of degrees conferred between 2013-2014. (<https://nces.ed.gov/fastfacts/display.asp?id=37>). The job outlook for psychologists is also expected to increase by 19% from 2014- 2024 (<https://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm>).

Psychologists with master's doctorate, or professional degrees in psychology work in a variety of settings including counseling, health care, and legal services. Others, particularly those with a doctorate or professional degree teach or work in research. <http://www.apa.org/monitor/2016/06/datapoint.aspx>

Students receiving a degree in psychology from MSU have pursued graduate education, post-baccalaureate positions, or entered the workforce. Exit surveys of graduating psychology majors conducted during the Spring 2015 and 2016 semesters suggest that 83% (2015) and 96% (2016) of students believed that the psychology major met their expectations with respect to knowledge and skills acquired.

4. A description of the following, if a similar program is offered within the same geographical region of the State:

a. Similarities or differences in the degree to be awarded;

Psychology is a popular major and is offered at 22 colleges and universities in the state of Maryland. The psychology curriculum at Morgan is similar to other programs in that it

includes general course offerings in General Psychology, Developmental, Learning, Scientific Methods, Experimental, and Statistics. One area that distinguishes the current program from other state Psychology programs is that as of the 2015-2016 academic year, the MSU program requires Careers in Psychology and Psychology Tracks. The tracks provide students with the opportunity to select a Research Track or Generalist/Human Services Track. The core curriculum is the same with the exception of the capstone project. For those who select the Research Track, students complete a year- long Senior Thesis based on a research topic of the student's choosing. For those selecting the Generalist/Human Services Track, a year-long internship at a community- based site is completed. Students are also required to complete a Careers in Psychology course, and writing course in business or scientific writing. Ideally, the writing course selected complements the track the students select.

b. Area of specialization

The program offers a Bachelor of Science degree that provides students with general knowledge of Psychology and its subfields.

c. Specific academic content of the program;

Students admitted to Morgan will be required to complete 50 credits in Psychology including other courses needed to complete the degree requirements (See Table 4). To qualify for graduation, students must pass the Senior Departmental Comprehensive Examination with a score of 70 or higher; must have taken two-thirds of their junior- and senior-level requirements in the major at Morgan; and must have earned a cumulative average of 2.0 or better and a major average of 2.0 or better, with no outstanding grades below "C" in the major.

Table 4 Program Requirements- Credits to be completed with Morgan at LCC

Suggested Semester	Program Requirements- Credits to be completed with Morgan at LCC		
1	Psyc 108	3	Scientific Methods
1	Psyc 112	1	Careers in Psychology
1	Psyc 219	3	History & Systems of Psychology
2	Psyc 300	3	Psychology of Learning
2	Psyc 301	3	Physiological Psychology
2	Psyc 316	3	Psychological Statistics I
3	Psyc 317	3	Psychological Statistics II
3	Psyc 320	3	Experimental Psychology
3	Psyc 487 or Psyc 480	3	Senior Thesis I or Psychology Internship I
4	Psyc 497 or Psyc 481	3	Senior Thesis II or Psychology Internship II
4	PSYC-322	3	Psychology of Perception

TBD	Psyc Elective	3	
TBD	Psyc Elective	3	
TBD	PHEC XXX	1	1 credit physical activity course
TBD	XXX	12	Out of Unit Electives
		50	

5. A description of the method of instructional delivery, including distance education, on-site faculty, and the mix of full-time and part-time instructors:

The Department of Psychology is committed to *educating the next generation of scholars in the psychological and behavioral sciences*. We are dedicated to creating and fostering a diverse educational environment with a scientific and culturally sensitive approach to understanding human behavior and mental processes. The Department meets students' academic needs by 1) providing a comprehensive and challenging curriculum that increases students' knowledge and understanding of the field of psychology and of psychology as a science, through a curriculum that is evidence-based and empirical in approach; 2) offering hands-on opportunities, research and academic internships, service learning, and community services activities, to apply theoretical background obtained from courses in practical experiences; and 3) providing academic and career development opportunities that facilitate successful acceptance to and matriculation in graduate school or gainful employment into the workforce. Full-time and part-time faculty, who have diverse backgrounds in social, clinical/ community, counseling, neuroscience, health, experimental, developmental, educational, and personality psychology, endeavor to strengthen their individual teaching expertise through developing innovative and leading edge curriculum and foster their individual research enterprises through publications, research collaborations, intra- and extramural funds, and professional activities. Courses in the Psychology program are offered on-site and on-line.

