UNIVERSITY OF MARYLAND EASTERN SHORE
Office of the President

May 1, 2025

Sanjay Rai, Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, Maryland 21201

RE: Substantial Change Proposal (Bachelor of Science degree in Private Club and Resort Management)

Dear Dr. Rai,

The University of Maryland Eastern Shore hereby submits a new program proposal to begin offering a Bachelor of Science degree in Private Club and Resort Management (PCRM) within the School of Business, Engineering, Applied Sciences, Technology, and Tourism Management (School of Business and Technology).

Consistent with its mission, UMES seeks to expand its capacity to offer unique and/or critical degree programs. The creation of the bachelor's degree in Private Club and Resort Management directly supports this mission by expanding academic offerings in hospitality management and preparing graduates to lead in a growing and specialized sector of the industry. This program strengthens UMES's commitment to discovery, innovation, and engagement in fields central to its land-grant identity and institutional priorities. UMES seeks to expand its capacity to offer unique and/or critical degree programs. As such, UMES has developed a Bachelor of Science in Private Club and Resort Management (PCRM). This new program will be established in the Department of Hospitality and Tourism Management and will complement the university's current undergraduate programs in Hospitality and Tourism Management. The proposed Bachelor of Science degree will provide students with advanced knowledge in club and resort management, promote innovation and leadership development in an emerging field while contributing to the workforce in the State of Maryland.

The proposed degree specifically addresses UMES's mission to provide educational opportunities in hospitality management by expanding specialization options that reflect industry trends and workforce needs. The BS in Private Club and Resort Management will enhance UMES's academic offerings with a specialized, industry-relevant curriculum that addresses a growing segment of the hospitality industry. The program will provide accessible education in a specialized field with strong employment prospects, creating pathways to success for students from diverse backgrounds. The proposed BS directly addresses the workforce needs of club and resort management, a growing segment with documented demand for specialized education.

The program will prepare students to serve in management positions in a rapidly growing segment of the hospitality industry, particularly relevant to the Eastern Shore's tourism economy. The proposed degree program will position UMES at the forefront of educational innovation in tourism related academic programs.

The UMES campus is in Somerset County, Maryland. The PCRM will expand the educational opportunities for educationally disadvantaged students by developing a high-quality and innovative academic program that aligns with the educational needs of the region and the state of Maryland. The mission of the proposed BS is to provide students or working professionals with advanced knowledge in club and resort management, promote innovation and leadership development in the emerging field of private club and resort operations for UMES academic enterprise and contribute to the economic growth in the State of Maryland, especially in the Eastern Shore region, where learning opportunities in specialized hospitality management are severely lacking.

The attached proposal has undergone the established UMES curriculum approval process, and I fully support the proposed program.

Thank you for your consideration.

Sincerely,

Heidi M. Anderson, Ph.D., FAPhA
President

Copy:
Dr. Rondall Allen, Provost and Vice President for Academic Affairs
Dr. Erinn Tucker-Oluwole, Department Chair, Department of Hospitality and Tourism Management
Dr. Derrek Dunn, Dean, School of Business, Engineering, Applied Sciences, Technology, and Tourism Management

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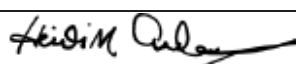## New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	University of Maryland Eastern Shore

Each action below requires a separate proposal and cover sheet.

- ◉ New Academic Program
- ○ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ○ Off Campus Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted: ◉ Yes ○ No	Payment Type: ◉ R*STARS # ○ Check #	JJ553275 JE351062	Payment Amount: $850	Date Submitted: 4/28/25

Department Proposing Program	Hospitality and Tourism Management
Degree Level and Degree Type	Bachelor of Science
Title of Proposed Program	Private Club and Resort Management
Total Number of Credits	120
Suggested Codes	HEGIS: 50800 CIP: 52.0906
Program Modality	○ On-campus ○ Distance Education (fully online) ◉ Both
Program Resources	◉ Using Existing Resources ○ Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B.02.03.03)	◉ Fall ○ Spring ○ Summer Year: 2025
Provide Link to Most Recent Academic Catalog	URL: https://wwwcp.umes.edu/schedule/academic-catalogs/

Preferred Contact for this Proposal	Name: Dr. Erinn D. Tucker-Oluwole
	Title: Department Chair, Hospitality and Tourism Management
	Phone: 410-651-6567
	Email: edtucker@umes.edu

President/Chief Executive	Type Name: Heidi M. Anderson, Ph.D., FAPhA
	Signature: *[signature]* Date: 5/1/25
	Date of Approval/Endorsement by Governing Board:

Revised 4/2025

Proposal for New Undergraduate Degree Program
Bachelor of Science in Private Club and Resort Management

A. Centrality to Institutional Mission and Planning Priorities:

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

The Department of Hospitality and Tourism proposes to establish a Bachelor of Science degree in Private Club and Resort Management within the School of Business and Technology (SBT) at the University of Maryland Eastern Shore. The proposed Bachelor of Science in Private Club and Resort Management program is comprised of 120 credits. The mission of the proposed BS is to provide students or working professionals with advanced knowledge in club and resort management, promote innovation and leadership development in the emerging field of private club and resort operations for UMES academic enterprise, and contribute to the economic growth in the State of Maryland, especially in the Eastern Shore region, where learning opportunities in specialized hospitality management are limited.

The objective of the proposed degree program aligns with UMES' mission. The UMES's mission statement states, "As a public 1890 land-grant Historically Black University that embraces diversity, UMES is committed to serving first-generation and underserved students and providing educational, research, and community engagement opportunities to transform the lives of its students who will impact the state, region, and the world." The creation of the bachelor's degree in Private Club and Resort Management directly supports this mission by expanding academic offerings in hospitality management and preparing graduates to lead in a growing and specialized sector of the industry. This program strengthens UMES's commitment to discovery, innovation, and engagement in fields central to its land-grant identity and institutional priorities.

This BS specifically addresses UMES's mission to provide educational opportunities in hospitality management by expanding specialization options that reflect industry trends and workforce needs. The program will prepare students to serve in management positions in a rapidly growing segment of the hospitality industry, particularly relevant to the Eastern Shore's tourism economy.

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

Consistent with its mission, UMES seeks to expand its capacity to offer unique and/or critical certificate and degree programs. As such, the University has been working towards the development of a BS in Private Club and Resort Management to complement its undergraduate programs in Hospitality and Tourism Management, Engineering Technology with a concentration in Electrical/Electronic Engineering Technology, Computer Science, and Engineering with specializations in Electrical and Computer, and Business program which offers bachelor's degrees in accounting, Business Administration, Finance, and Marketing.

The proposed undergraduate program supports the institution's strategic goals. According to the UMES Strategic Plan (https://wwwcp.umes.edu/president/strategic-plan/), the proposed undergraduate program will support the following priorities:

- **Priority 1: Academic Excellence and Innovation** - The BS in Private Club and Resort Management will enhance UMES's academic offerings with a specialized, industry-relevant curriculum that addresses a growing segment of the hospitality industry.

- **Priority 2: Access, Affordability, and Achievement** - The program will provide accessible education in a specialized field with strong employment prospects, creating pathways to success for students from diverse backgrounds.

- **Priority 3: Workforce and Economic Development**—The proposed BS directly addresses the workforce needs of club and resort management, a growing segment with documented demand for specialized education.

- **Priority 4: Research and Community Engagement** - Students will engage with industry professionals through internships and experiential learning, strengthening UMES's ties to the hospitality sector.

- **Priority 5: Diversity, Equity, and Inclusion** - This program will help diversify leadership in club and resort management, an industry that historically has lacked diversity at upper management levels.

The proposed BS will substantially help the institution achieve its strategic goals. Additionally, Strategic Plan Goal 1.1 aims to "attract, retain and graduate more aspiring students at the undergraduate levels," which aligns perfectly with this program's goal of providing curriculum and competencies for students interested in working in the club and resort industry, regardless of athletic inclination. Goal 3.4 specifically calls for developing "new, revised, and enhanced existing academic programs" to remain current with evolving workforce demands, which this BS directly addresses.

3) ***Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.***

UMES will provide the proposed program with adequate resources, facilities, and faculty, as it currently does for its other Department of Hospitality and Tourism Management academic programs. Also, the proposed program will receive funding from the Maryland HBCU lawsuit settlement to support the hiring of new faculty. The program will leverage existing infrastructure, faculty expertise, and academic resources to minimize additional costs while ensuring program quality.

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

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

This degree program is created by leveraging, in part, the existing faculty and staff in the Department of Hospitality and Tourism Management and the PGA Golf Management Program at UMES. The internal approval procedure for programmatic modification indicates UMES' commitment to ongoing administrative, financial, and technical support of the proposed program. The proposed BS program in Private Club and Resort Management has been vetted by the faculty in the Department of Hospitality and Tourism Management, the faculty in the PGA Golf Management Program, the chairperson for the Department of Hospitality and Tourism Management, the Dean of the School of Business and Technology, Faculty Assembly Curriculum Committee, UMES Faculty Assembly (institution-wide shared governance body), the Provost and Vice President for Academic Affairs, as well as UMES President - indicating that the institution has affirmed the proposed program. Technical support from the UMES Office of Information Technology has been ongoing for several decades, and no change is expected in the established processes for the proposed academic programs needing IT support.

