

MARYLAND HIGHER EDUCATION COMMISSION ACADEMIC PROGRAM PROPOSAL

New Area of Concentration Within an Existing Program (as outlined in COMAR 13B.02.03.02B)

**Mount St. Mary's University
College of Liberal Arts, Department of History**

Concentration in Applied History—History and Business

Submitted by:

The History Department

Formulated by the Applied History Committee:

Michelle Patterson (co-chair), Gregory Murry (co-chair), Charles Strauss, Timothy Fritz, and
Samantha Rife

Revised October 2017

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

- 1. Provide a description of the program, including each area of concentration, and how it relates to the institution's approved mission.*
- 2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.*

Mount St. Mary's University's Department of History proposes a new concentration in Applied History to provide our students with expanded opportunities for innovative academic investigations and potential career pathways while retaining a fundamental grounding in historical scholarship. The goal of the new program is to incorporate the traditional focus areas of Applied History (archival research, museum studies, preservation, public history, etc.) with the modern tools of the historian's craft.

History and Business: This concentration track will focus on the application of historical research methodologies, tools and technologies in business analysis and decision making. This innovative, interdisciplinary framework will prepare students for professional work in international business, business analytics, information and knowledge management, and historical consulting by interweaving historical methodologies with a foundation in modern business practices.

Our mission statement calls on us to prepare students to “see and seek to resolve the problems facing humanity, and who commit themselves to live as responsible citizens.” The Concentration in Applied History, in concert with the core curriculum, helps fulfill this mission by providing students with the traditional critical thinking skills of history majors and the technical problem solving skills of pre-professional programs.

Students in the Applied History concentration will meet the following Goals and Objectives of the Undergraduate Program

3. Master the skills of analysis, interpretation, communication, and problem solving.
4. Understand the purposes and concepts of at least one major field of study and become proficient in its methodology.

B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

- 1. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.*
- 2. Describe the educational objectives and intended student learning outcomes.*
- 3. Discuss how general education requirements will be met, if applicable.*
- 4. Identify any specialized accreditation or graduate certification requirements for this program and its students. (not applicable)*
- 5. If contracting with another institution or non-collegiate organization, provide a copy of the written contract. (not applicable)*

1. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

History and Business Track

The curriculum draws upon regular course offerings from Business and History. Students who complete the Applied History Concentration with a History and Business track will be required to take 36 credits in History and an additional 24 credits in the concentration. Full course descriptions follow the table.

Concentration Requirements – History and Business Track

History Requirements (36 credits)

WCIV 102 Origins	3
WCIV 201 Western Imagination	3
AMER 202 America and the World	3
HIST 3XX Global Encounters	3
HIST 202 Making History	3
HIST 350 Historical Methods	3
History Elective	3
History Elective	3
HIST 498 Senior Seminar	3
2 North American History Courses	6
1 European History Course	3

Concentration Requirements (15 credits)

ACCT 101 Accounting Principles I	3
BUS 250 Introduction to Business and Decision Making	3
BUS 311 Information Systems	3
HIST 480 Internship with Business Component	3
HIST 480 Internship with History Component	3

Concentration Electives (9 credits)

BUS 301 Business Law	3
BUS 307 Business Management and Organization	3
BUS 313 Principles of Marketing	3
BUS 322 Thinking Strategically: An Introduction to Game Theory	3
BUS 334 Introduction to Nonprofit Management	3
BUS 347 Data Mining	3

Concentration Requirements (15 credits)

ACCT 101 Accounting Principles I (3)	
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A study of fundamental accounting principles, accumulation of financial data, preparation of financial statements and the use and interpretation of financial statements. (Fall and Spring)

BUS 250 Introduction to Business and Decision Making (3)

An exploration into the modern world of business from innovation and entrepreneurship, to small business development, financing, accounting, management, marketing, operations, and more. Students discover the essential roles of methodologically sound problem solving, numeric analysis, critical thinking, and decision making. The course is a valuable foundation for 300-level business courses and overall academic development at the Mount. Business and non-business students are welcome. Majors should take by the end of the sophomore year. (Fall and Spring)

BUS 311 Information Systems

An introduction to the essential role of information and its management in the modern corporation. Emphasis is on computer-based information systems. Surveys several topics including systems development, database, hardware and software concepts, the Internet and e-commerce, and ethical implications of information systems development. (Fall and Spring)

HIST 480 Internship with Business Component (3)

Work experience that includes a practical application of business practices. (Fall and Spring)