Courses at the Center will be offered on-site at the Laurel College Center campus. All faculty will have credentials and experience that qualify them to teach at Morgan's main campus. The anticipated mix is 70% regular faculty and 30% adjunct faculty.

6. A brief description of the academic oversight, quality control, and student services to be provided.

Once admitted to Morgan and upon securing a Morgan student identification card, the Bear Necessity Card, students pursuing the Psychology degree at the Center will have all of the privileges afforded to all other Morgan students including appropriate use of Morgan's facilities, educational and learning resources, social and cultural events, and all available student support

services. Morgan will provide the equipment, instruments, and/or software sufficient to support the delivery of quality laboratory, clinical, or experimental instructional experiences equivalent to those afforded to all other Morgan students majoring in Psychology. Morgan will provide access to Morgan's bookstore services for students enrolled in courses offered by Morgan at the Center. Students may purchase their texts and learning resources through Morgan's bookstore, in person or online.

Morgan will provide appropriate professional staff from Morgan to conduct on-site or online registration, academic advising, and business office services according to a published schedule of such services. The director of the Office of Transfer Student Programming will hold regular hours at the Center and will be the primary point of contact for student support services. Per the MOU, the Center has agreed to provide, subject to availability, free office space for Morgan faculty and staff to conduct admissions, advising, registration, instruction and tutoring. A separate agreement for the rental of classroom and laboratory space will be developed after the first year of the MOU.

Morgan shall be responsible for hiring the faculty to teach Morgan's courses offered at the Center, and those individuals shall at all times be employees of Morgan. The dean of the College of Liberal Arts and the Psychology department chairperson shall maintain academic oversight and quality control over the academic program. The program will also be integrated into the University's Comprehensive Assessment Plan, which provides for the periodic assessment of the effectiveness of programs providing student learning opportunities, under the auspices of the Office of the Assistant Vice President for Assessment. The Office of the Assistant Vice President for Assessment works with all programs in collecting and analyzing data and disseminating the findings to inform programs on their effectiveness, accreditation, student success, satisfaction and retention, and performance against key benchmark indicators. Like all programs at the university, it will also be subject to external review and evaluation for accreditation by Middle States.

7. Provision for adequate and appropriate library resources within reasonable distance of the instructional site or through institution-sponsored electronic collections and databases.

Students will have access from any internet browser to Morgan's Inter-Library Loan Internet Accessible Database (ILLIAD), a web-based interface that allows access to the Morgan State University interlibrary loan service. Students are able to connect to University databases from off-campus locations using the fourteen(14) digits barcode number at the back of their Morgan student Bear Card and last name. Morgan is also a member of the University System of Maryland and Affiliated Institutions (USMAI) Consortium, which allows Morgan students to borrow library resources from any of the 17 member institutions. Additionally, per the attached MOU, Laurel College Center will provide access to the Center's on-site library and library services, including internet access through the open computer laboratories.

Appendix A

**MEMORANDUM OF AGREEMENT
BETWEEN
MORGAN STATE UNIVERSITY AND
LAUREL COLLEGE CENTER**

PREAMBLE

Morgan State University, an agency and instrumentality of the state of Maryland, located at 1700 East Cold Spring Lane, Baltimore, Maryland, 21251, hereinafter referred to as "Morgan" and the Laurel College Center, which has as its principal mailing address, 312 Marshall Avenue, Suite 205 Laurel, Maryland, 20707, and hereinafter referred to as the "Center" have identified mutually beneficial objectives in cooperating in the delivery of instructional services.

