



March 17, 2025

Sanjay Rai, Ph.D.  
Secretary of Higher Education  
Maryland Higher Education Commission  
217 E. Redwood Street  
21<sup>st</sup> Floor  
Baltimore, MD 21201

Dear Dr. Rai:

Attached, please find Chesapeake College's Academic Program Proposal to offer a **stand-alone Certificate in African-American Studies**.

A check (#383881) in the amount of \$850 was mailed the week of March 10, 2025 to cover the fees associated with this transaction as noted in the letter accompanying the check.

If you have any questions or require additional information, please contact Lyndy Galan, Director of Program Development, at [lgalan@chesapeake.edu](mailto:lgalan@chesapeake.edu) or at 410-827-5824.

Sincerely,

A handwritten signature in black ink that reads "David Harper, Jr." with a stylized flourish at the end.

David Harper, Jr., Ph.D.  
Vice President for Workforce and Academic Programs



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

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

- |                             |   |
|-----------------------------|---|
| New Academic Program        | Substantial Change to a Degree Program            |
| New Area of Concentration   | Substantial Change to an Area of Concentration    |
| New Degree Level Approval   | Substantial Change to a Certificate Program       |
| New Stand-Alone Certificate | Cooperative Degree Program                        |
| Off Campus Program          | Offer Program at Regional Higher Education Center |

Payment Submitted:	Yes	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (fully online)	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		

Preferred Contact for this Proposal	Name:
	Title:
	Phone:
	Email:

President/Chief Executive	Type Name:
	Signature:  Date:

	Date of Approval/Endorsement by Governing Board:
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## MARYLAND HIGHER EDUCATION COMMISSION

### New Stand-Alone Certificate Program

#### African-American Studies Certificate

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

Chesapeake College's core commitment is to empower students from diverse communities to excel in further education, employment, and participation in an interconnected world. Our programs and services are designed with our regional economic development and sustainability in mind.

One goal of the Chesapeake College 2025-2029 Strategic Plan is to “ensure a success-oriented, inclusive college community that mirrors the diversity of our service area, prioritizing equity and mutual respect as fundamental values.”<sup>1</sup> The African-American Studies Certificate supports this initiative by promoting understanding, appreciation and advancement of African American people and culture. Students will be inspired by the rich diversity of the program as they delve into the history, art, politics, innovation, environment, and so much more about the diverse people of African heritage on the continent of Africa, in North America, and around the world. At Chesapeake, we will empower students with knowledge they can carry forward into the rest of their lives – by fostering understanding of and compassion toward others and the world around them.

This new certificate program is an expansion upon our African-American Studies Letter of Recognition from 9 credits to 18 credits. Required courses in the LoR were:

- POL 185 – African American Politics in the United States
- HIS 115 – African-American History
- ENG 183 – African-American Literature in America

The certificate requires the courses above and three additional courses that fulfill our diversity requirement in our General Education Program. By this expansion, we give students more tangible program recognition and a stepping stone to our Associate of Arts in Liberal Arts and Sciences here at Chesapeake, or transferability to another college program to continue their studies.

The program will be implemented with existing administrative staff and campus resources, requiring no new expenses for personnel.

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

The 2022 Maryland State Plan for Higher Education has identified several key priorities. The proposed African-American Studies Certificate directly supports the following priorities under the Student Success goal:

1. Priority 5: “*Maintain the commitment to high-quality postsecondary education in Maryland.*”<sup>2</sup> Though the African-American Studies Letter of Recognition has had no enrollment in many years, it was determined in the 2019 program review to explore

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<sup>1</sup> “Transforming Lives, Empowering Futures” (2025 – 2029) Chesapeake College Strategic Plan.

<sup>2</sup> [https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105\(b\)\(3\)\(i\)\\_2022.pdf](https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105(b)(3)(i)_2022.pdf), 47.

other methods of ensuring that the program material was offered appropriately to our students. In 2023, Chesapeake started requiring a diversity elective in our General Education Program. This new requirement significantly increased enrollment of the core courses, especially ENG 183 and POL 185. In the 2024 program review, it was discussed to terminate the LoR and expand it to a certificate program in order ensure we have offerings that makes more sense in terms of culture, inclusion, and identity as our student demographics are shifting.

