



## Cover Sheet for In-State Institutions

### New Program or Substantial Modification to Existing Program

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

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

Payment Submitted:	Yes No	Payment Type:	R*STARS Check	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education ( <i>fully online</i> )	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date			Fall	Spring	Summer      Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature: <i>Ronald Nowaczynski</i>		Date:
			Date of Approval/Endorsement by Governing Board:		

Revised 12/2018



*One University. A World of Experiences.*

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July 15, 2022

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

Secretary Fielder,

Frostburg State University (FSU) is proposing a new stand-alone certificate in Crisis Leadership, which will focus on 1) identifying impending organizational challenges (such as terrorism, political upheaval, climate change, and technology lapses); 2) communicating with stakeholders during a crisis; 3) building a response team; 4) prioritizing needs and organizational resources; 5) coping with supply chain disruption; and 6) adapting business models to a new working normal. This Certificate in Crisis Leadership is being proposed at a critical time as businesses, non-profits, and government entities continue to respond to the global COVID- 19 pandemic.

**Proposal Type:** Substantial change new standalone certificate (RStars: 188473 2/23/22 \$250. 190228 6/8/22 for \$600)  
**Program:** Crisis Leadership  
**Award Level:** Bachelor's Degree: Stand-alone certificate  
**Suggested CIP:** 520201  
**Suggested HEGIS:** 050606

We would appreciate your support for this request. If you have any questions, please do not hesitate to contact me or our Assistant VP for Analytics, Dr. Sara-Beth Bittinger at [sbittinger@frostburg.edu](mailto:sbittinger@frostburg.edu).

Sincerely,

A handwritten signature in black ink that reads "Traki L. Taylor".

Traki L. Taylor, Ph. D.

Provost and Vice President for Academic Affairs

pc: Dr. Emily Dow, Assistant Secretary. Academic Affairs, MHEC  
Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM  
Dr. Sara-Beth Bittinger, Interim Assistant Vice President for Analytics, FSU  
Dr. Sudhir Singh, Dean of the College of Business, FSU

**Academic Program Proposal Frostburg State University – College of Business  
New Stand-Alone Certificate Program: Certificate in Crisis Leadership**

**A. Centrality to Institutional Mission and Planning Priorities**

**1. Program description and relationship to mission:**

Frostburg State University (FSU) is proposing a stand-alone Upper Division Certificate in Crisis Leadership, which will focus on 1) identifying impending organizational challenges (such terrorism, political upheaval, climate change, and technology lapses); 2) communicating with stakeholders during a crisis; 3) building a response team; 4) prioritizing needs and organizational resources; 5) coping with supply chain disruption; and 6) adapting business models to a new working normal.

This Certificate in Crisis Leadership is being proposed in the midst of a critical time as businesses, non- profits, and government entities continue to respond to the global COVID-19 pandemic. Disruptions to supply chain logistics, challenges relating to starting and maintaining a remote and telework workforce, shifting consumer habits and needs, and the general shakeup of “business as usual” during the pandemic has left many organizations woefully unprepared to handle unforeseen dilemmas that have affected every business entity in the United States. Organizations today also face non-pandemic threats, such as data breaches, cyber-related ransoms, corporate asset theft (financial and intellectual), natural disasters, employee misconduct, and litigation. Coursework will be designed to train students on how to identify, strategize, and overcome various threats in a manner which will create minimal disruption to any organization.

The proposed Certificate in Diversity Leadership will require 12 to 18 credit hours of study in existing courses offered through FSU. If students do not already meet prerequisites for these courses, they will be given the opportunity to take any prerequisite courses at FSU. The following themes will be infused into the curriculum: recognizing potential threats and areas of vulnerability, identifying conflicts in real time, communicating factual data with relevant stakeholders, and adapting work output based on new information.

As referenced below, this proposal is in direct alignment with the institution’s mission and societal responsibility to meet the workforce development needs in the State of Maryland and to prepare leaders, particularly in the Western Maryland region, for a complex, changing, and global society. Due to the online nature of this program, and national trends observed in this content area, a broad appeal is expected nationwide as well.

**FSU Mission:**

*Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master’s and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex and*

*changing global society.*

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

The College of Business at Frostburg State University currently offers three majors at the Baccalaureate level (Business Administration, Economics, and Accounting); associated post-baccalaureate certificate programs at the master's level (Business Analytics, Healthcare Management, and Management); and a Master of Business Administration degree. To meet the needs of employers and students, these programs have transformed over time to offer courses both online and in a traditional in class format.

