



June 20, 2021

James D. Fielder, Jr., Ph.D. Secretary  
of Higher Education

Maryland Higher Education Commission

6 North Liberty Street

Baltimore, MD 21201

Dear Dr. Fielder:

Attached, please find Chesapeake College's request to add a new lower division certificate entitled Global and Intercultural Studies. The new program is designed to be a part of our Liberal Arts and Studies degree, intended for students who will transfer to a four-year institution.

A check in the amount of \$1,000 was mailed to cover the fees associated with this transaction and additional changes as noted in the letter that accompanies the check.

If you have any questions or require additional information, please contact Marci Leach, Director of Program Development, at [mleach@chesapeake.edu](mailto:mleach@chesapeake.edu) or 410-829-9811.

Sincerely,

David Harper, Jr.

Vice President for Workforce and Academic Programs

P.O. Box 8 | Wye Mills, MD 21679  
[www.chesapeake.edu](http://www.chesapeake.edu)



Office Use Only: PP#

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

Institution Submitting Proposal	Chesapeake College
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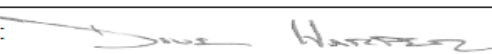
*Each action below requires a separate proposal and cover sheet.*

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

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> R*STARS #	Payment Amount: \$850	Date Submitted: 6.20.2021
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check #		

Department Proposing Program	Liberal Arts and Studies
Degree Level and Degree Type	Lower Level Certificate
Title of Proposed Program	Global and Intercultural Studies
Total Number of Credits	15
Suggested Codes	HEGIS: 490101.00 CIP: 240101.0000
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education ( <i>fully online</i> )
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2021
Provide Link to Most Recent Academic Catalog	URL: <a href="http://ecatalog.chesapeake.edu/index.php?catoid=12">http://ecatalog.chesapeake.edu/index.php?catoid=12</a>

Preferred Contact for this Proposal	Name: Marci Leach
	Title: Director of Program Development
	Phone: (410) 829-9811
	Email: <a href="mailto:mleach@chesapeake.edu">mleach@chesapeake.edu</a>

President/Chief Executive	Type Name: David A. Harper, Jr.
	Signature:  Date: 06/20/2021
	Date of Approval/Endorsement by Governing Board:

Revised 1/2021

## **MARYLAND HIGHER EDUCATION COMMISSION**

### **New Academic Degree Program**

#### **Global and Intercultural Studies Certificate**

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

Chesapeake College's core commitment is to prepare students from diverse communities to excel in further education and employment in our region and beyond. Our programs and services are designed with our regional economic development and sustainability in mind. In addition, the college is committed to the support of workforce development by providing the courses and training needed to build a skilled labor force. With the increased globalization within our region, today's workforce is becoming increasingly diverse. Managers and employees need an understanding of intercultural communication as an effective work strategy.

The proposed Global and Intercultural Studies Certificate supports this initiative by providing a broad understanding of interdisciplinary contemporary global issues and intercultural communication skills that is vital within our evolving workforce. In addition, the certificate in Global and Intercultural Studies will give students interdisciplinary perspectives on the interplay of both local and global communities, and prepare students to participate effectively in our increasingly interdependent and multicultural world.

The certificate is a part of Chesapeake College's Liberal Arts and Studies program and is designed for students to transfer into a four-year college to continue their studies in innovative, interdisciplinary and career-oriented programs such as business, foreign affairs, intelligence, development, health, law enforcement, social services and more.

Chesapeake College's Strategic Plan focuses on student success and more specifically, to "ensure the opportunity for students to succeed through an intentional, holistic experience".<sup>1</sup>

The Global and Intercultural Studies Certificate provides the opportunity for a student to

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<sup>1</sup> "The Peake Plan" (2019-2024) Chesapeake College Strategic Plan.

embrace diversity and learn how to interact in a global, diverse and challenging world. In addition, students learn about themselves and their culture as an initial step to comprehending the complexities of cultural difference.

