



June 2, 2025

Secretary of Higher Education, Dr. Sanjay Rai  
Maryland Higher Education Commission (MHEC)  
6 N. Liberty Street, 10<sup>th</sup> Floor  
Baltimore, MD 21201

Dear Dr. Rai,

On behalf of Morgan State University, please find attached a proposal to establish the “*Master of Science (MS) in Community Health Nutrition.*” One purpose of this program is to comply with educational requirements that became effective last year, requiring graduate degrees for entry-level Registered Dietitians. The program addresses the growing recognition of food as a contributor to chronic illnesses and diseases by emphasizing the social and environmental determinants of nutrition problems. Once approved by MHEC, our faculty will engage students in solutions that use community-centered health promotion programs and nutrition practices with this new degree, approved by the Board of Regents on May 6, 2025.

If additional information is required, please contact Dr. Hongtao Yu at [hongtao.yu@morgan.edu](mailto:hongtao.yu@morgan.edu) or (443)885-3350.

Sincerely,

Dr. David Wilson, President, Morgan State University

Cc: Dr. Hongtao Yu, Provost and Senior VP for Academic Affairs, Morgan State University (MSU)  
Dr. Phyllis Keys, Associate Vice President for Academic Affairs, MSU  
Dr. Kim Sydnor, Dean, School of Community Health and Policy, MSU  
Dr. Emily A.A. Dow, Assistant Secretary for Academic Affairs, MHEC



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


Institution Submitting Proposal

Morgan State University

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

- |   |   |
|---|---|
| <input checked="" 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 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 <input checked="" type="radio"/> Yes	Payment <input checked="" type="radio"/> R*STARS # JCMSU223	Payment	Date
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check #	Amount: \$850	Submitted: 5/9/25

Department Proposing Program	School of Community Health and Policy
Degree Level and Degree Type	Graduate; MS
Title of Proposed Program	Community Health Nutrition
Total Number of Credits	30
Suggested Codes	HEGIS: 1306.00 CIP: 19.0501
Program Modality	<input type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input checked="" type="radio"/> Both
Program Resources	<input type="radio"/> Using Existing Resources <input checked="" type="radio"/> Requiring New Resources
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2025
Provide Link to Most Recent Academic Catalog	URL: <a href="https://catalog.morgan.edu/">https://catalog.morgan.edu/</a>
Preferred Contact for this Proposal	Name: Hongtao Yu
	Title: Senior Vice-President for Academic Affairs
	Phone: 443-885-3500
	Email: hongtao.yu@morgan.edu
President/Chief Executive	Type Name: David Wilson
	Signature:  Date: 6/2/2025
	Date of Approval/Endorsement by Governing Board: 05.06.2025

Revised 4/2025

**Morgan State University**  
**School of Community Health and Policy**

**Master of Science in Community Health Nutrition**

***Planned Implementation Term:***  
***Fall 2025***

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

- 1. Provide a description of the program, including each area of concentration (if applicable) and how it relates to the institution's approved mission.**

### **Morgan State University Mission Statement**

Morgan State University serves the community, region, state, nation, and world as an intellectual and creative resource by supporting, empowering, and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross-section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities.

### **Program Description**

#### **Master of Science in Community Health Nutrition (MSCHN) with Tracks**

The mission of the Master of Science in Community Health Nutrition (MSCHN) program is to train future leaders to administer programs and communicate nutritional health to the general population with specific emphasis on underserved population groups across economic strata. The program trains professionals to manage programs and shape policies that improve the population's nutritional health and food security with a focus on community engagement, health equity, health advocacy, sustainability, and health disparities. The MSCHN program emphasizes the social and environmental determinants of nutrition problems and how to solve them through community-centered health promotion programs and food and nutrition practices.

The program aligns with Morgan State University's mission of serving the community, region, state, nation, and world as an intellectual and creative resource by supporting, empowering, and preparing high-quality, diverse graduates as world leaders. It addresses a pressing state, regional, and national need for multi-disciplinary nutritional health professionals. It complements the existing BS in Nutritional Science Program and adds a graduate degree with a concentration aligned with the nutritional science discipline. It integrates well with the existing Master of Public Health degree program.

The MSCHN program is structured as a 30-credit hour accelerated master's degree with two tracks. It covers the fundamental, theoretical, and applied research necessary to address the current and future needs of the population to sustain nutritional health in communities. The required credit hours include 24-credit core course hours and six experiential credit hours. The program takes 12 months to complete, with continuously enrolled cohorts starting in August.

The two tracks available to students are:

1. Community health track: Applicants eligible for this track must have completed a bachelor's degree in nutrition or other health-related discipline. Among the 30 credit hours, students must take six (6) credits of required supervised practicum experience that allow them to demonstrate their ability to integrate and apply core program competencies from public health and nutrition-related science projects. The framework for developing the integrated experience provides for one of four options for the student: Program Evaluation, Program Planning, Problem-Solving Analysis, or Research Report.
2. Dietetic internship track: Applicants eligible for this track must have completed a Bachelor of Science (BS) in nutritional science or a nutrition-related field from an Accreditation Council in Education for Nutrition and Dietetics program (ACEND). The Internship track requires completion of six (6) credit hours of supervised practice experience monitored by a registered dietitian/preceptor, including clinical nutrition and community and food service experiences. The completed supervised practice experience allows them to take the National Credentialing Registration Examination to become a registered Dietitian/Nutritionist.

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

Morgan State University's Strategic Goals are as follows:

Goal 1: Enhance Student Success & Well-Being

Goal 2: Implement Faculty Ascendancy & Staff Development Initiatives

Goal 3: Elevate Morgan's Status to R1, Very High Research University

Goal 4: Expand and Improve a Campus-Wide Infrastructure to Support Operational Excellence and Increase Overall Institutional Capacity

Goal 5: Serve as the Premier Anchor Institution for Baltimore and Beyond

Goal 6: Accelerate Global Education Initiatives and Expand the University's International Footprint

The proposed MSCHN program with two tracks was developed in response to a national focus on nutrition and population health. The dietetic internship track responds to changes in the educational requirements for entry-level Registered Dietitians. The Commission on Dietetic Registration (CDR), the credentialing agency for the field of dietetics, voted to change the education requirements for entry-level Registered Dietitians from a baccalaureate to a graduate-level degree effective January 1, 2024

(<https://www.cdrnet.org/vault/2459/web/files/Graduate%20Degree%20FAQ.pdf>).

The community health track responds to the growing recognition of the role of food in disease processes and to many chronic illnesses that burden the general and underserved populations. Career fields for community health track graduates include community nutrition educators, community nutrition program directors and evaluators that are sought after across multiple sectors (i.e., government, non-profit, corporate).

By offering this program, the University aligns itself with national, state, and local trends, remains compliant with accreditation standards, and assures its principle of providing excellence in education. Additionally, the proposed degree aligns with Morgan's goals of enhancing student success and achieving R1 research status as it provides students locally and beyond a pathway to successful careers in community health and nutrition.

**3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.**

The program will be funded through the university's fiscal resources, utilizing existing faculty within the Public Health and Nutritional Science programs and additional resources for needed personnel. The University will provide the initial start-up costs that will support hiring the Program Director, Dietetic Internship Coordinator, and adjunct faculty to support the graduate-level nutrition courses. The costs associated with the degree program will be offset in the future by projected revenue from tuition and fees for enrolled students.