HIST 480 Internship With History Component (3)

Work experience that involves the practical application of historical skills. (Fall and Spring)

Concentration Electives (16 credits)

BUS 301 Business Law (3)

Introduction to legal rights and remedies. An analysis and study of the law of contracts, agency, employment, negotiable instruments, personal property, sales and insurance. (Fall)

BUS 307 Business management and Organization (3)

This course builds understanding and knowledge by examining management principles, theory and practice in the functional areas of planning, organizing, leading and evaluation. The global environment, ethical behavior, and corporate social responsibility provide the framework from which to analyze managerial challenges and decision-making. Practical application includes case analysis and current events Prerequisite: BUS

250 or permission of instructor; junior level standing or permission of instructor. (Fall and Spring)

BUS 313 Principles of Marketing (3)

An examination of the problems faced by the marketing manager in making decisions concerning markets, products, prices, channels, promotion and basic marketing strategy. Findings from the behavioral sciences will be applied to practical marketing problems. Prerequisite: BUS 250 or permission of instructor; junior level standing or permission of instructor. (Fall and Spring)

BUS 322 Thinking Strategically: An Introduction to Game Theory (3)

An examination of game theory applications in business, economics and political science. A study of strategy in elections, legislative voting, bargaining, auctions, cooperative business ventures and economic decisions. Only high school-level math required. (As needed)

BUS 334 Introduction to Non-Profit Management (3)

A survey course designed to introduce students to the nonprofit sector. During this course, we will explore the history and trends of nonprofit organizations in the United States; their relationship to government, business and society; and also discuss the internationalization of the nonprofit community. This course will discuss the unique management issues related to nonprofits, including volunteerism, financial management and the key motivating factor of mission in place of profit. Throughout, the student will learn that nonprofits are held to a higher standard of ethics and in turn can influence society. (As needed)

BUS 347 Data Mining (3)

Data mining explores and analyzes large datasets with the goal of discovering meaningful patterns and rules. This course focuses on data mining techniques, including both supervised learning and unsupervised learning methods. Students will use modern data mining software to analyze datasets. Prerequisite: BUS320 or permission of instructor. (As needed)

2. Educational Objectives and Student Learning Outcomes

The Applied history concentrations prepare students for entry-level professional practice in applied history in a variety of areas including nonprofit management and development, international business, business analytics, information and knowledge management, programming, software design, museums, historical organizations, archives, and library science. The concentrations also provide solid preparation for graduate-level study in these same areas.

Educational objectives of the History and Business track are:

- a. Demonstrate an understanding of the basic concepts of business management and applied history.
- b. Implement strategic management and planning skills to effectively manage an organization or program, being cognizant of ethical and value concerns
- c. Apply analytical methodologies to assess data and solve problems.
- d. Develop oral and written communication skills that prepare students to communicate effectively.
- e. Understand career paths related to public history and effectively search for relevant employment opportunities.

Student Learning Outcomes

The Applied history concentration with a History and Business track graduates students who:

LO1: demonstrate an understanding of the basic concepts of business, and applied history

LO2: have the ability to apply the tools and techniques of applied history to effectively investigate and solve technical problems

LO3: have the ability to communicate technical ideas from applied history with precision and clarity

LO4: understand the aptitudes needed for success in applied history professions

3. Discuss how general education requirements will be met, if applicable.

History Major w/Applied History Business Concentration

<i>Freshman Year</i>	
<i>Fall Semester</i>	<i>Spring Semester</i>
FSYM 101 First-Year Symposium	WCIV 102 Origins of the West
World Languages I	PHIL 103 Foundations of Philosophy
Foundation of Social Science	World Languages II
History Elective	History Elective
BUS 250 Introduction to Business and Decision Making	Elective

<i>Sophomore Year</i>	
<i>Fall Semester</i>	<i>Spring Semester</i>
WCIV 201 The Western Imagination	THEOL 220 Belief in Today's World
PHIL 203 Philosophy in the Modern Age	AMER 202 America in the World
Mathematical Thinking (either semester)	Concentration Elective
HIST 202: Making History (either semester)	History Elective
ACCT 101 Accounting Principles I	Elective

<i>Junior Year</i>	
<i>Fall Semester</i>	<i>Spring Semester</i>
Modernity in Art, Music, Lit, or Theatre	History Global Encounters
THEOL 320 Encountering Christ	Ethics and the Human Good
Lab Science (either semester)	HIST 350: Historical Methods
HIST 480: History Internship (3 credits)	Concentration Elective
BUS 311 Information Systems	Elective

<i>Senior Year</i>	
<i>Fall Semester</i>	<i>Spring Semester</i>
HIST 498: Senior Seminar	History Elective
History Elective (Digital tagged)	History Elective
Concentration Elective	HIST 480: History Internship w/a Business Focus (3 credits)
Elective	Elective
Elective	Elective

4. Identify any specialized accreditation or graduate certification requirements for this program and its students.

There are no specialized accreditation or graduate certification requirements for this program and its students.

5. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

We currently do not contemplate contracting with another institution or non-collegiate organization in connection with this proposed program.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

- a. The need for the advancement and evolution of knowledge;*
- b. Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;*
- c. The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.*

A. The need for advancement and evolution of knowledge

At present, history majors who wish to pursue careers outside of teaching and graduate school face a workforce heavily predominated by STEM occupations. Many students have to adapt skills from courses within several disciplines such as Business to meet the demands of the current workplace. Several studies have shown that majority of employers require foundational or "soft" skills, such as those provided by traditional liberal arts degrees. Even the most technical careers typically require these soft skills. The Mount will benefit its students by offering this combination of hard and soft skills.

2. *Provide evidence that the perceived need is consistent with the [Maryland Ready 2013-2017 Maryland State Plan for Postsecondary Education](#)*

The proposed program aligns with *Maryland Ready*, the 2013–2017 Maryland State Plan for Postsecondary Education. Our proposed program makes Mount students competitive in the evolving job market through its emphasis on competency-based

learning, which is consistent with Goal 1 of the State Plan, “Quality and Effectiveness.”¹ Similarly, the proposed program is consistent with Goal 4, “Innovation.”² Goal 5, “Economic Growth and Vitality,” is centered on supporting a knowledge-based economy through increased education and training.

Likewise, the Applied History Concentration also supports the State’s retention efforts outlined in Goal 4. Several studies have proven that by integrating applied/public history techniques throughout the undergraduate curriculum, students become more engaged in their classes, and the number of declared history majors increases significantly as well.³ Corresponding research also indicates that students who get involved in hands-on research early on in their undergraduate careers are not only more likely to graduate, but also tend to graduate with significantly higher grade point averages than students who do not participate in research.⁴ Since a key aspect of public/applied history is its hands-on component, integrating public/applied history into the undergraduate program will benefit students and departments in ways that far exceed career or graduate program preparation.

D. Quantifiable and reliable evidence and documentation of market supply & demand in the region and State:

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

¹ This asserts that Maryland will enhance its array of postsecondary education programs to more effectively fulfill the evolving educational needs of its students, the state, and the nation.

² Articulates Maryland’s aspiration to be “a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with state goals, increase student engagement, and improve learning outcomes...”

³ Deborah Welch, “Teaching Public History: Strategies for Undergraduate Program Development,” *Public Historian* 25:1 (Winter 2003): 71-83. Association of American Colleges and Universities, “The Student as Scholar: Undergraduate Research and Creative Practice,” Long Beach, California, April 19-21, 2007 (http://www.aacu.org/meetings/undergraduate_research/index.cfm, accessed March 15, 2016).

⁴ Association of American Colleges and Universities, “The Student as Scholar: Undergraduate Research and Creative Practice,” Long Beach, California, April 19-21, 2007 (http://www.aacu.org/meetings/undergraduate_research/index.cfm, accessed March 15, 2016).

The traditional applied/public history sector in the United States employs a steadily increasing segment of the nation's working population. Recent research conducted by the American Alliance of Museums found that museums employ more than 400,000 Americans and directly contribute \$21 billion to the U.S. economy each year and billions more through indirect spending by their visitors.⁵ Arts and cultural production constitute 4.32% of the entire U.S. economy, a \$698 billion industry, more than construction (\$586.7 billion) or transportation and warehousing (\$464 billion).⁶ And 4.7 million workers are employed in the production of arts and cultural goods, receiving \$334.9 billion in compensation.⁷ The nonprofit arts and culture industry annually generates over \$135 billion in economic activity, supports more than 4.1 million full-time jobs and returns over \$22 billion in local, state and federal tax revenues.⁸ Arts and cultural spending has a ripple effect on the overall economy, boosting both commodities and jobs. For example, for every 100 jobs created from new demand for the arts, 62 additional jobs are also created.⁹

For the History and Business track, several studies have found that an increasing number of History majors graduate and go into business. A recent survey at Vanderbilt, for example, found that 30% of their history graduates worked in business.¹⁰ The History and Business track will largely be geared towards those students interested in Museum/Historical site management and the non-profit sector.

