



BRUCE E. JARRELL, MD, FACS
Executive Vice President and Provost
Dean, Graduate School

Academic Affairs/Graduate School
220 N. Arch Street, 14th Floor
Baltimore, MD 21201
410 706 2304

bjarrell@umaryland.edu
www.umaryland.edu

May 4, 2018

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

Dear Dr. Fielder:

The University of Maryland Graduate School is requesting authorization from the Maryland Higher Education Commission to offer a new Post-Baccalaureate Certificate (PBC) in Intercultural Leadership program.

In addition, the School is seeking approval for a substantial modification to its existing PBC in Global Health Systems program. The School's plan is to add a new Global Health Innovation track and to change the program title to Global Health Systems and Innovation to reflect this modification.

We appreciate your consideration. Please contact me should you have any questions.

Sincerely,

A handwritten signature in blue ink that reads "Bruce E. Jarrell".

Bruce E. Jarrell, MD, FACS
Executive Vice President and Provost

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

- New Instructional Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program

University of Maryland, Baltimore
Institution Submitting Proposal

Post-Baccalaureate Certificate in Intercultural Leadership
Title of Proposed Program

Post-Baccalaureate Certificate
Degree to be Awarded

Fall 2018
Projected Implementation Date

Proposed HEGIS Code

30.2301
Proposed CIP Code

University of Maryland Graduate School
Department in which program will be located

Dr. Flavius Lilly, Senior Associate Dean
Department Contact

(410) 706-7767
Contact Phone Number

flilly@umaryland.edu
Contact E-Mail Address


Bruce E. Jarrell, MD, FACS
Executive Vice President and Provost

May 4, 2018
Date

UNIVERSITY OF MARYLAND, BALTIMORE (UMB) GRADUATE SCHOOL
Proposal for Post-Baccalaureate Certificate (PBC) in Intercultural Leadership

Table of Contents

A.	Centrality to institutional mission statement and planning priorities	3
	Program description and centrality to institutional mission statement.....	3
	Centrality to strategic plan.....	4
B.	Critical and compelling regional or statewide need as identified in the State Plan	4
	Alignment with the Maryland State Plan.....	4
	Alignment with National Trends	5
	Job Outlook	5
	College Learning and Career Success.....	6
C.	Quantifiable and reliable evidence and documentation of market supply and demand in the region and state	8
	Curricular Components and Employer Demand	8
	Student Demand	9
D.	Reasonableness of program duplication.....	10
E.	Relevance to high-demand programs at Historically Black Institutions (HBIs)	11
F.	Relevance to the identity of Historically Black Institutions (HBIs)	11
G.	Adequacy of curriculum design and delivery to related learning outcomes	11
	Intercultural and Cross-Cultural Communication (3 credits).....	11
	Implementation and Management.....	13
H.	Adequacy of articulation.....	14
I.	Adequacy of faculty resources	14
	Lead Faculty	14
	Adjunct Faculty	15
J.	Adequacy of library resources	15
K.	Adequacy of physical facilities, infrastructure and instructional equipment	16
L.	Adequacy of financial resources with documentation.....	17
M.	Adequacy of provisions for evaluation of program	17
N.	Consistency with the State’s minority student achievement goals.....	17
O.	Relationship to low productivity programs identified by the Commission.....	18
P.	Distance education principles of good practice	18

Context of Online Education at UMB.....	18
Ensuring Effective Instruction	19
Instructional Design Team	20
Supporting Students in Distance Education.....	21
Evaluation and Assessment of Online Courses.....	21
Q. References	23
Appendix A. Sample One-Year Plan of Study.....	25
Appendix B: Course Components	26
Appendix C: Budget.....	28
Appendix D: MOU with UMBC.....	29

A. Centrality to institutional mission statement and planning priorities

Program description and centrality to institutional mission statement

Intercultural competence is described as “the ability to develop targeted knowledge, skills and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interactions” (Deardorff, 2006, p 243). The Post-Baccalaureate Certificate (PBC) in Intercultural Leadership will equip professionals with an understanding of intercultural competence and the necessary tools for working across cultural difference.

This PBC in Intercultural Leadership Program will consist of five courses with a total of 13 credits. The instruction will occur predominantly online utilizing distance learning technologies in addition to a mandatory on-site residency to be taken in tandem with Course 4. This annual mandatory residency will require students to attend two consecutive days of face-to-face lectures, trainings, discussions, and presentations at UMB’s campus in Baltimore, MD. The in-person interactions will assist in facilitating the reflection and group discussion that is essential to intercultural learning and engagement.

To offer this PBC, the University of Maryland, Baltimore (UMB) will partner with the University of Maryland, Baltimore County’s (UMBC) department of Modern Languages, Linguistics and Intercultural Communication. The certificate will required students to enroll in the UMBC course MLL 625: Intercultural and Cross-Cultural Communication and all remaining courses will be taught at UMB. UMBC and UMB have drafted a Memorandum of Understanding (MOU) to articulate shared delivery of the shared courses, including hosting of courses, faculty, student enrollment in each program, and confidentiality of student information.

The UMB/UMBC partnership takes advantage of UMB’s extensive graduate human services expertise and UMBC’s extensive experience in intercultural communication. It offers UMB and UMBC graduates and students interested in intercultural communications and leadership options unavailable through their home institutions. Through this partnership, UMB will grant admission, award the PBC, and be considered the “home” campus for registration and enrollment. The inter-institutional enrollment or registration IRR process will be utilized for student enrollment.

Students will build on existing competencies by exploring attitudes and perceptions of self and others; examining the historical foundations of different cultural groups; learning effective strategies for interacting with diverse cultural groups; and engaging in the practical application of cultural responsiveness to actual scenarios at institutions. Completion of the PBC in Intercultural Leadership will result in students' increased knowledge and understanding of the following: concepts related to culture, diversity, and inclusion; effective principles for engaging in dialogue; individual's personal level of intercultural competence; past and present national policies and legislation impacting racial and cultural groups; and engage in the practical application of strategies to positively influence the climate for diversity.

The PBC in Intercultural Leadership relates to UMB's mission: "To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service" by providing students with the necessary tools to further develop the cultural competency skills necessary to adequately serve and improve our diverse society. The certificate program directly relates to UMB's vision to "be a beacon to the world as an

environment for learning and discovery that is rich in diversity and inclusion." Furthermore, the PBC is a strategic priority of UMB's Diversity Advisory Council in achieving its goal of creating diversity, inclusion, and equity educational opportunities for students, faculty, and staff.

Centrality to strategic plan

The proposed PBC supports UMB's strategic goals through the fulfillment of the following strategic themes:

- The UMB theme of **Student Success** challenges academic units to "design contemporary teaching and learning environments that are accessible and affordable to prepare students to be exemplary professionals and leaders in society" (University of Maryland, Baltimore, n.d.). The PBC is designed for completion within one academic year and its online format increases its accessibility to students. The university has recognized the important role the Graduate School plays in creating accessible education for individuals already engaged in their professions.
- The theme, **Inclusive Excellence**, encourages the campus to "foster an environment that recognizes and values each member of the UMB community, enabling members to function at their highest potential to achieve their personal and professional goals" (University of Maryland, Baltimore, n.d.). This PBC not only provides students with the strategies to effectively engage with various cultural groups, it also equips students with cultural responsiveness skills that can be utilized within any environment
- The PBC addresses the theme of **Partnership and Collaboration**. Through this PBC, the Graduate School plans to "collaborate internally and externally to provide impactful education, services, and expertise to benefit Maryland and society at-large" (University of Maryland, Baltimore, n.d.). Through partnership with UMBC, both institutions will be able to capitalize on expertise through strategic synergy of faculty knowledge and resources. Faculty, key contributors, and curriculum developers for this PBC represent many internal academic and administrative units, as well as, external organizations. This program aims to collaborate with experts whose preparation for contribution is through a combination of education and experience.
- Last, the PBC directly aligns with the UMB statement on cultural competency, "the University will develop policies and engage in education, scholarship, and service delivery that promote and support cultural knowledge, skills, and attitudes. Together as a university community we commit to self-assessing and strengthening our own cultural competence by creating a climate that celebrates diversity and inclusion" (University of Maryland, Baltimore, n.d.).

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

Alignment with the Maryland State Plan

There is a critical and compelling regional and statewide need for training that directly contributes to the creation of inclusive and affirming work and learning environments for a diverse workforce. The Maryland State Plan for Postsecondary Education outlines several goals for institutions of higher education. This PBC addresses Goal 2: Access, Affordability, and Completion by offering an affordable, five-course certificate designed to be completed within one year. This short academic commitment will encourage program completion resulting in a

more culturally competent workforce. The PBC will appeal to students enrolled in other academic programs at UMB, as well as working professionals.

Goal 3: Diversity - is a direct alignment with this PBC which aims to provide professionals with the skills to interact with clients, patients, and/or students in a culturally responsive manner. This PBC will examine the role of diversity in intercultural interactions and provide historical context of various identities, including based on: race; ethnicity; sex; gender; ability; religion/spirituality; nationality/familial nationality; and socioeconomic status.