The Global and Intercultural Studies Certificate supports the core initiative, to “expand partnerships and agreements with service-area high schools and Maryland four-year institutions”<sup>2</sup> as the program is intended for those students who will transfer to a four-year partner.

Chesapeake College will continue to create these partnerships to ensure a seamless transfer for the student.

## **B. Critical and compelling regional or statewide need as identified in the State Plan:**

The 2017-2021 Maryland State Plan for Post-Secondary Education has identified several key strategies. The proposed The Global and Intercultural Studies Certificate supports the following strategies:

1. **Strategy 4:** *Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.*<sup>3</sup>

The Global and Intercultural Studies Certificate promotes inclusion and diversity within higher education and the workplace. In addition, it promotes the understanding of different people and cultures as well as the essential skills for success in the changing landscape. The program is intentionally designed to be a part of the Liberal Arts and Studies degree which transfers into four-year colleges.

2. **Strategy 5:** *“Ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and non-traditional students.”*<sup>4</sup> The Global and Intercultural Studies Certificate is designed to allow students to select courses within the larger framework of the program that align with their particular interests, career goals and transfer destination.

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<sup>2</sup> “The Peake Plan” (2019-2024). Chesapeake College Strategic Plan.

<sup>3</sup> Maryland State Plan for Post-secondary Education (2017-2021). Maryland Higher Education Commission.

<sup>4</sup> Maryland State Plan for Post-secondary Education (2017-2021). Maryland Higher Education Commission.

3. **Strategy 6:** *Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.*<sup>5</sup> By allowing students to select their courses based on area of interest and/or transfer institution, there is a higher likelihood of completion versus the more regimented program format that provides little room for course negotiation. Students have the opportunity to explore a variety of different courses within the program while still moving toward the overall degree completion goal.
4. **Strategy 7:** *“Enhance career advising and planning services and integrate them explicitly into academic advising and planning”.*<sup>6</sup> Research has indicated that career advising is just as critical to student success as academic advising. Because of this, Chesapeake College has invested significant internal resources to improve the overall student advising experience. Career Coach is an innovative program designed to help students align their career vision with an educational pathway. Through this interactive software and subsequent advising meetings, students assess their strengths and interests and explore the various careers that others, with their similar preferences, have participated in. The site includes salary data, required educational level and the career pathways within the college. In addition, program directors and faculty members provide mentorship to students within their field of study.

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

The proposed Global and Intercultural Studies Certificate enhances Chesapeake College’s support for diversity and cultural awareness within the region at a time when companies are placing a larger emphasis on an employee’s skills within the workplace. These skills have moved beyond just technical ability and now have a greater focus on an employee’s ability to speak another language, demonstrate respect for others, and cope with cultural differences.

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<sup>5</sup> Maryland State Plan for Post-secondary Education (2017-2021). Maryland Higher Education Commission.

<sup>6</sup> Maryland State Plan for Post-secondary Education (2017-2021). Maryland Higher Education Commission.

While there is no way to forecast the number of jobs that specifically ask for credentials in Intercultural or Global Relations, it is possible to document the increasing demand among employers across multiple fields for demonstrable proof of “intercultural competence.” These skills are not only needed for future employees who envision working abroad or working for large international companies. Overall, immigration and demographic changes have made the United States more diverse. According to the U.S. Census Bureau, “about 50 percent of children under 5 today are part of a minority race or ethnic group,”<sup>7</sup> and we have seen on the Eastern Shore the changing demographics of our birth rates and school enrollments.

As a result, in a recent report commissioned by the Association of American Colleges and Universities, “96 percent of surveyed employers agreed or strongly agreed that students of all majors should have experiences in college that teach them how to solve problems with people whose views are different from their own”<sup>8</sup> (Hart Research Associates 2015, 4. Quoted in White and Lorenz). Another study published in 2010, shows percentages of employers who want to see more emphasis on learning outcomes related to intercultural competence (The LEAP vision for learning).