**4. Provide a description of the institution's commitment to:**

**a) ongoing administrative, financial, and technical support of the proposed program**

MSU's President, Provost, Dean of the School of Community Health and Policy, and other senior administrative personnel have pledged a strong commitment to the development and success of the proposed program. Morgan State University is committed to the success of the MSCHN program with track options and will provide faculty and supporting staff along with classroom, laboratory facilities, and technical resources to meet the demands of the proposed changes. As the University continues to invest in online degree offerings, the university's technology platforms will facilitate the delivery of the additional components. As the program grows, additional administrative and teaching staff will be supported by tuition revenues from the program.

**b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program**

The investment of full-time personnel (faculty and staff) and the approval of the Board of Regents, MSU's President, Provost, and Dean of the School of Community Health and Policy are dedicated to continuing the program for a period sufficient to allow all enrolled students an opportunity to complete it.

**B. 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**

The MSCHN program with two tracks is responsive to the demand and need for advancement and evolution of knowledge in multiple ways:

- (1) Priority areas of research identified by the American Society of Nutrition (ASN) and information derived from an environmental scan conducted by the Academy of Nutrition and Dietetics (AND) highlight areas of knowledge that are needed and which could be served by offering this degree.
- (2) More broadly, three of the top five leading causes of death among the population (national, state, and local) have nutrition as an underlying causal contributor (cardiovascular disease, cancer, and stroke) [Top 10 Leading Causes of Death](#). Diabetes is number seven on the list but is actually a contributor/in the causal pathway of the three noted diseases. Preventing disease and improving health outcomes in these areas calls for innovation that can be brought on through graduate study and research.
- (3) In 2022 the White House launched its focus on nutritional health and established a nutrition research center within the National Institutes of Health. In its Task Force on Hunger, Nutrition, and Health report, the group outlined the compelling nutrition needs that influence the country's and the world's well-being. The report's recommendations are fully aligned with the expected outcomes from the degree program being put forth. (see [Executive Summary August 2022 Task Force Report](#).) While changes have and are taking place within the federal environment, it does not lessen the need for the workforce or the areas of applied research and development of new knowledge as we move towards "Making a Healthier America." The master's degree includes a capstone in which these topical areas are expected to be foundational for culminating projects.

**b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**

The field of nutrition, much like many areas of the health workforce, has an under-representation of minority students. Morgan's offering of this master's program with two track options can significantly impact the percentage of minorities who obtain the Registered Dietitian (RD) licensure as well as non-RDs who fill positions made available in public health nutrition, i.e., the WIC (women, infants, and children) program, which is rapidly expanding and becoming cross-disciplinary. From research by Burt et al. (2019), African Americans/Blacks represented only 2.6% of the dietitians in the U.S.; between 1998-2016, the percentage of African American dietetic students declined by 11.6%. The researchers concluded this to be an artifact of structural racism. Therefore, it is important to ensure opportunities for diversity in both the students and institutional settings in which such degrees are offered to help realize equity in this space.

**c) The need to strengthen and expand the capacity of historically black institutions to provide high-quality and unique educational programs**

Morgan State is an HBCU that has successfully graduated a diverse student body from its undergraduate Nutritional Science program and attracted a diverse student body for the existing MPH programs (online and face-to-face). The proposed offering supports the Nutritional Science and Public Health programs, expands our current offerings, creates an interdisciplinary opportunity that reflects real-world professional needs, and increases access by having an

accelerated degree offering. For the RD track specifically, several undergraduate students have received competitive Dietetic Internship placements for nutritional science. However, many more have been eligible but relatively few internship placements exist. Morgan is currently only one of two institutions in the State of Maryland to offer a bachelor's degree in nutritional sciences, which can lead to a Registered Dietitian license.

<https://www.nutritioned.org/registered-dietitian-maryland/>

The MSCHN program will be the only Master of Science program within the state to provide a dietetic internship track and community health track option, providing a foundational knowledge base in public health as well as nutrition.

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

Maryland's State Plan for Postsecondary Education provides a clear platform upon which this degree program can rest. Specific areas of the [2022 State Plan](#) are highlighted as follows:

**The three primary goals for the post secondary community in Maryland remain the same:**

- **Access:** Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.
- **Success:** Promote and implement practices and policies that will ensure student success.
- **Innovation:** Foster innovation in all aspects of Maryland higher education to improve access and student success.

Each goal highlights recent initiatives and current challenges higher education in Maryland faces and provides several priorities to address those challenges. Current and innovative initiatives that support student success are interwoven throughout the document.

- **Student Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents**
  - Priority 1: Study the affordability of postsecondary education in Maryland.
  - Priority 2: Examine and improve financial literacy programs for students and families to encourage financial planning to pay for postsecondary education
  - Priority 3: Analyze and improve systems that inform and evaluate a student's academic readiness for postsecondary education
  - Priority 4: Analyze systems that impact how specific student populations access affordable and quality postsecondary education
- **Student Success: Promote and implement practices and policies that will ensure student success**
  - Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland.
  - Priority 6: Improve systems that prevent timely completion of an academic program.
  - Priority 7: Enhance the ways postsecondary education is a platform for ongoing lifelong learning.



- **Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success**
  - Priority 8: Promote a culture of risk-taking.

Broadly, the Program itself aligns with **Goals 1 and 3: Access and Innovation** in its combining of public health and nutrition within a one-year Master's degree. Other specific points of alignment include the following:

- **Goal 2/Priority 5:** increasing students' intellectual development and knowledge literacy in the field of dietetics with quality and effectiveness assessed by external accrediting bodies;
- **Goal 2/Priority 6:** providing a master's degree in less than a two-year window which will increase the probability of completion;
- **Goal 2/Priority 7:** offering greater access, convenience, and flexibility and an alternative to on-site programs for those students who are either constrained by geographic location or cannot commit to campus life;
- **Goal 1:** facilitating greater diversity among the student body by increasing enrollment of non-traditional students, particularly students from minority and underserved communities, in alignment with Morgan's position as a minority-serving institution; and,
- **Goal 3:** connecting the University with business through the dietetic internship track option which provides an opportunity to accrue stable partnerships.

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

- 1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex., Mid-level management) for graduates of the proposed program.**

The proposed program will generate a consistent pipeline of talented and diverse graduates who will work in partnership with local and state agencies to meet the challenges of a dynamic and evolving science and health field. Opportunities are particularly available in the ever-expanding medical settings (hospital and community-based). The program will play a critical role in improving healthcare access, food sustainability, and healthcare outcomes in the region.

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

There is mounting evidence that shows the critical relationship between nutrition and health. The demand for nutrition professionals in various industries has significantly increased over the years. The U.S. Department of Labor states employment of registered dietitians and nutritionists is projected to grow 7 percent from 2022 to 2032. This growth is anticipated to be faster than the average for all occupations. About 5,600 openings for registered dietitians are projected each year, on average, over the decade.