The Center is a Maryland Regional Higher Education Center that provides quality learning experiences for students that lead to associate degrees, workforce development, and/ or personal enrichment. Morgan is Maryland's public urban university that provides quality learning experiences for students that lead to bachelors, masters, and doctoral degrees. Morgan and the Center recognize the need and importance of facilitating the transfer to Morgan of students earning associate degrees at Prince George's Community College and at Howard Community College and/ or students enrolled in courses at the Center in order that the students are able to earn bachelor degrees.

The primary purpose of this Memorandum of Agreement (AGREEMENT) between Morgan and the Center is to provide opportunities for students who are matriculating at Prince George's Community College and at Howard Community College and who are completing associate degrees to earn bachelor degrees in select majors from Morgan by enrolling in upper division classes, including but not limited to, those leading to a Bachelor of Science degree in Engineering or a Bachelor of Arts degree in Psychology while continuing to attend classes at the Center.

WHEREAS, the Center was established pursuant to the Annotated Code of Maryland, Education Article, Section 10-212;

WHEREAS, the Center's founding partners are Prince George's Community College and Howard Community College and is staffed by persons employed by Prince George's Community College and Howard Community College;

WHEREAS, a majority, but not all, of the students pursuing associate degrees by attending classes at the Center are matriculating at either Prince George's Community College or at Howard Community College;

WHEREAS, the Maryland Higher Education Commission has led a statewide effort on removing barriers to a seamless educational experience for Maryland's citizens and to facilitate a smooth transition from public schools and private career schools to undergraduate collegiate study to graduate schools by establishing the Student Transfer Advisory Committee, developing a Policy for Articulation and Transfer of Credits between Degree- granting Institutions and Maryland Secondary Schools and Non-Degree-granting Institutions, publishing the Student Guide to Transfer Among Maryland Colleges and Universities, and by supporting ARTSYS, an electronic data information system which allows students and advisors to determine the transferability of courses;

WHEREAS, Morgan convened an Obstacles to Degree Completion Task Force and among the Task Force's thirteen recommendations in the final report was the call to Enhance Transfer Policies and Procedures; and

WHEREAS, Morgan and the Center have a mutual interest in collaborating on initiatives to facilitate baccalaureate degree completion for students who are pursuing courses and/or associate degrees at Prince George's Community College, Howard Community College, or at the Center; and

NOW, THEREFORE, in support of the educational programming goals and priorities of this collaboration, Morgan and the Center do hereby agree to enter into this AGREEMENT according to the terms and conditions set forth in the following articles.

ARTICLE 1 MORGAN'S RESPONSIBILITIES

1.1 Select Baccalaureate Degrees Offered by Morgan

- A. Morgan agrees to collaborate with the Center to permit upper division courses leading to select baccalaureate degrees offered by Morgan to be taught at the Center by Morgan faculty members.
- B. Morgan agrees to offer upper divisional credit programming at the Center that will be staffed by Morgan's faculty and advisors and that leads to degrees, including but not limited to, a Bachelor of Science degree in Engineering and a Bachelor of Arts degree in Psychology.
- C. Subject to institutional capacity, resources and student demand, Morgan may agree to offer additional upper division credit programming at the Center that leads to baccalaureate degrees in other majors.
- D. For the Bachelor of Science degree in Engineering, the Bachelor of Arts

degree in Psychology, and for any other bachelor's degree that Morgan and the Center agree will be offered at the Center, Morgan agrees to provide the complete plan of study for the courses and/or credit required to earn the bachelor's degree from Morgan in that major.