2. Priority 7: *“Enhance the ways postsecondary education is a platform for ongoing lifelong learning.”*<sup>3</sup> Upon completion of the certificate, students can continue their studies in our Liberal Arts and Sciences AA, which meets all requirements of our General Education Program. While the General Education Program (and in turn, the Liberal Arts and Sciences AA) requires one diversity elective, students in African-American Studies will go beyond the requirement with an additional two diversity courses. This provides the opportunity for students to explore different subjects to enrich their perspective in this age of globalization.

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

The African-American Studies Certificate will promote understanding, appreciation and advancement of African American people and culture. This interdisciplinary knowledge is applicable to many career fields, such as politics, education, history, healthcare, etc. Maryland Department of Labor projects an increase from 2022-2032 in the number of openings for these related fields in the Upper Shore<sup>4</sup>:

Field	2022-2032 Percent Change
Museums, Historical Sites, and Similar Institutions	21.69%
Education and Educational Services	6.16%
Government	6.16%
Social Assistance	14.27%
Individual and Family Services	24.33%

**D. Reasonableness of program duplication:**

A search of the Maryland Higher Education Commission’s Academic Program Inventory database reveals the following field-related degrees at other Maryland institutions. As this is a certificate program, there is future potential to articulate from Chesapeake to University of Maryland, College Park’s Bachelor’s in African American and Africana Studies.

Institution	Program	Degree
<a href="#">Morgan State University</a>	<a href="#">AFRICAN AMERICAN STUDIES</a>	Master's Degree

<sup>3</sup> [https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105\(b\)\(3\)\(i\)\\_2022.pdf](https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105(b)(3)(i)_2022.pdf), 56.

<sup>4</sup> <https://labor.maryland.gov/lmi/iandoproj/wiasindustry.shtml>

<a href="#"><u>Univ. of Maryland, College Park</u></a>	<a href="#"><u>AFRICAN AMERICAN AND AFRICANA STUDIES</u></a>	Upper Division Certificate
<a href="#"><u>Univ. of Maryland, College Park</u></a>	<a href="#"><u>AFRICAN AMERICAN AND AFRICANA STUDIES</u></a>	Bachelor's Degree
<a href="#"><u>Univ. of Maryland, College Park</u></a>	<a href="#"><u>AFRICAN AMERICAN STUDIES</u></a>	Post-Baccalaureate Certificate

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

The African-American Studies Certificate has no negative impact on programs at HBIs. There is future potential, as outlined below in section H, for articulation from Chesapeake to Morgan State and Coppin State.

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

The African-American Studies Certificate has no negative impact on programs at HBIs. There is future potential, as outlined below in section H, for articulation from Chesapeake to Morgan State and Coppin State.

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

The African-American Studies Certificate will be of interest not only to students who envision careers in fields such as politics, diplomacy, history, and more, but also to students seeking to enrich their perspective in this age of globalization. In addition to pursuing a potential minor, the African-American Studies Certificate offers a wide range of electives and supports numerous educational, cultural, and networking activities in which all Chesapeake College students interested in Africa-American studies may participate.

The program promotes understanding, appreciation and advancement of African American people and culture. Students will be inspired by the rich diversity of the program as they delve into the history, art, politics, innovation, environment, and so much more about the diverse people of African heritage on the continent of Africa, in North America, and around the world. At Chesapeake, we will empower students with knowledge they can carry forward into the rest of their lives – by fostering understanding of and compassion toward others and the world around them.

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

- Describe the arts and humanities with specific reference to African-American historical and cultural contexts.
- Identify racism and social injustice in the African-American community and the attempt to acknowledge these through political and social movements.
- Analyze social, political, science and historical experience and explain the causes and consequences of human actions and interactions.
- Analyze and evaluate texts from different and discernible eras of African-American movements and authors to identify and explain shifts in phenomenon.