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

UMES is committed to supporting the program with sufficient time for enrolled students to complete the BS in Private Club and Resort Management. To satisfactorily achieve strategic goals and maintain quality and excellence, the continuous support of the Private Club and Resort Management program (e.g., students) through graduation is essential to the UMES mission and goals.

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

1) Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a) *The need for the advancement and evolution of knowledge*

By working with experienced faculty, student advancement and evolution of knowledge will occur via a mentor/mentee relationship. Students can work closely with club and resort management faculty members with years of experience in business management, club operations, and hospitality leadership. The proposed BS program faculty members are committed to fostering diversity and social justice throughout the hospitality industry and society in general, and to addressing underrepresentation and issues of racism within hospitality organizations, particularly in the club management sector, which has historically lacked diversity at executive levels.

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

According to the United States Census Bureau, UMES is in Maryland's Somerset County is among the poorest counties in the state (https://www.census.gov/quickfacts/somersetcountymaryland). UMES offers the only undergraduate HTM degree program on the Eastern Shore of Maryland, and there is a strong demand for undergraduate education in club and resort management in the region. Offering the proposed BS is critical to the local economy's needs. The need for a BS in Private Club and Resort Management in the Eastern Shore region will allow students at secondary institutions to enroll in a program that will serve a fast-growing field and, hence, the societal and economic needs of the Eastern Shore of Maryland and the State of Maryland in general.

According to the Club Management Association of America (CMAA), the private club industry in the US represents a $23.5 billion market, with demand for specialized education in this field growing steadily. This BS will provide educational opportunities that prepare students for careers in this lucrative sector, with particular attention to expanding access for minority students currently underrepresented in club management leadership roles.

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

UMES is the only post-secondary institution on the Eastern Shore of Maryland that offers HTM bachelor's degree programs. The proposed BS in Private Club and Resort Management will significantly strengthen and expand the capability of UMES, one of the four HBIs in the state, which provides students with high-quality and unique educational experiences.

This program addresses an underserved educational niche that has significant employment potential. Club management education has historically been concentrated at predominantly white institutions, and this program will help diversify the pipeline of talent entering club and resort management leadership positions.

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

The proposed program aligns well with the 2022 Maryland State Plan for Postsecondary Education in all three areas: Access, Success, and Innovation.

Access – Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

The bachelor's program is intended to prepare highly trained club and resort managers in an emerging area that is becoming increasingly important and relevant to our society. However, club and resort management is a specialized field with many student access barriers. The proposed BS

will provide equitable access and quality education to all Maryland residents, including those with disadvantaged backgrounds, to develop a robust hospitality management workforce for the state.

This program creates explicitly new educational pathways for students interested in the hospitality industry. It provides specialized training that can lead to higher-paying management positions without requiring athletic ability or prior golf experience, which has traditionally been a barrier to entry in this field.

Success – Promote and implement practices and policies that will ensure student success.

The proposed BS practices and policies align with all existing policies at the University, ensuring student success. By providing a carefully developed curriculum, sufficient facilities and equipment, and adequate faculty members for advising and teaching, the proposed BS will help ensure student graduation and successful job placement.

Specifically related to *Priority 6, which is improving systems for timely completion*, the proposed BS is designed innovatively, taking advantage of new frameworks and leveraging existing synergies. This allows the degree program to be completed in a typical four years. The timeframe is achieved through targeted curriculum design and scheduling to maximize efficiency. Additionally, the program will provide robust advising and support systems to ensure students stay on track for on-time completion. The program's student-centered design will promote practices and policies for student success and timely completion.

Innovation – Foster innovation in all aspects of Maryland higher education to improve access and student success

Specifically, the proposed BS aligns with the goal of "Innovation" of the State Plan, which aims to "foster innovation in all aspects of Maryland higher education to improve access and student success." The proposed program will help achieve the goal of "Economic Growth and Vitality," which is centered on supporting a knowledge-based economy through increased education and training and is to ensure that Historically Black Institutions are "competitive, both in terms of program and infrastructure," with Maryland's other state institutions. Ultimately, the proposed program will prepare highly qualified club and resort managers to contribute to Maryland's economic growth and vitality by providing them with new knowledge and skill sets in specialized hospitality management to maintain the skills they need to succeed in the workforce.

The proposed BS strongly aligns with *Priority 8 of promoting a risk-taking culture*. The program fosters innovation in higher education curriculum and instruction by designing an industry-aligned curriculum that prepares students for emerging roles in club and resort management. Additionally, the focus is on an in-demand field that is not the traditional domain of 4-year University programs. The proposal reflects a willingness to take calculated risks in developing a non-traditional program that leverages regulatory changes and industry trends.

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

The global golf tourism market was valued at USD 21.74 billion in 2021 and is projected to expand at a compound annual growth rate (CAGR) of 7.6% from 2022 to 2030. Club and resort management has emerged as a professional, amateur, & leisure activity in recent years involving considerable business complexity. The growth of the global market is primarily driven by the rising number of international and domestic tournaments, considerable spending on the setup of enhanced sporting infrastructure, and an enormous rise in private club memberships across the globe. In addition, sports authorities and governments worldwide are arranging domestic and international tournaments and making heavy investments to attract visitors and boost the local economy.

The club and resort industry represents a significant economic sector. According to the Club Management Association of America (CMAA), the private club industry in the US alone represents a $23.5 billion market. Golf clubs and country clubs employ over 365,000 people in the US, with management positions growing at 5.2% annually, according to Bureau of Labor Statistics data from 2023-2024.

Regional Insights

North America accounted for the largest revenue share of more than 41.75% in 2021 on account of the rising number of professional tournaments and the ever-grown number of international and domestic visitors to clubs and resorts in the U.S. According to the International Association of Golf Tour Operators (IAGTO), the U.S. market has significant capacity for growth and is expected to develop as an attractive market for international visitors across the globe. To attract golfers and luxury travelers worldwide, U.S. sports authorities and associations are taking significant initiatives and considering tourism a key opportunity to rejuvenate the country's tourism industry. This is further expected to boost the regional market in the coming years.

In 2021, Maryland clubs and resorts reported a 10-fold increase in participation; therefore, the need for more qualified labor in this sector is imperative. (CBS News.com, August 31, 2021). Alternative forms of golf and recreation, such as Topgolf and similar entertainment venues, have helped push the industry's overall participant base past 41 million (up from 32 million in 2016), while the traditional, on-course visitor pool now has a higher proportion of females and people of color than any time in history.

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

Graduates of the Private Club and Resort Management program will be prepared for various roles across the hospitality industry, with a particular focus on:

- **Private Club Management**: Graduates can work in operations, membership services, and events management at country clubs, city clubs, yacht clubs, and athletic clubs.

- **Resort Operations**: Positions at luxury resorts, including operations management, guest services, and recreational programming.

- **Golf Facility Management**: Roles in managing golf operations, tournaments, merchandising, and facility maintenance at both private and public courses.

- **Event Venue Management**: Positions managing event spaces, coordinating functions, and overseeing catering operations.

- **Food and Beverage Management**: Specialized management roles focusing on dining operations within clubs and resorts.

According to 2024 data from the Hospitality Compensation Exchange, entry-level management positions in clubs and resorts currently offer starting salaries averaging $68,500, approximately 22% higher than comparable positions in standard hotels.

Over one million people have direct employment ties to the U.S. club and resort industry, with a total wage income of more than $80 billion. Most of these employees work in facility operations, averaging approximately 43 per facility—from management and the standard professional staff to the outside services team, food and beverage staff, and maintenance department.

Tourism is the second-biggest driver of direct employment within the industry, with the majority being resort staff, travel company operators, and associated personnel.

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

The club and resort management industry are experiencing significant growth and demand for qualified professionals. According to the 2024 State of the Industry Report produced by Bobby Jones Links, roughly 2,500 of the approximately 14,000 golf properties in the United States are operated or owned by professional club management companies. The scope of opportunities is a $100 billion industry, driving 2 million jobs and $66 billion in wages and benefits.

LinkedIn's 2024 Emerging Jobs Report shows that "Resort Experience Manager" and "Club Operations Director" appeared among the top 30 fastest-growing job titles. Additionally, 72% of job postings for club management positions now list a bachelor's degree as a minimum requirement, up from 51% in 2018, according to the CMAA Industry Report.

The National Golf Foundation reports that of the 14,033 facilities in the U.S., 3,674 are private, 2,551 are municipal, and the balance, 7,808, are public courses. Each facility requires skilled management personnel with specialized club and resort operations knowledge.

