



**Aminta H. Breaux, Ph.D.**

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August 12, 2021

James D. Fielder, Jr. Ph.D.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 North Liberty Street  
Baltimore MD 21201

RE: New Academic Program Proposal – Upper Division Certificate in Entrepreneurship

Dear Secretary Fielder:

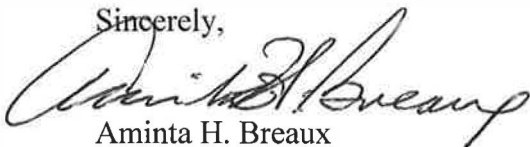
Please find enclosed a proposal to offer a new stand-alone Entrepreneurship Upper Division Certificate (UDC) program at Bowie State University (HEGIS 050601/CIP 520701).

Bowie State University developed the Entrepreneurship UDC to encourage entrepreneurship awareness and thinking among students from any discipline. The certificate will develop the necessary real-world skills and abilities to become self-employed, start or grows an entrepreneurial venture or function in an existing venture.

The 18 credit hour Entrepreneurship UDC is a collaborative effort of the Bowie State's Entrepreneurship Academy and BSU faculty who are members of the Academy's advisory board. The UDC will be administratively housed in the College of Arts and Sciences All faculty have been trained in the entrepreneurship mindset and have incorporated these pedagogies into certificate courses. Industry partners with diverse backgrounds in entrepreneurship, business, marketing, finance, leadership and small business ventures will provide the real world perspective to students. Once necessary approvals are received, students living in the Entrepreneurship Living Learning Community (ELLC) will be encouraged to enroll as part of their BSU experience.

We respectfully request the Commission's consideration of this proposal.

Sincerely,



Aminta H. Breaux

Cc: Dr. Carl Goodman, Provost and Vice President for Academic Affairs  
Dr. Joann Boughman, Senior Vice Chancellor, USM  
Dr. Antoinette Coleman, Associate Vice Chancellor, USM  
Dr. Eric Bonsu, Coordinator, Entrepreneurship UDC  
Ms. Gayle Fink, Office of Planning, Analysis and Accountability



Office Use Only: PP#

**Cover Sheet for In-State Institutions**  
**New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal

Bowie State University

*Each action below requires a separate proposal and cover sheet.*

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

Payment ☒ Yes Payment ☐ OR\*STARS #Submitted: ☐ No Type: ☐ Check #

Payment Amount: 850.00

Date Submitted:

Department Proposing Program

Natural Sciences

Degree Level and Degree Type

Upper Division Certificate

Title of Proposed Program

Entrepreneurship

Total Number of Credits

18

Suggested Codes

HEGIS: 50601.00

CIP: 52.0701

Program Modality

☒ On-campus☐ Distance Education (*fully online*)

Program Resources

☒ Using Existing Resources☐ Requiring New Resources

Projected Implementation Date

☐ Fall☒ Spring☐ Summer

Year: 2022

Provide Link to Most Recent Academic Catalog

URL: <https://catalog.bowiestate.edu/>

Preferred Contact for this Proposal

Name: Dr. Eric Bonsu

Title: Director of Entrepreneurship Academic Programming

Phone: (301) 860-3348

Email: [ebonsu@bowiestate.edu](mailto:ebonsu@bowiestate.edu)

President/Chief Executive

Type Name: Aminta H. Breau, Ph.D.

Signature: 

Date: 08/12/2021

Date of Approval/Endorsement by Governing Board:

11/12/2021

Revised 1/2021

Bowie State University  
Upper Division Certificate in Entrepreneurship Proposal

**A. Centrality to Institutional Mission and Planning Priorities**

Bowie State University (BSU) is a comprehensive university that provides 21st-century learners with a strong foundation for success with a well-rounded academic experience, an inclusive environment, and hands-on learning opportunities. Building on its rich legacy as a training ground for teachers since 1865, the university is committed to providing access to a high-quality education and cultivating emerging leaders who are prepared to succeed in a changing, global society.