**Occupation: Dietitians and Nutritionists (SOC code 29-1031)**

**Period: May 2024**

Area name	Annual mean wage (2)	Annual median wage (2)	Annual 90th percentile wage (2)
Maryland (24-00000)	\$84,080	\$78,410	\$105,830
Footnotes:			
(2) Annual wages have been calculated by multiplying the corresponding hourly wage by 2,080 hours.			
SOC code: Standard Occupational Classification code -- see <a href="http://www.bls.gov/soc/home.htm">http://www.bls.gov/soc/home.htm</a>			
Data extracted on April 24, 2025			

**3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the education and training needs and the anticipated number of vacancies expected over the next 5 years**

According to The Commission on Dietetic Registration (CDR), the credentialing agency for the field of dietetics, the education requirements for entry-level Registered Dietitians is no longer solely a baccalaureate. The CDR now requires a graduate-level degree effective January 1, 2024 (<https://www.cdrnet.org/vault/2459/web/files/Graduate%20Degree%20FAQ.pdf>).

Graduates of the existing Nutritional Science undergraduate program will help the local and broader healthcare workforce to address the food, nutrition, and overall healthcare needs of individuals and families. Adding training at the graduate level with a concentration in nutrition and the community health tracks will increase the number of graduate degrees and expand research capacity in a burgeoning field.

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

**Table 1: Bachelor of Sciences in Nutritional Science Degree by Year (past and projected)**

(Morgan State) Graduation Year	2020	2021	2022	2023	2024	2025 (projected)
<b>Number of students conferred</b>	<b>18</b>	<b>12</b>	<b>18</b>	<b>12</b>	<b>15</b>	<b>15</b>

The data above was obtained from the Morgan State University Apex report. In the Nutritional Science program at Morgan State University, the Bachelor of Science data shows a trajectory of graduating students who would apply to the MSCHN program at Morgan State University. Recent changes mandated by ACEND for meeting licensing requirements to become registered dietitians stipulate that students who graduate from an accredited DPD program must have a master's degree and complete a dietetic internship program to become eligible to take the Dietetic Registration examination (RD). Our program is responding to the projected increase in students and the mandate by ACEND to adequately prepare our students to become registered dietitians. We are also providing the community health track option for students who are interested in public health nutrition education, disease prevention, program solving analysis and

community research intervention. Capturing the number of graduates beyond our local data is more challenging due to the uniqueness of the program being proposed.

**D. 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.**

There are other master's programs with a nutrition focus in the State of Maryland. Our program differs in several ways. The differences are highlighted in Table 2. We will be the only program in the state that offers the master's degree with integration of the Dietetic Internship. Other programs offer the degree and the internship separately. In addition, this degree is offered with courses and internships accompanied with *in loco* field experiences. Further, our program focuses on community needs for underserved populations, and offers courses that are unique, such as OMCN 509, Applied Maternal and Child Health, and OMCN 513 Urban Issues in Food and Nutrition. Other programs are focused primarily on clinical nutrition, which is the study of nutrients and bioactive compounds in foods and their metabolic and physiological function for disease prevention and treatment of individuals. It is an interdisciplinary science of understanding the relationship between diet, health, and disease in individuals and is deeply rooted in chemistry, biology, and the social sciences. The inclusion of the community track provides an option for those who do not wish to seek an RD and for those who may already possess an RD but now need a master's degree in a one-year time period.

Furthermore, there is no master's in community health nutrition program with a dietetic internship track and a community health track option offered in Maryland. The maximum number of internships accepted from other master's in nutrition programs is six or fewer each year, and preference is given to graduates of their program. The dietetic internship track in the MSCHN program offers an intrastate opportunity for Morgan's Didactic Program in Dietetics (DPD) graduates to achieve their professional goals and graduate training in community health nutrition and complete the accreditation requirements to become Registered Dietitians ([ACEND Accredited DI Programs](#)). Since the bachelor's degree must come from an accredited program in Dietetics to be accepted in our master's program, students who complete the BSc in Nutritional Science at Morgan State University are equipped academically to be accepted into our master's program. Since our program is more affordable than similar programs, it increases accessibility.

**Table 2: State Master's Degree Programs in Nutrition**

(DI = Dietetic Internship)

	Program Distinctions				
<b><u>M.S. in Community Health Nutrition</u></b>	<ul style="list-style-type: none"> <li>Public health and nutritional sciences coursework</li> <li>Focus on the impact of systematic policies and socio-economic determinants of health on community nutrition with an emphasis on health disparities and equity in nutrition</li> <li>Non-DI and DI options embedded within one degree program</li> <li>DI program option enrollment cap of 20</li> <li>30 credits with a 1 year program completion</li> </ul>				
	Concentration(s) focus area(s)	Non-DI program option	DI program option; Enrollment cap*	Total credits and program duration	Key differences from proposed program
<b><u>Hood College</u></b>  <a href="#"><u>Nutrition Science (M.S.)</u></a>		<a href="#"><u>Yes</u></a>	<a href="#"><u>Yes</u></a> ; not cited	<b><u>Non-DI Program</u></b> 32 credits 1.2 - 1.5 years  <b><u>DI Program</u></b> 42 credits 2 years	Does not include public health courses; clinical nutrition focus with emphasis on the impact of diet and nutrition on disease prevention; DI and Non-DI programs are separate
<b><u>Maryland University of Integrative Health</u></b>  <a href="#"><u>M.S. in Nutrition and Integrative Health</u></a>	<a href="#"><u>Human Clinical Nutrition</u></a>  <a href="#"><u>Herbal Medicine</u></a>  <a href="#"><u>Community Nutrition Education</u></a>	<a href="#"><u>Yes</u></a>	No; N/A	47 - 57 credits based on concentration 2 - 2.5 years	<p>The Human Clinical Nutrition and Herbal Medicine concentrations do not include public health courses; clinical nutrition focus with emphasis on personalized evidence-based nutrition interventions and educational programs; no DI program option</p> <p>The Community Nutrition Education concentration focuses on program development and nutrition assessment for underserved communities, but does not include public health courses or DI option (Community Nutrition Education concentration last referenced)</p>

					in <a href="#">2021- 2022 academic catalog</a> on pages 129- 132 and is discontinued)
<b><u>University of Maryland, College Park</u></b>  <b><u>M.S. in Nutrition and Food Science</u></b>	Nutrition  Food Science	<a href="#">Yes</a>	<a href="#">Yes</a> ; 12	<b><u>Non-DI Program</u></b> 32 credits 2 - 3 years due to thesis  <b><u>DI Program</u></b> 30 credits 1 year	Limited to one public health course; clinical nutrition focus with emphasis on the genetic and metabolic impact of nutrition on humans and animals and on food processing; DI and Non-DI programs are separate

\*The Accreditation Council for Education in Nutrition and Dietetics (ACEND) requires that accredited nutrition program post DI enrollments for public view.

