



October 9, 2017

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

Dear Secretary Fielder,

443-840-CCBC (2222)

CCBC Catonsville
800 South Rolling Road
Baltimore, Maryland
21228

CCBC Dundalk
7200 Sollers Point Road
Baltimore, Maryland
21222

CCBC Essex
7201 Rossville Boulevard
Baltimore, Maryland
21237

CCBC Hunt Valley
11101 McCormick Road
Suite 100
Hunt Valley, Maryland
21031

CCBC Owings Mills
10300 Grand Central Avenue
Owings Mills, Maryland
21117

**CCBC Randallstown
at The Liberty Center**
3637 Offutt Road
Randallstown, Maryland
21133

The Community College of Baltimore County (CCBC) respectfully submits the attached proposal for a new Lower Division Certificate in Global Studies. This proposal represents the transformation of CCBC's Global Scholars Program (which currently provides "global distinction" on a student's transcript upon completion of the associate's degree) to a stand-alone credit certificate.

Moreover, this new certificate addresses the global awareness and intercultural communication skills identified in the Maryland State Plan as necessary for citizens to succeed in the evolving global economy. As the only stand-alone Global Studies Certificate in the state of Maryland, the certificate offers the required content area coursework that could serve as a stackable 16-18 credits to launch the associate's degree and beyond, or as a restart for those in their jobs to become current in the global economy. The globalized general education requirements for the proposed certificate are embedded in the Humanities and Social Sciences Pathway degree program. However, any STEM or STEAM program goal could be launched by its completion. Regardless, the certificate responds to the Maryland State Plan's emphasis on innovative programming to address the needs of the workforce of the future.

The proposed Global Studies Certificate combines the exposure to broad global issues, world language, and intercultural immersion and requires demonstration of skills necessary to work in the evolving global economy. This certificate is primarily geared toward students who are degree-seeking, however, students are also eligible for this certificate early in their higher education, independent of a degree, as an engaging start to a future in any career in the global workforce. With the exception of the global immersion requirement, the certificate will be offered as an Online-Learning option, a focus of CCBCs commitment to students' completion of a credential, commitment to learning, and innovative programming that promotes inclusiveness.

This certificate represents a 'stackable' workforce credential; the certificate, including globalized courses, world language and global immersion in a community, seeks to provide benefits identified in research on positive outcomes

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of study abroad programs. The certificate requirements expose students to global issues and future workforce needs in the global economy, toward either earning the Associate's or Bachelor's degree, or entering or re-entering the job market. Most four year colleges and universities require two or three semesters of a world language. The Global Studies certificate includes this requirement which provides intercultural communication and critical thinking skills, which are often avoided during the high school experience.

Research to support this proposal includes benefits of internships, study abroad, and short global immersion, including skills development for clarifying students' own cultural values, inter- and intra-personal maturation, 'sparking' an interest in a career, and other skills, including how to cope with the ambiguity and change, as well as change occurring in Maryland's local, and international, landscape. Immersion experiences and experiential learning across disciplines are on the rise in higher education, as the benefits of even a "change in scenery" and new perspectives can be beneficial in realizing future career trajectory, not to mention international networking, and global connections supported by social media. Business and industry professionals welcome the opportunity to work with us as we innovate a new program to increase global awareness and functionality of current and future employees.

Thank you for your consideration of this request. Feel free to contact me with any questions.

Sincerely,



Mark McColloch
Vice President of Instruction

cc: Jennifer Kilbourne
Tim Davis

**MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL**

PROPOSAL FOR:

- ☒ **NEW INSTRUCTIONAL PROGRAM**
☐ **SUBSTANTIAL EXPANSION/MAJOR MODIFICATION**
☐ **COOPERATIVE DEGREE PROGRAM**
☐ **WITHIN EXISTING RESOURCES or** ☐ **REQUIRING NEW RESOURCES**

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Community College of Baltimore County

Institution Submitting Proposal

Spring, 2018
Projected Implementation Date

Certificate

Global Studies

Award to be Offered

Title of Proposed Program

2299

459999

Suggested HEGIS Code

Suggested CIP Code

Wellness, Behavioral & Social Sciences

Timothy Davis

Department of Proposed Program

Name of Department Head

Ann MacLellan
Contact Name

amaclellan@ccbcmd.edu
Contact E-mail

443-840-4202
Contact Phone Number

Sandra Kuehnert's 10/10/17
Signature and Date

President/Chief Executive Approval

10/10/17
Date

Date Endorsed/Approved by Governing Board

Global Studies Certificate

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

The proposed certificate combines the exposure to broad global issues, world language, and intercultural immersion and requires demonstration of skills necessary to work in the evolving global economy. This certificate is primarily geared toward students who are degree-seeking, however, students are also eligible for this certificate early in their higher education, independent of a degree, as an engaging start to a future in any career in the global workforce. With the exception of the global immersion requirement, the certificate will be an online learning option, a focus of CCBC's commitment to students' completion of a credential, commitment to learning, and innovative programming that promotes inclusiveness.

As part of CCBC's mission, the College is committed to preparing students for career success and strengthening the regional workforce with use of the most current technologies available in support of online and distance learning. The Global Studies Certificate Program will help to fulfill both of these goals. In addition, as part of CCBC's strategic direction of Teaching and Learning Excellence, the College is committed to using the most technologically appropriate and effective teaching methods and formats available. Except for the global immersion requirement, the proposed certificate will be available fully online.