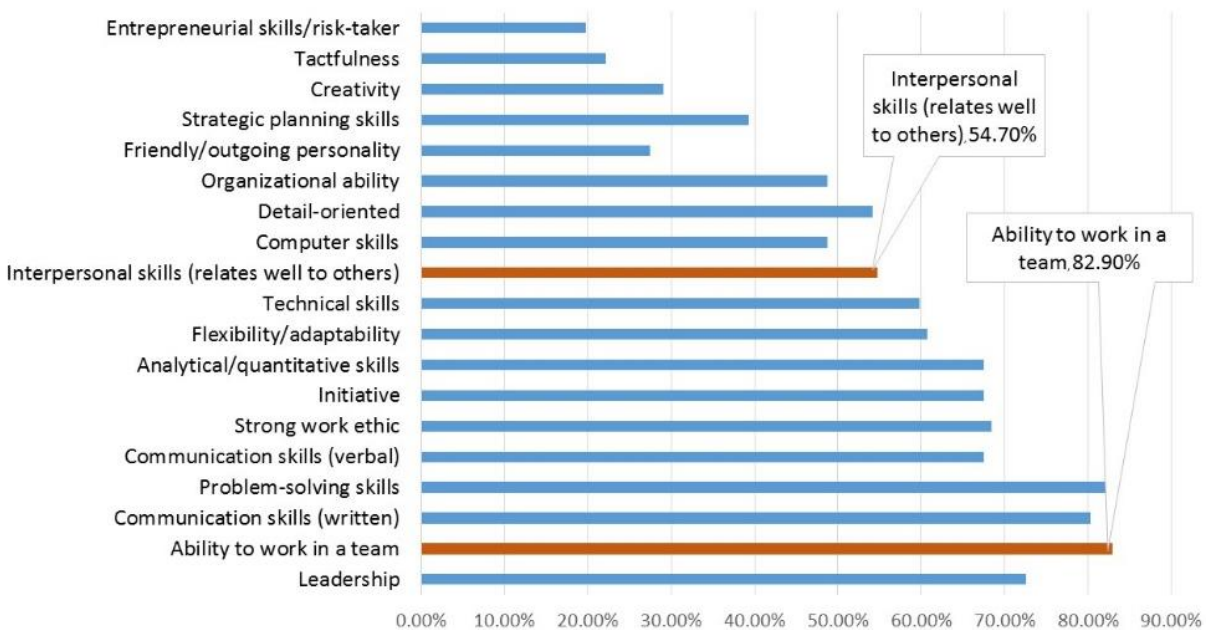
Alignment with National Trends

Additionally, there is a national need for a program of this nature. Colby and Ortman (2015) highlight that the U.S. Census Bureau projects that the nation’s population will increase from 319 million people to 417 million people by 2060. Of this growing number, racial minorities (or all Non-White individuals) are projected to account for more than half of all Americans by 2044. In 2017, the Bureau of Labor Statistics produced data indicating that nearly 40% of the current workforce was comprised of people of color. By 2043, it is projected that 26.6 % of the working age population in the workforce will be Latinx/Hispanic In response to the current diverse workforce and in preparation for increases in racial and ethnic diversity, there is currently a critical and compelling national and statewide need for this PBC in Intercultural Leadership to equip professionals with the necessary tools for working across cultural difference.

Job Outlook

Students will be prepared to apply the skills that they have acquired through the PBC to employment in the private sector, as well as local, state and government positions in healthcare, science, social work, law, community engagement, and education. The chart below illustrates the top skills employers seek in candidates according to findings from Job Outlook 2018, an annual report produced by the National Association of Colleges and Employers.

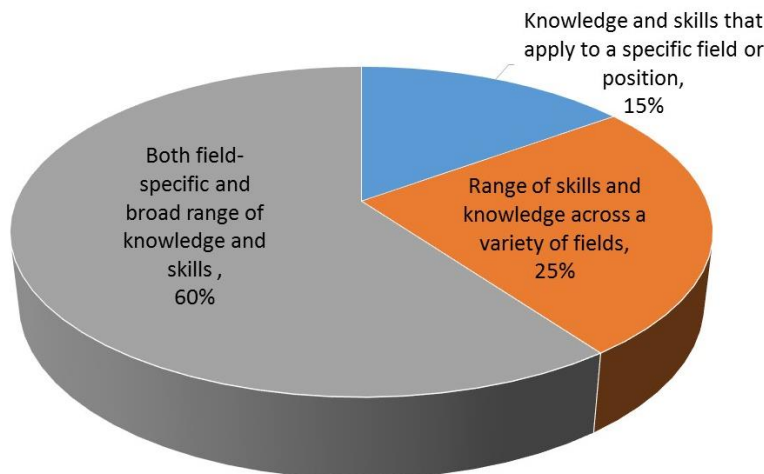
Figure 1: Top skills employers seek in candidates



College Learning and Career Success

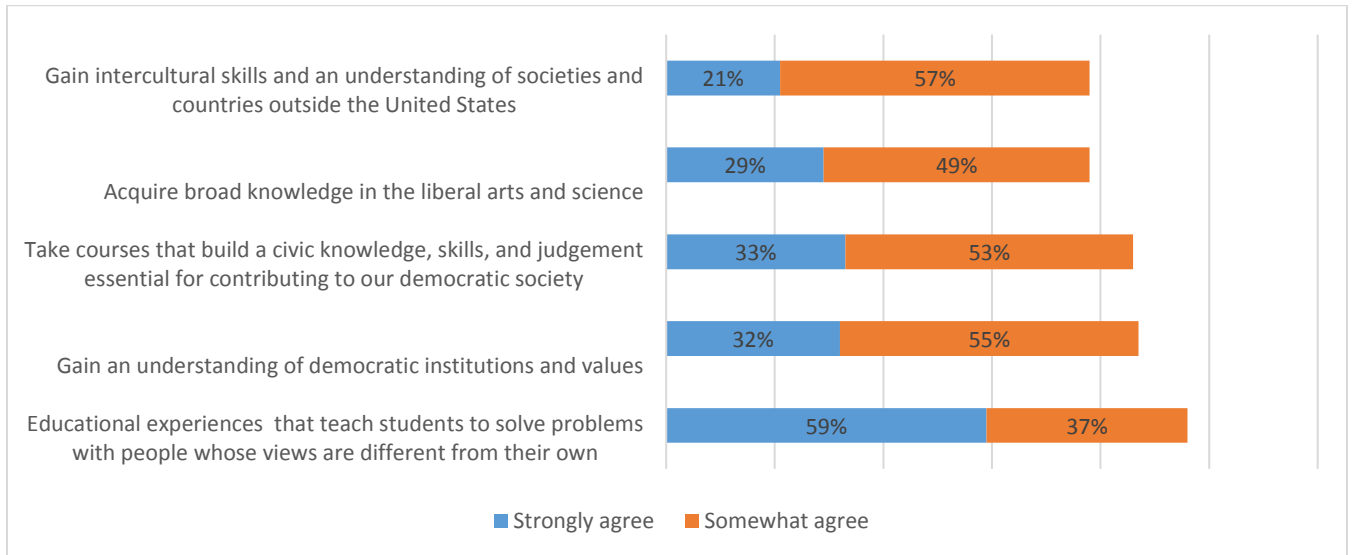
The Association of American Colleges & Universities (AAC&U) asserts that "today's students must be interculturally competent: aware of similarities and differences between groups, and able to adapt their behavior and thinking to interact positively with those from other cultures, domestic or international" (Salisbury & Goodman, 2009). In November 2014, with collaboration with Hart Research Associates, the AAC&U issued a survey to 400 employees with at least 25 employees and with at least 25% of new hirers holding an associate degree or a bachelor's degree. The purpose of this survey was to determine which learning outcomes employers thought would most contribute to an employee's success. At the same time, the AAC&U also issued a survey to students at public and private four-year institutions, as well as two-year institutions to examine student's perceptions of importance and relevance of the same learning outcomes. The results indicated that 60% of employers preferred employees who had both field-specific knowledge and a broad range of knowledge and skills (Figure 2). The PBC will equip students with desirable knowledge and skills related to intercultural leadership and understanding difference, which can then be paired with field-specific knowledge for greater appeal to employers.