**Table 3: State Master's Degree Programs with Nutrition Focus Area**

(DI = Dietetic Internship)

	Program Distinctions				
<b><u>M.S. in Community Health Nutrition</u></b>	<ul style="list-style-type: none"> <li>Public health and nutritional sciences coursework</li> <li>Focus on the impact of systematic policies and socio-economic determinants of health on community nutrition with an emphasis on health disparities and equity in nutrition</li> <li>Non-DI and DI options embedded within one degree program</li> <li>DI program option enrollment cap of 20</li> <li>30 credits with a 1 year program completion</li> </ul>				
	Concentration(s) focus area(s)	Non-DI program option	DI program option; Enrollment cap*	Total credits and program duration	Key differences from proposed program
<b><u>Johns Hopkins University</u></b>  <b><u>Master of Public Health (MPH)</u></b>	<a href="#">Food, Nutrition, and Health</a> (see page 46)  <a href="#">Food Systems</a> (see page 49)	<a href="#">Yes</a>	No	Minimum <a href="#">80 credits</a> over five eight week terms) (see pages 10 - 11)	The Food, Nutrition, and Health concentration has a focus on nutrition and disease prevention, nutritional data, and nutrition program evaluation and policy; no DI option  The Food Systems concentration has a health equity and impact of nutrition

					on health systems focus, but with greater emphasis on food production and world populations; no DI option
<a href="#"><u>Master of Science in Public Health (MSPH)</u></a> - Department of International Health	<a href="#"><u>Human Nutrition</u></a>	<a href="#"><u>Yes</u></a>	<a href="#"><u>Yes</u></a> , 8-10	<b><u>Non-DI</u></b> (credit total not listed on <a href="#"><u>website</u></a> ) 1.5 - 2 years  <b><u>DI</u></b> (credit total not listed on <a href="#"><u>website</u></a> ) 2.3 years	Public health and nutritional sciences courses, but focus weighted towards clinical nutrition based on <a href="#"><u>core competencies</u></a> and <a href="#"><u>coursework</u></a> ; DI and Non-DI programs are separate
<a href="#"><u>University of Maryland, Eastern Shore</u></a>  <a href="#"><u>M.S. in Human Ecology</u></a>	<a href="#"><u>Tracks in Clinical Nutrition or Nutrition and Wellness</u></a>	<a href="#"><u>Yes</u></a>  Both tracks are online	No; N/A**	30 credits 1 year	<a href="#"><u>DI</u></a> is a standalone program separate from master's degree tracks; clinical nutrition focus

\*The Accreditation Council for Education in Nutrition and Dietetics (ACEND) requires that accredited nutrition program post DI enrollments for public view.

\*\*DI program separate from master's program.

## 2. Justification for the proposed program.

The following are several reasons for proposing the MSCHN program:

- The Commission on Dietetic Registration (CDR), the credentialing agency for the field of dietetics, has new education requirements for entry-level Registered Dietitians. The CDR now requires dietitians/nutritionists to hold a graduate-level degree effective January 1, 2024.  
(<https://www.cdrnet.org/vault/2459/web/files/Graduate%20Degree%20FAQ.pdf>). A master's degree and an internship program are needed to be in compliance with the CDR as well as with ACEND (our accrediting body).
- By offering our master's program, we will develop the workforce needed to help toward projected growth in the job market, especially since there are only three other schools that offer this master's program in Maryland. The existing degree programs with DI programs have very limited enrollment capacity.
- The proposed program has two unique qualities - It is a 30-credit hour degree offering that can be completed within 12 months and it offers two tracks that align with the

variety of educational pathways to careers in public health nutrition and is interdisciplinary in nature.

- d. The MSCHN program provides individuals from diverse backgrounds an affordable opportunity to receive needed advanced training in community nutrition and to manage programs and shape policies that will improve the population's nutritional health in the areas of both prevention and treatment.

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

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

Morgan State is an HBI. Consistent with Judge Kathryn Blake's recommendations for expanding niche programs as part of the HBCU Coalition case, healthcare-related degree programs were noted as a potential niche for the HBCUs. Adding this MSCHN program with the dietetic internship track option would align with that recommendation.

Morgan is leading the way compared to other HBIs in the country by offering similar education that is congruent with standards of education enunciated by ACEND at a much lower cost and duration for minorities to obtain the RD licensure as well as those who are prepared to fill non-RD positions being made available in community health nutrition which is rapidly expanding and becoming cross-disciplinary, hence, increasing accessibility for our minority students.

The University of Maryland Eastern Shore (UMES) offers a Master of Science degree in human ecology with two separate tracks in nutrition and wellness and clinical nutrition. We do not anticipate that the MSCHN program will adversely impact either track due to its public health focus with 50% of core courses derived from the existing MPH program. Course content is online until the student reaches the last six credit hours of the DI track where there is a requirement to interact with the DI Director and complete an internship at an off-campus location. We project that the MSCHN program will attract more students seeking a community and population-health approach to Nutritional Science with online flexibility while the UMES tracks will likely enroll more students focused on clinical nutrition in a hospital setting. Additionally, given the high demand for DI programs nationally, the cap of 6 students for the UMES tracks should not be undermined.

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

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

Expanding in the area of exploring the linkages between food and health equity is vital in creating opportunities for students to address the health and nutritional disparities that disproportionately impact communities of color. Additionally, the proposed degree aligns with the mission of HBIs to open career pathways for students to enter and advance such as allied health professions where students of color are underrepresented.



**G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes** *(as outlined in COMAR 13B.02.03.10)*

**1. Describe how the proposed program was established and describe the faculty who will oversee the program.**

The proposed MSCHN program with two tracks was prompted by the changes required to become a registered dietitian (January 2024) with the requirement to have a master's degree in Nutrition or Dietetics or a related field before becoming a registered dietitian. The community health track was developed for students who were interested in nutrition and public health careers yet did not require a Master of Public Health (MPH) degree nor have an interest in becoming a Registered Dietitian. With these circumstances in mind, the School of Community Health and Policy developed the proposed entry-level Master's degree in Community Health Nutrition in close cooperation with the current Bachelor's degree in Nutritional Science, DPD and the school's MPH. The coordination with the undergraduate nutritional science program and the graduate public health program gives students an opportunity for earning an advanced degree prior to entering the profession and enables them to practice at the specialty and advanced levels sooner than current educational pathways. Faculty within both nutritional science and public health crafted the curriculum for the degree.

Because of the emphasis on nutrition and requirements for the planned accrediting body, the MSCHN will have a Program Director credentialled in both public health and nutritional science. The Program Director will collaborate with the dietetic internship coordinator for the delivery of the dietetic internship track and work with the Community Health Internship Coordinator. The current Nutritional Science Program Director has an MPH in nutrition, a Doctor of Public Health (DrPH), and is a registered/licensed Dietitian (RD, LD). All full-time faculty planned to work with the program are within the School of Community Health and Policy at Morgan State University under its Department of Public and Allied Health.

**2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.**

**Program Objectives**

The program is designed to equip highly motivated students with the knowledge and management skills necessary to pursue careers in nutrition, dietetics, and community health-related positions. The program will provide a comprehensive understanding of the measures necessary to evaluate and implement the latest fundamental applications to promote health and wellness, while emphasizing the importance of social and environmental sustainability in marginalized groups.

**Educational Objectives**

**Knowledge Acquisition:**

- Students will be able to critically analyze and apply advanced concepts in human nutrition, including nutrient metabolism, dietary patterns, and their impact on health outcomes across different populations.

#### Research Proficiency:

- Students will develop the ability to design, conduct, and evaluate scientific research in nutritional science, utilizing both qualitative and quantitative methods to assess nutritional interventions and their effects on public health.

#### Interdisciplinary Application:

- Students will integrate knowledge from nutritional sciences and public health to create evidence-based dietary guidelines and nutrition policies that address current global health challenges.

#### Professional Communication:

- Students will demonstrate effective communication skills by presenting complex nutritional science concepts to diverse audiences, including healthcare professionals, policymakers, and the general public, while promoting evidence-based dietary practices and health education.

### Learning Outcomes

In completing the degree, graduates will be expected to:

- 1) Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.
- 2) Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.
- 3) Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions.
- 4) Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.
- 5) Apply management theories to the development of community health programs or services.