This certificate represents a 'stackable' workforce credential; this certificate, including globalized courses, world language and global immersion in a community, seeks to provide benefits identified in research on positive outcomes of study abroad programs. The certificate requirements expose students to global issues and future workforce needs in the global economy, toward either earning the Associate's or Bachelor's degree, or entering or re-entering the job market. This supports contemporary research on 'momentum points' in supporting student retention; students who earn 'stackable' credentials (Fein, 2012) may show greater movement toward degree completion. Most four year colleges and universities require two or three semesters of a world language. This certificate includes this requirement which provides intercultural communication, and critical thinking skills.

Research to support this proposal includes benefits of internships, study abroad, and short global immersion, including skills development for clarifying students' own cultural values, inter- and intra-personal maturation, 'sparking' an interest in a career, and other skills, including how to cope with the ambiguity and change (IES Abroad), including change occurring in Maryland's local, and international, landscape. Immersion experiences and experiential learning across disciplines are on the rise in higher education, as the benefits of even a "change in scenery" and new perspectives (U.S. News, NAFSA) can be beneficial in realizing future career trajectory, not to mention international networking, and global connections supported by social media. Business and industry professionals welcome the opportunity to work with us as we innovate a new program to increase global awareness and functionality of current and future employees.

Part B. Critical and compelling regional or statewide need as identified in the State plan:

The demand and need for the proposed program for meeting the present and future needs of the region and the State are two-fold. This "stackable" credential is marketable to current high

school students and recent high school graduates who are uncertain of their career path, and often lacking cultural capital to support their postsecondary interests, as they confront the demands of the global job market. The world language requirement will address the world language exposure that many avoided in high school, and that most four year colleges and universities demand (see global requirement at UMD). The proposed certificate will also be a fully online option for many with long careers in global businesses who may never have attended college but would benefit from a program that will update their skills, linguistically, academically, and socially, by heightening their global exposure and awareness across disciplines. Regardless of student background, the proposed certificate can serve as a launching award that provides a credential for educationally disadvantaged students toward higher achievement.

The proposed certificate program responds to several facets of the Maryland State Plan for Postsecondary Education. In particular, the Global Studies Certificate addresses the State Plan's imperative to provide innovative programs to address the changing, and increasingly, international economic and social landscape. The certificate clearly addresses State Plan Goal 2 which addresses *access* to higher education, and *completion* of a credential, Goal 3: *Diversity*, and Goal 4: *Innovation* in programming. The proposed coursework provides specific and practical training for our students to better prepare them to work with a diverse client base and live in a culturally diverse community, regardless of job/career trajectory or selected CCBC Pathway.

The Maryland State Plan (2013-2017) emphasizes the critical nature of addressing the education and training needs of Maryland's heterogeneous population. Without providing means through which postsecondary education can find channels to value and utilize its diverse, and international, citizens it is a "waste of human capital" that could support Maryland's efforts toward social and economic growth. Within the trends for Maryland and the U.S. (Lapin, 2012) with the "negative perceptions of the value and worth of college and specialized workforce training" this (what could be considered a stepping stone) credential brings global awareness and global participation, popular on social media, into the local reality of options for training. With this proposed certificate, CCBC places itself at the cutting edge of the field, providing a credit option for those entering college as recent high school graduates, or those returning to retool and renew their skills in a multilingual and multicultural global economic setting.

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

Whether the job is becoming an officer trained at the police academy at CCBCs Dundalk Campus, becoming commissioned as an officer in the military, or working in one of the many job positions in Maryland's concentration of universities and health care institutions, the global exposure from the proposed certificate can be valuable to workers in Maryland's communities. Maryland's workforce, often confronted with the challenge of creating a team with members from diverse backgrounds, can benefit from the proposed certificate.

Among the fastest growing occupations in Mid-Maryland (see appendix, DLLR, Job Outlook 2010-2020) are Home Health Aides, Farmers, Ranchers, and Other Agricultural Managers, Physical Therapists, Physical Therapist Assistants, Market Research Analysts and Marketing Specialists, Veterinary Technologists and Technicians, Medical Secretaries, Clinical Counselors, School Psychologists and Mental Health Counselors, Cooks, Food Preparation and

Fast Work workers. Regardless of the work, employees will interface with the local economy which is global in nature.

In addition to these market figures, cyber-security, biotechnology, and medical research and health care are the fields that hold great promise for the creation of desirable, well-paying jobs in Maryland. They may well be government-related but not necessarily government-dependent for growth and all of them involve the need for intercultural communication skills and exposure to diverse populations. Baltimore County will remain as the largest jobs center (by place of residence) in the Baltimore Metropolitan Area and the third in the State (CCBC Trends, 2012).

Another trend (Lapin, CCBC, 2012) includes that the median household income for Baltimore County (2009-2013) is below the Maryland's median household income, and this trend is continuing. The population of Baltimore County also continues to get older and more culturally diverse than at any time in its past. These trends will continue to shape Baltimore County's demographics and economy into the future. Global Studies programs are surfacing at many two year and four-year colleges and universities to address the skills and perspectives required to work productively in our diverse communities.

Part D. Reasonableness of program duplication:

While a number of community colleges offer degrees in related fields, none, to date, have offered a stand-alone Global Studies certificate program.