Figure 2: Preferred Knowledge and Skills of Employers



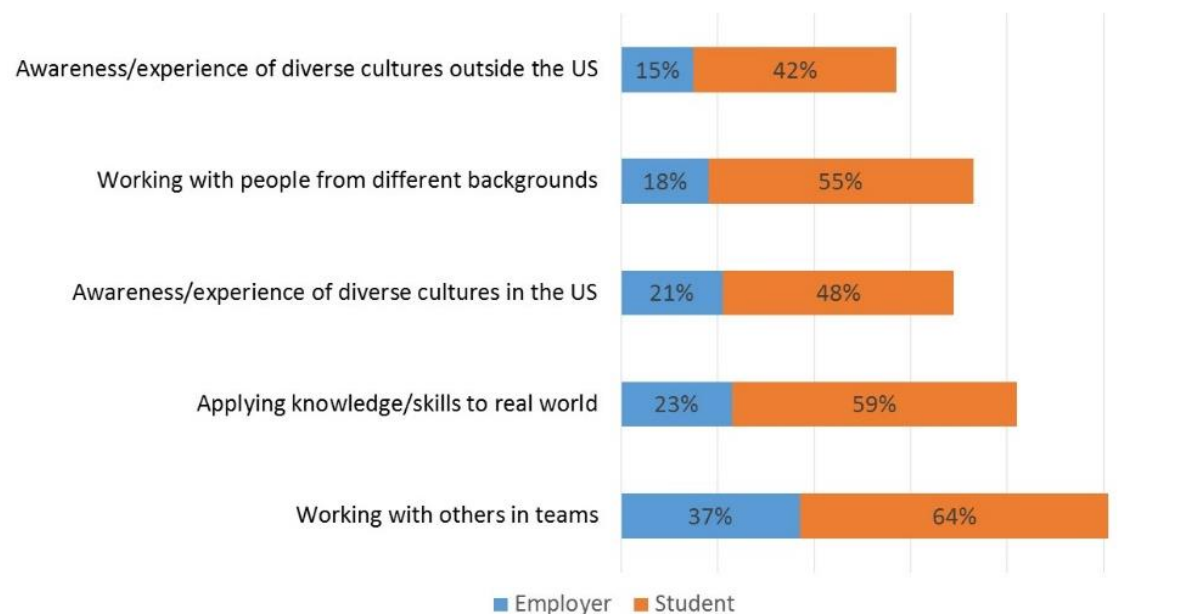
Furthermore, as shown in Figure 3, 59% and 37% strongly agreed and somewhat agreed, respectively, with the importance of the learning outcome of offering educational experiences that teach students to solve problems with people whose views are different from their own while 21% and 57% strongly agreed and somewhat agreed, respectively, with the learning outcomes of gaining intercultural skills and an understanding of societies and countries outside the United States.

Figure 3: Agreement among employers with statements about college learning regardless of chosen field of study



Last, Figure 4 illustrates notable gaps between students' perceived levels of preparedness compared to employers' reported level of student preparedness. These data emphasize the importance of dedicated coursework focused on understanding diverse cultures within the United States, working with people from different backgrounds, and applying knowledge/skills to the real world.

Figure 4: Preparedness of college graduates



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

Curricular Components and Employer Demand

In preparation for the creation of this PBC, UMB contacted the Education Advisory Board (EAB), a provider of research, enterprise technology and data-enabled services for education institutions, to conduct a market viability examination. Though use of qualitative interviews with peer institutions, EAB provided UMB with a report in 2017. The qualitative analysis revealed a need for in-person engagement when implementing online curriculum focused on fostering inclusive excellence, "activities such as small-group work and role-playing exercises facilitate important learning experiences essential to all diversity and inclusive excellence certificate programs. Although online programming allows flexibility and convenience for students, especially, working professionals, it presents challenges to some of the essential components of interaction and dialogue between facilitators and class members" (Haynie & Anderson, p. 6).

EAB also provided additional evidence to support the inclusion of an in-person component in the PBC. EAB provided the following, "administrators report the success of courses which cause students to self-reflect and challenge long-held beliefs and opinions. These 'a-ha' moments may occur in online courses, but more often happen in face-to-face group settings" (p. 7). EAB added that offering this content as a PBC will "serve students and professionals interested in attaining a deep knowledge of diversity and inclusion theory and practice" (p. 15). Last, EAB concluded from its research that in addition to establishing a foundation around race, ethnicity, and identity, the certificate program should also incorporate an applied diversity project into the curriculum.

Information from indeed.com was gathered to better understand the skills sought by employers. A keyword search was utilized rendering thousands of positions that required skills related to diversity, inclusion, equity, and intercultural development. The table below represents the number of positions available in various fields that require or show preference to candidates who possess experience related to specific keywords.

Table 1: Job Availability Based on Relation to Intercultural Leadership

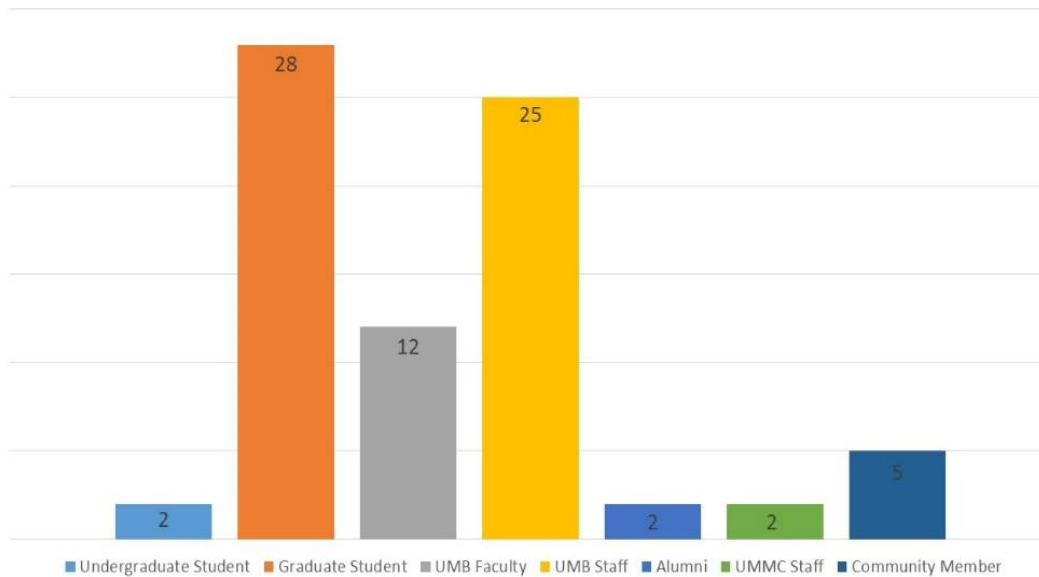
	Number of Jobs Available in Maryland	Number of Jobs Available Nationally
Cultural Competence	81	7,097
Multicultural	188	9,028
Diversity	4,558	230,530
Inclusion	1,114	55,980
Equity	430	34,948
Equity & Inclusion	36	3,923
Institutional Equity	34	2,730
Cultural	1,801	94,307
Ethnic	997	40,379
Racial	252	5,226
Socioeconomic	133	6,581
Diverse background	2,384	102,741
Different cultures	1,318	76,613
Intercultural	24	1,116
Intercultural Leadership	15	355
Leadership	14,707	720,581

Data collected on March 4, 2018 from indeed.com

Student Demand

In March 2018, UMB issued a survey to a convenience sample of 534 students, faculty, and staff engaged in programming associated with an office focused on leadership, diversity, inclusion, and equity. There was a 12% response rate with representation from individuals outside and within UMB (see Figures 5, 6, and 7). The majority of survey respondents were students (39.5%), followed by staff (32.9%) and faculty (15.8%), and external/community members (11.8%).

Figure 5: Respondent affiliation



Of the respondents, 90.6% indicated that they were very interested or moderately interested in the PBC, while 76.6% reported that they were very likely or moderately likely to apply to the PBC. Likelihood to apply ranged from current students enrolled in UMB academic programs to staff and faculty representing various academic and administrative units. There is a clear interest in the PBC as illustrated by the internal survey conducted by UMB.

Figure 6: Likelihood to apply among current students

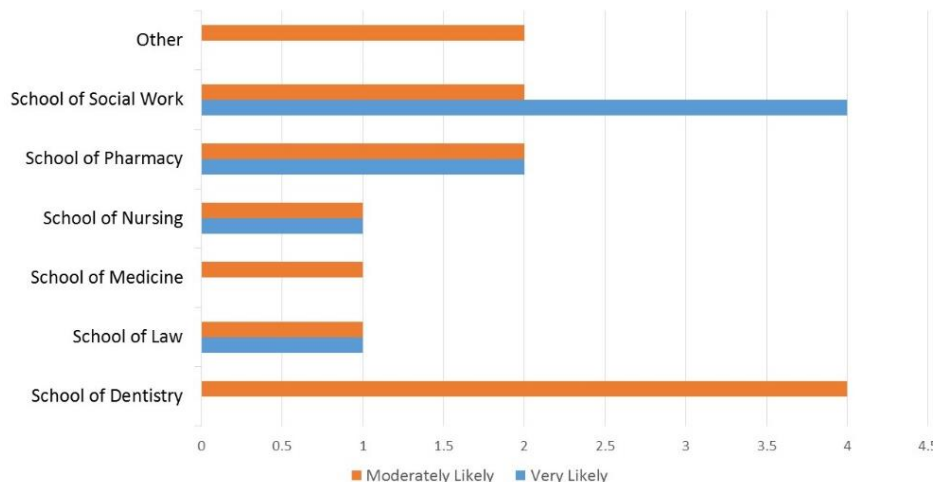
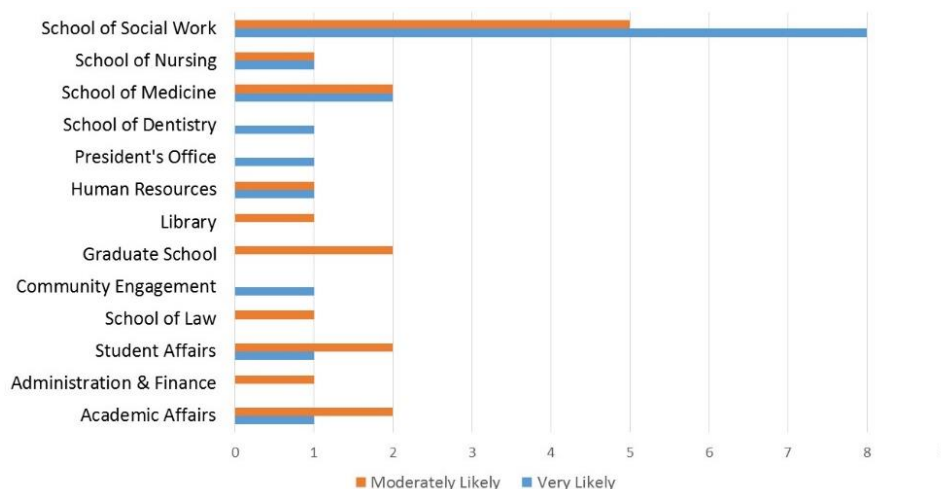


Figure 7: Likelihood to apply among current UMB faculty and staff



D. Reasonableness of program duplication

There is one post-baccalaureate certificate in equity and excellence in education and the University of Maryland, Baltimore County (UMBC) offers a bachelor of arts and a master of arts in Modern Languages, Linguistics and Intercultural Communications under the academic department of the same name. The PBC in equity and excellence in education is open to teachers in specific school districts, while the programs offered at UMBC requires pursuit of a bachelor's or master's.