Typically, the standards used to assess this competence have been experiential: a person who is bilingual, or who has studied or worked abroad may well be in possession of this skill set. However, people who have not had the opportunity to learn new languages or travel internationally are now seeking ways to achieve these same skills in order to thrive in diverse settings.

A recent study shared, “With intentional and inclusive course design, more students will have opportunities to engage in global learning at home and away, and this engagement will prepare them for the challenges of today and tomorrow.”<sup>9</sup>

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<sup>7</sup> New Census Bureau Report Analyzes U.S. Population Projections (3 March 2015) Release number CB15-TPS.16 <https://www.census.gov/newsroom/press-releases/2015/cb15-tps16.html>

<sup>8</sup> Hart Research Associates. (2015). *Falling Short? College Learning and Career Success*. Washington, DC: Association of American Colleges and Universities.

<sup>9</sup> Whitehead, D. M. (Summer 2015) *Global learning: key to making excellence inclusive*. Liberal Education. Vol. 101.

The Society for Human Resource Management (SHRM) recently published a paper with a title that illustrates this overall need, “Intercultural Competence as a Key Enabler of Organizational Growth and Success.” The article highlights the benefits of building an organization that is “truly inclusive workplace that harnesses its diversity to drive productivity, innovation and creativity.” In addition, the study shares, “We must be able to effectively communicate with an increasingly diverse set of people. This is true regardless of where an organization is located, its size, whether its customers are consumers or other organizations, and where its customers and business partners are located. The need is universal.” After describing scenarios in which intercultural competence is needed and describing training steps that may be taken, SHRM concludes that “A disciplined approach to building intercultural competence is one important element of growing the organization and achieving its key business objectives through full inclusion.”<sup>10</sup>

The certificate in Global and Intercultural Studies provides evidence that a graduate has a commitment to beginning this journey and has completed at least an initial step in this “disciplined process,” even without international experience.

**D. Reasonableness of program duplication:**

Chesapeake College’s Global and Intercultural Studies Certificate is intended to be a part of the Liberal Arts and Studies (AA 200) program for those students who are transferring to a four-year institution.

**E. Relevance to high-demand programs at Historically Black Institutions (HBIs)**

The Global and Intercultural Studies Certificate has a positive impact on programs at HBIs, acting as a feeder into those institutions offering similar type degrees.

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

The Global and Intercultural Studies Certificate has a positive impact on programs at HBIs, acting as a feeder into those institutions offering similar type degrees.

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<sup>10</sup> Intercultural competence as a key enabler of organizational growth and success. Society for Human Resources Management. Toolkits. <https://www.shrm.org/ResourcesAndTools/tools-and-samples/toolkits/Pages/interculturalcompetence.aspx>

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

The Global and Intercultural Studies Certificate is designed to prepare students for transfer into four-year institutions.

**Global and Intercultural Studies Certificate**

**Fall I**

COM 140 - Intercultural Communication	3 credits
Program Elective	3 credits
Program Elective	3 credits

**Spring I**

GCIS 101 - Introduction to Global and Intercultural Studies	3 credits
Program Elective	3 credits

**MINIMUM REQUIRED CREDITS: 15**

*Program Electives:*

ANT 142 - Cultural Anthropology	3 credits
BUS 240 – International Business	3 credits
ENG 183 - African American Literature	3 credits
ENG 205 – World Literature I	3 credits
ENG 206 – World Literature II	3 credits
ENG 241 – Grammar & Linguistics	3 credits
FRE 121 – Elementary French I	3 credits
FRE 122 – Elementary French II	3 credits
GEO 142 – Cultural Geography	3 credits



HIS 115- African American History	3 credits
POL 185 - African American Politics	3 credits
SPA 121 – Elementary Spanish I	3 credits
SPA 122 - Elementary Spanish II	3 credits
SPA 201 – Intermediate Spanish I	3 credits
SPA 202 – Intermediate Spanish II	3 credits
THE 279 - World Culture and Performance	3 credits

### **Course Descriptions:**

#### **ANT 142 - Cultural Anthropology**

3 credits | Meets a General Education requirement.