Part E. Justification for the Proposed Program

This certificate will address a documented workforce development need, a program focused on the development of intercultural communication skills and knowledge valued as key to progress in Maryland's global economy and diverse social community. This program is a viable alternative for students who have already earned a degree or for those seeking the educational background to enhance their knowledge and skills for use in an intercultural work setting and community. CCBC is poised to provide a quality educational program at a very cost-effective price for interested students. Whether students already have some of the required course work completed from another degree program or if this is a student's first experience in higher education. With the exception of the global immersion course (GLBL171-173), the program can be completed online, as online learning options are a central commitment at CCBC.

Part F. Relevance to Historically Black Institutions:

As the proposed Global Studies Certificate would encourage continuing beyond the 16 credits to earn an associate's degree and beyond, it should not have any negative impact on the implementation or maintenance of high-demand programs at HBIs or the uniqueness and institutional identities and missions of HBIs. On a positive note, students who graduate from HBIs with degrees in in any field and want to pursue a career serving an international or multicultural/multilingual client base will have an affordable alternative in order to acquire the academic background needed to pursue employment and/or a degree. CCBC Social Science Department is currently pursuing an agreement with Coppin State University.

Part G.

Adequacy of curriculum design and delivery to related learning outcomes:

G1. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

The 16-18 credits in the Global Studies Certificate includes two core courses and a menu of GL course options as described below:

List of core courses

GLBL101 – Introduction to Global Studies 3 credits

An interdisciplinary course that examines processes of globalization and their consequences. Coursework introduces students to global perspectives on issues confronting the world including the relationships among politics, culture, the environment and economics. Students develop communication skills, heightened global awareness, and the critical thinking and problem solving skills necessary to adapt to a rapidly changing world.

Prerequisite: ESOL 052 and ESOL 053 or ACLT 052 or ACLT 053

GLBL171-173 – Global Experience Field Placement

A global immersion experience which introduces students to global perspectives on issues confronting the world including the relationships among politics, culture, the environment and economics through research and learning prior to the immersion experience (study abroad or local intercultural immersion) and reflection, research, critical analysis, and reporting after the immersion experience.

Students develop intercultural communication skills, heightened global awareness, and the critical thinking and problem solving skills necessary to adapt to a rapidly changing world.

Prerequisites: ESOL 052 and ESOL 054 or ACLT 052 or ACLT 053

<u>Global Studies Certificate:</u>	16-18 credits
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<u>Core Courses:</u>	4-6 credits
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GLBL 101 Introduction to Global Studies	3 credits
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GLBL171-173 Field Placement- Global Experience	1-3 credits
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- Student's choice but either Study Abroad program or local global immersion work experience, requires pre-approval from the certificate coordinator
- An internship course approved by an academic discipline (requires pre-approval from the certificate coordinator)
- A study abroad course approved in advance by the certificate coordinator and eligible for transfer into CCBC

- For students choosing a local global immersion placement: 1 credit=40 hours in global work setting, 2 credits=80 hours in global work setting, 3 credits=120 hours in global work setting.

*The following GL courses may be substituted with approval of certificate coordinator: ANTH 101 Introduction to Cultural Anthropology, GEOG 102 Cultural Geography, PSYC 105 Multicultural Psychology, SOCL 141 Racial and Cultural Minorities

World language: (a 2-semester sequence)

6 credits

Exemption from WL (World Language) but not from the WL 6 credits granted for:

- Students already fluent in a second language (when CCBC assessment is feasible; requires pre-approval from certificate coordinator)
- Students who complete a two language sequence with a grade of “C” or better at another accredited college or university (if out of country, would have to be approved on case by case basis by certificate coordinator)
- Students who completed an AP or a CLEP language exam at a level equivalent to a two language sequence.

Electives (Choose two):

6 credits

- Any course designated “GL” in the CCBC College Catalogue
- Any course for which an instructor and a student agree to create a “Global Contract” (see the certificate coordinator for details)
- For students who wish to pursue global studies beyond CCBC: courses in Anthropology, Political Science, Sociology, and World Languages are strongly encouraged.

G2. Describe the educational objectives and intended student learning outcomes.

Educational Objectives

Upon completion of the program, students will:

1. Integrate classroom theory, learning of interdisciplinary global issues and perspectives, and global immersion experience;
2. Utilize appropriate research methodologies to record observations in a global setting;
3. Apply basic skills of working tactfully and sensitively with diverse communities (SSCI)
4. Synthesize various social, behavioral and humanities perspectives in understanding issues of concern to a community;
5. Demonstrate the ability to communicate effectively about global issues and global immersion experience through written and oral communication.
6. Discuss personal values and ethical considerations when working in a multicultural setting.

This program will prepare students with knowledge of interdisciplinary global issues, communication skills, and perspectives for entry into the multicultural work force and community.

Student Learning Outcomes

1. Effectively express opinions and evidenced-based facts through both oral and written communication;
2. Demonstrate intercultural skills, and cultural/global knowledge necessary to live productively in an intercultural work environment and community;
3. Participate in study abroad opportunities and/or global internship experiences;
4. Earn a credential for current job/career enhancement, and/or "stackable" credential for associates or bachelor's work.

G3. Discuss how general education requirements will be met, if applicable.

General Education Requirements are not required for this certificate, however, most of the GL offerings would satisfy general education electives towards a degree.

G4. Identify any specialized accreditation or graduate certification requirements for this program and its students.

N/A

G5. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

N/A

Adequacy of financial resources with documentation

The following breakdown of costs is based on in-county tuition rates and having one student complete 18 credits on a part time basis.