The stand-alone Certificate in Crisis Leadership will contain coursework to meet the needs of working professionals. It is designed to provide a pathway for certificate students who are seeking to develop additional skills and knowledge for the purpose of career opportunity and advancement. This certificate will be specifically marketed to a broad range of potential applicants, specifically students with practical work experience and some college credits.

The coursework required for the Certificate in Crisis Leadership will be stackable to help encourage those students to enter a full undergraduate degree program with FSU at some point after the completion. Students who are successful in completing the certificate program and wish to continue earning credit hours toward a bachelor's degree can seek further admittance into one of Frostburg State University's bachelor's degree programs, contingent upon successful completion of this program.

**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):**

Frostburg State University received Workforce Development Enhancement Funds from the State of Maryland in the amount of \$125,000. Funding to date has allowed for the development of four previously approved certificate programs: Manufacturing Leadership, Small Business Management, Retail Management, and Non Profit Leadership. These funds will also provide for the implementation of this new certificate program, along with three co-proposed programs: Diversity Leadership, Human Resources Management, and Social Entrepreneurship. Section L also shows a forecasted revenue stream over a five-year period.

**B. Critical and Compelling Regional or Statewide Needs 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**

Business models from all industries, including for-profit, non-profit, and

government, have the potential to be faced with a crisis. As the workplace becomes an intricate blend of human talent with a high dependency upon technologies, and as the network of businesses become ever reliant upon one another while at the same time placing sensitive data on online platforms, a multitude of opportunities exist which could cause organizational disruption. More evidence is cited in Section C.

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

Founded in 1898 to prepare teachers, Frostburg State University today is a public, comprehensive, co-educational institution offering a wide array of programs at the undergraduate, graduate, and doctoral levels. As the only constituent USM institution west of the Baltimore-Washington corridor, it serves as the premier educational and cultural center for Western Maryland. Fulfilling a unique role in its service to the public and community, Frostburg has the distinction of offering opportunities for advanced learning for the employees of businesses and professions within the region. Additionally, the University System of Maryland at Hagerstown (USMH) is the regional educational center in Western Maryland. Frostburg is the lead institution at USMH, offering programs at the upper-division undergraduate and graduate level, along with several other public Maryland universities.

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

N/A

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

The Certificate in Crisis Leadership is in line with FSU's emphasis on learning opportunities and outcomes as well as several strategies found within the Maryland State Plan for Postsecondary Education:

- *Strategy 5: Ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and non-traditional students.* The Certificate in Crisis Leadership will contain coursework that can be offered online to meet the needs of working professionals and distance learners.
- *Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.* The Certificate in Crisis Leadership can be completed within one year, on a part-time basis, ideal for working professionals.
- *Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.* The Certificate in Crisis Leadership was conceptualized following a market survey of local and state employers. At least one course will also utilize case studies developed directly from local organizations within the region.

- *Strategy 11: Encourage a culture of risk-taking and experimentation.* The Certificate in Crisis Leadership will call upon regional leaders capable of facilitating discussions involving crisis topics in order to develop the MGMT 391 Management Seminar course. This course will be delivered in part as virtual case studies, ensuring the timeliest and most relevant crisis lessons can be relayed to students.

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

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

The nature of today’s interwoven elements of organizational operations creates a plethora of opportunities for seemingly small interruptions to cause disruptions to normal business operations. While this Certificate in Crisis Leadership is not intended to necessarily resolve issues (for example, a data breach), it will give staff, management, and corporate leadership the sound working knowledge of what steps should be implemented once a crisis is identified.

All industries are vulnerable to a crisis that could impact customers, employees, public relations, finances, supply chains, or product delivery. As such, they may potentially benefit from training, crisis including business to business (B2B) or business to consumer (B2C) models. Even Internet-based sole-proprietorships will benefit, given the potential for their services or products to be impacted from a technological standpoint.

**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 demand and general need for crisis training will foreseeably always encompass all employment sectors. No industry can claim to be exempt from the possibility that external or internal factors could disrupt business processes. Therefore, students from every employer - albeit designated individuals within an organization - would benefit from such a program. According to crisis expert W. Timothy Coombs: “An organization faces different threats, not just one. Different crises can necessitate the use of different crisis team members, emphasize different stakeholders, and warrant different crisis response strategies<sup>1</sup>.” As such, multiple employees may be designated to respond to particular crises.