**3. Explain how the institution will:**

- a) **provide for assessment of student achievement of learning outcomes in the program.**

The MSCHN program courses require the identification of the assessment process used for each of the foundational and specialization competencies. Even though competencies may be addressed in more than one course, the program requires that the primary assessment of each competency occurs in a specific course. The table below aligns a primary course with a required competency. The course-aligned competency is assessed through assignments that may include exams, projects, presentations, and case studies. The capstone project also serves as the comprehensive assessment for the student. Preparation for the capstone course starts at the

beginning of the program. The final semester is dedicated to the completion of the capstone project, which evidences the integration of learning.

**Table 4: Discipline Specific Applicable Competencies**

Relevant Courses	Required MSCHN Competencies
<b>OMPH 604- Applied Health Services Research: Design and Implementation</b>	<b>Evidence-based approaches to Public Health</b> <ul style="list-style-type: none"> <li>• Apply epidemiological methods to the breadth of settings and situations in public health practice</li> <li>• Select quantitative and qualitative data collection methods appropriate for a given public health context</li> <li>• Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate</li> <li>• Interpret results of data analysis for public health research, policy, or practice</li> </ul>
<b>OMPH 520- Applying Systems Thinking to Health</b>	Apply systems thinking tools to a public health issue
<b>OMCN 550- Advanced Community Nutrition</b>	<b>Planning &amp; Management to Promote Health</b> <ul style="list-style-type: none"> <li>• Assess population needs, assets and capacities that affect communities' health</li> <li>• Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</li> <li>• Design a population-based policy, program, project, or intervention</li> <li>• Explain basic principles and tools of budget and resource management</li> <li>• Select methods to evaluate community nutrition programs</li> </ul>
<b>OMPH 504- Public Health and Health Disparities</b>	<b>Community Health &amp; Health Care Systems</b> <ul style="list-style-type: none"> <li>• Compare the organization, structure and function of health care, public health, regulatory systems across national and international settings</li> <li>• Discuss how structural bias, social inequities and racism undermine health and created challenges to achieving health equity at organizational, community and societal levels</li> </ul>

<b>OMPH 502- Social and Behavioral Sciences for Public Health</b>	<b>Policy in Public Health</b> <ul style="list-style-type: none"> <li>• Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence</li> <li>• Propose strategies to identify stakeholders and build conditions and partnership for influencing public health outcomes</li> <li>• Advocate for political, social, or economic policies and programs that will improve health in diverse populations</li> <li>• Evaluate policies for their impact on public health and health equity</li> </ul>
<b>OMPH 502- Social and Behavioral Sciences for Public Health</b>  <b>OMPH 504- Public Health and Health Disparities</b>	<b>Communication</b> <ul style="list-style-type: none"> <li>• Select communication strategies for different audiences and sectors</li> <li>• Communicate audience-appropriate public health content, both in writing and through oral presentation</li> <li>• Describe the importance of cultural competence in communicating public health content</li> </ul>
<b>OMCN 509- Applied Maternal and Child Nutrition</b>	Provide normal and therapeutic nutrition guidance during pregnancy, lactation, and infancy along with current research in pediatric nutrition
<b>OMCN 515- Advanced Food Service Systems Management</b>	Provide practical application and skills of advanced food service management systems and marketing concepts in an institutional food service establishment
<b>OMCN 513- Urban Issues in Food and Nutrition</b>	Explain the factors limiting urban food access and availability, creating food deserts & food swamps, and to what extent state, federal, and non-governmental food programs and policies have been able to address food insecurity in urban settings

<b>OPTIONS FOR TRACKS (Dietetic Internship and Community Health)</b>	
<b>Community Health Track</b>  <b>OMPH 704- Planning, Implementation, Evaluating Community Health Intervention</b>	<ul style="list-style-type: none"> <li>• Examines the organization and management of U.S. public health and healthcare systems</li> <li>• Explore the impact of legal, social, and political forces on health services</li> <li>• Identify the essential skills needed to effectively manage within health organization settings</li> </ul>

<p style="text-align: center;"><b>Dietetic Internship Track</b></p> <p><b>OMPH 705- Community Health Nutrition Internship</b></p>	<ul style="list-style-type: none"> <li>• Provide students with an opportunity to demonstrate their ability to integrate and apply core OMCN competencies to a Nutritional Science problem</li> <li>• Develop the framework for Integrating Experience, which will include one of four options by the student: a Program Evaluation Proposal, Program Plan, Problem-Solving Analysis, or Research Report</li> </ul>
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**b) document student achievement of learning outcomes in the program.**

Students' achievement of learning outcomes will be documented in an E-portfolio that collects various artifacts of work like essays, presentations, projects, diet intake analysis, and performance assessments, using standardized rubrics to evaluate student performance against specific criteria tied directly to the learning outcomes. Rubrics will be utilized to assess different levels of performance based on the learning outcomes. In addition to the E-portfolio, for the dietetic internship track, the DI app will contain all required items, final rotation schedule, intern overall evaluations, competency checklists, timesheets, preceptor evaluations, professional conference one-page summaries, one comprehensive case study and any projects completed.

<https://www.youtube.com/watch?v=LENwwZLizV8>

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

**Table 5: Master of Science in Community Health Nutrition (MSCHN) 30 Credits  
Required Courses and Tracks**

7 Required Core Courses		
Public Health Courses: Course Number and Title		<u>Credits</u>
OMPH 502- Social and Behavioral Sciences of Public Health (existing course)		3
OMPH 504- Public Health and Health Disparities (existing course)		3
OMPH 520- Applying Systems Thinking to Health (existing course)		3
OMPH 604- Applied Health Services Research: Design and Implementation (existing course)		3
Community Health Nutrition Courses: Course Number and Title		
OMCN 509- Applied Maternal and Child Nutrition (with one credit field hour) (proposed)		3
OMCN 513- Urban Issues in Food and Nutrition (proposed)		3
OMCN 550- Advanced Community Nutrition (with two credit field hours) (proposed)		3
Subtotal		21
1 Elective Course		
OMCN 507- Nutrition Assessment & Counseling (with one credit field hour) OR OMCN 515 – Advanced Food Service Systems Management OR OMPH 704- Planning, Implementation, Evaluating Community Health Interventions		3 (elective chosen with guidance from Director)
1 Track Requirement		
<u>Dietetic Internship Track</u> OMCN 785- Dietetic Internship	<u>Community Health Track</u> OMCN 705- Community Health Nutrition Internship	6
Total Program Credits		30
Note: Tracks are distinguished by the type of field experience/integrated learning		

**Table 6: Master of Science in Community Health Nutrition (MSCHN) Curriculum Sequence**

Curriculum Sequence			
Fall Semester: Term 1		Spring Semester: Term 1	
OMPH 502	3 credits	OMCN 507 or other elective*	3 credits
OMPH 504	3 credits	OMCN 513	3 credits
Term Total	6 credits	Term Total	6 credits
Fall Semester: Term 2		Spring Semester: Term 2	
OMPH 520	3 credits	OMCN 509	3 credits
OMPH 604	3 credits	OMCN 550	3 credits
Term Total	6 credits	Term Total	6 credits
Summer Term			
Dietetic Internship Track		Community Health Track	
OMCN 785: Dietetic Internship	6 credits	OMCN 705: Community Health Nutrition Internship	6 credits
Term Total	6 credits	Term Total	6 credits
Total Program Credits: 30			
<i>Note: For those under the DI Track, field hours across course plus internship will fulfill and exceed requirements to receive a Verification Statement for the Registered Dietitian Examination.            *The Program Director approves the elective course. Current options include OMCN 507, OMCN 515, and OMPH 704.</i>			

## COURSE DESCRIPTIONS

### **OMPH 502 - Social and Behavioral Health Sciences (existing course)**

#### **3 Credits**

This course is aimed to introduce students with practical public health experience to the theoretical foundations of health behavior research and the socioeconomic determinants of health that affect public health in an interesting and applicable manner.