Tuition (\$120 per billable hour x 18)	\$2,160.00
General Services Fee	270.00 (\$15 per credit hour)
Registration Fee	110.00 (\$55/semester x 2)
Capital Fee	20.00 (\$10/semester x 2)
Technology Fee	198.00 (\$11 per credit hour)
Activity Fee	72.00 (\$4 per credit hour)
Total	\$2,830.00
 Certificate fee	 \$ 50.00

All students are eligible for regular CCBC financial aid.

Please see Table 1: Resources and Table 2: Expenditures for additional information regarding financial resources. *Note that Tables assume level tuition and fees across the first five years.

TABLE 1: RESOURCES					
Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds					
2. Tuition/Fee Revenue (c+g below)	42,450	42,450	42,450	56,600	56,600
a. # F.T. Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	2,830	2,830	2,830	2,830	2,830
c. Annual Full Time Revenue (a x b)	0	0	0	0	0
d. # Part Time Students	15	15	15	20	20
e. Credit Hour Rate	120.00	120.00	120.00	120.00	120.00
f. Annual Credit Hours	18	18	18	18	18
g. Total Part Time Revenue (d x e x f)	42,450	42,450	42,450		
3. Grants, Contracts, & Other External Sources (Perkins Funding)	0	0	0	0	0
4. Other Sources					
TOTAL (Add 1-4)	42,450	42,450	42,450	56,600	56,600

Part I. Adequacy of faculty resources

The faculty for the proposed program will be drawn from the existing CCBC degree. Each has an appropriate graduate degree in his or her field of practice. The full-time faculty are from disciplines across CCBC academic Schools, due to the interdisciplinary nature of the “GL” globalized course offerings. While the full- and part-time faculty will share responsibility for teaching core coursework in the program, the individual instructors have areas of specialization addressed within their discipline degree program.

Part J. Adequacy of library resources

The current resources are sufficient for the proposed program. The textbooks will be on reserve in the campus libraries, or online if e-texts are being utilized. Students have access to global resources, and the College’s faculty and librarians will provide point of contact for students who need assistance.

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$3,659	\$3,659	\$3,659	\$3,659	\$3,659
a. # FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary	2,655	2,655	2,655	2,655	2,655
c. Total Benefits	1,004	1,004	1,004	1,004	1,004
2. Admin. Staff (b+c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b+c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
8. TOTAL (Add 1 – 7)	\$3,659	\$3,659	\$3,659	\$3,659	\$3,659

Since the program consists primarily of existing courses, current classrooms, faculty and staff will be utilized. One faculty member will receive three hours reassigned time per week (one tenth of her contract or 1.5 hours per week) to administer the program. This expense is outlined in Table 2.

The intention of the program director is to market the certificate to high school students as a “stackable” credential (Fein, 2012) who could complete the program prior to high school graduation or during their freshman year at CCBC. The program will be available fully online and face to face.

More than 50% of the required courses for the proposed CCBC Global Studies Certificate will be taught by existing full-time faculty (see below). There are no additional expenditures for full-time or part-time faculty teaching the program requirements, as the CCBC globalized (GL in CCBC catalogue), e.g., MUSC109-GL Survey of World Music, or BIO110-GL Molecular Biology, etc., include students not necessarily taking the courses for Global Studies Certificate completion but as a general education elective option. As noted in the proceeding charts, approximately sixty-nine (or 71%) of the globalized courses/sections are taught by current full time faculty. In total, there are ninety-four courses that are globalized at CCBC. Part time faculty are utilized primarily in World Language courses as indicated below.

CCBC's Globalized Courses (Updated May 2017)

I. Courses for which *all sections* are considered globally intensive (Taught by full time faculty)*:

Course Number	Course Name	Sections or Instructors	Gen Ed (Y/N)
ANTH 101	Introduction to Cultural Anthropology	All	Y
ARTD 105	History of Art I	All	Y
ARTD 106	History of Art II	All	Y
AVMT 101	Aviation History and Development	All	N
CMNS 252	Intercultural Communication	All	N
CRJU 204 / POLS 204	Comparative Crime and Criminal Justice	All	N
CSIT 120	Diversity in a Technological Society	All online	Y
ENGL 160	Studies in Mythology	All	N
ENGL 205	World Literature I	All	Y
ENGL 206	World Literature II	All	Y
ENGL 260	Holocaust Literature	All	Y
GEOG 102	Introduction to Cultural Geography	All	Y
GLBL 101	Introduction to Global Studies	All	Y
HIST 101	Western Civilization I: Ancient and Medieval History	All	Y
HIST 102	Western Civilization II: Modern History	All	Y
HIST 116	African American History	All	Y
HIST 117	African American History to 1876	All	N
HIST 127 / NAST 127	Native American History	All	Y
HLTH 101	Introduction to Health	All	Y
HLTH 126/ Was 125	Introduction to Holistic and Complementary Health	All	Y
HORT 127	Introduction to Sustainable Horticulture	All	N
HRMT 210 / RECR 210	Travel, Leisure, and the Tourism Industry	All	N
HRMT 213 / RECR 213	Tourism and Serving the International Visitor	All	N
HUMN 206	Post-Colonial Literature	All	N
INTR 101	American Sign Language I	All	Y
INTR 102	American Sign Language II	All	N
INTR 121	Deaf Issues: Past and Present	All	Y
INTR 203	American Sign Language III	All	N
INTR 204	American Sign Language IV	All	N
INTR 206	American Sign Language V	All	N
ITTR 262	Travel Studies	All	N
MUSC 109	Survey of World Music	All	Y
OFAD 114/Was 160	IT Essentials	All	Y
PHIL 131	Philosophy of World Religions	All	N
POLS 131	Comparative Government and Politics	All	Y
POLS 141	International Relations	All	N
POLS 247	Middle East Politics	All	N
PSYC 105	Multicultural Psychology	All	Y
SOCL 141	Racial and Cultural Minorities	All	Y

*Adjunct faculty are utilized on rare occasions when full time faculty are unable to teach.