According to the Industry Education Council Survey, graduates with specialized education in club management reported 91% employment rates within 6 months of graduation, compared to 82% for general hospitality graduates. The industry's economic impact is substantial. According to the 2023 American Golf Industry Coalition Economic Impact Report, in 2023, the industry generated nearly $200 billion in annual activity when tourism and other related businesses are considered.

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

According to the Hospitality Executive Search Firm Survey (2024), employers are willing to pay a 28% premium for candidates with specialized education in club or resort management versus general hospitality degrees. This premium reflects the specialized knowledge and skills required for successful club and resort management.

According to the Higher Education Research Institute (2023), hospitality degree programs have seen enrollment increases of 12-15% at universities that offer specialized tracks in luxury management or club operations. This indicates growing student interest in specialized hospitality education.

According to the Club Benchmarking Survey, private club membership has increased by 18% since 2020, with younger demographics (35-45) representing the fastest-growing segment at 23% growth. This demographic shift suggests continued growth and evolution in the sector, requiring new management approaches and specialized knowledge.

The average annual spending per member at private clubs increased from $9,200 in 2019 to $12,400 in 2023, indicating a willingness to pay for premium experience and creating demand for skilled managers who can deliver such experiences.

According to STR Global, luxury resorts reported an average revenue per available room (RevPAR) growth of 15.2% in 2023, outpacing the broader hospitality sector by 8.7%. This growth drives demand for specialized management talent.

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

The specialized nature of club and resort management education means there is currently a limited supply of graduates with specific training in this field, particularly from HBCUs. Most existing programs are at predominantly white institutions, creating an opportunity for UMES to address an educational gap.

Based on current enrollment trends in the Department of Hospitality and Tourism Management and projections for the new BS, we anticipate the following graduate numbers:

- Year 1: 15 students
- Year 2: 20 students

- Year 3: 25 students
- Year 4: 25 students
- Year 5: 25 students

These projections are conservative and based on current department capacity, with potential for growth as the program becomes established and attracts additional students interested in this specialized field.

D. Reasonableness of Program Duplication:

1) *Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.*

No universities in Maryland currently offer a specific degree or concentration in Club and Resort Management or Private Club Management. Several schools in Maryland offer general Hospitality and Tourism Management degrees, but none with the specialized focus of this proposed BS.

Outside of Maryland, Florida State University offers a BS in Global Club Management & Leadership, University of South Carolina offers a BS in Hospitality Management with a private club component, and Norfolk State University offers a BS in Tourism and Hospitality Management with private clubs and golf resorts component.

The most similar academic program related to the proposed BS offered in Maryland is the existing BS in PGA Golf Management at UMES. However, the proposed Club and Resort Management BS differs significantly from the PGA Golf Management Program in several key ways:

1. The PGA Golf Management Program focuses heavily on golf instruction and playing ability, while the proposed BS focuses on business operations and club and resort facilities management.

2. The Club and Resort Management BS will be accessible to students regardless of golf playing ability, opening career paths in the industry to a broader range of students.

3. The new BS includes broader hospitality components, including event management, food and beverage operations, and resort management beyond golf facilities.
4. The proposed program emphasizes business management and leadership principles specifically tailored to private clubs and resort properties.

2) *Provide justification for the proposed program.*

The proposed program is justified based on several factors:

1. **Unique Offering**: This would be the only program in Maryland that fills an educational gap for students interested in club and resort management careers.

2. **Industry Demand**: The club and resort sectors are growing rapidly, and there is documented demand for specialized management talent.

3. **Higher Employment Outcomes**: Graduates with specialized education in club management achieve higher employment rates and starting salaries than general hospitality graduates.

4. **Diversity Initiative**: The program will help increase diversity in club management leadership, where minorities are currently underrepresented.

5. **Alignment with Regional Economy**: The Eastern Shore's tourism economy includes numerous clubs and resorts that would benefit from a specialized talent pipeline.

6. **Complementary to Existing Programs**: The BS complements UMES's existing hospitality programs while offering a distinct specialization that appeals to different student populations.

Through the emphasized experiential learning methods, the BS at the University of Maryland Eastern Shore will be the second hospitality-focused program on the Eastern Shore in the State of Maryland. The offerings will benefit the Eastern Shore community, the State, and the Nation as the geographical area welcomes the opportunity to promote interdisciplinary teachings, research, and service in an underserved educational niche with significant employment potential.

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

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

The proposed high-demand program at the University of Maryland Eastern Shore is unique in that it is the first academic program within the School of Business and Technology to have an interdisciplinary approach that directly impacts the effectiveness of educational program operational efficiency to advance innovation involving HBCUs. As a result, the multidisciplinary approach to implementing and maintaining current offerings reveals the need to explore such efforts at underrepresented minority institutions.

The program will enhance UMES's position as a leader in hospitality education among HBCUs by adding a specialized concentration in a growing field with strong employment prospects. Rather than competing with existing programs at other HBCUs, this BS complements current offerings and creates opportunities for collaboration across institutions.

The program addresses a documented educational gap in specialized club and resort management education at HBCUs, as most existing programs in this field are at predominantly white institutions. By establishing this program, UMES will be at the forefront of preparing diverse students for leadership roles in an industry historically lacking executive-level diversity.

Our findings do not present a bachelor-level program offering keyword titles including club, resort, and management within the State of Maryland at other HBCUs. This is vital to the education trend in assessing and implementing to maintain high-demand programs at HBCUs.

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

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

The relevance of the University of Maryland Eastern Shore as a Historically Black 1890 land-grant institution serves a distinctive identity for HBCUs in the State of Maryland. As such, the University of Maryland Eastern Shore is the State of Maryland's only Historically 1890 Land-grant with programs unique to the State as a four-year serving institution. The University of Maryland Eastern Shore mentioned the mission of a student-centered, doctoral research degree-granting university known for its nationally accredited undergraduate and graduate programs, applied research, and highly valued graduates: to prepare graduates to address challenges in a global knowledge-based economy while maintaining its commitment to meeting the workforce and economic development needs of the Eastern Shore, the state, the nation, and the world.

The proposed program enhances UMES's identity as an institution that prepares students for careers in growing industries while maintaining its commitment to accessibility and diversity. By entering the specialized field of club and resort management education where minorities are currently underrepresented in leadership positions, UMES reinforces its role in creating pathways to success for underrepresented students.

This program aligns with UMES's land-grant mission by addressing practical workforce needs while maintaining academic rigor and research opportunities. It strengthens UMES's identity as an institution that responds to evolving industry needs while maintaining its commitment to serving diverse student populations.

The proposed program is vital to meeting anticipated higher education demands. It will benefit the University of Maryland Eastern Shore by promoting research, teaching, and service.

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

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

How Was the Proposed Program Established?

The decision to develop a BS in Private Club and Resort Management was made after thoroughly analyzing industry trends, employment opportunities, and student interest. This process involved consultation with industry professionals, examining similar programs at other institutions, and assessing the existing resources and expertise within the Department of Hospitality and Tourism Management.

The program was developed through a collaborative process involving faculty from the Department of Hospitality and Tourism Management and the PGA Golf Management Program, with input from industry professionals and alumni working in the club and resort sector. The curriculum balances theoretical knowledge with practical skills, ensuring that graduates are prepared for club and resort management challenges.

As recommended by Sumayah Arcusa, PGA, an alumna and current the manager for Student Development with the Club Management Association of America (CMAA), the program title "Prive Club and Resort Management" accurately reflects the program's scope and focus, encompassing both private clubs and resort operations.

Describe the Faculty Who Will Oversee the Program

The proposed program will be overseen and supported by full-time and part-time faculty from the Department of Hospitality and Tourism Management. It will be led by Dr. Erinn Tucker-Oluwole, Department Chair and Associate Professor, with significant contributions from the faculty of the PGA Golf Management Program and other faculty members with expertise in various aspects of hospitality and club management.

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

In terms of **educational objectives**, the goal of the proposed program is to:

- Recruit diverse and talented students interested in club and resort management careers
- Develop students into committed hospitality professionals with specialized knowledge of club and resort operations
- Provide a comprehensive and progressive educational program designed to prepare students for a life-long career in club and resort management
- Help students gain valuable work experience through industry internships and experiential learning
- Foster student understanding of membership-based business models and luxury service delivery
- Develop students' financial acumen specific to club and resort operations

- Prepare graduates to be ethical leaders who understand the importance of diversity and inclusion in the club industry
- Aspire to be a premier club and resort management program that upholds the highest professional standards

Learning Outcomes:

Upon completion of the program, students will be able to:

1. Apply specialized knowledge of club and resort operations to real-world management scenarios
2. Demonstrate competency in financial management practices specific to membership-based organizations
3. Implement effective marketing and member relations strategies for private clubs and resorts
4. Design and execute successful events and programming in club and resort settings
5. Apply leadership and management principles to supervise staff in a hospitality environment effectively
6. Analyze and resolve ethical dilemmas in club and resort management contexts
7. Integrate technology solutions to improve club and resort operations and member experiences
8. Demonstrate an understanding of the legal and governance structures unique to private clubs and resorts

3) *Explain how the institution will*:

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

Periodic assessment of the impact of the proposed program will be monitored as part of the institutional assessment process, and an evaluation program operation against budget and enrollment projects will be included, with primary benchmarks dictated by the parameters of the semester and academic year. Data on the program's processes (enrollment, student-credit-hour production, expenses, and revenue), included in an annual assessment report, will be used to improve the quality and relevance of educational opportunities offered by the School of Business and Technology at UMES.