The proposed certificate in African-American Studies requires the following courses:

<b>Prefix</b>	<b>Number</b>	<b>Course Title</b>	<b>Credits</b>	<b>Semester</b>
ENG	183	African-American Literature in America	3	Fall
POL	185	African-American Politics in the United States	3	Fall
		Diversity (G.Ed) Elective	3	Fall
HIS	115	African-American History	3	Spring
		Diversity (G.Ed) Elective	3	Spring
		Diversity (G.Ed) Elective	3	Spring
<b>Total Credits (highest possible credit count)</b>			<b>18</b>	

While the modality for all courses listed above depends on the section that the student enrolls in, there is a healthy mix of online, hybrid, and in-person sections.

#### **COURSE DESCRIPTIONS:**

##### **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.

##### **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.

##### **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.

Diversity electives can be satisfied by any of the following courses (not otherwise included as a program requirement):

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

3 credits

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.

**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.

**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.

**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.

**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.

**FLM 242 - American Cinema American Culture**

3 credits

An explanation of the visual style, narrative tradition, and cultural implications of American film-making. The course probes the deeper meaning of American movies, the hidden messages of genres, the social and psychological effects of Hollywood film style, and the mutual influences of society and popular culture. In exploration of films, we find a path to explore common myths of what it means to be American, as well as considering how conflicts involving race, class, and gender play a role in shaping American culture.

**GCIS 101 - Introduction to Global and Intercultural Studies**

3 credits

An interdisciplinary examination of cultural differences and global interdependence. The course introduces students to various disciplines within the social sciences, arts, and humanities, and explores perspectives and approaches used in seeking to understand the processes and impacts of globalization. Content includes an examination of historical,

ecological, cultural, technological and political-economic global developments. The dynamic tension between global homogeneity and culture keeping will be a key topic.

### **GEO 142 - Cultural Geography**

3 credits

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.

### **HIS 131 - World Civilization I**

3 credits

Examination of global progress in major civilizations from pre-historic times to the late medieval period; emphasizing the economic, social, cultural, intellectual, and political trends motivating human beings.

### **HIS 132 - World Civilization II**

3 credits

Examination of global progress in major civilizations from the late medieval period to the present; emphasizing the economic, social, cultural, intellectual, and political trends motivating human beings.

### **HIS 141 - United States History I**

3 credits

A survey of colonial America and United States history through 1877. Political, economic, social, and cultural factors that have shaped the pattern of life in the United States through reconstruction are covered.

### **HIS 142 - United States History II**

3 credits

A survey of United States history from 1877 to the present. Political, economic, social, and cultural factors that shape the pattern of life in the United States are covered. This course is a continuation of History 141 but may be taken before History 141.

### **MUS 201 - World Music**

3 credits

A study of world music that explores the roots of cultural diversity from dispersed geographical locales and the impact of globalization and migrating traditions on new audiences. Through guided listening and other activities, students will explore the creation, transmission, and understanding of world music as well as how it impacts their own perceptions of music.

### **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.



The African-American Studies Certificate will be assessed in accordance with Chesapeake College’s program review process as outlined in the College Curriculum Guide<sup>5</sup>. Core programmatic goals include:

- Facilitate proficiency in content knowledge and skills for each of the College's general education competencies.
- Provide students with a broad education in the disciplines that form the foundation of human knowledge.
- Prepare students for transfer to a four-year institution.

The African-American Studies Certificate is fully supported through the college’s marketing initiatives; all correlating materials accurately and concisely represent the program.<sup>6</sup>

The African-American Studies proposal was carefully reviewed and approved through the college governance structure. Thus it has met the approval of the college faculty, administration and Board of Trustees for implementation and inclusion in the college budgeting process. The President has affirmed that the program can be implemented with existing institutional resources.

**H. Adequacy of Articulation (as outlined in COMAR 13B.02.03.19):**

Chesapeake has an articulation agreement with University of Maryland Global Campus for students to transfer from our Associate of Arts in Liberal Arts and Sciences to their Bachelor of Science in General Studies (Appendix A). Conversations have started regarding articulation into various Minors at Salisbury University. Morgan State, Coppin State, and University of Maryland College Park have also been identified as prospective articulation partners.