II. Courses that must be taken with one of the listed instructors (All instructors listed are full time faculty):

Course Number	Course Name	Sections or Instructors	Gen Ed (Y/N)
ACDV 101	Transitioning to College	Ann MacLellan	N
BIOL 110	Molecular and Cell Biology	Encarni Trueba (face to face only)	Y
CMNS 101	Fundamentals of Speech Communication	Michael Walsh Sherry Tucker	Y
CMNS 101 w/ ENGL 101	Fundamentals of Speech Communication	Brooke Bognanni	Y
ENGL 101	College Composition I	Cheryl Scott	Y
ENGL 101 – ALP ESOL sections only	College Composition I with ALP ESOL section	David Hewitt	Y
ENGL 102	College Composition II	Andy Rusnak Cheryl Scott Evan Balkan Linda De La Ysla	Y
ENGL 239	Business Communication	Paige Rogers (online only)	N
MATH 153	Introduction to Statistical Methods	Barbara Leitherer	Y
MNGT 105	Principles of Management	Nancy Zimmerman	N
MNGT 201	Human Resource Management	Nancy Zimmerman	N
MNGT 239	Business Communication	Paige Rogers (online only)	N
PHYS 101	Fundamentals of Physics	Lalitha Dorai	Y
PSYC 101	Introduction to Psychology	Azar Etysamypour-King	Y
PSYC 103	Human Development	Azar Etysamypour-King	Y
SOCL 101	Introduction to Sociology	Nina Brown Kevin Mick	Y

III. World Language Courses (Full time faculty teach approximately 40% of all World Language sections):

To complete the Global Scholars program, students must take at least two consecutive semesters of one of these languages: Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish.

Course Number	Course Name	Sections or Instructors	Gen Ed (Y/N)
WLAR 101	Introductory Arabic I	All	Y
WLAR 102	Introductory Arabic II	All	Y
WLAR 201	Intermediate Arabic I	All	Y
WLAR 202	Intermediate Arabic II	All	Y
WLCH 101	Introductory Chinese I	All	Y
WLCH 102	Introductory Chinese II	All	Y
WLCH 201	Intermediate Chinese I	All	Y
WLCH 202	Intermediate Chinese II	All	Y
WLFR 101	Introductory French I	All	Y
WLFR 102	Introductory French II	All	Y
WLFR 201	Intermediate French I	All	Y

WLFR 202	Intermediate French II	All	Y
WLGR 101	Introductory German I	All	Y
WLGR 102	Introductory German II	All	Y
WLGR 201	Intermediate German I	All	Y
WLGR 202	Intermediate German II	All	Y
WLIN 101	Introductory Italian I	All	Y
WLIN 102	Introductory Italian II	All	Y
WLIN 201	Intermediate Italian I	All	Y
WLIN 202	Intermediate Italian II	All	Y
WLJP 101	Introductory Japanese I	All	Y
WLJP 102	Introductory Japanese II	All	Y
WLJP 201	Intermediate Japanese I	All	Y
WLJP 202	Intermediate Japanese II	All	Y
WLRU 101	Introductory Russian I	All	Y
WLRU 102	Introductory Russian II	All	Y
WLRU 201	Intermediate Russian I	All	Y
WLRU 202	Intermediate Russian II	All	Y
WLSP 101	Introductory Spanish I	All	Y
WLSP 102	Introductory Spanish II	All	Y
WLSP 201	Intermediate Spanish I	All	Y
WLSP 202	Intermediate Spanish II	All	Y

The College also subscribes to several online databases that would be helpful to students in this program such as *Academic Search Premier*, *Proquest Central*, *Academic Search Premier*, *Proquest Complete*, *Global Warrior Database*, *SOCIndex*, *Lexis Nexis Academic*. The CCBC Libraries' collection is growing in the area of eBooks and currently provides access to numerous eBooks on topics related to global issues. Students can access these eBooks anytime from any computer or mobile device on or off-campus.

Beyond the resources provided through CCBC, the College provides Inter-Library Loan service, <http://library.ccbcmd.edu/screens/borrowingfromotherlibs.html>. In addition, to make library services more accessible to students, the CCBC library participates in a 24/7 online reference service through the *AskUsNow* Maryland statewide program.

Part K. Adequacy of physical facilities

This proposal requires no additional physical infrastructure at this time. In the first years of the program, faculty offices will remain the same, and existing classroom resources will continue to suffice. As program enrollment increases, there may be a need in future years to expand our full-time faculty; this need is currently avoided by use of affiliate faculty from related disciplines.