### **OMPH 504 Public Health and Health Disparities (existing course)**

#### **3 Credits**

The history of public health and health disparities is covered in this course. Students study the impact of social determinants like race, gender, and socioeconomic status on service quality, risk factor distribution, and health outcomes. This course is required to be taken in the first semester.

**OMPH 520 Applying Systems Thinking to Health (existing course)**

**3 Credits**

This course introduces students to the use of system theory to solve current public health concerns and issues. Students will learn about the theoretical underpinnings of systems theory for strategies for describing, understanding, and anticipating complex health-related behavior.

**OMPH 604 Applied Health Services Research: Design and Implementation (existing course)**

**3 Credits**

The course is a synthesis of research methods relevant to public health and health services management that will enable the learner to critically assess research designs and to support the development of health services programs and assessments.

**OMPH 704: Planning, Implementation and Evaluating Community Health Intervention (existing course)**

**3 Credits**

This course examines the organization and management of US public health and healthcare systems, explores the impact of legal, social, and political forces on health services, and identifies the essential skills needed to effectively manage within health organization settings.

**OMCN 507: Nutrition Assessment & Counseling for Dietetic Internship Track (proposed course)**

**3 Credits (with 1 credit field hour)**

Application of the principles of the nutrition care process-assessment, diagnosis, intervention, monitoring, and evaluation (ADIME) to patients with various diseases and conditions in different patient settings. Hands-on opportunities to interview and counsel patients.

**OMCN 509: Applied Maternal and Child Nutrition (Proposed course)**

**3 Credits (with 1 credit field hour)**

This course will focus on nutrition principles and lifestyle factors during pregnancy, lactation, and infancy. Nutrient needs, common complications, interventions, and current research in pediatric nutrition will be covered.

**OMCN 513: Urban Issues in Food and Nutrition (proposed course)**

**3 Credits**

Exploration of factors limiting urban food access and availability; food deserts & food swamps; state, federal, and non-governmental programs addressing individual and community food needs.

**OMCN 515: Advanced Food Service Systems Management (proposed course)**

**3 Credits**

This course will introduce students to the practical application and skills of advanced food service management systems and marketing concepts in an institutional food service establishment.



**OMCN 550: Advanced Community Nutrition (proposed course)**

**3 Credits**

Explores nutrition education and community action programs and agencies targeting community food and nutrition needs; surveys, methods, and instruments for assessing needs. Students will be assigned experience in various sectors focused on community health issues

**OMCN 705: Community Health Nutrition Internship (proposed course)**

**6 Credits**

Community health track. This course is intended to be the capstone experience for all OMCN students. This course provides students an opportunity to demonstrate their ability to integrate and apply core OMCN competencies to a Nutritional Science problem. The framework for development of the Integrating Experience may include one of four options by the student: Program Evaluation Proposal; Program Plan; Problem Solving Analysis; or a Research Report.

**OMCN 785: Dietetic Internship (proposed course)**

**6 Credits**

Dietetic internship track. Only students who graduated from an ACEND-accredited program may register for this course. Interns receive supervised experiential learning by registered dietitians/preceptors in food systems management, community nutrition, and clinical nutrition. Upon successful completion of the dietetic internship program, the interns are qualified to take the professional registration examination given by the Commission on Dietetic Registration (CDR) which allows interns to become qualified professional registered dietitians.

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

N/A. This program does not have general education requirements.

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

The dietetic internship track under the degree program will falls under the Accreditation Council for Education in Nutrition and Dietetics (ACEND). ACEND is an autonomous accrediting agency for education programs, which prepares students for careers as registered dietitian nutritionists or nutrition and dietetic technicians. ACEND requires a pre-review of proposed programs before an institution can consider a program offering. Consequently, this preliminary process for the dietetic internship track has already been completed by the Nutritional Science program. The proposed 6-credit dietetic internship hours will satisfy the ACEND requirements of educational and clinical preparation for registered dietitians. A certification for those completing the dietetic internship track will be provided, along with the granting of the MSCHN degree.

**7. If contracting with another institution or non-collegiate organization,**

**provide a copy of the written contract.**

N/A. This program does not contract with any other entity.

- 8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interactions, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies**

This information will be provided through the University's catalog, the programmatic websites for both Community Health and Nutritional Science, in a digital handbook, and in the University's course management system (currently CANVAS).

- **Curriculum, Course, & Degree Requirements.** Morgan State University uses Degree Works for all programs. As such, students can always evaluate the entire curriculum, know how they are progressing toward completion of the program, and know when they are finished. The system provides up-to-date information regarding all courses, grades, and requirements.
- **Nature of Faculty/Student Interaction:** One of the many strengths of Morgan State University is the low student to faculty ratio. The low student to faculty ratio of 14:1 and small class size enhances the learning environment by allowing more personalized, high-quality attention. The Nutritional Science program is committed to maintaining this low ratio—not to exceed 15:1. Currently, approximately 90% of the faculty hold doctoral or terminal degrees, and likewise, the MSCHN program will hire terminal degree holders. Faculty will serve as advisors to further enhance the learning experience and interactions to promote the value and practice of excellent teaching and to facilitate student learning and growth.
- **Acclimation to Technology & Services.** Through the Office of Academic Technology Services (<https://www.morgan.edu/ats>), students, faculty, and staff are provided with online training as well as live workshop opportunities on the various technologies utilized across campus for academic instruction.
- **Academic Support Services.** Student Academic Support and Training will be provided in the use of the Online Platform. During orientation week, students will receive academic support training in the use of the online canvas management system and the DI app. (<https://www.youtube.com/watch?v=LENwwZLizV8>)

- **Financial Aid Resources.** Aside from a variety of scholarships and fellowships available, Morgan State University's Office of Financial Aid provides students with clear resources to seek information and funding of their education (<https://www.morgan.edu/office-of-financial-aid/resources>). A cost estimate calculator is also provided by the Office of Financial Aid.
- **Cost & Payment Policies.** Morgan State University's Office of the Bursar (<https://www.morgan.edu/bursar>) provides students with information regarding clear costs for each semester, and payment processes, as well as information regarding payment plans, refunds, taxes, etc.

**9. Provide assurance and any appropriate evidence like advertising, recruiting and admissions material will clearly and accurately represent the proposed program and the services available.**

The degree program will be advertised on the school's website and marketed through the multiple marketing and recruitment channels provided by the University and the School of Graduate Studies. For the dietetic internship track, brochures and flyers will be available to interested undergraduate students on campus and disseminated electronically to other higher education institutions with undergraduate academic programs that might be a pipeline into our Master's program. Accrediting entity (ACEND) requires that accurate information must be available to current and potential students on the website and student handbook. ACEND will list on its website that Morgan State University has a master's program with a dietetic internship that prospective students can view nationally.