**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.**

While the list of potential crises is too exhaustive to compile, authors Ulmer, Sellnow, and Seeger in their book, “Effective Crisis Communication,” narrow the list into two broad categories (intentional and unintentional), with several subcategories within each.<sup>2</sup>

### **Intentional Crises**

*Terrorism*  
*Sabotage*  
*Workplace violence*  
*Poor risk management*  
*Hostile takeovers*  
*economy Unethical leadership*

### **Unintentional Crises**

*Natural disasters*  
*Disease outbreaks*  
*Unforeseeable technical interactions*  
*Product failure*  
*Downturns in the*

While it is difficult to quantify the extent or frequency of future organizational crises, it is generally agreed upon that no organization will go without crises of some degree of seriousness. According to a 2019 study of Price Waterhouse Coopers, the second largest professional services firm in the world, “69% of business leaders have experienced a crisis in the last five years.” Furthermore, “29% of companies have no staff dedicated to crisis preparedness.”<sup>3</sup>

Based on the types of crises above, below is a sampling of recent crises faced by various industries:

***Disease outbreaks*** – the ongoing COVID-19 pandemic has severely affected businesses across the spectrum, disrupting supply chain logistics and changing, often without little notice, sales opportunities with government restricted hours of operations, store capacity limits, and even “non-essential” closures.

***Natural disasters*** – The June 2016 flooding in southern West Virginia and the 2018 flooding in central Maryland caused unexpected widespread water damage, numerous deaths, total business destruction, and severe loss of business continuity for many organizations, along with tens of millions of dollars in property damage.

***Product failure*** – Ring Doorbells, a subsidiary of Amazon, recalled approximately 350,000 doorbells due to a potential flaw that could lead to fire.

***Unethical leadership / Workplace violence*** – Numerous politicians and corporate business leaders, are embroiled in sexual abuse allegations that are disrupting the important nature and work of offices and competing for time during another unfolding crises (e.g., the COVID-19 pandemic).

***Sabotage*** – Tesla CEO Elon Musk, in 2018, alleged that an employee was attempting to sabotage the company through means of changing internal codes and exporting valuable engineering data to rival firms.

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Given that so many large, well-known organizations have been susceptible to crises over recent years, and that 69% of firms admit to some degree of corporate crises, a Certificate in Crisis Leadership appears to be warranted within today’s professional landscape.

<sup>1</sup> “Ongoing Crisis Communication: Planning, Managing, and Responding,” 5<sup>th</sup> edition, W. Timothy Coombs, 2019

<sup>2</sup> “Effective Crisis Communication,” 4<sup>th</sup> edition, Robert Ulmer, et. al., 2019

<sup>3</sup> <https://www.pwc.com/gx/en/news-room/press-releases/2019/global-crisis-survey.html>

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

As previously stated, a crisis may be a problem encountered by any organization, regardless of industry. Therefore, all employers may benefit from having at least some staff professionally trained to lead during a crisis.

**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.**

A review of the Academic Program Inventory Search on the Maryland Higher Education Commission website, searching for keywords related to crisis (crisis, disaster, and emergency, among others), reveals only the one certificate program below. Several certificates that have “emergency” in their title are related to emergency medical services and are therefore irrelevant to the proposed certificate.

<b>Related Certificate Programs at Public Maryland Colleges/ Universities</b>		
<b>Institution</b>	<b>Program Name</b>	<b>Degree</b>
<a href="#">Washington Adventist University</a>	<a href="#">EMER PREPAREDNESS AND DISASTER RESPONSE</a>	Upper Division Certificate

**2. Provide justification for the proposed program.**

Given the increasing means by which an organization may fall vulnerable to a crisis and the alarmingly high rate of crises to befall an organization, the proposed Certificate in Crisis Leadership will prove invaluable to any organization. As shown above, industries of all types face moments of crisis which must be handled, and the ability of a firm to meet these challenges at the onset will often set the trajectory of successfully or unsuccessfully dealing with the challenge.

The proposed Certificate in Crisis Leadership will focus on forecasting potential crises identifying crises in motion to provide sufficient tutorial in how to respond from an internal and external stakeholder point of view and how to assemble a team to implement corrective action.

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

Historically Black Institutions do not currently offer lower or upper division certificates in crisis-related fields. As a result, no HBI is likely to be impacted by the creation of this Certificate in Crisis Leadership.