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

**Program Director:** Dr. LaSella Hall is the Director of Student Diversity, Equity, and Inclusion. He is a member of the DEI Advisory Committee and works closely with students in an advising and advocating capacity. He also marketed the core courses to students, which boosted enrollment in the past couple of years.

The following table outlines faculty who will teach the core courses of the African-American Studies Certificate program:

<b>Faculty Member</b>	<b>Credentials</b>	<b>Status</b>	<b>Courses Taught</b>
LaSella Hall	Humanities Ph.D. (Clark Atlanta University)	Adjunct faculty; full-time staff	POL 185
Marc Steinberg, Professor of English	English Ph.D. (Kent State University)	Full-time faculty	ENG 183

<sup>5</sup> Chesapeake College. *Chesapeake College Curriculum Guide*. 2024.

<sup>6</sup> Chesapeake College. *Chesapeake College Curriculum Guide*. 2024.

Gabrilla Moreland	Philosophy, Law, & Ethics B.A. (University of Baltimore)	Adjunct faculty; full time staff	HIS 115
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The diversity electives are taught by a mix of full-time and adjunct faculty. Below are the full-time faculty who have taught the following diversity electives this academic year or are slated to teach next fall:

<b>Faculty Member</b>	<b>Credentials</b>	<b>Status</b>	<b>Courses Taught</b>
Catherine Rust	Business Administration M.B.A (University of Pittsburgh)	Full-time	BUS 240
Susan Leroy	English M.A. (Western Connecticut State University)	Full-time	ENG 205, ENG 206
Eleanor Welsh	Language, Literacy, & Culture Ph.D. (University of Maryland Baltimore County)	Full-time	FLM 242
Nevin Crouse	History M.A. (University of Missouri)	Full-time	HIS 131, HIS 132, GEO 142
John Haas	History, M.A. (Penn State University)	Full-time	HIS 141, 142
Robert Thompson	Theatre and Performance Studies Ph.D. (University of Maryland, College Park)	Full-time	THE 279
William Thomas	Music Performance M.M. (Florida State University)	Full-time	MUS 201
Herb Ziegler	Sociology Ph.D. (University of Maryland College Park)	Full-time	ANT 142
Amy Childs	Professional Studies M.Ed. (Salisbury University)	Full-time	COM 140, COM 160

Faculty have many opportunities for professional development. Chesapeake College's Teaching and Learning Center (TLC) provides training to faculty in the use of our learning management system, Canvas, and in the use of other technologies that enhance student

engagement and success. The Director and staff of the TLC have expertise in instructional design and technology and are always ready to discuss pedagogical solutions and technical tools.

**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):**

Existing classrooms within the Humanities Building will be used to hold a majority of courses in the program and there is sufficient space to hold any needed new equipment, supplies, or materials. In addition to the classroom, students have the opportunity to utilize all of the College's resources, including the library, Academic Support Center, computer labs, small group conference areas, and student dining/lounge areas.

**L. Adequacy of financial resources with documentation (as outlined in COMAR 13B.0203.14):**

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 & Contracts:** While the tuition and course fees are designed to cover the immediate costs of the program, additional grants and private donations are anticipated to assist with site overhead and infrastructure needs.

4. **Other sources:** Other sources of revenue include Consolidated Fees<sup>7</sup> of \$45 per credit hour; Capitol Improvement Fees<sup>8</sup> of \$15 per registration transaction, Registration Fees<sup>9</sup> of \$10 per registration transaction, and miscellaneous course fees<sup>10</sup>.
5. **Total Year:** See below.