McDaniel College offers an online post-baccalaureate certificate (PBC) in Equity and Excellence in Education. McDaniel College's PBC is targeted towards current teachers and directly addresses inequities in educational access, curriculum, and pedagogy. Additionally, the PBC at McDaniel was developed in partnership with the Montgomery County Education Association (MCEA) and Montgomery County Public Schools (MCPS) and enrollment is currently only available through school district partnership. This limited enrollment model utilized by McDaniel College leaves a void for educators outside of the aforementioned school districts, as well as, individuals currently working in or considering professions outside of K-12 education. Similarly, Notre Dame of Maryland University offers a Master of Arts in Leadership in Teaching: Culturally Proficient Leadership which is designed to prepare K-12 educators for meeting the needs of linguistically and culturally diverse students. Unlike the programs designed specifically for K-12 educators, UMB's proposed PBC in Intercultural Leadership is designed for students with related work experience or interest in healthcare, tech transfer, technology, science, basic and translational biomedical research, journalism, social work, community engagement, and city planning with government, private, or non-profit organizations.

The University of Maryland, Baltimore County offers a bachelor of arts and a master of arts in Modern Languages, Linguistics and Intercultural Communications under the academic department of the same name. This academic department describes itself as "an alternative to the traditional foreign language" and a department "composed of specialists in linguistics, the social sciences, second language pedagogy, bilingual education, literary analysis, cultural studies, and intercultural communication" (University of Maryland, Baltimore County, n.d.). While UMBC's programs focus on Intercultural Communications, "the study of the ways in which social structuring, social assumptions and language use bear on interactions between members of

different cultures" (University of Maryland, Baltimore County, n.d.), there is at least one course offered at the 600 level that resembles the proposed curriculum of this PBC. Therefore, UMB and UMBC have decided to partner in offering a PBC that utilizes the expertise of each university to prepare students for engagement in communication, actions, and behaviors that promote appropriate intercultural interactions. This includes: reflections on attitudes and perceptions of self and others; historical foundations of various cultural groups; strategies for interacting with diverse cultural groups; strategies for cross-cultural communication; and the practical application of cultural responsiveness skills.

To our knowledge there are no additional Maryland institutions offering programs similar to the PBC in Intercultural Leadership.

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

Currently there are no academic programs offered through Bowie State University, Coppin State University, Morgan State University, and the University of Maryland Eastern Shore that resemble the proposed PBC in Intercultural Leadership. In 2016, Morgan State University offered cultural competence training through their School of Social Work to the Baltimore Police Department. Yet, based on the current offerings of the Maryland HBIs, we do not expect any impact on the implementation or maintenance of high-demand programs at HBIs.

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

HBIs do have a unique history and identity of educating racial minorities. HBIs are dedicated to educating graduates who are able to interact with other racial and ethnic groups upon graduation. Predominately White institutions also have an obligation to educate students to interact with diverse individuals upon graduation. With this in mind, we do not believe that offering this program impacts the mission of HBIs.

G. Adequacy of curriculum design and delivery to related learning outcomes

Course Title	Course Description
Intercultural and Cross-Cultural Communication (3 credits)	The purpose of this course is to study communication within the context of the cultural setting. The three main goals are: to provide students with materials, both cognitive and experiential, with which they can develop an awareness of their own cultural identity; to increase their knowledge of the special communication problems to be expected in a cross-cultural situation; and to offer students the opportunity to apply new insights to cross-cultural encounters.
Historical Exploration of Race in the U.S. (3 credits)	This course will build on fundamental terms and concepts discussed in course one while examining identity-specific public policy and its impacts on various communities. Students will develop a deeper understanding of identities and intersectionality through the historical experiences of racial, ethnic, and cultural groups in the U.S.
Historical Exploration of Culture in the U.S. (3 credits)	Students will continue to examine the history of group identities in the U.S. through public policy and historical experiences. Special attention will be paid to the impact of

	social movements, advocacy, and allyship, while providing practical skills for self-care.
Practical Application of Intercultural Leadership (3 credits)	In this course students will learn and practice applying concepts of intercultural development to various aspects of their personal and professional life. Students will also gain tools to continue learning and developing their intercultural skills over the course of their lifetime.
Intercultural Impact Institute (1 credit)	The Intercultural Leadership Institute is an opportunity for students to engage in face-to-face intercultural learning and develop a deeper understanding of the concepts and skills learned over the four online courses. Additionally, this institute will provide the reflection and intergroup dialogue that is integral to intercultural development. Students will present their culminating project, an organizational assessment of their professional organization.

With this PBC, we intend to create an opportunity for students to explore attitudes and perceptions of self and others; historical foundations of different cultural groups; strategies to effectively engage with various cultural groups; strategies for cross-cultural communication; and the practical application of cultural responsiveness skills to actual scenarios occurring within diverse institutions. Students will demonstrate their ability to develop and execute a project that examines the intercultural landscape of an organization. The educational objectives of this program are for students to:

- Test personal assumptions and bias regarding culture, race, ethnicity, and identity;
- Demonstrate self-awareness and self-reflection of intercultural competence;
- Define terms related to culture, race, ethnicity, and identity
- Enhance appreciation and understanding of the diverse and complex ways of communicating and behaving among different cultures;
- Increase awareness of power relationships between different groups;
- Develop analytic skills in analyzing intercultural communication encounters;
- Develop their own intercultural communication sensitivity and competence;
- Analyze national policies and legislation and their impacts on cultural, racial, and ethnic groups;
- Evaluate culturally based assumptions about past and present major U.S. policies and legislation influencing racial, ethnic, and cultural groups;
- Examine environmental factors and practices to determine how they produce inequities and promote success for one group identity compared to another/others;
- Engage in intergroup dialogue around the topics of culture, race, ethnicity, and identity;
- Apply concepts of intercultural competence to personal and professional scenarios;
- Identify and apply acquired knowledge and skills of culture, race, ethnicity, identity and difference to professional practice; and
- Compile resources needed to engage in the process of life-long learning in intercultural competence.

List of eligibility requirements and courses within this UMB/UMBC partnership

- Five course, 13 credit program for an online PBC in Intercultural Leadership

- Intercultural and Cross-Cultural Communication (UMBC)
- Historical Exploration of Race in the U.S. (UMB)
- Historical Exploration of Race in the U.S. (UMB)
- Practical Application of Intercultural Leadership (UMB)
- Intercultural Impact Institute (UMB – co-taught with UMBC faculty)

As referenced above, EAB recommends that in addition to online education related to intercultural leadership, it is imperative that an in-person component be included in the PBC. EAB stated, "administrators report the success of courses which cause students to self-reflect and challenge long-held beliefs and opinions. These 'a-ha' moments may occur in online courses, but more often happen in face-to-face group settings" (Haynie & Anderson, 2017, p. 7). Additionally, EAB added that offering this content as a PBC will "serve students and professionals interested in attaining a deep knowledge of diversity and inclusion theory and practice" (Haynie & Anderson, 2017, p. 15).

Implementation and Management

The proposed PBC in Intercultural Leadership will be coordinated and administered through the Graduate School at UMB. There will be joint program management between UMB and UMBC, with one co-director at UMBC and one co-director at UMB. Irina Golubeva, Ph.D. has been identified as the co-director at UMBC and Courtney J. Jones Carney, MBA has been identified as the co-director at UMB. The PBC will adopt UMB's Graduate School academic, administrative, and financial structure recently added for the growing number of online degree and certificate programs. For the four courses offered at UMB, faculty curriculum designers and those teaching the course will be reimbursed directly by the Graduate School as agreed to in MOUs between the Graduate School and individual School Deans.

UMB will be responsible for the administrative needs of all students enrolled in the PBC in Intercultural Leadership in accordance with UMB policies and procedures: ensuring that all course offerings, including UMBC's MLL 625 course are available in the UMB student registration system; ensuring that all PBC course offerings, including the MLL 625 course, appear correctly on student transcripts and student records; and ensuring payment of tuition at the applicable per-credit tuition rate.