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



It is not anticipated that the proposed Certificate in Crisis Leadership program will affect the institutional identities and/or mission of HBIs.

**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.**

The Certificate in Crisis Leadership will be housed in the College of Business' Department of Management at Frostburg State University. Faculty and staff who will oversee the program have offices at both the main FSU campus in Frostburg and the USMH satellite campus in Hagerstown. The Dean of the College of Business and the Director of Business Programs at USMH will provide academic oversight of the program. The position of Program Developer was advertised and hired through the initial USM grant to assist in the development, creation, and ongoing direct advancement of this certificate program and others being proposed simultaneously. The Director of Business Programs will provide supervisory oversight to the Program Developer.

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

This program will have the following educational objectives:

- Identify potential organizational threats and weaknesses (SWOT Analysis)
- Recognize actual threats in real time
- Communicating crisis to internal stakeholders
- Communicating crisis to external stakeholders and the media
- Building a response team with appropriate threat-specific members
- How to cope with supply-chain disruptions
- How to adapt an existing business model to the new normal

**3. Explain how the institution will:**

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

The selection of required coursework for this program are existing upper division courses within the College of Business and have existing syllabi and course requirements for successful completion. These same student learning outcomes will be accessed that apply to students.

**b) Document student achievement of learning outcomes in the program.**

All academic programs at FSU undergo an intensive academic program review every seven years. Student learning outcomes and the appropriateness of program learning goals and resources are a major component of this review, which is coordinated by the Office of Assessment and Institutional Research.



Business, with timely relevance to management needs. Variable. *Prerequisite: None*

**Prerequisite for CMST 425**

**CMST 102 Introduction to Strategic Communication Leadership 3 Credits**

Introductory survey of fundamental disciplinary distinctions, theories, and approaches of the communication field, with an emphasis on strategy and civility when presenting self in relational, group, and public communication contexts. Includes practice of human and digital communication strategies to focus individual and collective outcomes, learning, and professional development in the major. Every semester. *Prerequisite: None*

**Prerequisite for MGMT 410**

**MGMT 251 Management of Organizations 3 Credits**

The practice of managing in today's dynamic environment, the purpose and processes of organizations, managing individuals and groups in organizations. Emphasis is placed on skills needed for managerial success. Credit cannot be earned for both MGMT 251 and MGMT 351. Every semester. *Prerequisite: 24 credits. Additional prerequisite or corequisite: MGMT 110 for all ACCT, BUAD and ECON majors (Business Economics Concentration) only.*

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

Certificate-earning students who elect to matriculate into the B.S. degree program will need to meet all of the academic degree requirements for that program, as per the current catalog.

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

N/A

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

N/A

**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.**

Frostburg provides all students with sufficient information on curriculum, course and degree requirements, cost financial aid, method of delivery, technology requirements, the Canvas learning management system, and support services through the Undergraduate and Graduate Catalogs, the FSU website, FSU admissions and recruiting materials, and FSU's student information system. Frostburg also complies with the Higher Education Opportunity Act of 2008 (HEOA) related to disclosure requirements for postsecondary institutions.

**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.**

All program materials will clearly represent the proposed program and services available. All such materials are checked by academic departments, the Admissions Office, and the Office of Publications for accuracy.

**H. Adequacy of Articulation**

**1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

N/A

**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, and adjunct) and the course(s) each faculty member will teach in the proposed program.**

Current full-time, tenure track faculty and existing adjunct lecturers are academically and professionally qualified to instruct at the upper division/undergraduate levels in their respective fields. These faculty members are identified below. The proposed Upper Division Certificate program will utilize faculty from the College of Business at the main Frostburg campus and the USMH satellite campus in Hagerstown who are teaching coursework in the undergraduate Bachelor of Science Degree in Business Administration.