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)	\$4,716.00	\$6,432.00	\$8,220.00	\$10,080.00	\$12,012.00
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate <sup>11</sup>	\$3,144.00	\$3,216.00	\$3,288.00	\$3,360.00	\$3,432.00
c. Total F/T Revenue (a x b)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
d. Number of P/T Students	3	4	5	6	7
e. Credit Hour Rate	\$131.00	\$134.00	\$137.00	\$140.00	\$143.00
f. Annualized Credit Hour Rate <sup>12</sup>	\$1,572.00	\$1,608.00	\$1,644.00	\$1,680.00	\$1,716.00
g. Total P/T Revenue (d x e x f)	\$4,716.00	\$6,432.00	\$8,220.00	\$10,080.00	\$12,012.00
3. Grants, Contracts & Other external sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$1,074.00	\$1,432.00	\$1,790.00	\$2,148.00	\$2,506.00
TOTAL (Add 1 – 4)	\$5,790.00	\$7,864.00	\$10,010.00	\$12,228.00	\$14,518.00

<sup>7</sup> Consolidated Fee: Helps cover the cost of the Academic Support Center, student activities, technology, and general expenses of the college. This fee also covers use of the physical education facilities and equipment which all students have access to.

<sup>8</sup> Other sources: Capitol Improvement Fee: Supplements county funds for facility improvements and equipment upgrades that do not meet the threshold for State funding

<sup>9</sup> Registration Fee: Defrays cost of clerical support and supplies for registration processing.

<sup>10</sup> Miscellaneous course fees: Subsidizes cost of consumable supplies and materials used for instruction. Special course delivery charges are not included.

<sup>11</sup> Assumes in-county resident is taking 24+ credits per year.

<sup>12</sup> Assumes in-county resident is taking at least 12 credits per year.

Chesapeake College expects that this program will enroll approximately 3 students in its first year, with enrollment growing steadily after that. Full-time students at Chesapeake average 24 credits per year. Because this certificate is an 18-credit program, all students in this program will be part-time students.

TABLE 2: PROGRAM EXPENDITURES AND NARRATIVE RATIONALE

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
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 & 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
<b>TOTAL (Add 1 – 7)</b>	\$0	\$0	\$0	\$0	\$0

The program will be implemented with existing faculty, administrative staff and campus resources, requiring no new expenses for personnel. Campus resources are funded through the College's general operating budget each year. The courses required for this program are all included in the General Education Programs diversity elective list.

Salaries are forecasted to increase 1.5% each year, while health benefits are forecasted to increase 2.5% each year. Library resources and equipment are budgeted within the general operating budget on an ongoing basis.

**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 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.

**N. Consistency with the state’s minority student achievement goals (as outlined in COMAR 13B.02.04.05):**

Chesapeake College will use its ongoing 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.

**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.



**CHESAPEAKE ASSOCIATE OF ARTS IN LIBERAL ARTS & SCIENCES**  
**AFRICAN AMERICAN STUDIES CERTIFICATE (CT 242)**

Students transferring from Chesapeake with a conferred Associate of Arts or Associate of Science degree will have the General Education Requirement (Gen

Ed) block of courses met at UMGC (A.A.S. degrees not included). See community college advisor for course sequencing.



**UMGC BACHELOR OF SCIENCE IN GENERAL STUDIES**

**UMGC Maryland Community College Alliances**

Degree requirements may change based on date of initial enrollment at UMGC.