Assessment methods for student achievement and student learning outcomes will be based on established school and departmental standards and will include the following:

- Assess written and oral student presentations, written assignments, and research projects

- Evaluate student performance on exams, quizzes, and assignments in required major courses
- Assess internship performance through supervisor evaluations and student reflections
- Evaluate student capstone projects or business plans related to club and resort management
- Track student participation in professional development activities and industry events
- Collect and analyze data from graduating student exit interviews and alumni surveys

The Student Learning Outcomes Assessment Process (SLOAP) is the degree program's procedure for determining whether the program's mission, objectives, and learning outcomes are being met. It explains the required assessment data to be collected, the frequency of collection, and the evaluation methods to be used to examine whether the performance criteria, which have been discussed previously and below, are being met.
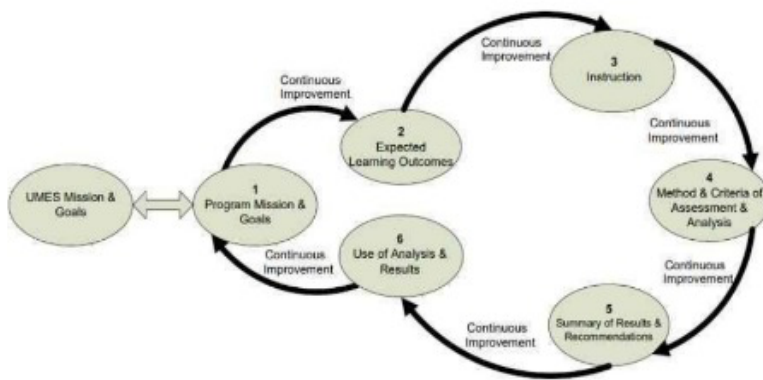
b) *document student achievement of learning outcomes in the program*

The proposed program will document student achievement of the learning outcomes similarly to other currently accredited School of Business and Technology programs. Assessment Methods based on previously established educational objectives and learning outcomes for the proposed program would include the following:

- Maintain a portfolio of student work demonstrating achievement of each learning outcome
- Track internship placement rates and supervisor evaluations
- Document student participation in industry events and professional organization activities
- Maintain records of student certifications and additional credentials earned
- Track employment placement rates and starting salaries of graduates

- Conduct regular alumni surveys to assess career progression and program relevance
- Maintain records of student capstone projects and their evaluation

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

Program Core Courses (55 credits):

BUAD 132: Introduction to Business (3 credits) *Foundational course providing an overview of the business environment, including key functions such as management, marketing, finance, and operations.*

HMGT 101: Introduction to Hospitality Industry (3 credits) *Overview of the hospitality industry including hotels, restaurants, clubs, and tourism; contemporary issues and career opportunities in the global hospitality business environment.*

HMGT 197: Professional Development I (1 credit) *First in a series of professional development courses focusing on industry exposure, resume building, and professional etiquette.*

HMGT 297: Professional Development II (1 credit) *Continuation of professional development focusing on industry networking and professional organization involvement.*

HMGT 397: Professional Development III (1 credit) *Advanced professional development focusing on leadership skills and career planning.*

HMGT 497: Professional Development IV (1 credit) *Capstone professional development course focusing on job search strategies and interview preparation.*

HMGT 398: Hospitality Internship (3 credits) *Supervised work experience in the hospitality industry with emphasis on training and application of management principles.*

PGMT 222: PGM I: Facilities Management I (3 credits) *Introduction to club and recreation facilities management with emphasis on operations, maintenance, and safety.*

TMGT 130: Analysis of Travel/Tourism (3 credits) *Study of the travel and tourism industry, including components, supply, demand, and marketing; emphasis on the economic and social impacts of tourism.*

HMGT 220: Hospitality Technology (3 credits) *Introduction to technology systems used in the hospitality industry with emphasis on reservation systems, point-of-sale, and club management software.*

HMGT 308: Events Planning & Management (3 credits) *Principles and practices of planning, implementing, and evaluating special events in hospitality settings.*

HMGT 305: Entrepreneurship (3 credits) *Study of entrepreneurship concepts, strategies, and business plan development with application to hospitality ventures.*

PGMT 322: PGM II: Facilities Management II (3 credits) *Advanced study of facilities management with emphasis on budgeting, capital improvements, and long-term planning.*

HMGT 340: Hospitality Accounting (3 credits) *Accounting principles and practices specific to the hospitality industry, with emphasis on club and resort accounting methods.*

HMGT 360: Hospitality Leadership & Ethics (3 credits) *Examination of leadership theories, styles, and ethical considerations specific to hospitality management.*

FMGT 301: Food & Beverage Management (3 credits) *Management of food and beverage operations in various hospitality settings with emphasis on menu planning, purchasing, cost control, and service delivery.*

HMGT 350: Hospitality Marketing (3 credits) *Principles and practices of marketing as applied to the hospitality industry with special emphasis on membership marketing and retention strategies for clubs.*

HMGT 440: Financial Analysis Hospitality (3 credits) *Analysis of financial statements, investment decisions, and working capital management specific to hospitality enterprises with a focus on membership models.*

HMGT 441: Resort and Hotel Operations Management (3 credits) *Management of daily operations within resorts and hotels, including front office, housekeeping, and guest services.*

HMGT 411: Supervision and Leadership (3 credits) *Principles of supervising and leading hospitality staff with emphasis on motivation, performance evaluation, and team building.*

HMGT 401: Hospitality Law (3 credits) *Legal aspects of operating hospitality businesses with emphasis on private club governance, liability issues, and regulatory compliance.*

Professional Courses (18 credits):

FMGT 322: Foodservice Operations (3 credits) *Advanced food service operations with emphasis on fine dining service standards and implementation.*

HMGT 310: Festival and Special Events (3 credits) *Specialized study of festival and special event planning, promotion, and execution with application to club settings.*

HMGT 420: Event Management Practicum (3 credits) *Hands-on application of event management principles through the planning and execution of a real event.*

HMGT 321: Food and Beverage Management (3 credits) *Advanced food and beverage management with emphasis on wine programs, specialty dining, and high-end service delivery.*

HMGT 460: Private Club Management (3 credits) *Comprehensive study of private club operations emphasizing membership structures, service standards, and strategic club management.*

HMGT 470: Global Club Operations & Governance (3 credits) *Examination of international private club models, governance practices, and cultural considerations impacting global club operations.*

Electives (9 credits - Students take 3 courses from the list below):

BUAD 422: Principles of Supply Chain Management (3 credits) *Management of the flow of goods and services in hospitality operations, including procurement strategies.*

BUAD 420: International Business (3 credits) *Study of international business practices in global hospitality operations and multicultural management.*

HMGT 410: Revenue Management (3 credits) *Strategies to optimize revenue in hospitality operations with application to membership pricing and tiered access models.*

BUAD 410: Production Management (3 credits) *Production and operations management techniques applied to service environments.*

BUAD 411: Operations Research/Decision (3 credits) *Quantitative approaches to management decision-making with application to hospitality scenarios.*

BUAD 364: Managerial Economics (3 credits) *Application of economic theory and methods to business and administrative decision-making.*

Program Requirements:

1. Complete 120 credit hours, including general education requirements (38 credits), program core requirements (55 credits), professional courses (18 credits), and electives (9 credits).

2. Maintain a minimum GPA of 2.0 in all major coursework.

3. Complete at least one industry-relevant internship (HMGT 398).

4. Participate in required professional development activities throughout the program, including industry events and networking opportunities.

5. Complete a capstone project or comprehensive business plan for club or resort management in the senior year.

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

Students enrolled in the Bachelor of Science in Private Club and Resort Management will fulfill general education requirements as part of the degree program following UMES guidelines. (GEP 38 credits. https://wwwcp.umes.edu/gep/

Curriculum Area 1: Arts and Humanities (6 credits)
Students take 1 course from any of the courses within Arts, Languages, and Literature. Students take Speech.