<b>Faculty Resources for the Certificate in Crisis Leadership</b>					
<b><i>Faculty Name</i></b>	<b><i>Appointment Type</i></b>	<b><i>Terminal Degree</i></b>	<b><i>Academic Rank</i></b>	<b><i>Status</i></b>	<b><i>Courses</i></b>
Martha Mattare <i>or other qualified instructor</i>	Permanent, Tenured	Ph.D.	Associate Professor	Full Time	MGMT 410, 490, 356
Jeff McClellan	Permanent, Tenured	Ph.D.	Professor	Full Time	MGMT 356
Ryan Kentrus, <i>or other qualified instructor</i>	Permanent	D.M.	Lecturer	Full Time	MGMT 356
Kim Bonato-Pratt <i>or other qualified instructor</i>	Adjunct	MS	Adjunct	PT	MGMT 410
Katie Gladhill, <i>or other qualified instructor</i>	Adjunct	MBA	Adjunct	PT	MGMT 356
Wayne Keefer <i>or other qualified instructor</i>	Adjunct	MBA, Certificate in Banking, Licensed REALTOR, Public Policy Academy of Excellence	Adjunct	PT / COB	MGMT 356, 391
Elesha Ruminski, Communication Studies Department <i>or other qualified instructor</i>	Permanent, Tenured	Ph. D.	Professor	Full Time	CMST 425
Sheri Whalen, Communication Studies Department <i>or other qualified instructor</i>	Permanent, Tenured	Ph. D.	Associate Professor	Full Time	CMST 102

**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**

Free training and professional development in pedagogy is provided by FSU's Center for Teaching Excellence, which hosts a regional conference on teaching and learning

annually in January, annual teaching orientations for new faculty, and periodic workshops on various topics throughout the academic year. Additionally, each of the university's academic departments are committed to supporting faculty development within the discipline through the attendance at regional and national conferences.

**b) The learning management system**

FSU uses Canvas as its Learning Management System. The Office of Instructional Design and Technology provides support and training through the onboarding process for new faculty as well as regular support throughout the year.

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

N/A

**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.**

Current library subscriptions cover subjects related to the new proposed Certificate in Crisis Leadership, including crisis, leadership, and management concepts. The following is a non-exhaustive list of available online searchable databases:

- Academic Search Ultimate
- Business Source Complete
- Humanities International Complete
- Nexis

Frostburg State University's library maintains a staff of dedicated professionals and tools available online for additional research. Additionally, FSU's satellite campus at USMH in Hagerstown maintains a library with book procurement from participating consortium institutions, if not already owned by the institution.

**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 proposed Certificate in Crisis Leadership will be offered within existing resources. Courses will utilize dedicated classroom space and computer server space with existing capacity available. As this program can operate entirely online, the need for physical space would thus be limited. As this program requires additional faculty positions, faculty office space will need to be identified.

**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.**

**Crisis Leadership Certificate**

**TABLE 1: RESOURCES**

Resource Categories	FY2023	FY2024	FY2025	FY2026	FY2027
	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	3,125	3,125	3,125	3,125	3,125
2. Tuition/Fee Revenue	29,520	76,020	101,544	104,664	107,688
(c + g below)	0	0	0	0	0
a. Number of F/T Students In-state	0	0	0	0	0
a. Number of F/T Students Out-of-state	0	0	0	0	0
b. Annual Tuition/Fee Rate In-state	10,185	10,491	10,806	11,130	11,464
b. Annual Tuition/Fee Rate Out-of-state	25,553	26,320	27,110	27,923	28,761
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students In-State	4	10	14	14	14
d. Number of P/T Students Out-of-State	2	5	6	6	6
e. Credit Hour Rate In-State	298	307	316	326	335
e. Credit Hour Rate Out-of-State	634	653	673	693	714
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue In & Out-of-State (d x e x f)	29,520	76,020	101,544	104,664	107,688
3. Grants, Contracts & Other External Sources	15,625	15,625	15,625	15,625	15,625
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	48,270	94,770	120,294	123,414	126,438

**TABLE 2: EXPENDITURES**

Expenditure Categories	FY2023	FY2024	FY2025	FY2026	FY2027
	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	3,125	3,125	3,125	3,125	3,125
a. # FTE	0.025	0.025	0.025	0.025	0.025
b. Total Salary	3,125	3,125	3,125	3,125	3,125
c. Total Benefits	-	-	-	-	-

2. Admin. Staff (b + c below)	4,128	4,211	4,296	4,382	4,469
a. # FTE	0.094	0.094	0.094	0.094	0.094
b. Total Salary	3,825	3,902	3,980	4,060	4,141
c. Total Benefits	303	309	316	322	328
3. Support Staff (b + c below)	2,698	2,698	2,698	2,698	2,698
a. # FTE	0.200	0.200	0.200	0.200	0.200
b. Total Salary	2,500	2,500	2,500	2,500	2,500
c. Total Benefits	198	198	198	198	198
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	6,250	5,000	4,375	4,375	4,375
TOTAL (Add 1 – 7)	16,201	15,034	14,494	14,580	14,667

Surplus 32,069 79,736 105,800 108,834 111,771

**ASSUMPTIONS:**

The \$3,125 for Singh and Mattare is a flat amount.