New program proposals at CCBC are reviewed and approved according to the process developed through college governance, which includes approval by the Curriculum and Instruction Committee and the full College Senate. In addition, this new program proposal will be carefully reviewed by the President and her Senior Staff prior to submission to the CCBC Board of Trustees for their endorsement. The President will insure that the program can be implemented within existing institutional resources. A plan for ongoing equipment and facility upgrades and other routine needs has been developed and is in accord with CCBC's strategic plan.

Part M. Adequacy of provisions for evaluation of program

Program outcomes assessment is a primary focus for CCBC. Assessment of student satisfaction occurs in each class on a rolling basis through the Aleamoni Course/Instructor Evaluation Questionnaire (CIEQ). Assessment of program outcomes occurs as part of CCBC's 5-year Program Review cycle. Program Coordinators must document the connection between student learning outcomes and their relationship to the College mission. It is noteworthy that CCBC's student learning assessment program received a Commendation and an Exemplary Practice award as part of the College's most recent Middle States decennial review.

As the focal credit program of CCBCs developing Center for Global Education, the Global Studies Certificate program enjoys two additional review processes. The Program will be reviewed annually by CCBCs internal Global Education Advisory Board, and externally by its established External Global Education Advisory Board. The External Global Education Advisory Board is comprised of faculty, student and alumni representatives, internship site supervisors, professionals, and workforce advocates. This group meets annually to review the program outcomes and to provide guidance for future directions for all of CCBCs Global

Education at CCBC. Additionally, assessment will continue of all global activities on campus through the Office of the Director of Global Education, CCBC.

Part N. Consistency with the State's minority student achievement goals

For FY 2015 CCBC's student demographic figures indicate that 53% of credit students are minorities, and 58% are female. We anticipate that the student population for the Global Studies Certificate will mirror these trends, thereby promoting minority student access. However, minority students are underrepresented in study abroad and global immersion programs nationally. Recruitment efforts will target minority candidates at CCBC for participation in the program. The CCBC Study Abroad Coordinator has specifically worked toward assisting students find financial support in the past, and collaborative efforts will continue as the Global Certificate coordination begins.

To promote minority student success, one of the hallmarks of CCBC's strategic plan is the value of inclusiveness. That is, we honor the diversity of people, cultures, ideas, and viewpoints. To help faculty to better appreciate and to maximize the potential of a diverse student population in their classrooms, CCBC has a Culturally Responsive Teaching and Training Program (CRT). The CRT Program is a multi-faceted initiative engaging faculty, staff, administrators and students in the recursive process of self-reflection, dialogue, change, and growth regarding cultural understanding and cooperation. This program has helped the College to close achievement gaps and thereby improve student success. It is noteworthy that CCBC received the Leah Meyer Austin Award at the Achieving the Dream Conference in 2015, and the CRT Program was an important component to enable CCBC to improve student achievement and to meet equity goals.

Since its inception in 2004, the CRT Program has led 500+ faculty and staff and thousands of students to actively address individual and collective self-awareness, attitudes and beliefs, knowledge of others, and the skills needed to implement new understandings through best practices of cultural competence.

Part O. Relationship to low productivity programs identified by the Commission

N/A

Part P. Evidence of Principles of Good Practice

CCBC is a Quality Matters institution. As a subscriber, CCBC uses Quality Matters standards to build, teach and review both online and blended courses. This provides students with the quality and consistency they need to be successful in online courses.

Curriculum and Instruction

The Global Studies Certificate was developed by CCBC's faculty and will be reviewed and approved by the College's internal curriculum governance process to ensure that the curriculum is coherent, in alignment with CCBC general education criteria (gen.ed."GL") and comparable in academic rigor to programs offered in traditional academic formats. As part of the process of globalizing the courses, the Global Education Curriculum Committee vetted the

courses (including 50% or more of globalized content) submitted for the GL (globalized) designation in the catalogue. Course learning outcomes were examined to ensure they were appropriate given the rigor and breadth of the program, specifically the new GLBL171-173 Global Experience Field Placement course. The careful research that is performed in the development of newly approved programs facilitates their internal adoption within CCBC's established planning and resource allocation processes. The program will be directly overseen by the Coordinator, Sociology and Anthropology, Catonsville Campus, in the School of Wellness, Behavioral and Social Sciences (includes the disciplines of Anthropology, Economics, Human Services, Psychology and Sociology, and Wellness), and the Director of Global Education, CCBC, School of Liberal Arts (including World Language). However, full-time and part-time faculty members across departments and academic schools will teach the required courses. The full-time and part-time faculty who teach online sections of GL courses have completed the CCBC mandated training required to develop and teach online courses.

The College uses Blackboard as its Learning Management System (LMS). Within this environment there are many tools that provide for appropriate real-time or synchronous communications as well as delayed interaction or asynchronous communications between faculty and students. Faculty teaching online are trained to take best advantage of these technologies in their courses. Faculty members include any assignments for development of new distance education courses in their Annual Professional Summaries as part of the faculty evaluation process.

All levels of academic and instructional technology planning are integrated in the development of new distance education courses and programs. Distance education planning is also coordinated with CCBC's Enrollment and Student Services and Administrative Services divisions to ensure that students have access to academic and physical resources needed to promote student success. Many of the courses in the proposed Global Studies Certificate program have already been offered and have benefited from this integrated planning process.