1.1 Arts, Languages, and Literature
- ARTS 101 Exploration of Visual Arts (3 credits)
- ARTS 310 African American Art History (3 credits)
- ARAB 101 Fundamentals of Arabic I (3 credits)
- ARAB 102 Fundamentals of Arabic II (3 credits)
- ASLS 203 American Sign Language I (3 credits)
- ASLS 204 American Sign Language II (3 credits)
- CHIN 101 Fundamentals of Chinese I (3 credits)
- CHIN 102 Fundamentals of Chinese II (3 credits)
- ENGL 204 Introduction to Fiction (3 credits)
- ENGL 205 Introduction to Drama (3 credits)
- ENGL 206 Introduction to Poetry (3 credits)
- ENGL 207 Introduction to Creative Writing (3 credits)
- FREN 101 Fundamentals of French I (3 credits)
- FREN 102 Fundamentals of French II (3 credits)
- HIND 101 Fundamentals of Hindi I (3 credits)
- HIND 102 Fundamentals of Hindi II (3 credits)
- HONR 101 Honors Freshman Seminar: Selves and Others
- JAPN 101 Fundamentals of Japanese I (3 credits)
- JAPN 102 Fundamentals of Japanese II (3 credits)
- PORT 101 Fundamentals of Portuguese I (3 credits)
- PORT 102 Fundamentals of Portuguese II (3 credits)
- SPAN 101 Fundamentals of Spanish I (3 credits)
- SPAN 102 Fundamentals of Spanish II (3 credits)

1.2 Speech

 Students must pass ENGL 101 and ENGL 102 with grade of "C" or above before taking ENGL 203.

- ENGL 203 Fundamentals of Contemporary Speech

Curriculum Area 2: Social and Behavioral Sciences (6 credits)

Students take 2 courses from any of the courses within Social and Behavioral Sciences.

- AGEC 213 Introduction to Agricultural Economics (3 credits)
- CRJS 101 Introduction to Criminal Justice (3 credits)
- ECON 201 Principles of Economics (Macro) (3 credits)
- ECON 202 Principles of Economics (Micro) (3 credits)
- GEOG 201 The World Geography I (3 credits)
- GEOG 202 The World Geography II (3 credits)
- HIST 101 History of World Civilization I (3 credits)
- HIST 102 History of World Civilization II (3 credits)
- HIST 201 History of American Civilization I (3 credits)
- HIST 202 History of American Civilization II (3 credits)
- HONR 201 Honors Sophomore Seminar: Leadership: From Theory to Practice (3 credits)
- HUEC 203 Human Development: A Lifespan Perspective (3 credits)
- HUEC 220 Perspectives on Aging (3 credits)
- HUEC 361 Contemporary Family Issues (3 credits)
- PHIL 201 Introduction to Logic (3 credits)
- POLI 200 Introduction to American Government (3 credits)
- POLI 220 Introduction to Political Behavior (3 credits)
- POLI 342 Urban Politics (3 credits)
- PSYC 100 Introduction to Psychology (3 credits)
- SOCI 101 Introduction to Sociology (3 credits)
- SOCI 201 Social Problems (3 credits)

Curriculum Area 3: Biological and Physical Sciences (7 credits)

Students take 2 science courses and 1 science laboratory course within Biological and Physical Sciences.

- ANPT 114 Introduction to Animal Science (4 credits includes lab)
- BIOL 101 Theories and Applicaitons of Biological Sciences (3 credits)
- BIOL 103 Biological Science Laboratory (1 credit)
- CHEM 101 General Chemistry I (3 credits)
- CHEM 103 General Chemistry I Laboratory (1 credit)
- ENVS 101 Introduction to Environmental Sciences (3 credits)
- NUDT 210 Elements of Nutrition (3 credits)
- PLSC 184 Introduction to Plant Science (3 credits)
- PLSC 185 Introduction to Plant Science Laboratory (1 credit)

Majors in the STEM disciplines often require students take courses from the following list. Check the Curriculum 3 section for your STEM major to determine the science courses to take.

- BIOL 111 Principles of Biology I Credit: (3 credits)
- BIOL 113 Principles of Biology I Laboratory (1 credit)

- BIOL 112 Principles of Biology II (3 credits)
- BIOL 114 Principles of Biology II Laboratory (1 credit)
- BIOL 118 Introduction to Biology for Allied Health Programs (3 credits)
- BIOL 120 Introduction to Biology for Allied Health Laboratory (1 credit)
- CHEM 111 Principles of Chemistry I (3 credits)
- CHEM 113 Principles of Chemistry I Laboratory (1 credit)
- PHYS 121 General College Physics I (3 credits)
- PHYS 123 General College Physics I Laboratory (1 credit)
- PHYS 122 General College Physics II (3 credits)
- PHYS 124 General College Physics II Laboratory (1 credit)
- PHYS 161 General Physics I Mechanics and Particle Dynamics (3 credits)
- PHYS 163 General Physics I Laboratory (1 credit)
- PHYS 181 Introductory Physics I (3 credits)
- PHYS 183 Introductory Physics I Laboratory (1 credit)
- PHYS 182 Introductory Physics II (3 credits)
- PHYS 184 Introductory Physics Laboratory II (1 credit)

Curriculum Area 4: Mathematics (3-4 credits)
Students in non-STEM Humanities majors that do not require a College Algebra (or higher) math course, and a separate Statistics course do not have to take Math placement testing. These students take MATH 103. English, Digital Media Studies, Applied Design, and Art Education are examples.
- MATH 103 Topics for Mathematical Literacy

Students in most majors have to take the math placement testing and are placed into MATH 099 or a credit math course based on the score. Students who place into MATH 099 must take it before taking the credit math course and must pass with a grade of "C" or above before taking the credit math course. Math 099 does not meet the GEP requirement and does not apply toward graduation requirements.
- MATH 102 Applications of College Mathematics Credit (3 credits)
- MATH 109 College Algebra Credit: (3 credits)
- MATH 110 Trigonometry and Analytic Geometry (3 credits)
- MATH 111 Honors Elementary - Mathematical Analysis (4 credits)
- MATH 112 Calculus I (4 credits)

Curriculum Area 5: English Composition (9 credits)
Students take 3 composition courses.
- ENGL 101 Principles of Composition I (3 credits)
- ENGL 102 Principles of Composition II (3 credits)
- ENGL 305 Technical Writing (3 credits) **or**
- ENGL 310 Advanced Composition (3 credits)

Curriculum Area 6: Institution-Specific Courses (7 credits)
These courses are identified by the University as being essential to a full GEP for UMES students. One course from each of the 3 areas is required of all students.
6.1 Freshman Experience

- GNST 100 Freshman Experience or departmental first-year experience course (1 credit) Examples of departmental courses that should be included are AGNR 111, ARTS 100, AVSC 100, BUED 100, CRJS 100, EDCI 100, ENGE 100, ENGL 100, EXSC 100, HUEC 100, REHA 100, SOSC 100, DNSC 100, GNST 100, PGMT 122 (3 credits), CSDP 100.

6.2 Computer Literacy
- BUAD 213 Business Software Applications
- BUED 212 Computer Concepts/ Applications 1
- ETGE 111 Technology and Society

6.3 JEDI (Justice, Equity, Diversity, Inclusion): UMES Signature Course
- BUAD 311 Justice and Diversity in Organizations
- DMST 440 African American Cinema
- ENGL 300-level number requested Afrofuturism
- ENGL 359 Writing by Women
- HUEC 230 Multicultural Perspectives on Families in the US
- HUEC 463 Food, Clothing and Culture

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

The proposed Bachelor of Science will not pursue specialized accreditation or graduate certification.

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

This section is not applicable.

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

The Bachelor of Science in Private Club and Resort Management program will ensure that students receive clear, complete, and timely information through multiple channels, including the university catalog, program website, advising sessions, and orientation materials. Detailed curriculum outlines, course descriptions, and degree requirements will be published and regularly updated to reflect changes. Faculty will engage students through scheduled office hours, email, discussion boards, and in-person or virtual meetings, ensuring meaningful faculty/student interaction throughout the program.

Expectations for technological competence and required technical skills will be clearly communicated in course syllabi and advising sessions. Support will be available through campus resources such as IT help desks and academic support centers. Any specific technical equipment needs (e.g., laptops, software) will be outlined before the start of each semester. The university's learning management system, Canvas, will deliver course materials, manage assignments, and facilitate communication.

Academic advising, tutoring, career services, and library resources will be accessible to all program students. Information about financial aid resources, costs, and payment policies will be provided during admission and orientation and will remain accessible via the university's financial aid and student accounts offices. These assurances align with the university's commitment to transparency, student success, and high-quality educational experiences.

9) Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

As with other academic programs offered by the University of Maryland Eastern Shore, the proposed program will ensure that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available. In addition, the program will be advertised alongside other academic graduate programs within the School of Business and Technology at UMES. Proper venues include Public Radio, WESM 91.3, and social media such as the UMES Facebook page, the University Key, the UMES alumni association, and other professional societies.

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

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

   The Hospitality and Tourism Management Department has articulation agreements with various community colleges. The proposed BS has articulation agreements with Wor-Wic Community College and more information regarding the agreement may be found HERE.