P/T Program Consultant has salary increase of 2% annually.

Fringes for P/T Prog Consult and adjuncts include FICA and UIC.

Tuition rate includes 3% increase annually.

"Other Expenses" listed in narrative.

**Budget Narrative:**

**General Notes:**

- **Budget** – This narrative presents a unique budget for the Crisis Leadership Certificate.
- **New Programming** – Additional Certificate program offerings, based on current market demand, will be presented every few years for University and USM consideration and approval. These figures and costs are not included in the current budget.
- **Tuition** – FSU assumes a rate of 70% in state enrollment, and 30% out of state enrollment among all proposed Certificate programs. FSU forecasts an initial enrollment of ten students, growing substantially over time. A 3% annual increase in tuition is also assumed.
- **Grant** – FSU received a \$125,000 recurring grant to fund this Certificate program initiative. The grant, if renewed as planned, will be used to bring to market additional, complementary Certificate programs within the College of Business.
- **Faculty Expenses** – FSU is utilizing \$25,000 per year of the USM grant to offset the salaries of S. Singh and M. Mattare, who will oversee the program.
- **Admin Staff Expense** – FSU arranges for a consultant to serve as Content Developer to assist in the research, design, and acquisition of speakers for the Crisis Leadership capstone course MGMT 391. The consultant position will remain in place as a contracted part-time content provider is sought.
- **Total Salary** reflects expenses for adjunct instructor salaries plus required fringe benefits.

**Other Expenses include:**



- **Advertising:** \$3750 in FY 2023, followed by \$2500, \$1875, \$1875, and \$1875 in remaining fiscal years, respectively. Digital and industry and trade print advertising will be essential to market this program on a nation-wide level. Marketing will allow future students to become acquainted with FSU's new offerings. There will also be the added crossover benefit in advertising the University in general.
- **Guest Lecture Stipends and Video Case Studies:** \$1562.50 per each fiscal year. As the program matures, a large video library will be assembled for each certificate offering. Costs include expert lecture stipends, and all associated video production costs.
- **Seminars / Course Preparation / Student Recognition:** \$625 per FY, allows for the Program Developer as well as instructors the resources necessary to attend seminars and training activities essential to the rapid progression of knowledge in the given industries, to ensure timely and relevant material is presented in each program. Also allocates monies for student resources, materials, and educational resources needed for niche programs. Includes funding for graduation program and publicity for recent graduates to further promote the program.
- **Travel:** \$125 estimated travel expenses for program developer and instructors, also includes travel for guest lecture recordings.
- **Supplies/ Other:** \$187.50

**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.**

Faculty members at Frostburg State University are evaluated annually by a peer evaluation process that includes student evaluation of instruction data for each course. The student evaluation instrument is common to all courses at FSU and is administered by the Office of Assessment and Institutional Research. Student learning outcomes for the program are assessed as part of two courses - Building Materials and the Capstone Experience - using common departmental rubrics evaluated by a committee of departmental faculty. Learning outcomes for individual courses are assessed by individual instructors.

**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.**

As required by the USM, all academic programs at FSU undergo an intensive academic program review every seven years. This review covers educational and cost effectiveness; assessment of learning outcomes; and adequacy of human, capital, and fiscal resources.

Halfway through this cycle, FSU's Office of Assessment and Institutional Research collects information on enrollment and assessment activities using a midterm review template. Also at this time, the Institutional Priorities and Resources Committee will review the program to determine if it is meeting enrollment projections and receiving required resources.

**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 Crisis goals and initiatives.**

Frostburg is a public institution committed to a campus environment that values human diversity, equity, and inclusion. FSU has a diverse undergraduate student body (40.7%) and implements a number of programs to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates. The Certificate in Crisis Leadership will provide an option for the more economically disadvantaged students who may not have had the opportunity to take a full degree program but hold an interest in a higher education. We expect this new Certificate in Crisis Leadership program to attract a diverse student population, and the University is committed to the success of all students enrolled in the program.

**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.**

N/A

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

FSU is approved to offer distance education as an alternative delivery method included within its scope of accreditation, as evidenced in the university's MSCHE Statement of Accreditation Status. This program supports a face-to-face and online learning environment. FSU is an approved institutional member of the National Council of State Authorization Reciprocity agreement (NC-SARA) and complies with C-RAC guidelines.