CREDIT S	CHESAPEAKE COLLEGE Requirements for Associate's Degree	UNIVERSITY OF MARYLAND GLOBAL CAMPUS Requirements for Bachelor's Degree
1	FSC 101 Program requirement	Elective
3	ENG 101 Program requirement	WR TG 112 (Gen Ed Communications; <i>must be completed with 'C-' or better</i> )
3	COM 101 Program requirement	SPCH 100 (Gen Ed Communications)
3	Approved Diversity Elective	Elective
3	MAT 204 Gen Ed requirement	STAT 200 (Gen Ed Mathematics)
3	PSC 150 Gen Ed requirement	PSYC 100 (Gen Ed Behavioral & Social Science)
4	BIO/Natural Sciences w/ Lab Gen Ed requirement	Gen Ed Biological & Physical Lab Science
3	Arts & Humanities Gen Ed requirement	Gen Ed Arts & Humanities
3	Social Science elective ( <b>same discipline #2</b> ; e.g., SOC)	Gen Ed Behavioral & Social Science
3	Approved DIV Diversity Elective	Elective
3	ENG 102 or LIT course Program req ( <b>same discipline #1</b> )	♦ ENGL 102 or ENGL course ( <b>1<sup>st</sup> course in 1<sup>st</sup> discipline</b> ; req for major)
3	ENG 183 Program requirement ( <b>same discipline #1</b> )	♦ ENGL 393* ( <b>2<sup>nd</sup> course in 1<sup>st</sup> discipline</b> ; required for the major)
3	POL 185 Program requirement	GVPT elective (Gen Ed Behavioral & Social Science)
3	COM 140 recom'd Diversity Elective	SPCH 482* (Gen Ed Communications)
3	Social Science elective ( <b>same discipline #2</b> ; e.g., SOC)	♦ <b>2<sup>nd</sup> course in 1<sup>st</sup> discipline</b> (required for the major; e.g., SOCY)
3	PED 103 Program requirement	Elective
3	HIS 115 Program requirement	♦ HIST 255 (Major required course (may be in any discipline)
3	IDC 201 Program requirement	HUMN elective (Gen Ed Arts & Humanities)
4	BIO/Natural Sciences Gen Ed requirement	Gen Ed Biological & Physical Science
3	Fine Arts elective	Elective
<b>60</b>	<b>Total Credits Transferred</b>	<b>Total Credits Transferred</b>

REMAINING REQUIREMENTS FOR BACHELOR'S DEGREE	CREDITS
LIBS 150 Introduction to Research or any Gen Ed credit (to be fulfilled with 1 Gen Ed credit from Chesapeake)	---
PACE 111M Program and Career Exploration in Multidisciplinary Studies or any PACE 111	3
IFSM 201 Concepts and Applications of Information Technology or any Gen Ed Computing	3
WR TG 393 Advanced Technical Writing or any upper-level writing (Gen Ed Communications)	3UL
Elective	3
♦ Major required course (may be in any discipline)	3
Elective	3
♦ Major required course (may be in any discipline)	3
Elective	3
Elective (must be taken upper-level)	3UL
Elective	3
♦ Major required course (may be in any discipline)	3
Elective	3
Elective (must be taken upper-level)	3UL
Elective	3
♦ Major required course (may be in any discipline)	3
Elective	3
Elective (must be taken upper-level)	3UL
Elective	3
♦ CAPL 495 General Studies Capstone (required capstone for the major)	3UL
Elective	3
<b>TOTAL CREDITS REMAINING AT UMGC</b>	<b>60</b>

**NOTES:** Minimum of 120 credits, including 30 with UMGC of which at least 15 must be upper-level (courses numbered 300-499), are required for the bachelor's degree with a UMGC grade point average (GPA) of 2.0 (C) or higher / At least one-half of the credits within the major and minor must be comprised of: a. traditional college courses earning a grade (except for the CJLE major); b. UMGC resident coursework (except for the APTC, CJLE, and GECU majors, which require only the major capstone as UMGC resident credit) / No course within the major or minor below the grade of C (2.0) / UMGC does not accept grades below a C (2.0) in transfer from schools outside of the University System of Maryland and the Maryland community colleges (except WR TG 112 which must be completed with a grade of C- (1.67) or better from all schools) / Maximum of 70 transfer credits to UMGC from two-year or community colleges & maximum of 90 transfer credits from all sources combined (actual number of transfer credits dependent on meeting all UMGC bachelor's degree requirements) / ♦<sup>1</sup> = Course in major at UMGC / \*<sup>2</sup> = Lower-level course meets content requirement of upper-level course but does not transfer as upper-level / UL<sup>3</sup> = Upper-level course (numbered 300-499)

<sup>1</sup> ♦ Course in major at UMGC

<sup>2</sup> \* Lower-level course meets content requirement of upper-level course but does not transfer as upper-level

<sup>3</sup> UL Upper-level course (numbered 300-499)