The proposed standalone 18 credit-hour upper division certificate in Entrepreneurship (UDC-E) offers new curriculum that has been approved by the University Curriculum Committee and Faculty Senate. The proposed UDC-E will be the academic component of the University's larger entrepreneurship efforts that includes the Entrepreneurship Academy, the Bowie Business Incubation Center (BIC) and the Entrepreneurship Living Learning Community opening in fall 2021. Bowie State University understands that the entrepreneurship mindset is not thinking outside of the box but recognizes there is no box. The UDC-E will provide students regardless of primary discipline the skills necessary to contribute to an organization or start a business opportunity.

The proposed UDC-E contributes to the university's mission by empowering "a diverse population of students to reach their potential by providing innovative academic programs" and by supporting Maryland's workforce and economy. The UDC-E contributes to the achievement of Bowie's *FY 2019 – FY 2024 Racing to Excellence Strategic Plan*, specifically Goal 1 Academic Excellence, Objective 1.1 High-demand, innovative academic programs.

**B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:**

The 2017-2021 Maryland State Plan for Postsecondary Education: Student Success with Less Debt Strategy 4 focuses on equal educational opportunities for Marylanders. Under this strategy, the plan calls for continued support for Historically Black Colleges and Universities. The proposed area of concentration is well aligned to the following goals, strategies and action items of the 2017-2021 Maryland State Plan for Postsecondary Education: **SUCCESS:** Promote and implement practices and policies that will ensure student success – Strategy 4,5,6 and **INNOVATION:** Foster innovation in all aspects of Maryland higher education to improve access and student success – Strategy 8.

A labor force that meets the needs of business and community will be successful for those who have attained the educational levels, credentials, and work experience. The UDC-E focuses on starting your own business; becoming capable employees at established organizations; using skillsets to provide value through consulting services; and providing wealth-building opportunities. This compliments the Prince George's County workforce development board's

Bowie State University  
Upper Division Certificate in Entrepreneurship Proposal

identification of primary industries that are in demand, such as healthcare and social assistance, and professional and business services.

**C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:**

According to the [Kauffman Compilation Report](#), the underrepresented population that continues to have lower rates of entrepreneurship are people of color. Racial factors and wealth disparities continue to be barriers to strong financial positioning. Although the number of Latino American entrepreneurs has tripled over the last 20 years, the Institute on Assets and Social Policy (IASP) states that African Americans entrepreneurial opportunities have been impeded by targeted racism and discriminatory policies.

The [2019 CPAR Report](#) indicates entrepreneurship as a pathway to narrowing the racial wealth gap. One of the recommendations from the Kauffman Compilation is to increase exposure to entrepreneurship. In line with this recommendation, Bowie State University's UDC-E is designed as an effective means to addressing the challenges for entrepreneurs in starting and managing businesses.

An advantage of entrepreneurship is that it promotes economic growth. The Bureau of Labor and Statistics (BLS) [report](#) anticipates an increase in new business establishments to 10.3 million by 2026, most notably in healthcare and social assistance industries. That represents a 7.9 percent growth rate projected for all workers.

According to the most recent data from the 2017 U.S. Census Bureau, small businesses are vital to the community, the largest increase in number of businesses in Prince George's County is in the small business sector. Bowie State University's UDC-E will serve as an economic development resource to keep pace with this growing trend. Upon completion of the certificate, students will be prepared to utilize their entrepreneurial skills by incorporating innovation in the workplace, as Prince George's County is home of the new University of Maryland Capital Region Medical Center in Largo, National Harbor, and various government agencies including the Internal Revenue Service (IRS), U.S. Census Bureau, and National Aeronautics and Space Administration (NASA).

**D. Reasonableness of Program Duplication**

Towson University is the only institution in Maryland to offer an upper division certificate in Entrepreneurship. Morgan State University and Mount St. Mary's University are the only institutions in Maryland to offer an entrepreneurship undergraduate degree program. Bowie State University, Frostburg State University and Towson University offer Entrepreneurship concentrations within their Business Administration programs. The proposed UDC-E is open to Bowie State all undergraduate students except those who are pursuing business administration degree with a concentration in entrepreneurship and small business management. If approved,

Bowie State University  
Upper Division Certificate in Entrepreneurship Proposal

BSU will be the only Maryland institution in metropolitan Washington DC region to offer a UDC-E.

**E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)**

The proposed UDC-E continues Bowie State University's founding commitment to provide access and opportunity to diverse populations. The UDC-E supports Bowie State's core value of innovation by offering new curriculum in an abbreviated credential format that encourages new ventures.