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

1) ***Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.***

Faculty	Rank	Terminal Degree	Field	Title/Rank	Status	Classes
Dr. Erinn Tucker-Oluwole	Assoc. Prof	Doctor of Philosophy (Ph.D.)	Hospitality Administration	Department Chair, Interim PGA Golf Mngt Director	FT	HMGT 101, 197, 297, 398
Dr. Katherine Quinn	Assoc. Prof	Doctor of Philosophy (Ph.D.)	Organizational Leadership	Faculty	FT	FMGT 301, HMGT 220, 321, 340, 440, 410, 441
Dr. George Ojie-Ahamiojie	Assoc. Prof	Doctor of Education (Ed.D.)	Higher Educational Leadership & Administration	Faculty	FT	FMGT 322, HMGT 308, 411, 397, 497, 460
Chef Paul Suplee	Lecturer	Master of Business Administration (MBA)	Hospitality	Faculty	FT	Optional Electives
Mrs. Kathleen Davis-Bierman	Lecturer	Master of Business Administration (MBA), Current PhD. Student	Accounting

Organizational Leadership | Faculty | FT | HMGT 305, 360, 310, 340, 350, 420, 440, 410 TMGT130 |
| Mr. Hyppolite Mouaffo Teumo | Lecturer | Master of Business Administration (MBA), Current PhD. Student, ORLD | Hospitality and Tourism Management

Organizational Leadership | Faculty | FT | HMGT 397, 497, 308, 401, 470 |
| Ms. Jamila Johnson | PGA Golf Mngt Internship Coordinator / Lecturer | Masters of Education, Current DBA Candidate, UMGC | Counselor Education | Faculty | FT | PGMT 222, 322 |
| Coach Jerel Walker | Lecturer / Coach | Master of Science, Current PhD Candidate, Jackson State University | Sport Management

Education Administration | Faculty | FT | Optional electives as needed |

				Faculty	FT	PGMT 222, 322
Open Position: Director of PGM						
Mr. Sunny Aqualambeng	Lecturer	Master of Business Administration (MBA), Current PhD. Student, ORLD	Accounting Organizational Leadership	Faculty	FT	BUAD 132
Dr. Ayodele Alade	Professor	Doctor of Philosophy Ph.D.	Industrial Economics	Faculty	FT	BUAD 410
Dr. Dinesh Sharma	Professor	Doctor of Philosophy Ph.D.	Management	Faculty	FT	BUAD 411
Dr. Mohammad Ali	Professor	Doctor of Philosophy Ph.D.	Food and Resource Economics	Faculty	FT	BUAD 364, 420
Dr. Bryant Mitchell	Associate Professor	Doctor of Philosophy Ph.D.	Industrial Management	Faculty	FT	BUAD 422

Hospitality & Tourism Management Department

DR. ERINN TUCKER-OLUWOLE PhD, MBA, MS
Department Chair & Associate Professor
Department of Hospitality and Tourism Management
(410) 651-6567
edtucker@umes.edu

DR. KATHERINE A. QUINN, PhD, CHE, CHIA
Associate Professor
Department of Hospitality and Tourism Management
(410) 651-7876
kaquinn@umes.edu

DR. GEORGE OJIE-AHAMIOJIE, EdD, EdS, CHE
Associate Professor
Department of Hospitality and Tourism Management
(410) 651-6565
gojieahamiojie@umes.edu

CHEF PAUL SUPLEE
Lecturer
Department of Hospitality and Tourism Management
(410) 651-6564
pgsuplee@umes.edu

MRS. KATHLEEN DAVIS-BIERMAN, CHE, DTM
Lecturer
Department of Hospitality and Tourism Management
(240) 527-2708
ksdavis@umes.edu

MR. HYPPOLITE MOUAFFO, MBA, CHE, CHIA
Lecturer
Department of Hospitality and Tourism Management
(301) 738-6327
hmouaffoteumo@umes.edu

DR. NAMMY LEE, PhD, CPA
Professor and Regional Director (Shady Grove & Hagerstown)
University of Maryland Eastern Shore
(301) 738-6310
nklee@umes.edu

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

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

The Center for Teaching Excellence (CTE) provides ongoing pedagogy training for faculty in evidence-based best practices to support high-impact pedagogy practices to meet the needs of UMES students. To accomplish its mission of ensuring expanding and enhancing faculty pedagogy training, CTE has developed three broad program areas to support faculty teaching success, including evaluation of teaching techniques, professional development of faculty as it relates to pedagogy, and recognition of faculty who have demonstrated outstanding pedagogy methodology.

The evaluation of the teaching techniques program includes using student experience of learning surveys, peer observation of teaching, and open classroom week. The professional development of the faculty program provides funding to attend pedagogy conferences, faculty workshops, FACTE working groups, seminar series for new faculty, and innovation in teaching & learning conferences. Lastly, CTE's faculty recognition program includes student choice for teaching excellence e-badge, CTE website – faculty spotlights, and SOTL publication opportunities.

b) ***The learning management system***

The Center for Instructional Technology and Online Learning (CITOL) at UMES supports developing, designing, and delivering online and hybrid programs, classes, and workshops focusing on flexibility, resiliency, equity, accessibility, privacy, and safety (FREAPS). CITOL assists faculty, staff, and students in all digital teaching and learning aspects concerning pedagogy and technology. This includes using the Canvas Learning Management System, Starfish, Microsoft Office 365, YuJa, YuJa Engage, and YuJa Verity.

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

The Center for Instructional Technology and Online Learning (CITOL) at UMES supports developing, designing, and delivering online and hybrid programs, classes, and workshops focusing on flexibility, resiliency, equity, accessibility, privacy, and safety (FREAPS). CITOL assists faculty, staff, and students in all digital teaching and learning aspects concerning pedagogy and technology. This includes using the Canvas Learning Management System, Starfish, Microsoft Office 365, YuJa, YuJa Engage, and YuJa Verity Other services offered by the Center for Instructional Technology and Online Learning include supporting Canvas Learning Management System (LMS) and other instructional software, which can be found on the CITOL website; new resources; providing ongoing professional development through virtual workshops; conducting Course Quality Review; developing interactive and assessment materials for classes; and helping troubleshoot student problems on LMS.

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

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

The Frederick Douglass Library is the only library on the University of Maryland Eastern Shore (UMES) campus. As a member of the University System of Maryland and Affiliated Institutions (USMAI) consortium, it is affiliated with 17 public universities and colleges in Maryland. The integrated library system ALEPH allows patrons 24/7 access to USMAI library collections and electronic resources. In-person visits to the library are available 91.5 hours per week, including weekends.

The Frederick Douglass Library has the following resources available and/or the measures to be taken to ensure resources are adequate to support the proposed programs:

Books, periodicals, and other reference materials may be located and obtained for patron usage online via the library catalog, online databases, interlibrary loan, inter-campus loan, or by visiting the library.

The ILLIAD (Interlibrary Loan) service allows students, faculty, and staff to access millions of items from other universities that are unavailable at the Frederick Douglass Library.

Interlibrary Loan allows the borrower to request items (books and articles) from non-University of Maryland System libraries. The average time to receive an article is two weeks, and the average time to receive a book is three weeks. Rapid Interlibrary Loan (Rapid ILL) is where most articles may be received within 24 hours.

The FDL staff emails borrowers to remind them to pick up items from the Interlibrary Loan service desk. Many articles requested will be received electronically and available to be accessed within ILLIAD.

Inter-campus loans may be requested from another University of Maryland System Library and delivered to the FDL for patron pick-up. The average time to receive a book is 3-5 days.

Databases, e-books, and e-journals are available electronically via the Frederick Douglass webpage. Open Education Resource Textbooks is a search interface that allows faculty to retrieve OER resources for course materials at no cost to students.

There are over 140 research databases in 17 subject areas.

Databases By Subject

Agriculture	Health & Medicine
Business Management & Accounting	History
Computer Science & Engineering Technology	Hospitality & Tourism Management
Criminal Justice & Government	Human Ecology
Education	Life Sciences
Engineering & Aviation Science & Built Environment	Pharmacy
English & Modern Languages	Physical Sciences
Fine Arts	Physician Assistant
	Social Sciences

Print books and periodicals are on the Frederick Douglass Library's three floors. Periodicals are housed on the Lower Level. Reference books are on the first floor, and circulation and Special Collections books are on the second floor.

To ensure that resources are adequate to support the proposed programs, the library director and library liaisons will network and collaborate with program faculty to select resources to be housed in the library. A one-credit Library Information Literacy class is taught each semester in winter and summer sessions. Individual classroom library sessions are also taught upon request by the instructor. This instruction can range from basic research and knowledge of the library to the highest level of research for those seeking graduate degrees.

The University assures that institutional library resources meet the new program's needs. Library resources for the proposed degree program typically include textbooks, reference books, and technical papers. Although UMES does not have the IEEE Digital Library IEEE Xplore, technical papers could be accessed through Interlibrary Loan (ILL) services.