An objective understanding of the wide variation of human cultures using the scientific method. Students will be involved in analyzing culture and personality, governmental and money systems, language, family organization, religion and other cultural characteristics of society. [AS NEEDED] Three hours lecture per week. Prerequisite(s): Complete ENG 094 as a prerequisite, or appropriate placement score. Prereq/Corequisite: Take MAT 023 as a pre or corequisite, or appropriate placement score.

#### **COM 140 - Intercultural Communications**

3 credits

A course emphasizing the influence of culture on the communication process, including differences in values, systems, and communication rules. This course introduces the basic issues of communication between people with different cultural backgrounds, and focuses on applying theories from anthropology, linguistics, and communication to intercultural and interpersonal communication. In addition, the course examines potential sources of conflict arising from these differences, and explores the development of greater cultural competence and more effective and sensitive communication between cultures. Students can also expect to engage in in-class exercises, activities, and discussions regarding everyday encounters with people from different socio-economic (class) backgrounds, racial, ethnicities, sexual orientations, gender, physical abilities and religious belief systems. [AS NEEDED] Three hours lecture per week.

#### **BUS 240 - International Business**

3 credits

A study of business operations within an international economic, cultural, and political environment. The student is introduced to exporting and other market entry strategies, foreign exchange, country risk, international marketing, and cross-cultural management. Emphasis is placed on problems and benefits of international business activities. [SPRING] Three hours lecture per week. Prerequisite(s): Complete MAT 023 as a prerequisite, or appropriate placement score. Prereq/Corequisite: Take ENG 094 as a pre or corequisite, or appropriate placement score.

### **ENG 183 - African-American Literature in America**

3 credits

A survey of African-American writings, fiction and nonfiction, and major writers. Discussion will include the oral tradition, slave narratives, the Harlem Renaissance, the Black Arts Movement, and contemporary African-American writings. [ALTERNATE YEARS - FALL ODD] Three hours lecture per week.

### **ENG 205+ - World Literature I**

3 credits

A survey of the great masterpieces of World literature with emphasis on form, thematic concepts, criticism, and historical periods. Major works from the earliest written records through the 16th Century are studied. [FALL] Three hours per week. Prerequisite(s): ENG 102+.

### **ENG 206+ - World Literature II**

3 credits

A survey of the great masterpieces of world literature with emphasis on form, thematic concepts, criticism, and historical periods. The focus is on the 16th and 17th Centuries through the modern World. [SPRING] Three hours lecture per week. Prerequisite(s): ENG 102+.

### **ENG 241+ - Grammar and Linguistics**

3 credits

Advanced study of English grammar, with attention to the language history, cultural implications, and linguistics. The course emphasizes grammatical forms and concepts, sentence structure, punctuation, and syntax. Applications of grammatical theory to the teaching of composition, literature, and ESOL will be covered as well. [SPRING] Three hours lecture per week. Prerequisite(s): ENG 101+.

**FRE 121 - Elementary French I**

3 credits

An introduction to the French language. Skills in speaking and listening are developed through conversational practice. Elementary reading and writing skills are combined with the study of grammar. [AS NEEDED] Three hours lecture per week. Prereq/Corequisite: Take ENG 094 as a pre or corequisite, or appropriate placement score.

**FRE 122+ - Elementary French II**

3 credits

A study of the basic structures of French with emphasis on speaking and listening comprehension. Speaking and writing skills are developed. The culture of France is studied through video, audio, and print resources. [AS NEEDED] Three hours lecture per week. Prerequisite(s): FRE 121.

**GEO 142 - Cultural Geography**

3 credits | Meets a General Education requirement.

A survey of the basic concepts of human geography. Emphasis is placed on population distribution, racial and religious differences, patterns of land use, settlement forms, cultural origins and perceptions, and the political makeup of the community of nations. [FALL/SPRING] Three hours lecture per week.