1.2 Transfer Articulation

- A. In accordance with Morgan State University's Transfer Policy, Morgan agrees to apply all articulated credits from Howard Community College and Prince George's Community College to the major and general education requirements such that a student who completes remaining degree requirements with a satisfactory grade and/or appropriate grade point average may complete a bachelor's degree at Morgan within two years (four semesters).
- B. Morgan will confirm the acceptance of the associate degree credits from Prince George's Community College and Howard Community College towards the Bachelor of Science in Engineering degree, the Bachelor of Arts in Psychology degree, and for any other bachelor's degree that Morgan and the Center agree will be offered at the Center, including all general education courses as designated in crosswalks between Prince George's Community College and Howard Community College and Morgan. No additional general education course should be required of students who transfer to Morgan under the terms of this AGREEMENT.
- C. All articulated credits shall be reflected in the course crosswalk developed between Prince George's Community College, Howard Community College, and Morgan and are expressly incorporated by reference in this AGREEMENT.
- D. Students who are eligible to participate in programs covered by this AGREEMENT must, prior to enrolling in upper division courses offered by Morgan in Engineering, Psychology, or any other Morgan baccalaureate program offered at the Center must complete an Associate Degree from the community college in which they are currently matriculating.
- E. Morgan agrees that any and all baccalaureate degree programs including but not necessarily limited to Engineering and Psychology, shall have met all appropriate provisions as outlined in Morgan's Board of Regents Policies, particularly, Morgan State University's Transfer Policy, and all applicable statutes, regulations and guidelines as prescribed by the Maryland Higher Education Commission (MHEC).

1.3 Application Processes, Tuition & Fees

- A. Students who are pursuing associate degrees at Prince George's Community College, at Howard Community College, or students who are attending classes at the Center and who are interested in earning the Bachelor of Science in Engineering or the Bachelor of Arts in Psychology or any other bachelor's degree that may be offered by Morgan at the Center shall apply directly to Morgan at http://www.morgan.edu/admissions/undergraduate_admissions/apply.html for

- admission to Morgan and to the selected degree program(s).
- B. Once admitted to Morgan, students shall register for upper division courses in Engineering, Psychology, or other bachelor degree program(s) that may be offered by Morgan at the Center in accordance with the policies, procedures, and schedule of classes established by Office of Records and Registration at Morgan.
 - C. Students at the Center may also register online for Morgan's upper division courses at the Center in accordance with the policies, procedures, and schedule of classes established by Office of Records and Registration at Morgan.
 - D. Once admitted to Morgan, students are responsible for paying all tuition and fees directly to Morgan subject to the Tuition & Fees Schedule published for the semester that the student is enrolled in classes offered by Morgan in accordance with the policies, procedures and schedule of payments established by the Office of the Bursar at Morgan.
 - E. Nothing in this AGREEMENT is meant to be construed as prohibiting students pursuing bachelor's degrees from Morgan at the Center from being eligible for scholarships, grants, loans, nor any other form of financial aid to which all other Morgan students might qualify; however, students must complete any and all necessary applications, forms, or documents that all other Morgan students must complete for any scholarships, grants, loans, or other form of financial aid.
 - F. Nothing in this AGREEMENT is meant to be construed as prohibiting the establishment of special scholarships, grants, loans, or other forms of financial aid designed to the goals of this AGREEMENT.

1.4 Morgan Student Support Services

- A. Once admitted to Morgan and upon securing a Morgan student identification card, the Bear Necessity Card, students pursuing Morgan baccalaureate degrees by enrolling in upper division courses at the Center will have all of the privileges afforded to all other Morgan students including appropriate use of Morgan's facilities, educational and learning resources, social and cultural events, and all available student support services.
- B. Students pursuing Morgan baccalaureate degrees by enrolling in upper division courses at the Center will have access from any internet browser to Morgan's Inter-Library Loan Internet Accessible Database (ILLIAD) a web-based interface that allow access to the Morgan library interlibrary loan service.
- C. Morgan will provide the equipment, instruments, and/or software sufficient to support the delivery of quality laboratory, clinical, or experimental instructional experiences equivalent to those afforded to all other Morgan students majoring in Engineering or Psychology.
- D. Morgan will provide access to Morgan's bookstore services for students enrolled in upper division courses offered by Morgan at the Center. Students may purchase their texts and learning resources through Morgan's bookstore, in person or online.