**F. Relevance to the identity of Historically Black Institutions (HBIs)**

The proposed UDC-E will provide traditionally underrepresented populations with the skills necessary to begin a new venture or to bring an entrepreneurial mindset to an existing one. The proposal supports Bowie State University's mission to "empower a diverse population of student to reach their potential" and support Maryland's workforce and economy.

**G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes**

1. The BSU 18 credit hours Entrepreneurship UDC is a collaborative effort of the BSU's Entrepreneurship Academy and BSU faculty who are members of the Academy's advisory board. The UDC will be administratively housed in the College of Arts and Sciences. All faculty have been trained in the entrepreneurship mindset and have incorporated these pedagogies into certificate courses. Industry partners with diverse backgrounds in entrepreneurship, business, marketing, finance, leadership and small business ventures will provide the real world perspective to students. The UDC-E administrative structure and curriculum was reviewed and approved by the University Curriculum Committee and the Faculty Senate in accordance with established curricular review processes.
2. The objectives and learning outcomes of the UDC-E are aligned with the Network for Teaching Entrepreneurship (nfte) framework:
  - Apply an entrepreneurial mindset to identify and make the most of opportunities, overcome and learn from setbacks, and succeed in a variety of settings
  - Understand and apply entrepreneurial mindset domains including professionalism, communication, collaboration, critical thinking and problem solving, comfort with risk, and opportunity recognition
  - Demonstrate the process to create a new venture and identify external resources to support the venture's success

Bowie State University  
Upper Division Certificate in Entrepreneurship Proposal

3. Assessment of UDC-E learning outcomes will follow established Bowie State annual assessment reporting and USM required program assessment every seven years. The Committee for the Assessment of Student Learning and Experience (CAStLE) advances the assessment processes. Bowie State's Center for Academic Programs Assessment (CAPA) supports CAStLE developed processes including academic program multi-year student learning outcomes assessment plans and annual peer-reviewed assessment reports. A curriculum map of student learning outcomes will be used to identify the progression of course concepts that are introduced, reinforced, and mastered as an evaluation method. The outcomes data will be evaluated at the end of each course. Findings will be shared and discussed with the Entrepreneurship Academy and UDC-E instructors in an annual review. Recommendations for changes and improvements will be implemented according to the findings.

The full academic program review occurs every seven years in accordance with internal requirements and those of the University System of Maryland. Faculty members are evaluated annually according to parameters in the Faculty Handbook and BSU Policies and Procedures. Student course evaluations are administered each semester by the Office of Planning, Analysis and Accountability. Course evaluation results are shared with deans, department chairs and faculty to inform course and instructional improvements.

4. The 18 credit Entrepreneurship upper division certificate includes 4 required courses (12 credits) and 2 electives (6 credits). The courses are listed below followed by catalog descriptions of required courses.

Bowie State University  
Upper Division Certificate in Entrepreneurship Proposal

**BSU Entrepreneurship Certificate**  
Certificate Course Requirement  
Sequence (18-Credits)

Course Number	Course Title	Prerequisites
<b>Required Courses</b>		
ENTR 101 (3- credits)	Introduction to Entrepreneurship: Developing the Entrepreneurship Mindset	None
ENTR 201 (3-credits)	Problem Solving Using Design Thinking	ENTR 101
ENTR 301 (3-credits)	Commercializing Innovative Ideas	ENTR 201
ENTR 400 (3-credits)	New Venture Creation	ENTR 301
<b>Electives - Choose 2</b>		
ENTR 302(3-credits)	Social Entrepreneurship	For all electives, the following prerequisites are REQUIRED:  ENTR 201
ENTR 303 (3-credits)	Branding for Entrepreneurship	
ENTR 304 (3-credits)	Technology and Entrepreneurship	
ENTR 305 (3-credits)	Health Care and Entrepreneurship	

*ENTR 101 – Introduction to Entrepreneurship: Developing the Entrepreneurship Mindset* – This course provides participants with the tools necessary for applying entrepreneurial thinking in their work and life. This course introduces participants to the fundamentals of entrepreneurship, providing them a blueprint for the ideas and strategies to build a successful venture.