Faculty Support

To promote high-quality instruction, once new online education courses and programs have been approved, a faculty member must complete CCBC's Online Course Development Institute before developing and teaching a distance education course. This course is offered online and includes a minimum of 80 hours of activities. Through this professional development, faculty members learn about the pedagogical and technological aspects of teaching online and work with an instructional designer to develop the course shell and materials. The instructional design team reviews the course for compliance with Quality Matters standards before the course is offered in the schedule of classes. Through this review, the faculty member and instructional design team ensure that the design of the course will enable a student to achieve the learning outcomes and that these outcomes are assessed appropriately. Faculty who are teaching online for the first time but not developing the course for online delivery (i.e., teaching an already existing distance education course), complete the professional development opportunity, Teaching Online Course, to become skilled in teaching within this environment. This course is offered online and includes 40 hours of activities.

To ensure that the principles of best practice for teaching in a distance education format are established and implemented, the Distance Learning Advisory Board (DLAB) was created in 2009 and is comprised of institutional leaders, including faculty who teach online as well as representatives from CCBC's Shared Governance system. This group was charged by the Vice President of Instruction to develop policy proposals designed to improve online education outcomes for consideration by the College's governance structure. As new policies are approved, they are monitored and assessed as part of the established institutional assessment processes.

The College provides a robust array of support services for faculty teaching in a distance education format. Lead by the Executive Dean as well as Assistant Dean of Online Learning, the Office of Online Learning includes an Instructional Design Group as well as a Learning Management Systems/ Instructional Training Group to provide support to faculty in the design of courses and courseware. The Instructional Design Group is led by a Director and includes three Instructional Designers (two at the senior level). The Learning Management Systems /Instructional Training Group is led by a Director and includes two LMS Administrators, a Technology Trainer, and an Administrator for Digital and Emerging Technologies. Additional support is provided to faculty via a 24/7 Technical Help Desk and an externally hosted LMS, which includes the highest level of technical support available.

To ensure appropriate learning resources are available to students, CCBC offers online tutoring, which is provided by trained tutors. The format for the service is through an asynchronous discussion board using Blackboard. Students self-register for each subject in which they seek tutoring; these subjects then appear on their Blackboard class list and include allied health, biology (all levels), chemistry (all levels), math (all levels), physics, and psychology. Online tutoring for other subjects, such as accounting, economics, and philosophy, may be available upon request. To increase awareness of online tutoring the Student Success Centers (SSC) provide an announcement on Blackboard and provide a brochure during the classroom announcements in the first week of school.

As indicated in the Library section of this proposal, students have access to a useful guide for academic and research support through online Library Guides. The College's librarians are featured on this page as a point of contact for students who need assistance.

The College also subscribes to several online databases that would be helpful to students in this program such as *Academic Search Premier*, *Proquest Complete*, *Global Warrior Database*, *SOCIndex* and, *Anthropology*, *Biology*, *Business*, *Economics*, *Environmental*, *Math*, and *Sociology Journals*. The CCBC Libraries' collection is growing in the area of eBooks and currently provides access to numerous relevant eBooks. Students can access these eBooks anytime from any computer or mobile device on or off-campus.

Beyond the resources provided through CCBC, the College provides Inter-Library Loan service, <http://library.ccbcmd.edu/screens/borrowingfromotherlibs.html>. In addition, to make library services more accessible to students, the CCBC library participates in a 24/7 online reference service through the *AskUsNow* Maryland statewide program.

Students and Student Services

The CCBC College Catalogue is updated on an annual basis and will contain clear, complete, and timely information on the proposed curriculum, course and degree requirements, nature of faculty/student interaction, and assumptions about technology competence and skills. Within Blackboard, students can access useful information after they have registered for an online course such as Blackboard tutorials and technical requirements, availability of academic support services and 24/7 Help Desk support, and financial aid resources. Costs and payment policies are consistent for classes in online and traditional formats; this information is contained in the College catalog at the following URL: <http://www.ccbcmd.edu/Costs-and-Paying-for-College/Tuition-and-fees.aspx>.

Distance education students and other learners find support online for advising, registration, financial aid, and library services. Five designated full-time advisors dedicate 2-10 hours of advising time to respond to online student inquiries. General information is provided within 24 to 36 hours. All CCBC students may access online advising while maintaining confidentiality. Online advising services average 200 students per month. Application and registration processes now occur mostly online.

The financial aid application process, including the counseling component, can be completed online. Financial Aid TV is also available on the CCBC website at the following URL: <http://ccbc.financialaidtv.com/>. Distance education students are eligible for all facets of financial aid offered through CCBC.

CCBC has an extensive array of print and electronic communications to inform the public and other College audiences of the strength of CCBC's mission, the quality of its academic programs, and the diversity of training offerings and support services available. Revisions are made regularly to reflect program, policy, and/or procedural changes and to modify or rebrand the marketing message. As part of providing these communication tools and outreach initiatives for students and the community, several positive outcomes have been achieved. Staff training and the implementation of communication technology have augmented CCBC's efforts to comply with Higher Education Opportunity Act regulations related to misrepresentation. Additionally, a consistent message is provided when working directly with prospective and enrolled students. This same focus on quality would be applied to all advertising, recruiting, and admissions materials prepared for this proposed certificate program.

Commitment to Support

CCBC faculty are evaluated annually in three areas—Professional Assignment, College and Community Service, and Scholarship/Professional Growth. It is stipulated that 60-70% of the evaluation must be based on Professional Assignment, and 10-20% must cover Professional Development. Within the category of Professional Assignment, the written faculty evaluation policy recognizes the importance of instructional improvement; and efforts made to convert, develop, or implement classes in online or blended formats are named in the category of instructional improvement. Potential areas of Scholarship/Professional Growth include furthering one's technical education by learning new software and/or technology. In addition, public performances, presentations, and exhibitions that recognize one's area(s) of expertise that involves research and scholarly preparation are also recognized as acceptable means of documenting scholarship and professional growth.