Current UMBC students interested in the PBC must enroll in the certificate through UMB. Current UMB students interested in the PBC must enroll for the MLL 625 course through UMBC. Accordingly, students enrolled in the PBC shall pay tuition and fees; receive grades and academic credit; and shall be subject to the rules, policies, practices and regulations (pertinent to students) of UMB when enrolled in any of UMB's courses. Students enrolled in the MLL 625 course at UMBC shall pay tuition and fees; receive grades and academic credit; and shall be subject to the rules, policies, practices and regulations (pertinent to students) of UMBC. UMB and UMBC recognize that the UMB course, Intercultural Impact Institute, would benefit from a team teaching approach. Appropriate faculty have been identified and additional guest lectures will be identified at a later time.

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

Not applicable.

Identify any specialized accreditation or graduate certification requirements

Not applicable.

If contracting with another institution, provide a copy of the contract

MOU with UMBC in Appendix D

H. Adequacy of articulation

Not applicable.

I. Adequacy of faculty resources

UMB is committed to providing the best teaching and learning possible and excellence in all of its courses. Every effort is made to ensure that coherence, cohesiveness, and academic rigor between programs offered in traditional instructional formats and those offered on-line are equivalent. Courses are designed to result in learning outcomes appropriate to the rigor and breadth of the course and all courses assess student achievement of defined learning outcomes through regular and formal assessment planning.

The learning outcomes for each course are the foundation of the course; the learning activities, assessments and content of the course are in alignment with the outcomes and provide a clear pathway for mastery of the outcomes.

Course Title	Faculty
MLL 625: Intercultural and Cross-Cultural Communication	Irina Golubeva, PhD
INCL 632: Historical Exploration of Race in the U.S.	Ebony Nicholson, MSW
INCL 633: Historical Exploration of Culture in the U.S.	Courtney J. Jones Carney, MBA
INCL 640: Practical Application of Intercultural Leadership	Jennifer Swanberg, Ph.D.
INCL 643: Intercultural Impact Institute	Jennifer Swanberg, Ph.D. Irina Golubeva, PhD Courtney J. Jones Carney, MBA Ebony Nicholson, MSW

Lead Faculty

*denotes program co-director

Jennifer E. Swanberg, Ph.D., is a professor at the University of Maryland School of Social Work and Director of the University of Maryland Work, Family & Well-being Research Group. Her research focuses on the development of workplace and public policies that promote worker health and work-life fit. Dr. Swanberg's expertise includes low-wage work, occupational health disparities, work-life and designing and implementing community and industry-engaged studies utilizing innovative qualitative and quantitative methodological approaches. Dr. Swanberg has worked with diverse employee populations and regularly engages employers and key industry decision makers in the research process. She is dedicated to translating research findings into tools and resources that can be used by employers and policy makers to improve the quality of work-life and well-being for workers and their families.

Dr. Swanberg is Editor of *Community, Work & Family*. She has published in top-tier research journals, provided testimony in support of federal and local labor-related policy initiatives, and is

frequently consulted by the media about matters pertaining to low-wage work and work-family issues. In 2010, she was invited by President and First Lady Obama to the White House Forum on Workplace Flexibility. Dr. Swanberg has a Ph.D. in Social Policy and a MMHS in Management, both from the Heller School of Social Policy and Management at Brandeis University, and a B.S. in Occupational Therapy from the University of New Hampshire.

***Irina Golubeva**, Ph.D., is a professor in the department of Modern Languages, Linguistics and Intercultural Communications at the University of Maryland, Baltimore County. Her research focuses on intercultural communication and includes applied linguistics developing intercultural communicative competence; foreign language education; intercultural citizenship education; and international mobility. She has significantly contributed to the study of intercultural communications through publication in peer-reviewed journals and through authoring book chapters. Additionally, Dr. Golubeva has extensive curriculum development in the areas of intercultural communication; applied linguistics; translation and interpretation; international mobility; theoretical translation; and international mediation.

Adjunct Faculty

***Courtney J. Jones Carney**, MBA, is the director of Interprofessional Student Learning and Services Initiatives in Campus Life Services at the University of Maryland, Baltimore. She has a proven record of success in creating and implementing programs that examine culture, diversity, inclusion, and equity. Her vision, leadership, and sound management principles have been instrumental in developing, implementing, and sustaining comprehensive interprofessional programs and initiatives that relate to leadership development, diversity and inclusion, and career development. She has 15 years of experience in higher education with expertise in academic advising, career development, and co-curricular education. Ms. Jones Carney is currently enrolled in a doctoral program for public administration and is completing one final course before beginning her dissertation.

Ebony Nicholson, MSW, is a graduate of the University of Maryland, Baltimore School of Social Work with a concentration in community action and social policy. She currently serves as the academic program coordinator for diversity and inclusion in the office of Interprofessional Student Learning and Services Initiatives in Campus Life Services at the University of Maryland, Baltimore. Ms. Nicholson has 7 years of experience developing and facilitating culturally competent training programs in the areas of social justice and health. Most recently she has utilized her cultural competency research to develop and facilitate an 8-week cultural responsiveness education program for UMB faculty and staff.

J. Adequacy of library resources

The University of Maryland, Baltimore's Health Sciences and Humans Services Library (HS/HSL) collection contains more than 30,000 electronic journals, 162 current print journals, approximately 170,000 books, and 6,000 electronic books. Students can access the electronic resources offered on the library web site by logging in with their University ID number. The library serves as the regional medical library for 10 southeastern states as part of the national Library of Medicines National network of Libraries of Medicine. In addition to the library services and collections, the building also houses computing services. Faculty librarians are dedicated to providing direct service to students. They use subject expertise to develop online resources and provide in-person consultations.

The HS/HSL is one of the largest health sciences libraries in the United States with a track-record of user-centered innovative services and programs. The library consists of 57 employees including 27 faculty librarians. The attractive and vibrant facility, which opened in 1998, serves as a hub for collaboration and learning with resources, programs and tools that promote discovery, creativity and innovation. With wireless connectivity throughout the building, the HS/HSL has 45 group study rooms, three computer classrooms, an Innovation Space which includes 3D printers; a presentation and practice studio, art gallery, and multiple technology-enhanced meeting spaces. Through the HS/HSL's web site (www.hshsl.umaryland.edu), the UMB community has access to a full range of resources and services.

The HS/HSL supports the University's students, faculty, and staff members in the schools of dentistry, law, medicine, nursing, pharmacy, and social work; the Graduate School; the University of Maryland Medical Center; and other affiliated institutions. Research Connection, the library's suite of research services, is available for all programs on campus, and includes individual research consultations, a systematic review service, research impact assessment, reference assistance, and more. For over 30 years, the HS/HSL has provided liaison services, in which faculty librarians are assigned to work with specific user communities. Faculty librarians have many years of instructional experience in the classroom, in the community, and in the online environment. In FY16, faculty librarians reached 4,131 faculty, staff and students through online and in-person instructional sessions offered through the curriculum and in library-sponsored workshops.

In FY16, the HS/HSL licensed 116 databases, 4,524 journals, 18,018 e-books, and maintained a print collection of 360,104 volumes. One hundred percent of the current journal subscriptions is available electronically. Through its interlibrary loan and document delivery service, library staff can acquire articles and other resources not available through the library's collections. These are secured through local, regional, and national networks including the University System of Maryland and Affiliated Institutions, the National Library of Medicine's DOCLINE service, and OCLC, among others.

The HS/HSL is also home to the National Network of Libraries of Medicine/Southeastern Atlantic Region (NNLM/SEA), whose mission is to advance the progress of medicine and improve the public health by providing all U.S. health professionals with equal access to biomedical information and improve the public's access to information to enable them to make informed decisions about their health. With only eight regions in the U.S. designated as regional medical libraries under contract to the National Library of Medicine at the National Institutes of Health, the Southeastern/Atlantic Region serves 10 southeastern states, Puerto Rico, the U.S. Virgin Islands, and the District of Columbia. The HS/HSL has held this competitive and prestigious designation for over 30 years.

K. Adequacy of physical facilities, infrastructure and instructional equipment

UMB's 71-acre research and technology complex encompasses 67 buildings in west Baltimore near the Inner Harbor. Faculty have offices provided within their respective departments and the Graduate School has identified office space to house the program director and instructional technology personnel. UMB has adequate facilities, infrastructure and equipment to support any distance learning needs of the Master's Program. Students will have full access to the computing facilities at UMB. Students will be provided with UMB e-mail and library accounts and

will have complete journal searching ability via PubMed. UMB possesses computing facilities that includes a networked computing environment for support of a broad range of information technology functions, including basic research, clinical research, patient information and general office management.

L. Adequacy of financial resources with documentation

No new general funds will be required for implementation of the proposed PBC. The PBC will be coordinated and administered fully through the Graduate School including identifying a program director who is directly affiliated with the Graduate School. Tuition will be administered through the Graduate School and student tuition payment is in addition to that required of any individual professional school at UMB. As shown in Budget Table provided in Appendix C this certificate is expected to be self-supported.

M. Adequacy of provisions for evaluation of program

Students will have the opportunity to evaluate courses and faculty through a standard evaluation of every course. Formal assessment planning is already in place throughout UMB Schools, including the Graduate School. Our approach includes ensuring that student learning is in alignment with course learning outcomes, alignment of mission at institutional and program levels, alignment of mission with learning outcomes, then program outcomes with the curriculum, flowing down to course outcomes and the assignments. Assessment activities emphasize analysis of results and feedback loops for continuous improvement. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness, with regular academic program reviews considering these factors.