**H. Adequacy of Articulation**

- 1. If applicable, discuss how the program supports articulation with programs at the partner institutions. Provide all relevant articulation agreements. More information for Articulation Agreements may be found here.**

There are no articulation agreements as part of the proposal.

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

- 1. Provide a brief narrative demonstrating the quality of the program faculty. Include a summary list of faculty with appointment type (Tenured, Tenure-Track, or Contractual), terminal degree title and field, academic title/rank, status (full time, part-time, adjunct).**

The faculty are highly qualified in their specific area of expertise. Qualified contractual faculty will be hired as needed.

**Table 7: List of Faculty**

Last	First	Appt. Type (T, TT, C)	Title/Rank	Degree Field	Terminal Degree	Status (FT/PT)	MSCHN course code
Baptiste Roberts	Keisha	T	Associate Professor	Epidemiology, Maternal and Child Health	PhD, MPH	FT	Chair PAH
Barrett	Sharon	T	Assistant Professor	DrPH	DrPH	FT	OMPH 520
Bronner	Yvonne	T	Professor	Maternal and Child Health, Nutritional Science	DrPH	FT	OMCN 509
Kinlock	Ballington	T	Assistant Professor	Health policy	PhD,	FT	OMPH 504
Fakunle	David	T	Assistant Professor	Public and Behavioral Health Science	PhD,	FT	OMPH 502
Mc Cree	Da Janell	T	Assistant professor	Public Health Policy	PhD, MS	FT	OMPH 704
Faraji	Bahram	T	Associate Professor	Clinical Nutrition	DrPH, RD, LD	FT	OMCN 705
Ganjavi	Maryam	T	Associate Professor	Nutritional Science	PhD, LD	FT	OMCN 515
Peterson	Joycelyn	T	Associate Professor	Community Nutrition, Public Health Nutrition	DrPH, MPH, RD, LD,	FT	OMCN 513
Lindong	Ian	T	Associate Professor	Research Methods	MD, MPH	FT	OMPH 604
Planned New Faculty/ Director MSCHN	-		Assistant Professor	Community Health Nutrition	PhD, RD, LD	FT	OMCN 507
Ekweariri	Chinasa	Contract	Lecturer	Clinical Nutrition	PhD ©,MS, RD,LD	FT	OMCN 785
Lewis	Fiona	Contract	Adjunct Faculty	Community Nutrition	DrPH, RDN	Contract	OMCN 550

**2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidence-based best practices including training in:**

**a) pedagogy that meets the needs of the students**

Morgan's *Center for Innovative Instruction & Scholarship (CIIS)*, is a part of the Division of Academic Affairs, which leads and organizes a variety of pedagogy training opportunities in evidence-based best practices and provides ongoing pedagogy training in distance education. *Science of Teaching & Learning*. Along with the institutes, Faculty are offered opportunities for

pedagogy training each August and May where cutting-edge higher education instructional topics are the focus. And all Morgan faculty have access to training in evidenced-based instructional best practices through the university's subscription to an on-demand faculty training platform. In addition to these training opportunities, all colleges/schools/departments at Morgan State have ongoing discussions that focus on pedagogical best practices in their disciplines.

**b) the learning management system**

Morgan subscribes to the Canvas™ learning management system (LMS) and faculty have access to all the user training resources that it provides. This includes best practices for instruction in the LMS context. In addition to this, Morgan has a dedicated instructional technology specialist who offers ongoing training and support to faculty in Canvas and other related educational instructional technology.

**c) evidenced-based best practices for distance education, if distance education is offered**

Morgan State provides ongoing pedagogy training for faculty in evidence-based best practices with student learning needs always in mind. Morgan offers most of its distance education learning opportunities through its College of Interdisciplinary & Continuing Studies (CICS). More specifically, *Morgan Online* office is where faculty can be trained and certified in evidence-based distance education pedagogy and practice. Additionally, there are two faculty-focused institutes (fall and spring) each year that contain recurring *professional* development sessions on online instruction and through a subscription to an on-demand faculty training platform. Additionally, Morgan's CIIS provides ongoing pedagogy training in distance education.

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

**1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program**

The mission of the Earl S. Richardson Library is to support the academic programs of Morgan State University, an urban doctoral research university. The library provides resources and services to sustain learning, teaching, research, service, cultural and extra-curricular enrichment. Major functions that the library performs include, but are by no means restricted to, the following: Evaluate, select, and acquire resources for the library's various collections; process, provide, and preserve resources for access by library users; provide reference, informational, and technological services; and foster intellectual curiosity, research and information literacy skills for life-long learning.

The library ensures that subscriptions to academic databases and other resources are maintained to support faculty and students in their teaching, research, and service. The Earl S. Richardson Library:

- Houses over 505,236 volumes
- Has access to over 5,140 periodical titles
- Subscribes to over 167 online databases for research
- Provides access to over 160,486 electronic books
- Provides wired and wireless access to the internet, computer labs, printers, and scanners

## **Library Database Subscription and Open Access**

The link below provides access to the list of libraries subscribed to and open-access databases which can be accessed anywhere in the world: <https://library.morgan.edu/az.php>

## **The University System of Maryland and Affiliated Institutions (USMAI)**

The Earl S. Richardson Library is an affiliated member of the University System of Maryland and Affiliated Institutions (USMAI) Consortium of Libraries in seventeen universities in Maryland. Members share diverse academic library resources and expertise.

### **Other ESRL Resource Sharing Arrangements**

**Interlibrary Loans (ILL):** The Earl S. Richardson Library exchanges print and electronic information resources through a statewide consortium arrangement to ensure adequate and appropriate access to information resources.

**Rapid ILL Platform:** Provides access and sharing of articles and book chapters.

**Reprint Desk:** The Earl S. Richardson Library collaborates with Reprints Desk--a document delivery platform that guarantees delivery of any peer-reviewed article within 48 hours after request.

**The Earl S. Richardson Library Institutional Repository:** Provides access to the various academic productivity of the Morgan State University stakeholders, such as dissertations, project reports, research collaboration results, and Reports from federal government taxpayers funded research reports.

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

- 1. 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.**

As an online program, we will not be utilizing physical space. The School of Community Health and Policy has an IT Specialist available to support faculty with technology along with the Division of Information Technology that has established a HELP Desk System and means for 24/7 support when needed. We will have continuous support for the online space through the Canvas learning system. Faculty will have Academic Technology Services (ATS) training opportunities for navigating Canvas as a graduate faculty. The training is essential for the faculty using the Canvas portal by using the following link: <https://www.morgan.edu/ats/canvas41>. Additionally, all faculty who teach online and participate in distance education courses must be Quality Matters certified before they are allowed to teach online.

- 2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**
- a) an institutional electronic mailing system.**

Morgan State University utilizes a branded email system through Google Workspace. All Morgan students are assigned a student email address and login credentials upon admission. Access to the University's electronic mailing system is extremely flexible and universal.

- b) a learning management system that provides the necessary technology support for distance education.**

Morgan State University uses Canvas as its Learning management system. When enrolled, all Morgan students have access. This system works to support distance education as it provides the following:

- A repository for all course materials for all courses at Morgan State University
- The same platform used by all students regardless of the instructional modality of the course
- Easy connection and integration to other digital tools provided by Morgan State University
- Canvas and its tools work equally well to support synchronous and asynchronous online classes.