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

1) *Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.*

The Department of Hospitality and Tourism Management is in the Richard A. Henson Conference Center and Hotel. The building houses all the specialized spaces dedicated to the proposed BS program. Five **private faculty offices** are allocated to the HTM Department on the second floor of the Richard A. Henson Conference Center. The **HTM Computer Lab,** located on the first floor near the kitchen area, was redesigned to enhance student learning in 2023. The lab accommodates 20 student workstations, six tables with chairs seating 10 students for tutoring or other study requirements, and two large whiteboards. All the computers were replaced in the fall of 2021 with updated software and hardware. **Henson Culinary Labs** are full-scale banquet kitchens designed to support banquet production in the banquet rooms. Ninety percent of the kitchen equipment was replaced in the summer of 2022, creating a state-of-the-art modern cooking facility. The kitchen facilities include a Cold Kitchen, Hot Kitchen, and Bake Shop.

The **Bailey-Thomas Banquet Room** is a separate self-contained room with a non-stocked bar, seating up to 50 guests. This room is used for current Hospitality and Tourism Management classes and will be used for the proposed degree. This room is also used for more significant events requiring a full-service bar, carving stations, and Hors D'oeuvre stations. The **Henson Center Hotel** includes twenty-four guest rooms, standard double or king, one executive suite, a wet bar, and a full kitchen with a dining area. Current HTM students have worked as clerks or night auditors at the front desk which has provided experiential learning opportunities for many students in the proposed new degree program.

UMES provides access to physical and learning resources for all program students and faculty. These include computer labs in Waters Hall, the Frederick Douglas Library, the Center for Access and Success, and the Foreign Language labs. There are four computer labs in Waters Hall. The labs are available for walk-in use and can be reserved through the Helpdesk. The campus-wide university Wi-Fi (HawkNet) and a separate Visitor log-in are available for students, faculty, and staff. (There are over 20 Wireless Everywhere Print Anywhere (WEPA) locations on campus for students to print documents, including the Henson Center. The IT department hosts a 24/7 Public Knowledge Database to assist UMES students with technology-related issues.

The campus-wide university Wi-Fi (HawkNet) is available for students, faculty, and staff, along with a separate Visitor log-in. (There are over 20 Wireless Everywhere Print Anywhere (WEPA) locations on campus for students to print documents, including the Henson Center. The IT department hosts a 24/7 Public Knowledge Database to assist UMES students with technology-related issues.

The library renders academic support, shared resources, and multiple services to students, faculty, staff, and the university community for teaching, research, scholarship, and lifelong learning in a diverse, equitable, and inclusive environment. As a member of the University System of Maryland and Affiliated Institutions (USMAI) consortium, the library is affiliated with seventeen academic libraries to share library resources. The integrated library system, ALEPH, allows our patrons 24/7 access to the library catalog, USMAI collections, and electronic resources. These digital resources from the library's website include over 100 research databases that provide access to e-books and full-text coverage of thousands of scholarly journals, magazines, and newspapers.

2) *Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:*

a) *An institutional electronic mailing system, and*

All students admitted and enrolled at UMES are assigned a Microsoft email and have access to the Microsoft Teams video conferencing systems

b) *A learning management system that provides the necessary technological support for distance education*

The Information Technology Department, Center for Instructional Technology and Online Learning (CITOL), and Academic Computing Unit professionals provide faculty support for development and instructions. The learning management system (LMS) is available for instructional design, software development, educational research, Canvas Learning Management System (LSM), etc. These technologies and opportunities ensure that students are enrolled in courses and faculty development for teaching, which includes adequate access to learning resources.

In addition, the Center for Instructional Technology and Online Learning (CITOL) at UMES assists faculty and students in all aspects of e-learning, including hosting, training, development, and support of the Canvas Learning Management System, Microsoft Office 365, and Yuja. UMES' web portal is a single sign-on allowing students, faculty, and staff access to:

- HawkWeb is a system where student enrollments and registrations, class rosters, and administrative functions related to academics are located.

- Canvas - the learning management system where course content can be published, and students' entire online course experience is managed.

- Web Help Desk: This is the Information Technology Help Desk system where you can create a ticket to request assistance for your computer, networking, and telephone needs.

The UMES campus has wireless networking access points to allow network access from a wireless-enabled device like a laptop, smartphone, or tablet.

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

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

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds[1]	$0	$0	$0	$0	$0
2. Tuition/Fee Revenue[2] (c+g below)	$169,020	$220,680	$274,390	$280,835	$287,495
a. # FT Students	15	20	25	25	25
b. # Annual Tuition/Fee	$9,300	$9,486	$9,676	$9,869	$10,067

Rate					
c. Annual / Full Time Revenue (a x b)	$139,500	$189,720	$241,900	$246,725	$251,675
d. # PT Students	5	5	5	5	5
e. Credit Hour Rate	$328	$344	$361	$379	$398
f. Annual Credit Hours	18	18	18	18	18
g. Total Part Time Revenue (d x e x f)	$29,520	$30,960	$32,490	$34,110	$35,820
3. Grants, Contracts & Other External Sources[3]	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 - 4)	$169,020	$220,680	$274,390	$280,835	$287,495

Narrative Rationale for Resources

Reallocated Funds
An FTE faculty position will not be reallocated from existing programs.

Tuition and Fee Revenue
We assumed that in-state tuition and fees would increase for the next five years ($9,300, $9,486, $9,676, $9,869, and $10,067). The in-state part-time tuition rate per credit hour is currently $328 per credit. This value was used in calculating the revenue, assuming 15 credits per semester for full-time students and 18 credits per academic year for part-time students.

Grants and Contracts
No additional sources of funding are expected at this time.

Other Sources
No additional sources of funding are expected at this time.

Total Year: A 5-year estimate is provided.

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

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	$95,900	$191,800	$191,800	$191,800	$191,800
a. # FTE	1	2	2	2	2
b. Total Salary	$70,000	$140,000	$140,000	$140,000	$140,000
c. Total Benefits (37%)	$25,900	$51,800	$51,800	$51,800	$51,800
2. Total Administrative Staff Expenses (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. Total Support Staff Expenses (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

TOTAL (Add 1 - 7)	$95,900	$191,800	$191,800	$191,800	$191,800

Narrative Rationale for Expenditure

Faculty (FTE, Salary, and Benefits)

Over the next five years, the program will employ 2 FTE faculty members (with backgrounds in the proposed program course) to operate the program. The proposed program will receive funding from the Maryland HBCU settlement funds to support the hiring of new faculty. There will be no need for additional administrative staff. The existing departments and school administrative staff will be sufficient to run the program.

Support Staff (FTE, Salary and Benefits)
None

Equipment
None.

Library
None.

New and/or Renovated Space
Not needed

Other Expenses
None.

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

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

Course Evaluation

The University of Maryland Eastern Shore has a comprehensive course and program evaluation process. Each course syllabus has a set of written student learning outcomes. The course learning outcomes are assessed through embedded questions on tests, assignments, and portfolios that address specific course outcomes. Data is collected to analyze results and improve course curriculum and pedagogy.

Periodic assessment of the impact of the proposed program will be monitored as part of the institutional assessment process, and an evaluation program operation against budget and

enrollment projects will be included, with primary benchmarks dictated by the parameters of the semester and academic year. Data on the program's processes (enrollment, student-credit-hour production, expenses, and revenue), included in an annual assessment report, will be used to improve the quality and relevance of educational opportunities offered by the School of Business and Technology at UMES.

Assessment methods for student achievement and student learning outcomes will be based on established school and departmental standards and will include the following:

- Assess written and oral student presentations, written assignments, and research projects
- Evaluate student performance on exams, quizzes, and assignments in required major courses
- Assess internship performance through supervisor evaluations and student reflections
- Evaluate student capstone projects or business plans related to club and resort management
- Track student participation in professional development activities and industry events
- Collect and analyze data from graduating student exit interviews and alumni surveys

Faculty Evaluations

Faculty evaluations are conducted with an initial meeting at the start of each academic year, a mid-year meeting typically in January, and a final evaluation meeting in April of each academic year. The faculty evaluation process at UMES is as follows:

At the beginning of the academic year, the faculty must meet with the department chair to discuss goals and objectives for the academic year. The individual faculty objectives must reflect the following:

- o Departmental, school, and university goals.
- o Faculty assignment (defined as % time allocated for each category based on appointment and release time awarded for that year).
  - Note: Faculty who are on 100% teaching lines with no approved release time are expected to have the following % breakdown: 50% teaching, 35 % scholarship, and 15% service; and
- o Faculty members' professional development.

During the academic year, the department chair is informed of any major changes made to the objectives. If necessary, the department chair shares information with the faculty members

regarding the areas of concern. In January, the faculty will meet with the chair to review progress toward the objectives.

Each faculty member will submit the evaluation document to the department chair in April. The Department Chair will review the information and discuss his/her evaluation with the faculty member. Students' evaluations of instruction will be utilized in this discussion between the Chair and faculty members. Copies of the summary evaluations should be attached as they become available. Note: Peer review of teaching will be included if done.

Student Learning Outcome Evaluation

Based on established school standards, we will establish an ongoing program evaluation where we,

- o Assess samples of student performance on computer-based problems and projects.
- o Assess samples of the use of technology in student presentations.
- o Assess samples of the group and individual case studies.
- o Assess written and oral student presentations, written assignments, and research projects.
- o Track analytical performance in courses.
- o Evaluate student performance in exams, quizzes, and assignments in elective courses.
- o Assess comprehensive final exams in core courses.