**HIS 115 - African-American History**

3 credits

A survey of African-American history from Colonial America and United States history to the present. This course is designed to provide students with an understanding of the role of African-Americans in the development of Colonial America and the United States. Political, economic, social, and cultural contributions of African-Americans that helped shape the pattern of life in the United States will be emphasized. [SPRING] Three hours lecture per week. Prerequisite(s): Complete ENG 094 as a prerequisite, or appropriate placement score. Prereq/Corequisite: Take MAT 023 as a pre or corequisite, or appropriate placement score.

**POL 185 - African-American Politics in the United States**

3 credits

An overview of African-American leadership, as well as a comprehensive analysis of the socio-economic factors that shape African-American politics in the United States. [FALL] Three hours lecture per week. Prerequisite(s): Complete ENG 094 as a prerequisite, or appropriate placement score.

**SPA 121 - Elementary Spanish I**

3 credits

An introduction to the Spanish language. Skills in speaking and listening are developed through conversational practice. Elementary reading and writing skills are combined with the study of grammar. [AS NEEDED] Three hours lecture per week.

**SPA 122+ - Elementary Spanish II**

3 credits

A study of the basic structures of Spanish with emphasis on speaking skills and listening comprehension. Speaking and writing skills are developed. Spanish culture is studied. [AS NEEDED] Three hours lecture per week. Prerequisite(s): SPA 121.

**SPA 201+ - Intermediate Spanish I**

3 credits

A course designed to review, strengthen, and apply the elementary skills covered in SPA 121 and 122. Continued study of Spanish grammar to include the present, past, and future tenses and the present subjunctive and conditional moods. There is an increased emphasis on the development of Spanish reading and writing skills as they are applied to literary and cultural topics. Speaking and listening skills are also developed through participation in a variety of interactive small and large group activities reflecting the normal use of Spanish in various situations. Students will be continually challenged in this course to communicate better in Spanish. [AS NEEDED] Three hours lecture per week. Prerequisite(s): Complete ENG 094 as a prerequisite, or appropriate placement score. SPA 122+.

**SPA 202+ - Intermediate Spanish II**

3 credits

A review of Spanish grammar and an introduction to Spanish-language literature and film. Increased emphasis on speaking, reading, and writing. [AS NEEDED] Three hours lecture per week. Prerequisite(s): Complete ENG 094 as a prerequisite, or appropriate placement score. SPA 201+ or equivalent.

**THE 279 - World Culture and Performance**

3 credits

A global survey of performance in non-Western contexts and across a wide chronological span from ancient times to the present. Students will study, analyze, and explore performance through interactive projects and activities. [SPRING] Three hours lecture per week.

The Global and Intercultural Studies Certificate will be assessed in accordance with Chesapeake College's program review process as outlined in the Chesapeake College Curriculum Guide.<sup>11</sup>

**Program Goals:** The Global and Intercultural Studies Certificate will:

- Facilitate proficiency in content knowledge and skills for international and intercultural research.
- Provide students with a broad understanding of intercultural communication, world history, and the study of other cultures.
- Serve students planning to earn baccalaureate degrees in professional programs in a multicultural world.

**Student Learning Outcomes:** Upon successful completion of the program, students will:

- Demonstrate knowledge of the interrelationships between cultures.
- Describe globalization in environmental, anthropological, sociological, and cultural perspectives.
- Discuss the importance of artistic expression within and between cultures.
- Demonstrate self-awareness as well as awareness of the cultural values, beliefs, communication styles of others.

The Global and Intercultural Studies Certificate will be fully supported through the college's marketing initiatives; all correlating materials will accurately and concisely represent the program.

## **H. Adequacy of articulation**

The Global and Intercultural Studies Certificate is designed for transfer to four-year institutions. Chesapeake College has articulation agreements with a wide array of four-year in-state and out of state institutions; the Liberal Arts and Sciences A.A. Degree (200) transfers fluidly to these colleges. The Global and Intercultural Studies Certificate is created through the students' elective choices under the Liberal Arts and Studies degree path.