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

- 1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

<b>TABLE 1: PROGRAM RESOURCES</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$286,000	\$440,000	\$550,000	\$726,000	\$880,000
a. Number of F/T Students	13	20	25	33	40
b. Annual Tuition/Fee Rate	\$22,000	\$22,000	\$22,000	\$22,000	\$22,000
c. Total F/T Revenue (a x b)	\$286,000	\$440,000	\$550,000	\$726,000	\$880,000
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	\$700	\$700	\$700	\$700	\$700
f. Annual Credit Hours	30	30	30	30	30
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources ( <i>see note</i> )	0	0	0	0	0
<b>TOTAL (Add 1 – 4)</b>	<b>\$286,000</b>	<b>\$440,000</b>	<b>\$550,000</b>	<b>\$726,000</b>	<b>\$880,000</b>

Notes:

2. The annual tuition rate is computed here as the average of the annual tuition for the community nutrition track (\$18,000) and the annual tuition for the dietetic internship (DI) track (\$24,000) as it includes a fee of \$6,000 for the internship component. The credit hour rate is based on the average tuition per credit hour for each of these (\$600 and \$800, respectively). The estimated number of F/T students is based on the sum of students in both tracks where the DI track is held to a maximum of 20 in any given year. Forecasted DI students for years 1-5 are: 10, 12, 15, 18, and 20.



2. **Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.**

<b>TABLE 2: PROGRAM EXPENDITURES</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	0	\$134,190	\$258,916	\$266,683	\$274,684
a. Number of FTE	0	1.0	2.0	2.0	2.0
b. Total Salary	0	\$94,500	\$182,335	\$187,805	\$193,439
c. Total Benefits	0	\$39,690	\$76,581	\$78,878	\$81,244
2. Admin. Staff (b + c below)	\$99,400	\$102,382	\$105,453	\$108,617	\$111,876
a. Number of FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	\$70,000	\$72,100	\$74,263	\$76,491	\$78,786
c. Total Benefits	\$29,400	\$30,282	\$31,190	\$32,126	\$33,090
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
TOTAL (Add 1 – 7)	\$124,400	\$261,572	\$389,369	\$400,300	\$411,559

1. *Note:* The benefits rate applied for personnel in lines 1-3 is 42%. The growth rate applied for salaries for lines 1-3 is 3%.
2. Line 2 includes hiring an Internship Coordinator in year 1 and a Program Director in year 2. In the first year, the current DPD Director will serve a dual role as the Master's Program Director as she is a senior nutrition experienced in management of graduate programs of this nature.
3. N/A
4. Line 4 - No funding needed. University shared resources will be used.
5. Line 5 - No funding needed. University shared resources will be used. No funding needed. University shared resources will be used.
6. Line 6 – Funds are for the hiring of four graduate-prepared adjunct part-time faculty for the nutrition courses along with associations dues and other fees to be paid.

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

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

All programs at MSU use and report to the Office of Outcome Assessment and Program Review. Each year, the Office for Outcome Assessment and Program Review uses standardized forms that request information that includes the attainment of program goals, how those goals helped achieve the University's mission and strategic goals, and the performance evaluation of faculty, staff, and administrators, as well as student learning outcomes. The Office of Assessment works with the University Assessment Committee (UAC), the vice presidents, the deans, faculty, students, and staff to examine the student experience at Morgan State University, to identify and focus on areas of excellence, and opportunities for improvement. This work is accomplished through multiple methods including standardized testing, an annual cycle of undergraduate and graduate program assessment, program review, surveys, course evaluations, accreditation requirements, and special assessment projects.

**2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness**

The University develops and administers a common instrument for the online assessment of courses. Student learning outcomes are aligned with the Morgan State University's mission; the School of Community Health and Policy standards and professional competencies established by ACEND, which are stated in the courses and programmatic levels. At the course level, the program faculty will meet each semester for assessment and evaluation of the curriculum. Both students and faculty are involved in assessing outcomes. At the Programmatic level, the graduate program committee will meet annually for assessment and evaluation of the program. Assessments are done by means of exams, projects, simulations, clinical evaluations, retention, graduation rates, and licensure examinations.

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

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

Morgan State University, an HBCU, embraces a culture of inclusiveness and strives to promote behaviors that respect and accept a wide range of human diversity. Morgan State University is an equal opportunity institution and does not discriminate based on race, color, national or ethnic origin, gender, gender identity, sexual orientation, marital status, pregnancy, age, religion, disability, or other characteristics protected by law. Students in our existing undergraduate program are from different ethnicities/races, countries, and backgrounds. The proposed program will undoubtedly draw students with similar or greater diversity. The MSCHN program with dual Dietetic Internship and Community Health tracks will greatly enhance Morgan's contribution to the nutrition and dietetic professions and workforce at the state and national levels. Morgan will help to satisfy the 2012-2022 demand for dietetic jobs projected by Maryland's Division of Workforce Development as well as the increased projection by ACEND.

In line with having a culturally diverse student population, Morgan will be embedding cultural diversity awareness, community engagement, and respectful interpersonal techniques between students and faculty to create an inclusive, respectful learning environment.

Morgan is well-versed in the fiscal needs of its undergraduate and graduate student population. With that understanding, Morgan is taking intentional steps to increase housing and food resources to meet the basic living essentials for its population.

**For Graduate Programs:** Cultural diversity in Morgan's graduate population has increased remarkably from AY 2010 to AY 2022. The population of graduate students who identify as Black, White, Hispanic, and international has increased from AY 2010 to AY202, with the greatest increase (290%) in the international population. Morgan's Asian population of graduate students peaked during the COVID-19 global pandemic at 2.3% but has since declined to 1/.3% of its total population in AY 2022. For the next 3 years, no later than AY2025, Morgan is taking intentional steps towards its goals for increasing cultural diversity by recruiting, admitting, retaining, and graduating a greater number of those who identify as Black, Hispanic, and Asian. The graduate school will establish more internships and employment opportunities for international students and undocumented workers. With the increase of matriculating students who are culturally diverse, Student Affairs and Academic Affairs are working in collaboration to embed cultural diversity awareness, community engagement, and respectful interpersonal techniques between students and faculty to create an inclusive, respectful learning environment.

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

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program**

Not Applicable

**P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.05)**

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide distance education**

Morgan State University is an active SARA institution (see NC-Sara Directory| NC-SARA).

- 2. Provide assurance and any appropriate evidence that the institution complies with the C- RAC guidelines, particularly as it relates to the proposed program**

As a SARA institution, MSU has agreed to abide by C-RAC Guidelines. Morgan maintains its membership with SARA, a non-profit that regulates distance learning. As a component of SARA membership, President Wilson regularly affirms Morgan's compliance with C-RAC guidelines. Evidence of our compliance is shown through an institutional commitment to online learning. Morgan maintains membership in Maryland Online and provides faculty training and quality course design using workshops (often with incentive grants) that promote the Quality Matters system. Online courses are required to meet the standard of the Quality Matters Rubric before being offered. The Director of Morgan Online maintains additional resources for programs and courses that fall under C-RAC guidelines. For more, go to: <https://www2.morgan.edu/online>. (- *Division of Academic Affairs*, 2022)