Assessment instruments include graded student work, the evaluation of written project papers, and presentations. The achievement levels are determined using the rubrics developed separately for each outcome.

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

Assessment of Student Learning Outcomes:

The Student Learning Outcomes Assessment Process (SLOAP) is the degree program's procedure for determining whether the program's mission, objectives, and learning outcomes are being met. It explains the required assessment data to be collected, the frequency of collection, and the evaluation methods to be used to examine whether the performance criteria, which have been discussed previously and below, are being met. Due to this, academic programs that have program-level accreditation have undergone rigorous reviews of their processes of assessing student learning outcomes. These processes and standards will be extended to the proposed educational program. The school departments conduct an annual assessment of student learning outcomes and faculty evaluations. The departments have developed and implemented a comprehensive assessment plan that contains all the components required for this intent. All faculty members in

the school's departments participate in the student learning outcomes assessment process and the faculty evaluation process.

In addition to previously discussed learning outcomes, the proposed program will have three (3) additional Program-level Learning Outcomes. All Faculty reviewed and agreed upon the outcomes. The Program Learning Outcomes are:

1. Students will demonstrate foundation knowledge and skills in their program areas (concentrations).

2. Students will demonstrate problem-solving, critical thinking, oral and written communication, and leadership skills.

3. Students will integrate theory, discovery, and technology into practice.

The School of Business and Technology departments use assessment data to make informed curriculum decisions regarding improving teaching and learning processes. The school departments are intensely engaged in the assessment of student learning outcomes. The school faculty has a well-developed assessment plan to ensure that we use the data to improve student learning. In addition, academic program assessment takes place on a six-year cycle. Data regarding program enrollment, retention, and graduation rates are collected by the Office of Decision Sciences and Visualization in conjunction with the program faculty. The data are analyzed against program outcomes, and results are used to improve the program.

Student Retention:

The University of Maryland Eastern Shore is committed to student retention. The Center for Access and Academic Success (CAAS) provides dedicated advisors for first-year students and works with academic programs to ensure adequate academic advising. CAAS also provides support to students at all levels of enrollment. The educational programs in the school have well-established advising processes and have developed a handbook for faculty advisors. Another important aspect of student retention is ensuring the high quality of the program. Excellent programs will be attained through hiring highly qualified and experienced faculty members. The curriculum will be regularly updated to ensure relevance to current and future trends. The learning environment will be positive and supportive of students. The academic programs will ensure that all the resources needed are provided promptly. Student engagement activities will be conducted to increase cohesion and pride in belonging to the degree program.

Student and Faculty Satisfaction:

Student satisfaction will be measured using course evaluation and exit interview surveys. Faculty satisfaction will be measured through the annual evaluation process, including a planning and goal-setting session in the fall, a mid-year review in February, and a final evaluation session at the end of the spring semester. An academic climate survey will also assist in assessing faculty satisfaction.

Additionally, informal feedback from faculty will be used to determine faculty and student satisfaction, and adjustments will be made accordingly.

Cost-Effectiveness:

The proposed academic program will build upon existing undergraduate and graduate programs offered by the School of Business and Technology. The foundational resources, faculty, and facilities needed to start the program are already in place. The new program's visibility will attract more students and ensure sustainability and cost-effectiveness. Based on projected program enrollment, the new degree will produce enough revenue to be self-sustaining.

Faculty Evaluation:

In addition, every faculty member is evaluated each year. The evaluation process includes an assessment of faculty teaching, faculty research record and productivity, and school-wide and department service. To receive a high evaluation, a faculty member must demonstrate effective teaching, active scholarly activities, publications, etc. There is also a provision for the administration to set out an improvement plan for faculty members who have not done well in teaching. Tenured faculty will undergo a five-year post-tenure review.

Program assessment takes place in a six-year cycle. The Office of Decision Sciences and Visualization collects data regarding program enrollment, retention, and graduation rates in conjunction with the program coordinator. The data are analyzed against program outcomes, which are used to improve the program.

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

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

The University of Maryland's Eastern Shore mission is compatible with the State of Maryland's minority achievement goals. The University of Maryland Eastern Shore is an 1890 land grant HBCU. Our programs attract diverse students, with most of the student population being African American, multiethnic, and multicultural. The University actively recruits a minority population for all undergraduate and graduate-level degrees. Special attention is also provided to recruit diverse groups into the STEM and multidisciplinary programs at all degree levels, including undergraduate, master's, and doctoral. The same attention will be given to the proposed program.

As part of UMES Strategic Plan Subgoal 4.1: Improve structure for attracting, developing, and retaining high-quality and diverse students, UMES takes pride in the diversity of its faculty, staff, and students with representation from 37 states and 47 countries. UMES values people of different ethnicities, orientations, cultures, and perspectives. The University of Maryland Eastern Shore has one of the most racially and ethnically diverse student populations in the University System of Maryland. Based on fall 2017 data, UMES faculty were 56% African American, 27% White, 5%

Asian, 1% American Indian, and 5% international. Student race and ethnicity statistics from fall 2017 reflect a student population of 69.7% African American, 12.3% White, 8.8% two or more races, 3.6% Hispanic, 1.2% Asian, and 3.8% international.

UMES offers the most competitive tuition rates in Maryland compared to other institutions, which improves minority student access. Our program appeals to minority students, as evidenced by the high proportion of minority student enrollment in UMES degree programs. We support educationally disadvantaged minority students by offering remediation and mentoring relationships.

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

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

The proposed Bachelor of Science is unrelated to a low-productivity program identified at UMES.

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

1) *Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.*

At UMES, we are committed to continually improving our online courses and distance education programs. UMES participates in the State Authorization Reciprocity Agreement. Some benefits for students of our institutional participation in SARA include greater access to online programs, improved quality of distance education, and reduced institutional costs (which keep everyone's costs lower). Currently, 47 states and the District of Columbia participate in SARA. "The State Authorization Reciprocity Agreement is voluntary among its member states and U.S. territories. It establishes comparable national standards for interstate offering postsecondary distance-education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state" (NC-SARA.org).

Any new instructors recruited to teach online must meet the same qualifications as the current faculty. All faculty teaching in the online version of the program will be required to complete UMES Online Learning Training, and the School of Business and Technology recommends Quality Matters training, Online Learning Consortium, or other comparable training for its instructors.

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

UMES' commitment to online teaching is demonstrated by the resources of its Center for Instructional Technology and Online Learning (CITOL), founded in 2006, which provides a faculty computer lab, course development, and instructional and technical support to new and

current faculty. The Center for Instructional Technology and Online Learning (CITOL) at UMES supports developing, designing, and delivering online and hybrid programs, classes, and workshops focusing on flexibility, resiliency, equity, accessibility, privacy, and safety (FREAPS). CITOL assists faculty, staff, and students in all digital teaching and learning aspects concerning pedagogy and technology. This includes using the Canvas Learning Management System, Starfish, Microsoft Office 365, Yuja, YuJa Engage, and YuJa Verity. C-RAC 2021 requires programs to provide details about practices to engage and assist distance education students. CITOL facilitates student-centered training and workshops, provides student mentoring and help desk support, and hosts a repository of student-centered LMS and online learning resources. The School of Business and Technology and the Center for Instructional Technology and Online Learning will ensure the degree program adheres to C-RAC Guidelines for Evaluating Distance Education.

For the club and resort management online components specifically, we will ensure:

- Regular and substantive interaction between instructors and students
- Technology support specific to specialized club management software
- Virtual networking opportunities with industry professionals
- Integration of industry case studies and simulations appropriate for online learning
- Training for faculty on creating engaging online content related to the club and resort management

Conclusion

The proposed Bachelor of Science in Private Club and Resort Management addresses a significant need in the hospitality industry and higher education landscape. By leveraging UMES's existing strengths in hospitality education and its status as an HBCU, this program will create new opportunities for students, particularly those from underrepresented backgrounds, to enter leadership positions in the growing club and resort management field.

The program is designed to be financially sustainable, aligned with industry needs, and consistent with UMES's mission and strategic goals. Through a combination of specialized curriculum, experiential learning opportunities, and industry partnerships, graduates will be well-prepared for successful careers in club and resort management, an industry with strong employment prospects and growth potential.

Market data indicates significant demand for specialized professionals in this field, with employers willing to pay a premium for candidates with dedicated club and resort management education. With private club membership growing by 18% since 2020 and management positions in the field increasing at 5.2% annually, graduates will enter a robust job market with opportunities for advancement.

The University of Maryland Eastern Shore respectfully requests approval of this Bachelor of Science in Private Club and Resort Management to enhance its academic offerings and continue fulfilling its mission of providing high-quality, accessible education that prepares graduates to address challenges in a global knowledge-based economy while meeting the workforce needs of the Eastern Shore, the state, the nation, and the world.