*ENTR 201 – Problem Solving Using Design* - This course provides an overview of design thinking to help students understand the concept as a problem-solving approach and an innovation tool. Design Thinking encompasses concept development, applied creativity, prototyping, and experimentation thinking, as it relates to understanding customers’ needs.

*ENTR 301 – Commercializing Innovative Ideas* - Through engaging lectures and hands-on projects, students discover the best practices on driving success in entrepreneurial companies. They gain valuable insight into how entrepreneurs start companies and probe the unique mindset that often accompanies a successful venture.

*ENTR 400 – New Venture Creation* - This capstone course integrates many of the concepts, tools, and practices of entrepreneurship to launch an entrepreneurial venture. Students incorporate core skills in entrepreneurship learned over the duration of the certificate program to produce a viable product or service.

5. Not applicable

Bowie State University  
Upper Division Certificate in Entrepreneurship Proposal

6. Not applicable
7. Not applicable
8. The UDC-E program will follow established internal processes disclosure in accordance with Middle States Commission on Higher Education and State regulations. Middle States regional accreditation requires public disclosure regarding the curriculum, course and degree requirements, faculty/student interaction, technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies. The primary sources of this information are the University website and the BSU undergraduate catalog.
9. Bowie State University's administration and UDC-E director provide their assurance that advertising, recruiting, and admission materials will clearly and accurately represent the proposed program and the services available. Academic programs are not represented in any manner other than what is approved by the BSU President and MHEC. If approved, this program will be represented to current and potential students precisely in accordance with program goals, courses, facilities, and services set out by this proposal and BSU administration directives pertaining to all programs.

**H. Adequacy of Articulation – not applicable**

**I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11)**

The UDC-E will utilize faculty and industry partners who have diverse backgrounds in entrepreneurship, business, marketing, finance, leadership, and experience starting ventures and executing businesses. The teaching team will endeavor to strengthen their individual teaching expertise through scholarly research, publications, and professional activities. Faculty will utilize their scholarly knowledge, skills to develop innovative, and leading-edge curriculum in the classroom.

All faculty and adjunct/industry partners will have credentials and expertise expected by Bowie State University. The UDC-E anticipates utilizing BSU faculty and industry partners to teach the curriculum. All faculty below have received professional development training in entrepreneurship.



Bowie State University  
Upper Division Certificate in Entrepreneurship Proposal

<b>Name/ Appointment type</b>	<b>Academic title/rank</b>	<b>Terminal Degree/Field</b>	<b>Course(s) to be taught</b>	<b>Status</b>
Dr. Alan J. Anderson - Tenured	Associate Professor	Ph.D. Organic Chemistry	Problem Solving Using Design Thinking	F/T
Dr. Eric Bonsu - Tenured	Associate Professor	Ph.D. Pharmacy/Medicinal Chemistry	Problem Solving Using Design Thinking	F/T
Dr. Janeula M. Burt - Tenured	Associate Professor	Ph.D. Educational Psychology	Introduction to Entrepreneurship- Developing the Entrepreneurial Mindset	F/T
Dr. Ella Carter - Tenured	Associate Professor	Ph.D. Textile Design and Marketing, MBA in New Venture Mgmt. (Entrepreneurship)	Introduction to Entrepreneurship- Developing the Entrepreneurial Mindset.  Commercializing Innovative Ideas.  New Venture Creation.	F/T
Professor Jennifer Ceesay - Adjunct	Adjunct Professor	Executive MBA in Entrepreneurship, Leadership & Business Problem Solving.	New Venture Creation	P/T
Dr. Wendy Edmonds - Tenure track	Assistant Professor	Ph.D. Organizational Leadership	Introduction to Entrepreneurship- Developing the Entrepreneurial Mindset	F/T
Dr. Dayo Oyeleye – Tenure track	Assistant Professor	D.M. Information Technology	Problem Solving Using Design Thinking	F/T
Clarence Ray - Professor	Instructor	MBE. Computer Integration in Education and Curriculum	New Venture Creation.  Commercializing Innovative Ideas.	F/T

Bowie State University  
Upper Division Certificate in Entrepreneurship Proposal

**J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)**

The Thurgood Marshall Library of Bowie State University supports the University's mission of teaching and learning with a collection of over 280,000 volumes (physical and electronic), over 700 academic subscription titles, an electronic portal (ResearchPort) to over 70 databases, as well as videos and DVD recordings, and experienced staff. The Library also promotes information literacy education by collaborating with the university faculty in utilizing current technology and teaching methods to enhance an instructional program that teaches library clientele how to access, evaluate, and utilize information.