The job outlook for Museums and Historical sites has already been shown. Likewise, the nonprofit sector in the United States employs a steadily increasing segment of the nation's working population. Recent research conducted by Maryland Nonprofits found that Nonprofits employ 1 out of every 10 workers in the region. That's almost 650,000 workers in the District of Columbia, Maryland, and Virginia.¹¹

Nonprofits in the region were also found to contribute over \$112.3 billion dollars per year to the economy through wages paid, retail and wholesale purchases, and professional service contracts, contributing 12.4 percent of the region's gross domestic

⁵ American Alliance of Museums 'Museum Financial Information Survey' (2009)

⁶ NEA Guide to the U.S. Arts and Cultural Production Satellite Account

⁷ *Ibid.*

⁸ Americans for the Arts 'Arts and Economic Prosperity IV' (2012)

⁹ NEA Guide to the U.S. Arts and Cultural Production Satellite Account

¹⁰ History Majors in the Job Market, Vanderbilt University

(<http://as.vanderbilt.edu/history/undergraduate/job.php>, accessed March 29, 2016)

¹¹ Maryland Association of Nonprofits, *Nonprofits Count: The Economic & Social Impact of Nonprofits in Maryland, the District of Columbia and Virginia*, Accessed at:

<https://marylandnonprofits.app.box.com/s/tdt3jv2nmhg30ho6m9dvt9xchtgvtiv>

product. In 2013, the region’s nonprofits held over \$237 billion in assets, up from \$127 billion in 2003. The nonprofit sector is the second largest industry in the region in terms of employment, behind only the retail industry. Nonprofit employment in the region increased on average by 11 percent from 2007 to 2012, while employment in the for-profit sector decreased during the same period (-1.7 percent).¹²

In response to the increasing demands, 58 percent of nonprofits reported adding or expanding their program and services in 2014, and 52 percent reported collaborating with other organizations to improve and/or increase their offered programs and services.¹³

Nonprofits are showing slow yet positive signs of economic recovery, with almost 48 percent reporting that they hired staff for new positions, and 37 percent reporting they were able to invest money and time in staff professional development. Thirty-two (32) percent reported they were able to give Cost-of-Living Adjustment (COLA) salary increases in the last 12 months.¹⁴

2. *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.*

Over the next decade, applied/public history is projected to be a steadily growing profession. Applied History is not listed as a profession in the Bureau of Labor Statistics’ (BLS) Occupational Outlook Handbook but similar occupations within history, museum, preservation, and library and archival science show ten-year growth rates of 2 – 7% which exceeds the average projected growth rate for all occupations (2.75%; Table 1). BLS estimates that 4,900 new positions will be created in these fields across the U.S. Within Maryland the picture is even more positive. Rapid expansion in several applied/public history fields is anticipated at least through the year 2024 with growth rates ranging from 10 to 18% (Table 2).

Table 1. Number of employees nationwide in traditional Applied/Public History related professions in 2014 and estimated for 2024. Source: U.S. Bureau of Labor Statistics, Employment Projections program.

Occupational Title	Employment,	Projected	Change, 2014-24
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¹² Ibid.

¹³ Ibid.

¹⁴ Ibid.

2014		Employment, 2024		
			<i>Percent</i>	<i>Numeric</i>
Historians	3,500	3,600	2.9%	100
Archivists, Curators, and Museum Workers	31,300	33,400	6.7%	2,100
Librarians	143,100	145,800	1.9%	2,700
Totals	177,900	182,800	2.75%	4,900

Table 2. Number of Maryland employees in traditional Applied/Public History related professions in 2014 and estimated for 2024. Source: MD Dept. of Labor, Licensing and Regulation, <http://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>

Occupation	2014	Projected, 2024	Change, 2014-24	
			Percent	Numeric
Historians	70	80	14.29%	10
Museum Technicians & Conservators	528	583	10.42%	55
Archivists	269	318	18.22%	49
Librarians, Curators and Archivists	8,237	9,660	17.28%	1,423
Totals	9,104	10,641	16.88%	1,537

Within the individual Applied History Concentration tracks, the job opportunities rise significantly. Even within the traditional Applied/Public History fields, Museums and historical sites have been avidly pursuing increased digital and mobile interactivity.