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

A key feature of UMB's mission and strategic planning involves respecting, valuing and achieving diversity. The Strategic Plan states: diversity represents a core value, which is defined as being "committed to a culture that is enriched by diversity, in the broadest sense, in its thoughts, actions, and leadership" (University of Maryland, Baltimore, n.d.). The State also has a goal of expanding educational opportunities for minority and educationally disadvantaged students.

The proposed PBC aims to address both UMB's and the State's cultural diversity goals. First, the delivery of the majority of the courses in the program by the use of distance learning technology will enhance student access, as it expands access and success for learners from diverse communities. Essentially, distance learning is quickly becoming the educational opportunity for students who may not or would not be able to participate in a traditional in-person college education. For rural and isolated communities, distance learning can be the vehicle that conquers geography and space between teachers and students. The emergence of so-called "virtual universities" has had more success in attracting diverse populations compared to traditional colleges. Ibarra (1999) asserts that historically underrepresented groups are highly attracted to internet-based degrees that embrace core values of social change and community engagement.

The second manner in which the new PBC addresses diversity goals is that distance learning not only achieves “access,” but can also help ensure “success,” as the technology of distance learning meets the needs of various learners and allows for differentiated instruction. Essentially, with the proper use of its varied technology, distance learning can address the needs of all populations, creating an environment where students can thrive. In contrast with many universities that have a predominance of a particular and preferred learning environment grounded in outmoded ideas about one-size fits all educational pipelines, the varied types of interactions common in distance education embrace a shift from passive to active learning and from competition to collaboration. Furthermore, different learning styles and cultures can be accommodated more easily because effective collaborative learning values diversity (Palloff & Pratt, 2005; Brindley, Walti, & Blaschke, 2009).

Additionally, UMB realizes that it must not only embrace and celebrate diversity, but also provide opportunities for students to develop and continue to build upon cultural competence and intercultural leadership. The PBC uses a comprehensive approach to positively influence the climate for diversity, which includes consideration of external (i.e., governmental/political forces and sociohistorical forces) and internal (i.e., historical legacy of inclusion or exclusion, compositional diversity, psychological climate, behavioral dimension, organizational/structural diversity) factors deemed necessary to understand and shape campus environments (Hurtado, Milem, Clayton-Pedersen, & Allen, 1999; Milem, Chang, & Antonio, 2005).

O. Relationship to low productivity programs identified by the Commission

The proposed new PBC program is not directly related to an identified low productivity program identified by the Maryland Higher Education Commission.

P. Distance education principles of good practice

Context of Online Education at UMB

As the State’s public health, law, and human services university, the mission of UMB is to excel at professional and graduate education, research, patient care, and public service, and to educate leaders in health care delivery, biomedical science, global health, social work and the law. Also, UMB emphasizes interdisciplinary education in an atmosphere that explicitly values civility, diversity, collaboration, and accountability. UMB expects to achieve its mission in education excellence and to be competitive, the Graduate School has designed and offered online degree programs that respond to the following changes occurring in higher education (Picciano, Seaman, & Allen, 2010):

- **Education Pipeline.** The education pipeline is now seeing inputs at every level with a highly diverse prospective student pool. Prospective students are typically working adults who demand part-time and non-residential educational opportunities. Results of the educational experience are becoming ever more outcomes-based.
- **Changing Demographics.** Data indicate a shift from the traditional-aged student (i.e., 18-22-year old, full-time resident) to older students studying part-time.
- **Technology Shift.** Online delivery is far outpacing traditional forms of delivery. From 2002 to 2008, online enrollments grew at an annual compound rate of 19% vs. 1.5% for all of higher education. By the fall of 2008, 25% (4.6 million) of all students took at least

one online course. There is a growing acceptance that online education is as good as or better than traditional face-to-face delivery models. It is estimated that by 2020, half of all learning may be online.

- Growth of Mobile Technologies. Mobile technologies and miniaturization are changing the computing environment and the educational delivery paradigm. Technologies like netbooks, e-Readers, iPhones and iPads have the potential to revolutionize the delivery space and to provide anywhere, anytime learning.
- Web 2.0 Revolution. Other technologies that are already figuring widely into the future of education are part of the Web 2.0 revolution. The use of a variety of technologies is disaggregating the educational experience into 'the cloud.' Many of the technologies for the future, like blogs, wikis, podcasts, video, social networking and social media, virtual worlds, mobile learning, and Personal Learning environments, will have profound effects on the future learning landscape.

Essentially, online education represents a strategy that can address the restrictions of college courses that are delivered onsite. Online learning seeks to expand knowledge beyond the walls of the campus and can reach millions of new learners who could never put their lives on hold to complete a certificate or degree delivered largely or solely on a college campus. Online programs also have the ability to respond to individual student learning needs and styles in ways that cannot be duplicated in the face-to-face classroom. Major determinants of successful online programs include 1) course design that incorporates best practices, 2) quality faculty who can engage students in the material, and 3) responsible academic oversight. All three of these determinants are present in this proposal.

Ensuring Effective Instruction

Based on Quality Matters standards, at UMB we have deployed a rubric that outlines best practices for distance education - this rubric helps faculty and instructional designers develop the courses, assess the readiness of the course and ensure that the online courses are instructionally and pedagogically sound. The best practices are a synthesis of strategies, activities, design techniques, and organizational items that have proven successful in higher education. The specific domains of this checklist are as follows:

- Course overview and introduction to the students
- Course organization and design
- Learning objectives (competencies)
- Instructional materials
- Learner communication, interaction and collaboration
- Assessment and evaluation (measurement)
- Course technology
- Learner support

The Learning Management Platform UMB utilizes and provides IT support for is the Blackboard Learning Management System for online course delivery. Blackboard has Collaborate conferencing software that will be used for our synchronous live activities, i.e., orientation, face-to-face class sessions and recurring webinars. Additionally, the Distance Learning Team has available to them the use of a video recorder to record lectures, webcams, and an interactive smart board. We will also use Camtasia software for screen lecture capture.

Instructional Design Team

The following individuals from the Instructional Design team have been assigned to direct the distance education strategy for the four additional PBC programs:

Mary Jo Bondy DHEd, PA-C | Assistant Dean, Academic Programs

Dr. Bondy administratively oversees three academic programs, and the office for Academic Innovation and Distance Education (AIDE). Dr. Bondy also serves as the UMB representative to the University of Maryland System Academic Transformation Advisory Council. As a practicing clinician and accomplished health educator, Dr. Bondy is passionate about elevating health in underserved populations. Dr. Bondy is a recognized master teacher, education leader, and innovator. She has expertise in online education policy, curricular design, and program assessment.

Kevin Engler, MA | Instructional and Curriculum Designer

Mr. Engler holds a Masters of Arts degree in Instructional Design. Mr. Engler provides instructional design, audio-visual support, and faculty training in the use of instructional technologies. He is responsible for the overall pedagogy, planning, and designing of course content and assessments for distance education courses in the program. Mr. Engler is knowledgeable in adult learning theory, distance education pedagogical techniques, course development planning, and process management. Mr. Engler is trained and certified in the Quality Matters methodology and the ADDIE approach to course design. He has experience and background in writing instructional objectives that utilize Bloom's Taxonomy.

Erin Hagar, MA/MFA | Instructional and Curriculum Designer

Ms. Hagar taught Spanish at the college level and has worked in instructional and curriculum design for colleges and universities since 2000. She previously worked at Montgomery Community College and Johns Hopkins University, helping faculty incorporate new pedagogical practices and technologies into their face-to-face and online courses. Her areas of expertise include faculty development and training, online course design using the Quality Matters standards, and authentic activities and assessments. She is responsible for the overall pedagogy, planning and designing of course content and assessments for distance education courses in the program.

Sharon Gillooly | Senior Media Production Specialist

Ms. Gillooly leads media production for the AIDE team. Her main focus is to produce videos that support academic instruction. After a long career in documentary television, she completed a Master's Certificate in Online Instructional Development from Florida State University where her work focused on instructional design and emerging technologies. Ms. Gillooly is especially interested in the use of media to enhance learning.

Collectively, the distance learning team will provide the following services to ensure that best pedagogical practices are used to train and support the most effective presentation of course content:

- Written instructions accompanied by training videos will be developed to teach the faculty how to use the learning management system.

- A manual for the faculty regarding principles of good practice and the pedagogy of distance education.
- Provide timely support to the faculty in the use of the technology and trouble shoot any problems that might arise during the course of instruction.
- Work with faculty to design and develop courses, monitor the delivery of the course, and assess and revise the course for future offerings.