As a member of the University System of Maryland and Affiliated Institutions (USMAI), Bowie State also has access to the collections of thirteen university libraries in the state of Maryland. A daily delivery between the participating libraries is provided to assist patrons in obtaining materials from other libraries in the system. Also, all registered patrons have access to interlibrary loan services, which is a resource-sharing system, for materials not available within the USMAI.

The Library's physical collection of books in the fields of philosophy, government, and economics are typical in scope and size for a university the size of Bowie State University. This collection is presently serviceable for the instructional and research expectations upon this program's majors. To ensure that this collection is more than sufficient for background reading and research undertakings by students in all of this program's core and elective courses, the program's faculty are making requests for acquisitions of hundreds of additional volumes, and those requests will be fulfilled during the coming academic year.

The UDC-E director and the Entrepreneurship Academy collaborate with library staff to ensure, adequate resources are available to content instruction, and research.

Bowie State University  
Upper Division Certificate in Entrepreneurship Proposal

**K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment** (as outlined in COMAR 13B.02.03.13)

Most of the classes will take place in the Center for Natural Sciences, Mathematics and Nursing (CNSMN) building. The CNSMN is LEED Platinum certified, 149,000 square foot building that includes glass-walled labs and classrooms in an open floor plan that offer a peek into science and research in action, flexible classrooms with movable walls and furnishings that support interactive, collaborative learning, and multiple computer labs. The University also houses four additional computer labs in the Thurgood Marshall library containing 27 to 35 PCs along with one instructional lab.

All faculty (full time, part-time, adjunct) and students at BSU have access to the university's Blackboard LMS along with full-time staff of three who are available for technical issues and support.

**L. Adequacy of Financial Resources with Documentation** (as outlined in COMAR 13B.02.03.14)

The tables that follow list the fiscal revenues and expenditures that demonstrate adequate resources for the LDC-E.

**Table 1 – Resources**

Table 1: Revenue projects enrollment for full-time-equivalent students, and number of full-time equivalent faculty for the initial five-year period. The Department estimates that 50 new part-time students will be admitted in the first year, with additional 10-20 new students in each year that follows, increasing to a maximum of 50 part-time students Year 5.

**Table 2 – Expenditures**

Table 2 Expenditures projects faculty expenses based upon an 18 to 1 student to faculty ratio with instructional expenditures for 2 FTE adjuncts in year 1 to 1 full-time faculty member, 10 FTE adjuncts and 1 administrative support position in year 5. Equipment costs are for computers.

Bowie State University  
Upper Division Certificate in Entrepreneurship Proposal

**TABLE 1: RESOURCES**

Resource Categories	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	59,867	70,458	86,241	102,627	119,634
a. #F.T Students					
b. Annual Tuition/Fee Rate	-	-	-	-	-
c. Annual Full Time Revenue (a x b)	-	-	-	-	-
d. # Part Time Students	13	15	18	21	24
e. Credit Hour Rate	383.76	391.44	399.26	407.25	415.39
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	59,867	70,458	86,241	102,627	119,634
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	59,867	70,458	86,241	102,627	119,634

1. Reallocated Funds: N/A

2. Credit Hour Rate reflects proposed FY 2021 part-time undergraduate per credit hour rate and fees with a 2% increase in the subsequent years.