- E. Morgan shall be responsible for hiring the faculty to teach Morgan's upper division courses offered at the Center, and those individuals shall at all times be employees of Morgan.
- F. Morgan will provide appropriate professional staff from Morgan to conduct on-site registration, academic advising, and business office services according to a published schedule of such services for students who are pursuing baccalaureate degrees at Morgan by enrolling in upper division courses at the Center.
- G. Morgan shall provide a master schedule of classes that is accessible by all Morgan students, faculty, and staff by March 1 and October 1 for the upcoming academic semesters for the purposes of scheduling and marketing the upper division courses offered at the Center.
- H. Morgan, at its sole discretion, will provide public relations outreach, marketing resources, and recruitment efforts necessary to promote the purpose and goals of this AGREEMENT.
- I. Morgan shall retain at all times the ultimate authority over all admission and subsequent academic decisions respective to its institution.

ARTICLE 2 CENTER'S RESPONSIBILITIES

- 2.1 The Center agrees to collaborate with Morgan to permit upper division courses leading to select baccalaureate degrees offered by Morgan to be taught at the Center by Morgan faculty members.
- 2.2 The Center will not enter into an agreement with another post-secondary institution to offer a bachelor's degree in Engineering nor a bachelor's degree in Psychology nor other bachelor's degree programs that duplicate those offered by Morgan at the Center without providing an opportunity for Morgan to discuss and resolve any programming and/ or scheduling issues with appropriate administrative personnel at the Center.
- 2.3 The Center will provide access to students enrolled in upper division courses offered by Morgan at the Center to the colleges' library and library services, including internet access through the open computer laboratories.
- 2.4 The Center will provide advising services for its respective students through Prince George's Community College's and Howard Community College's Student Services Division about: the availability of degree programs at the Center; how students can gain maximum transferability of credit to Engineering, Psychology, and other bachelor degree programs that may be offered by Morgan at the Center; and how to contact Morgan for admissions and/or course registration.
- 2.5 The Center will promote Morgan's Bachelor of Science degree in Engineering,

Bachelor of Arts degree in Psychology, and any other bachelor degree programs that may be offered by Morgan to students through the Center with regular marketing conducted by the Center, Prince George's Community College, and Howard Community College as is financially feasible.

- 2.6 The Center shall have sole responsibility for the safety and security of the students enrolled in Morgan's upper division courses at the Center; and the Center shall have sole responsibility for housekeeping for classrooms, laboratories, and other instructional and/ or office space located at 312 Marshall Avenue, Suite 205 Laurel, Maryland, 20707.

ARTICLE 3 MORGAN and the CENTER'S MUTUAL COOPERATION

- 3.1 Subject to the availability of office space, the Center shall provide free of charge appropriate space for Morgan's faculty and/ or staff at the Center to conduct admissions, advising, registration, instruction or tutoring. Morgan agrees that it is the intention of the parties after the first year of this AGREEMENT, to develop a separate agreement for the rental of classroom and laboratory room. The terms and conditions of that separate rental agreement shall be executed by the Parties. It is also understood that if the terms and conditions of the separate rental agreement are not worked out, that either Party may terminate this AGREEMENT.
- 3.2 Morgan and the Center agree to provide appropriate training for their respective professional staff in order to facilitate the accurate and timely admission, advising, and enrollment of students pursuing upper division courses at the Center leading bachelor degrees from Morgan.
- 3.3 The Center and Morgan shall each designate a liaison in order to facilitate the purpose and goals of this AGREEMENT and to facilitate communication to appropriate personnel in their respective institutions are aware of this AGREEMENT including, but not limited to, the admission and advising staff, transfer coordinators, and appropriate faculty and deans.
- 3.4 Morgan's and the Center's liaisons shall meet as necessary but no less than a minimum of twice in the fall and twice in the spring semesters in order to:
- review and evaluate the progress of the collaboration;
 - review data and develop reports on the progress of the collaboration as may be required by Center's Policy and Coordinating Council or other state and institutional assemblies;
 - address student needs and challenges; and,
 - address disputes that may arise between and/ or among students and faculty or that may arise between or among the institutions regarding

aspect of this AGREEMENT.