Course development will be accomplished in partnership with a program director, teaching faculty, and the instructional design team, who will ensure course materials follow best practices in online education and adult learning theory. Collectively, they will produce the following materials:

- Course-level outcomes and module level objectives
- Course storyboards that will serve as planning documents for new courses that outline objectives, discussion prompts and learning activities, and resources (e.g., articles, websites, online videos)
- Assignments and assessments that measure student performance and clear instructions for completing them
- Grading rubrics
- Course syllabus

Supporting Students in Distance Education

Some of the courses for the Master's in Health and Social Innovation will be online, and others will be in person. We realize that the key to the success of the online courses is dependent on a) students knowing upfront the assumptions, requirements and responsibilities of taking an online course, 2) the ability of students to have the background, knowledge, and technical skills to undertake an online program; and 3) their having access to academic and technical support services to support their online activities. Accordingly, we will provide the following services to support the students in accessing distance learning technology:

- Communicate to students the nature of online learning, including their requirements, roles and responsibilities, and access to support services. We have also prepared a short questionnaire for students that will help them decide whether online learning is right for them. All of our advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.
- Ensure that enrolled students shall have reasonable and adequate access to the range of student services to support their learning.
- Ensure that accepted students will have the background, knowledge, and technical skills needed to undertake the program.
- Make available the library's services to students so that they can have access to research databases, the online catalog of books and media, chat with or e-mail a Librarian, electronic interlibrary loan, and more.

Evaluation and Assessment of Online Courses

We will adhere to a quality improvement model for assuring the continuous quality of the online courses. The process will involve the following steps:

1. Assessment of course readiness as measured by our quality indicators of best practices (including assessment of faculty readiness)
2. Monitoring of course delivery as assessed by the instructional designers with use of our “course evaluation rubric”
3. Obtain feedback from the faculty, students and instructional designers.
4. Analysis of feedback as performed by the Distance Learning Committee.
5. Institute course revisions based on comments by the Distance Learning Committee.

Finally, to ensure the sustainability of the distance learning program, the Academic Affairs Office at UMB affirms the following:

- UMB Policies for faculty evaluation includes appropriate consideration of teaching and scholarly activities related to programs offered through distance learning.
- Commitment to ongoing support, both financial and technical, and to a continuation of the program for a period sufficient to enable students to complete a certificate.

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Appendix A. Sample One-Year Plan of Study

Semester and Course Number/Title	Credits
Fall Year 1	
MLL 625: Intercultural and Cross-Cultural Communication	3 Credits
INCL 632: Historical Exploration of Race in the U.S.	3 Credits
Total:	6 Credits
Spring Year 2	
INCL 633: Historical Exploration of Culture in the U.S.	3 Credits
INCL 640: Practical Application of Intercultural Leadership	3 Credits
INCL 643: Intercultural Impact Institute	1 Credit
Total:	7 Credits

Appendix B: Course Components

Course 1 - MLL 625: Intercultural and Cross-Cultural Communication (3 Credits)	
Module	Topic
1.1	Introduction to cultural
1.2	Identity Negotiation Theory
1.3	Value Orientations
1.4	Intercultural Development Inventory (group orientation)
1.5	Nonverbal Communication
1.6	Transnational Diversity
1.7	Racism, Stereotyping, and bias
1.8	Understanding conflict and conflict style

Course 2 - INCL 632: Historical Exploration of Race in the U.S. (3 Credits)	
Module	Topic
2.1	Introduction of identities and the importance of intersectionality
2.2	Redlining
2.3	The Black American experience
2.4	Latinx in America
2.5	Marginalized White Americans
2.6	Asian American experience
2.7	American Indians: A Forgotten Population
2.8	Arab American and Muslim Experience

Course 3 - INCL 633: Historical Exploration of Culture in the U.S. (3 Credits)	
Module	Topic
3.1	Exploration of LGBTQ+ rights in America
3.2	Women in American Society
3.3	Disabilities History in America
3.4	Roles of spirituality and religion in worldview/self-concept
3.5	Past and present movements and the connection to policy
3.6	Allyship, advocacy, and the role of White allies
3.7	Writing for advocacy
3.8	Self-care in the workplace as a Person of Color

Course 4 - INCL 640: Practical Application of Intercultural Leadership (3 Credits)	
Module	Topic
4.1	Human Resource factors - recruiting, hiring, and retaining
4.2	Diversity vs. inclusion
4.3	Infusing diversity, inclusion, and equity into your work
4.4	Leveraging your privilege
4.5	Language access and interpretation services: the right to be understood

4.6	Strategies for assessment and evaluation
4.7	How to continue the journey after the certificate has been received
4.8	The purpose of the organizational assessment and the diversity scorecard

Course 5 - INCL 643: Intercultural Impact Institute (1 Credit)
Workshops and Activities – co-taught by UMB and UMBC faculty
<ul style="list-style-type: none"> • Developing a cultural responsiveness program for your institution • Culturally responsive pedagogy • Assessing and Influencing the Climate for Diversity • Moving the Needle: Intercultural Development Inventory (a year in review) • Gender non-conformance and personal pronouns • Reflection and guided discussion • Organizational assessment presentations

Appendix C: Budget

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty	\$ 50,680.00	\$ 36,743.00	\$ 36,743.00	\$ 38,010.00	\$ 38,010.00
Faculty Program Director	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Instructional Faculty	\$ 30,000.00	\$ 19,000.00	\$ 19,000.00	\$ 20,000.00	\$ 20,000.00
Total Benefits	\$ 10,680.00	\$ 7,743.00	\$ 7,743.00	\$ 8,010.00	\$ 8,010.00
Administrative	\$ 3,167.50	\$ 3,262.53	\$ 3,360.40	\$ 3,461.22	\$ 3,565.05
FTE	0.05	0.05	0.05	0.05	0.05
Total Salary	\$ 2,500.00	\$ 2,575.00	\$ 2,652.25	\$ 2,731.82	\$ 2,813.77
Total Benefits	\$ 667.50	\$ 687.53	\$ 708.15	\$ 729.40	\$ 751.28
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
Library	\$ -	\$ -	\$ -	\$ -	\$ -
New or Renovated Space	\$ -	\$ -	\$ -	\$ -	\$ -
Curriculum Development	\$ 22,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Other Expenses	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Contingency Funding	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL	\$ 77,847.50	\$ 47,005.53	\$ 47,103.40	\$ 48,471.22	\$ 48,575.05
Resource Categories					
Reallocated Funds	\$ -	\$ -	\$ -	\$ -	\$ -
Total Tuition/Fees Revenue	\$ 67,800.00	\$ 87,300.00	\$ 120,000.00	\$ 123,600.00	\$ 127,200.00
Number of F/T Students	0	0	0	0	0
Annual Tuition/Fee Rate	\$ -	\$ -	\$ -	\$ -	\$ -
Number of P/T Students	12	15	20	20	20
Credit Hour Rate	\$ 565.00	\$ 582.00	\$ 600.00	\$ 618.00	\$ 636.00
Annual Credit Hour per P/T Student	10	10	10	10	10
Grants, Contracts & Other External Sources	\$ 30,000.00	\$ -	\$ -	\$ -	\$ -

**MEMORANDUM OF UNDERSTANDING
BETWEEN
UNIVERSITY OF MARYLAND BALTIMORE (UMB)
AND
UNIVERSITY OF MARYLAND BALTIMORE COUNTY (UMBC)**

This Memorandum of Understanding (MOU) is made between the University of Maryland Baltimore Graduate School (UMB), an academic unit of the University of Maryland Baltimore, 620 West Lexington Street, Suite 400 Baltimore, MD 21201 and the University of Maryland Baltimore County Graduate School, an academic unit of the University of Maryland Baltimore County (UMBC), 1000 Hilltop Circle, Baltimore, MD 21250. Both schools are public institutions of the University System of Maryland, an agency of the State of Maryland, and are accredited by the Middle States Commission on Higher Education.

I. RECITALS

UMB and UMBC propose to create a “cooperative degree program” offering a Post baccalaureate certificate (PBCs) in Intercultural Leadership (IL). All individuals interested in the PBC-IL will apply for admission through UMB and be enrolled as UMB students. As part of their course of study, students will be required to complete an inter-institutional enrollment in the UMBC course MLL 625: Intercultural and Cross-Cultural Communication. All remaining courses will be taught at UMB. In total, the PBC-IL will require successful completion of thirteen credit hours to be completed in a hybrid format including both in-person and online instruction.

Through this partnership, the proposed PBC-IL combines UMB’s and UMBC’s extensive expertise offering students unique and focused credentials.

Therefore, UMB and UMBC agree to the following:

II. ROLES AND RESPONSIBILITIES:

A. UMB and UMBC will:

1. Work together to develop the PBC-IL including appointing program co-directors from each institution.

2. Share course descriptions, course objectives/outcomes, assessments, lectures, and syllabi related to the PBC-IL. Per USM policy, course materials ownership will be retained by the institutions that creates the course.
3. Will require that Students follow the enrollment and academic policies respective to their institution of enrollment.
4. Mutually agree to cooperate in ensuring seamless implementation of the enrollment process.
5. Be responsible for evaluating the effectiveness of their respective course(s) through benchmarks determined by the curriculum committee at an annual review of the PBC-IL and make updates and changes as necessary and required.
6. Make all eligible students aware of the structure of the PBC-IL. Each party shall indicate that 3-credits are delivered by UMBC and 10-credits are delivered by UMB.