3. Grants: N/A

4. Other Sources: N/A

Bowie State University  
Upper Division Certificate in Entrepreneurship Proposal

<b>TABLE 2: EXPENDITURES</b>					
<b>Expenditure Categories</b>	<b>FY 2022</b>	<b>FY 2023</b>	<b>FY 2024</b>	<b>FY 2025</b>	<b>FY 2026</b>
1. Total Faculty Expenses (b + c below)	-	-	-	-	-
a. # FTE					
b. Total Salary	-	-	-	-	-
c. Total Benefits	-	-	-	-	-
2. Total Administrative Staff Expenses (b + c below)	-		-	-	-
a. # FTE					
b. Total Salary					
c. Total Benefits	-	-	-	-	-
3. Total Contractual Adjunct/Staff Expenses (b + c below)	22,680	22,680	22,680	22,680	30,240
a. # FTE	3	3	3	3	4
b. Total Salary	21,000	21,000	21,000	21,000	28,000
c. Total Benefits	1,680	1,680	1,680	1,680	2,240
4. Equipment <sup>7</sup>	5,400			5,670	
5. Marketing/Advertising	2,500	1,000	1,000	1,000	1,000
6. New or Renovated Space	-	-	-	-	-
7. Other Expenses	6,500	7,500	9,000	10,500	12,000
<b>TOTAL (Add 1 - 7)</b>	<b>37,080</b>	<b>31,180</b>	<b>32,680</b>	<b>39,850</b>	<b>43,240</b>

1-Full-time Faculty: N/A 2-Admin Staff: N/A

3-Average Salary for Adjunct Faculty at \$3,500 per course/semester plus 8% for fringe benefits 4-Equipment costs for (3) computers on a three-four year replacement cycle.

5- Marketing and advertising costs to market program 6-New or Renovated

Space: N/A

7-Average annual scholarship of \$500 for part-time, based on number of proposed students for the program.

Bowie State University  
Upper Division Certificate in Entrepreneurship Proposal

**M. Adequacy of Provisions for Evaluation of Program** (as outlined in COMAR 13B.02.03.15)

This UDC-E courses and faculty will be evaluated using the BSU end of course evaluation survey each semester. Course-embedded assignments and rubrics will be used to evaluate student learning outcomes (SLOs) relevant to a course following the student learning outcomes assessment plan.

The ongoing end-of-course evaluation survey will track data on students' satisfaction with the entrepreneurship courses and faculty. These data will be aggregated to assess its effectiveness. Student retention: Student enrollment numbers for the program will be monitored and retention rate will be calculated. Cost-effectiveness: course enrollment numbers will be monitored and revenue/cost will be calculated.

Assessments of student learning outcomes: Measured through implementation of the UDC-E student learning outcomes (SLO) assessment plan. Findings will be shared and discussed with the Entrepreneurship Academy and UDC-E instructors in an annual review. Recommendations for changes and improvements will be implemented according to the findings.

**N. Consistency with the State's Minority Student Achievement Goals** (as outlined in COMAR 13B.02.03.05)

As Maryland's first Historically Black Institution, Bowie State University is committed to providing access to high quality higher education to African-Americans and other under-represented minorities. The goals established in the University's Racing to Excellence FY 2019 – FY 2024 Strategic Plan support student achievement and long-term viability of the institution and align with the goals in the 2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt. Specifically, Bowie continues to support educational opportunity for Marylanders (Success, Strategy 4), engage in a continuous improvement process to ensure that institutional policies and practices support student success (Success, Strategy 5), provide alternative modalities, new programs and pedagogies and streamlined student and academic support services to facilitate timely degree completion (Success, Strategy 6) (Innovation, Strategy 9), integrate high impact practices into the student experience, including career advising and planning into internship experiences (Success, Strategy 7), partner with business, government and other institutions to support workforce development and graduate readiness (Innovation, Strategy 8), and expand support for grant participation and research (Innovation, Strategy 10). Bowie State faculty, staff, students and administrators are engaging in change management strategies and embracing experimentation so that the holistic needs of students can be better met (Innovation, Strategy 11).

Bowie State University has a long-standing core commitment to diversity; it values and celebrates diversity in all of its forms. The university community believes that its educational environment is enriched by the diversity of individuals, groups and cultures that come together in a spirit of learning. As the university aspires to even greater racial diversity, it fully embraces

Bowie State University  
Upper Division Certificate in Entrepreneurship Proposal

the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability. The university creates positive interactions and cultural awareness among students, faculty and staff by infusing global diversity awareness in the curriculum, expanding co-curricular programming that promotes diversity awareness and maintains a campus climate that respects and values diversity.

**O. Relationship to Low Productivity Programs Identified by the Commission**

This new UDC-E has no relationship with a low productivity program identified by the Commission.

**P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)**

Not applicable.