## **I. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).**

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<sup>11</sup> Chesapeake College. *Chesapeake College Curriculum Development Guide*. 2016.

**Program Director:** Dr. Eleanor Welsh. Dr. Welsh has been an English faculty member at Chesapeake College since 1996. In addition, she has served as the Dean of Liberal Arts & Sciences, Interim Dean of the Careers & Professional Studies, and the English Department Chair. Dr. Welsh holds a Ph.D. in Language, Literature and Culture and a Master of Arts in English Language and Literature from the University of Maryland, College Park; a Bachelor of Arts in English from James Madison University; and a Certificate in ESOL from the University of Maryland, Baltimore County.

**Elective Course Instructors:**

Elective courses within the program are led by existing college faculty. These courses are not specific to the Global and Intercultural Studies Certificate and are offered throughout the year.

<b>Faculty Member:</b>	<b>Terminal Degree Title:</b>	<b>Academic Rank:</b>	<b>Status:</b>	<b>Number of years w/Chesapeake:</b>
Ms. Gwen Buxbaum	MBA	Instructor	Full Time Faculty	7
Mr. Nevin Crouse	MA	Assistant Professor	Full Time Faculty	25
Dr. Shannon Fleishman	PhD	Associate Professor	Full Time Faculty	8
Ms. Gretchen Gaines	MA	Assistant Professor	Full Time Faculty	6
Dr. Marc Steinberg	PhD	Professor	Full Time Faculty	15
Dr. Robert Thompson	PhD	Associate Professor	Full Time Faculty	7
Dr. Herbert Ziegler	PhD	Professor	Full Time Faculty	35

<b>Course:</b>	<b>Title:</b>	<b>Faculty Member:</b>
ANT 142	Cultural Anthropology	Dr. Herbert Ziegler
BUS 240	International Business	Ms. Gwen Buxbaum
COM 140	Intercultural Communication	Dr. Eleanor Welsh
ENG 183	African American Literature	Dr. Marc Steinberg
ENG 205	World Literature I	Ms. Gretchen Gaines
ENG 206	World Literature II	Ms. Gretchen Gaines
ENG 241	Grammar and Linguistics	Dr. Eleanor Welsh
FRE 121	Elementary French I	Instructor TBD
FRE 121	Elementary French II	Instructor TBD
GCIS 101	Introduction to Global and Intercultural Studies	Dr. Eleanor Welsh
GEO 142	Cultural Geology	Mr. Nevin Crouse
HIS 115	African American History	Instructor TBD
POL 185	African American Politics	Dr. Shannon Fleishman
SPA 121	Elementary Spanish I	Instructor TBD
SPA 122	Elementary Spanish II	Instructor TBD
SPA 201	Intermediate Spanish I	Instructor TBD
SPA 202	Intermediate Spanish II	Instructor TBD
THE 279	World Culture and Performance	Dr. Robert Thompson

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

The library of Chesapeake College provides students, faculty and community members with various resources to meet their informational and research needs and supports the programs that make up the current curriculum offerings. The library has a collection of 30,000 print titles, more than 300,000 e-books, 1,500 audiovisual materials, 50 print serial subscriptions, and over 100,000 electronic print serials. The library subscribes to over 50 databases providing full-text material, bibliographic citations, images, audio, and films.

The library is a member of the Upper Eastern Shore Library Consortium which provides for resource sharing among the college and local public libraries. This program allows our patrons

to borrow from public and academic libraries throughout the State of Maryland. Information about the college's library resources is found at <http://info.chesapeake.edu/lrc/library>. The President has affirmed that the program can be implemented within existing library resources.

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

The classroom(s) used for the Global and Intercultural Studies Certificate will not require any special technology outside of the typical classroom usage. Chesapeake College utilizes state of the art equipment within all relevant classrooms.