B. UMB will:

1. Enroll students who qualify for the thirteen credit PBC-IL program in accordance to UMB's enrollment and registration policies and procedures.
2. Offer the following courses in the PBC-IL on UMB's Learning Management System (LMS), currently the Blackboard Platform ("Blackboard LMS")
 - i. Historical Exploration of Race in the United States (3 credits)
 - ii. Historical Exploration of Culture in the United States (3 credits)
 - iii. Practical Application of Intercultural Leadership (3 credits)
 - iv. Intercultural Impact Institute (1 credit)
3. Grant admission and award the PBC-IL and be considered the "home" campus for registration and enrollment. Accordingly, UMB students will enroll for MLL 625 at UMBC utilizing the inter-institutional enrollment or registration IRR process. This process ensures UMB students are charged UMB tuition rates. UMB will facilitate intercampus enrollment as follows:
 - i. Students will complete an Inter-Institutional Registration form, provided by the UMB Graduate School and submit in accordance with UMB policies and procedures.
 - ii. The UMB Graduate School will then forward the form to the UMBC Registrar.
 - iii. All students enrolled in MLL 625 will appear on the UMBC LMS roster/list for that course.

- iv. Upon completion of the course, the MLL 625 course title and grades are added to those enrolled UMB students' transcripts
4. Facilitate transfer of tuition charged for the MLL 625 course to UMBC using an inter-institutional transfer of funds process established by the Financial Aid Department at UMB.
5. For the four course(s) offered by UMB, the Graduate School's faculty at UMB will be responsible for planning, teaching, reviewing, and grading students' work and assigning final course grades; and addressing student grading concerns and any student grievances within the classroom using UMB procedures.
6. Be responsible for the administrative needs of PBC-IL students in accordance with UMB policies and procedures: that all PBC-IL course offerings, including the MLL 625 course, appear correctly on student transcripts and student records; and payment of tuition at the applicable per-credit tuition rate is completed within 30 days of payment by the Student.
7. Provide Blackboard LMS technical assistance, when needed, for all assigned faculty and enrolled students in UMB's four course offerings.
8. Market the PBC-IL program in cooperation with UMBC and provide outreach to qualified individuals with a goal of attaining a total enrollment in the PBC-IL program of at least twelve (12) students in the first year.

C. UMBC will:

1. Ensure that students who have completed the inter-institutional enrollment process for MLL 625 are properly rostered in UMBC's LMS.
2. In the MLL 625 course, be responsible for addressing the academic needs of the PBC-IL students, in accordance with existing UMBC academic policies and procedures.
3. Provide LMS technical assistance and tutorial, when needed, for MLL 625 assigned faculty and enrolled students in the PBC-IL.
4. In cooperation with UMB, market the PBC-IL program to prospective students.

III. COURSE DELIVERY

A. Faculty

1. UMB shall identify faculty for the four courses for which it has responsibility for delivering in the PBC-IL.
2. UMBC shall identify faculty for the one course for which it has responsibility for delivering in the PBC-IL.
3. UMB and UMBC recognize that the UMB course, Intercultural Impact Institute, would benefit from a team teaching approach and will each identify appropriate faculty members for guest lectures.
4. The parties acknowledge that the UMB Faculty Member(s) and the UMBC Faculty Member(s) are each subject to the rules, regulations, policies, practices applicable to his/her home institution in connection with the offering of that institution.

B. Students

1. The parties agree that each semester's enrollment shall not exceed thirty (30) students per class, although multiple sections may be offered if needed. The parties can agree to increase or decrease the class size.
2. Current UMBC students interested in the PBC-IL must enroll in the certificate program through UMB admissions procedures and be accepted into the program.
3. The parties agree that as between them any intellectual property produced in or for the courses by the UMBC students and/or the UMB students shall be governed in accordance with UMB and UMBC respective institutional policies.
4. The parties agree that all of the participation and work produced by a student shall be deemed to be participation and work produced only for the academic offering in which he/she is enrolled.

C. Confidentiality of Student Information

1. The parties acknowledge that, for the purposes of partnering in the PBC-IL and incorporating the MLL 625 course into the curriculum, their respective employees may have access to academic records of or information about each other's students which may be protected by Family Education Rights and Privacy Act (FERPA) and other relevant privacy law.
2. UMB shall use UMBC student information academic records only for the purposes related to capturing information needed for its own student records.

3. The parties agree that neither shall disclose information about the students of the other institution except with the consent of the other or in accordance with FERPA and applicable law.
4. Both parties hereby designate any and all information and records pertaining to their students respectively to be confidential and proprietary information.
5. The terms and conditions of this Section III.C shall survive the expiration or termination of the Term of this MOU, consistent with the terms and requirements of relevant regulations.
6. All students shall be required to consent to the sharing of education records between UMB and UMBC to the extent required for the efficient offering of the PBC-IL courses as contemplated in this MOU.
7. Both parties agree to provide information in Catalogs and promotional materials about the nature of the PBC-IL and the partnership, including that student information may be shared between UMBC and UMB for purposes of the joint course offering.

IV. Hosting of the Courses

A. UMB

1. The four courses that are the responsibility of UMB will be hosted and housed on UMB's Blackboard LMS.
2. UMB shall provide access to the UMB LMS to all PBC-LI students, course faculty, and to other employees of UMB or UMBC as necessary for the efficient offering of coursework.
3. UMB reserves the right to deny, restrict or terminate UMB LMS access to any person having access as contemplated in this Section whose acts or omissions reasonably may be viewed as disruptive to the classroom, disruptive of the operation of the UMB LMS or other UMB systems or in violation of law or of the terms and conditions of this MOU. If disruptive behavior as described above involves UMBC faculty and/or students, the right to deny, restrict or terminate UMB LMS access shall be done in prior consultation with UMBC and in compliance with applicable institutional policies/procedures.

B. UMBC

1. The one course that is the responsibility of UMBC will be hosted and housed on UMBC LMS.

2. UMBC shall provide access to the UMBC LMS to all PBC-LI students, course faculty, and to other employees of UMBC or UMB as necessary for the efficient offering of coursework.

4. UMBC reserves the right to deny, restrict or terminate UMBC's LMS access to any person having access as contemplated in this Section whose acts or omissions reasonably may be viewed as disruptive to the online classroom, disruptive of the operation of the UMBC LMS or other UMBC systems or in violation of law or of the terms and conditions of this MOU. If disruptive behavior as described above involves UMB faculty and/or students, the right to deny, restrict or terminate UMBC LMS access shall be done in prior consultation with UMB and in compliance with applicable institutional policies/procedures.

C. UMB/UMBC

1. UMBC acknowledges that it shall have no right, title or interest in UMB's LMS or the right to use it except as explicitly provided in this MOU.

2. UMB acknowledges that it shall have no right, title or interest in UMBC's LMS or the right to use it except as explicitly provided in this MOU.

V. THE TERM

- A. The term of this MOU (the "Term") shall commence on April 5, 2018 (the "Effective Date") and shall extend for a period of three years unless extended in accordance with the provisions of this MOU. The MOU may be extended automatically for consecutive one-year periods, provided neither party notifies the other in writing of its intent to not renew. The notice contemplated above must be given at least 90 days prior to the expiration date then in effect.

- B. Either party may terminate the MOU for any reason by giving at least 90 days prior written notice which shall be directed to the attention of Flavius Lilly, Ph.D., Senior Associate Dean, Graduate School (flilly@umaryland.edu) or designee for UMB and to the attention of Antonio Moreira, PhD, Vice Provost, Academic Affairs, UMBC (moreira@umbc.edu) or designee for UMBC, provided, however the effective date of termination shall be at the end of a fiscal year. To the extent possible, termination of this MOU shall not affect the ability of students to complete the certificate program in which they are currently enrolled.

VI. GENERAL TERMS AND CONDITIONS

- A. Any and all licenses and rights to use granted or contemplated in this MOU are nontransferable, non-exclusive, limited to the Term of this MOU and shall only be for the use described in this MOU.

- B. Except as provided in this MOU, each party shall bear its own expenses in connection with this MOU.
- C. Nothing in this MOU is intended, nor shall it be deemed, to create rights or benefits in or to any person or entity other than the parties.
- D. Nothing in this MOU is intended, nor shall it be deemed, to create a contract between UMB or UMBC and any one or more Students.
- E. Neither party shall have the right to assign or subcontract this MOU or its interest therein or its rights or obligations thereunder.
- F. Except as provided in this MOU, use of a party's name or marks shall be only with the prior consent of that party.
- G. The captions and headings of this MOU are included solely for convenience and do not control the meaning or interpretation of the substance of this MOU. With respect to matters set forth in this MOU, this MOU integrates the complete MOU and understanding of the parties and supersedes all prior or contemporaneous MOUs and understandings.
- H. If a court of competent jurisdiction determines that any portion of this MOU is void or invalid or incompatible with any applicable law, then that portion only shall be omitted from this MOU without affecting the force, effect or validity of the remainder of this MOU.
- I. The parties agree that this MOU shall be construed, governed and enforced in accordance with the laws of the State of Maryland excluding its conflict or choice of law rules. Jurisdiction for enforcing this MOU shall be only in the courts of the State of Maryland

VII. ACKNOWLEDGEMENT OF AGREEMENT

Bruce E. Jarrell

Bruce E. Jarrell, MD
Executive Vice President and Provost
Dean, University of Maryland Graduate School

4/25/18

Date

Antonio Moreira

Antonio Moreira, PhD
Vice Provost for Academic Affairs
University of Maryland Baltimore County

April 19, 2018

Date

**Approved for Legal Sufficiency
UMBC
Office of the General Counsel**

[Signature]