3. *Data showing the current and projected supply of prospective graduates.*

At this time, the concentration is driven by market demand and we believe there is a strong student interest. We surveyed all current History majors in fall 2016 and found a strong interest in the proposed concentration tracks, with approximately 50% expressing interest in such a program.

At this time, we estimate that the Applied History Concentration in Business tracks will have 2 students in the first year and consistently 5 for the following 4 years.¹⁵ This research stems from the growing industry demand for people with this skill set. As stated above, according to the Bureau of Labor Statistics, the mid-Atlantic region, specifically Maryland and Washington DC, represents a growing market for applied history specialists with skills in computer science and business.

E. Reasonableness of program duplication:

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

Within Maryland there are only four institutions that offer a traditional Undergraduate program in applied/public history: University of Maryland Baltimore County, Hood College, Frostburg State, and Stevenson University.

However, the MSMU applied history concentration is not a traditional applied history curriculum, but rather an interdisciplinary concentration that builds skills that are increasingly relevant in the 21st-century labor market. This program, therefore, does not duplicate any regional program.

Table 6. List of Undergraduate programs in Applied/Public History within Maryland. Source: MHEC list of academic programs, accessed 31 October 2016; http://data.mhec.state.md.us/mac_Trend.asp#trend

Institution	Program Name	Program Offered
University of Maryland Baltimore County	Public History	Minor
Hood College	Public History	Concentration
Frostburg State	Public History	Concentration

¹⁵ Projected enrollment is based upon Fall 2016 History major student survey. Given that there is no comparable program in Maryland, there was no data to provide baseline enrollment figures.

Stevenson University	Public History	Major, Bachelor's Degree
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F. Relevance to Historically Black Institutions (HBIs)

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

We do not anticipate any impact on programs at HBI's.

2. *Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs. Not applicable.*

We do not anticipate any impact on HBI's.

G. Adequacy of library resources (as outlined in COMAR 13B.02.03.12)

Mount St. Mary's University's Hugh J. Phillips Library currently contains about 200,000 bound volumes and a rapidly expanding collection of scholarly information databases that provide convenient access to e-books, journal articles and a variety of data sources. Included in our e-library are more than 25,000 professional and scholarly journal publications that are carefully chosen to support each of the University's academic programs.

The library has an excellent E-resources collection that supports Education, Business, Theology and Sociology. The collection includes all the concentration databases in each of these disciplines including the complete JSTOR back files. Content from Sage, EBSCO, ProQuest, Duke e-journals, ATLA and many others is available from the library's website <http://libguides.msmary.edu/databases>. The library recently implemented the *EBSCO Discovery Service* that performs a single search of all library resources from one search interface. Funding is being requested for some new applied history-related subscriptions.

Our library staff includes four faculty librarians who provide research assistance and information literacy instruction to individuals and groups. A faculty librarian with theological training maintains the theology collection of approximately 46,000 volumes. Our main desk services, resource acquisitions, cataloging and interlibrary loans are provided by four highly competent, student/faculty-focused employees, with the help of several dedicated student assistants.

The Phillips Library is a founding member of the Maryland Interlibrary Consortium and collaborates with Hood College, Baltimore International College, Washington Adventist University (formerly Columbia Union College), Loyola College-Notre Dame University Library, and Stevenson University. Through this consortium, Mount students and faculty have direct access to the collections of each member library through electronic and physical delivery services. The average delivery time for print materials is within 24hours.

Table 7. 2015-2016 Library Expenditures	
Volumes	149,287
Per FTE student	72
Journal Titles-Paper	233
Journal Titles-Digital	26,544
Librarian Research Transactions	1,068
Participation in Instruction Services	1,210
Databases	130
Videos	1,500
Total Library Expenditures	\$862,-061
Library expenditures per FTE student	\$ 413
<i>Source: Mount St. Mary's Factbook 2017</i>	

J. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

The existing physical facilities, which include a new computer lab, 3D printing capabilities and Adobe Suite, are adequate for this program.

K. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14).