- 3.5 The liaisons responsible for obligations pursuant to §§ 3.2, 3.3, and 3.4 of this AGREEMENT are:

For MORGAN:

Kara Turner, Ph.D.
Vice President for Enrollment Management
and Student Success
Truth Hall Room 409
Morgan State University
1700 E. Cold Spring Lane
Baltimore, MD 21251
Ph: (443) 885-3126
kara.turner@morgan.edu

For the CENTER:

Asiah M. Mason, Ph.D.
Director of College Partnerships
The Laurel College Center
312 Marshall Avenue, Suite 205
Laurel, MD 20707
Ph: (443) 518-4500
masonam@pgcc.edu

- 3.6 As Morgan students, students enrolled in Morgan's upper division courses at the Center are subject to Morgan's student conduct, academic policies and procedures published in Morgan's current undergraduate catalog and for matters specifically related to its degree programs as published by its respective departments.
- 3.7 Morgan, Howard Community College and Prince George's County Community College each retain at all times the ultimate authority over all admission and subsequent academic decisions respective to its institution.

ARTICLE 4 PRINCE GEORGE'S COUNTY COMMUNITY COLLEGE'S RESPONSIBILITIES

- 4.1 Prince George's Community College, along with Howard Community College, will be the sole providers of lower division courses at the Center.
- 4.2 Prince George's Community College will provide access to students enrolled in upper division courses offered by Morgan at the Center to the colleges' library and library services, including internet access through the open computer laboratories.

- 4.3 Prince George's Community College will provide advising services for its respective students through Prince George's Community College's Student Services Division about: the availability of degree programs at the Center; how students can gain maximum transferability of credit to Engineering, Psychology, and other bachelor degree programs that may be offered by Morgan at the Center; and how to contact Morgan for admissions and/or course registration.
- 4.4 Prince George's Community College will promote Morgan's Bachelor of Science degree in Engineering, and Bachelor of Arts degree in Psychology, and any other bachelor degree programs that may be offered by Morgan being offered to students through the Center with regular marketing conducted by the Center, Prince George's Community College, and Howard Community College as is financially feasible.

ARTICLE 5 HOWARD COMMUNITY COLLEGE'S RESPONSIBILITIES

- 5.1 Howard Community College, along with Prince George's Community College, will be the sole providers of lower division courses at the Center.
- 5.2 Howard Community College will provide access to students enrolled in upper division courses offered by Morgan at the Center to the colleges' library and library services, including internet access through the open computer laboratories.
- 5.3 Howard Community College will provide advising services for its respective students through Howard Community College's Student Services Division about: the availability of degree programs at the Center; how students can gain maximum transferability of credit to Engineering, Psychology, and other bachelor degree programs that may be offered by Morgan at the Center; and how to contact Morgan for admissions and/or course registration.
- 5.4 Howard Community College will promote Morgan's Bachelor of Science degree in Engineering, and Bachelor of Arts degree in Psychology, and any other bachelor degree programs that may be offered by Morgan being offered to students through the Center with regular marketing conducted by the Center, Prince George's Community College, and Howard Community College as is financially feasible.