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

**TABLE 1: PROGRAM RESOURCES AND NARRATIVE RATIONALE**

1. **Reallocated Funds:** This program will utilize existing faculty resources and administrative staff.
2. **Tuition and Fee Revenue:** We are projecting no more than a 2% tuition increase each year.
3. **Grants and Contracts:** The tuition and course fees are designed to cover the costs of the program. No additional grants and/or private donations are necessary to assist with program overhead.
4. **Other Sources:** Other sources of revenue include Consolidated Fees, \$35 per credit hour, this fee helps cover the cost of the academic support center, student activities, technology and the general expenses of the college; Capitol Improvement fees, \$15 per registration transaction, this fee supplements county funds for facility improvements and equipment upgrades for projects that do not meet the threshold for State funding; and Registration fees, \$10 per registration transaction, this fee defrays cost of clerical support and supplies for registration processing.
5. **Total Year:** *Program Resources and Narrative Rationale table on following page*



TABLE 1: RESOURCES

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$20,016	\$17,455	\$41,808	\$52,506	\$65,430
a. Number of F/T Students	3	5	6	7	9
b. Annual Tuition/Fee Rate	\$3,172	\$3,235	\$3,300	\$3,366	\$3,434
c. Total F/T Revenue (a x b)	\$9,516	\$16,175	\$19,800	\$23,562	\$30,906
d. Number of P/T Students	7	10	14	18	21
e. Credit Hour Rate	\$125	\$127	\$131	\$134	\$137
f. Annualized Credit Hour Rate	\$1,500	\$1,524	\$1,572	\$1,608	\$1,644
g. Total P/T Revenue (d x e x f)	\$10,500	\$15,240	\$22,008	\$28,944	\$34,524
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$6,170	\$9,410	\$12,340	\$15,180	\$18,510
TOTAL (Add 1 – 4)	\$26,186	\$40,825	\$54,148	\$67,686	\$83,940

We are projecting a tuition increase of no more than 2% per year. Other sources of revenue include Consolidated Fees<sup>12</sup> of \$35/credit hour; Registration Fees<sup>13</sup> of \$10 per registration transaction; and Capital Improvement Fees<sup>14</sup> of \$15 per registration transaction. In addition, we anticipate growth in enrollment each year as the program grows in popularity and marketing campaigns are enhanced.

TABLE 2: PROGRAM EXPENDITURES:

<sup>12</sup> Other Sources: Consolidated Fee: The consolidated fee helps cover the cost of the academic support center, student activities, technology and the general expenses of the college. This fee also covers use of the physical education facilities and equipment which all students have access to.

<sup>13</sup> Other Sources: Registration Fee: Defrays cost of clerical support and supplies for registration processing.

<sup>14</sup> Other Sources: Capital Improvement Fee: Supplements county funds for facility improvements and equipment upgrades.

<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	\$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
2. Admin. 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
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& Equip.	\$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					
<b>TOTAL (Add 1 – 7)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

The program will be implemented with existing faculty, administrative staff and campus resources- no new faculty members or resources will be necessary.

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

The college uses a five-year internal program review process for all of its courses and programs. Additionally, all courses are reviewed annually with student opinion surveys. Faculty developed and approved assessment plans are implemented to monitor student mastery of all identified course and program goals and student learning outcomes. Programs also make use of Program Advisory Committees (PAC) with membership consisting of college faculty, administration and local leaders from the community.

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

Chesapeake College continues to utilize outreach strategies to feeder high schools and to communities with high concentrations of minority populations. The College has a strong dual enrollment program which will be used to encourage early decisions about career goals and career exploration. Also the college, working in cooperation with the local county schools, has initiatives such as “grow your own programs”, community mentors, and new financial incentives, to recruit and retain more minority students. The college has an aggressive “early alert” system as part of its student retention initiatives.

The college is currently engaged in a multi-year plan to more effectively explore diversity, inclusion, equity, and engagement in curricular programming that highlights intercultural initiatives is a goal.

**O. Relationship to low productivity programs identified by the Commission:**

This program is not related to low productivity programs identified by the Commission.

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

Chesapeake College follows C-RAC guidelines for distance education.