1. Complete [Table 8: Resources \(pdf\)](#) and [Table 9: Expenditure \(pdf\)](#). [Finance data\(pdf\)](#) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.
2. Provide a narrative rationale for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

TABLE 8: RESOURCES						
Resources Categories	Year 0 (2017-18)	Year 1 (2018-19)	Year 2 (2019-20)	Year 3 (2020-21)	Year 4 (2021-22)	Year 5 (2022-23)
1. Reallocated Funds	0	\$6800 (adjunct salary)	\$6800 (adjunct salary)	\$6800 (adjunct salary)	\$6800 (adjunct salary)	\$6800 (adjunct salary)
2. Tuition/Fee Revenue (c+g below)	0	0	0	0	0	0
a. # F.T. Students	0	2	5	5	5	5
b. Annual Tuition/ Fee Rate (Discounted rate) from 2017 Fact Book		20,275	21,502	21,933	22,371	22,818
c. Annual Full Time Revenue (a x b)	0	40,550	107,510	109,660	111,853	114,090
d. # Part Time Students	0	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0	0
f. Annual Credit Hours	0	0	0	0	0	0
g. Total Part Time Revenue (d x e x f)	0	0	0	0	0	0

3. Grants, Contracts, & Other External Sources	0	0	0	0	0	0
4. Other Sources	0	0	0	0	0	0
TOTAL (Add 1-4)	0	47,350	114,310	116,460	118,653	120,890

Explanation of Resources

L. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

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

1. Middle States Accreditation
2. Course evaluations
3. Faculty reviews
4. Program assessment and five-year reviews

The program will be part of the Middle States Accreditation of the university. Course evaluations will be completed for each course as designated by the College/School in which the course resides and the university. Full-time faculty are reviewed at least every five years. Part-time faculty are reviewed on a course/semester basis. Each program is reviewed every five years, using an outside consultant. The following table details the department assessment for the program, with each Learning Outcome being assessed at least once in a five-year period.

Table 9: Learning Outcomes for Business and History Concentration

Learning Outcome	Assessment	Benchmark	Timing
Demonstrate an understanding of the basic concepts of business, and applied history	Coursework in Business concentration	Successful completion of courses in Business concentration	By graduation
Have the ability to apply the tools and techniques of applied history to effectively investigate and solve technical problems	Senior Portfolio: business internship reflection paper	Ability to solve real world problem during internship	By graduation
Have the ability to communicate technical ideas from applied history with precision and clarity	Senior Portfolio: paper from Senior Seminar	Evidence of clear expository writing	By graduation
Understand the aptitudes needed for success in applied history professions	Senior Portfolio: professional development assignments from major courses	Completed resume, cover letter, and career plan	By graduation

TABLE 9: EXPENDITURES Applied History w/a Business Concentration						
Expenditure Categories	Year 0 (2017-18)	Year 1 (2018-19)	Year 2 (2019-20)	Year 3 (2020-21)	Year 4 (2021-22)	Year 5 (2022-23)
1. Faculty	0	0	0	0	0	0
a. # FTE	0	0	0	0	0	0
b. Total Salary	0	0	0	0	0	0
c. Total Benefits	0	0	0	0	0	0
2. Admin. Staff	0	0	0	0	0	0
a. # FTE	0	0	0	0	0	0
b. Total Salary	0	0	0	0	0	0
c. Total Benefits	0	0	0	0	0	0
3. Support Staff	0	0	0	0	0	0
a. # FTE	0	0	0	0	0	0
b. Total Salary	0	0	0	0	0	0
c. Total Benefits	0	0	0	0	0	0
4. Equipment	0	0	0	0	0	0
5. Library	0	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0	0
7. Other Expenses (software and materials)	0	0	0	0	0	0
8. TOTAL (Add 1 – 7)	0	0	0	0	0	0

M. Consistency with the State’s minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

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

The concentrations in Applied History are designed to especially appeal to first-generation college students who are interested in the liberal arts and desire a clear career path.

Nondiscrimination Statement

It is the policy of Mount St. Mary's University not to discriminate on the basis of race, color, national or ethnic origin, political or religious opinion or affiliation, age, sex or handicapping condition in the recruitment or admissions of students, or in the administration of the university's educational policies, admissions policies, scholarship and athletic programs, and other university-administered activities and programs.

Center for Student Diversity

The Center for Student Diversity was established to aid Mount St. Mary's University in its efforts of fostering inclusion, collaboration, and relationship building across campus. The Center provides academic, social, and transitional support in addition to programming, leadership training and inclusive workshops for ALL students and promotes exchange and dialogue between individuals of diverse backgrounds.

The Center for Student Diversity oversees the intercultural development, the Horning Fellowship, student support programs (including Third Century Scholars program and the American Indian program), and cultural programs. The office also supports cultural organizations, conducts diversity awareness programs, assesses the needs and climate of diverse groups and advocates on behalf of underrepresented students.

N. Relationship to low productivity programs identified by the Commission:

No low productivity programs have been identified by the Commission at Mount St. Mary's University. Therefore, this section is not applicable.