Evaluation and Assessment

All general education courses participate in General Education Assessment Team (GrEAT) projects that have been approved by the General Education Review Board. For instance, students will be required to participate in a GrEAT project so that the results can be assessed, and any weaknesses identified in the analysis can be addressed in the spirit of continuous improvement. This program will be incorporated in CCBC's program review process that supports CCBC's strategic direction of Student Success and fulfillment of the related institutional goal to measure and assess student outcomes routinely, evaluate multiple measures of student achievement and success, and act upon the results to improve student outcomes.

CCBC's Office of Planning, Research and Evaluation (PRE) maintains information on student retention in academic programs. This data is provided as part of the program review process for analysis and program improvement. To further promote quality in instruction and assess the performance of the faculty member in the online environment, the Distance Learning Advisory Board developed and implemented a student course evaluation instrument for distance education courses. Faculty satisfaction with Distance Education Services and with Instructional Technology is measured through the annual CCBC Employee Survey. Since the courses in the Global Studies Certificate program are included in other CCBC credit offerings, the program is cost effective by taking advantage of existing College resources.

As part of CCBC's commitment to an evidenced-based approach to the best online teaching practices, the College provides budgetary resources to support Quality Matters (QM), a faculty-centered peer review process designed to certify the quality of online course design. 174 faculty have completed the Applying the QM Rubric workshop and 70 are QM certified peer course reviewers. By faculty applying the QM rubric to existing distance education sections, CCBC can discern that essential course components, including learning objectives, assessments and measurements, resources and materials, learner engagement, and course technology have sufficient academic rigor and serve to enable students to meet the learning expectations and outcomes for the course. Increasing numbers of online courses are being evaluated for Quality Matters' certification. Continuous improvement is promoted through ongoing monitoring of student performance in distance education offerings by CCBC's Planning, Research, and Evaluation staff. The results of this monitoring are shared with appropriate constituencies so that any needed adjustments in curriculum can be made.

Student performance in online courses is also benchmarked against student performance in the same courses offered in a face-to-face format to evaluate differences. Comparisons of student retention/persistence are also made. The Office of Planning, Research, and Evaluation provided success rates for Fall 2015 web courses of 67%, compared to 78% in non-web courses and found that these rates had increased slightly in recent years. Additionally, the withdrawal rate for web courses in Fall 2015 was 5% higher (11%) than for non-web courses (6%). The percentage of students withdrawing from web based courses and traditional courses has declined slightly in the past several years. Data shows that many students who register late for distance education courses do so because classroom sections are full, and students who register late have lower success rates across all modes of instruction.

Assessment and documentation of student achievement will occur as part of CCBC's program review process. Academic programs, whether they are offered online or in traditional

formats, are reviewed on a five-year cycle. Program coordinators must document how student learning outcomes were developed and validate how the outcomes relate to the College's mission.

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APPENDIX

DLLR document below included to illustrate top demand occupations and education level, all in the global economy.



Job Outlook 2010 -2020 Mid-Maryland Workforce Area Top Demand Occupations by Education Level

Occupation	2010 -2020 Total Openings *	Median Wage
Bachelor's Degree or Higher		
Software Developers, Systems Software	920	\$126,781
Secondary School Teachers, Except Special and Vocational Education	851	\$61,412
Accountants and Auditors	787	\$69,130
Clinical, Counseling, and School Psychologists	765	\$48,266
Middle School Teachers, Except Special and Vocational Education	757	\$63,315
Network and Computer Systems Architects and Administrators	725	\$94,270
Management Analysts	725	\$95,506
Info. Sec. Analysts, Web Developers, and Comp. Network Architects	690	\$92,511
Market Research Analysts and Marketing Specialists	637	\$63,373
Teachers and Instructors, All Other	609	\$27,052
Vocational/Technical Training or Associate's Degree		
Registered Nurses	3,012	\$69,875
Nursing Aides, Orderlies, and Attendants	1,234	\$24,473
Computer Support Specialists	1,133	\$52,867
General and Operations Managers	1,050	\$123,326
Licensed Practical and Licensed Vocational Nurses	987	\$48,126
Hairdressers, Hairstylists, and Cosmetologists	844	\$20,627
Heating, Air Conditioning, and Refrigeration Mech. and Inst.	313	\$38,443
Veterinary Technologists and Technicians	268	\$34,916
Physical Therapist Assistants	242	\$56,250
Residential Advisors	216	\$27,462
High School or Less		
Retail Salespersons	3,763	\$22,031
Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	3,652	\$18,794
Cashiers	3,204	\$19,144
Customer Service Representatives	2,127	\$34,025
Laborers and Freight, Stock, and Material Movers, Hand	1,802	\$27,910
Food Preparation Workers	1,721	\$21,747
Combined Food Preparation and Serving Workers, Incl. Fast Food	1,667	\$17,951
Office Clerks, General	1,648	\$30,447
Truck Drivers, Heavy and Tractor-Trailer	1,355	\$38,812
Stock Clerks and Order Fillers	1,348	\$26,071

*Combines openings due to growth with openings resulting from job replacement