ARTICLE 6 CONTEXT and GENERAL TENETS

- 6.1 Morgan represents and warrants that it is an agency and instrumentality of the State of Maryland, acting in its higher education capacity, and has the legal capacity to enter into this AGREEMENT. Nothing in the terms of this AGREEMENT shall abrogate the responsibilities assigned to Morgan under applicable state and federal laws and regulations, or the policies of Morgan's Board of Regents for the development of curricula, the assessment of student learning, the transfer of students, nor the award of academic degrees.
- 6.2 The Center represents and warrants that it is established by the State of Maryland through the Annotated Code of Maryland, Education Article, Sections 10-212 and 16- 202, and has the legal capacity to enter into this AGREEMENT.
- 6.3 Howard Community College represents and warrants that it is an agency and instrumentality of the State of Maryland, acting in its higher education capacity, and has the legal capacity to enter into this AGREEMENT.
- 6.4 Prince George's County Community College represents and warrants that it is an agency and instrumentality of the State of Maryland, acting in its higher education capacity, and has the legal capacity to enter into this AGREEMENT.
- 6.5 Notwithstanding any other provision of this AGREEMENT, all information relating to student educational records shall be treated in accordance with Maryland law and the Federal Educational Rights and Privacy Act (FERPA).
- 6.6 Nothing in the terms of this AGREEMENT shall abrogate the responsibilities assigned to the Center by its founding partners, Prince George's Community College and Howard Community College, nor abrogate the Center's responsibilities as a Maryland Regional Higher Education Center.
- 6.7 Nothing in this AGREEMENT shall be deemed or implied to create a joint venture or partnership of any kind among Morgan, Prince George's Community College, Howard Community College, or the Center. Neither Morgan, Prince George's Community College, Howard Community College, nor the Center shall have the right to contract on behalf of or bind the other party or make any commitment, representation or warranty for or on behalf of the other party.
- 6.8 This AGREEMENT shall be effective upon its mutual signing and remain in effect for a period of five (5) years, and may be amended or extended upon written agreement by the parties.
- 6.9 Either Morgan or the Center may initiate the termination of this AGREEMENT by providing sixty (60) days written notice to the other party. If this AGREEMENT is terminated, all students identified on or before the effective date of termination will be able to complete their studies in accordance with the terms of this AGREEMENT that are relevant to their specific circumstances.
- 6.10 The AGREEMENT will be governed by the laws of the State of Maryland.
- 6.11 Neither Morgan, the Center, Prince George's Community College, nor Howard Community College shall use any identifying marks of the other without the express written permission of the other party.

- 6.12 **Morgan, the Center, Prince George's Community College, and Howard Community College subscribe to a policy of equal opportunity and shall not discriminate on the basis of age, race, gender, religion, national origin, marital status, sexual orientation, veteran status or physical disability.**
- 6.13 **If any section or provision of this AGREEMENT is held illegal, unenforceable or in conflict with any law by a court of competent jurisdiction, such section or provision shall be deemed severed and the validity of the remainder of this AGREEMENT shall not be affected thereby.**
- 6.14 **This AGREEMENT contains the entire agreement between the parties and shall not be modified, amended, or supplemented, or any rights herein waived, unless such amendment or modification to this AGREEMENT (i) is in writing; (ii) refers to this AGREEMENT; and (iii) is executed by an authorized representative of each party. This AGREEMENT supersedes any and all previous agreements, whether written or oral between the parties.**
- 6.15 **In the event that the parties collaborate in the development of intellectual property, including but not limited to, licenses, patents, and inventions, the ownership rights to the intellectual property shall be defined in writing by a separate agreement to be executed by the appropriate administrative officials at Morgan, the Center, Prince George's Community College, and Howard Community College.**
- 6.16 **All notices under this Agreement must be in writing and sent by mail and electronic mail as follows:**


**Morgan State University
Vice President for Academic
Affairs/Provost Room 300 Truth Hall
1700 East Cold
Spring Lane
Baltimore, MD 21251**

**Prince George's Community
College Vice President for
Academic Affairs Room 125
Kent Hall
301 Largo Road
Largo MD 20774**

**Howard Community College
Vice President for Academic
Affairs 10901 Little Patuxent
Parkway Columbia, MD 1044**


**Laurel College Center
Program Director
312 Marshall Avenue, Suite 205
Laurel, MD 20707**

NOW, THEREFORE this AGREEMENT is approved and shall be effective upon the date of the signatures of the Morgan State University, Laurel College Center, Prince George's Community College, and Howard Community College.

DocuSigned by:

794850100CE687A
David Wilson
President
Morgan State University

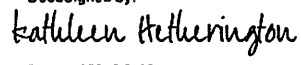
06-20-2017 | 3:35:59 PM EDT

Date

DocuSigned by:

0E58F10CE884DE
Nancy L. Grinberg
Program Director
Laurel College Center


06-21-2017 | 11:11:01 AM EDT

Date

DocuSigned by:

092431275AD7425
Kathleen Hetherington
President
Howard Community College

06-27-2017 | 5:51:34 PM EDT

Date

DocuSigned by:

1F10P5807A2438
Charlene M. Dukes
President
Prince George's Community College

06-26-2017 | 8:24:15 PM EDT

Date