



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



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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 Diversity Leadership, which will focus on 1) building inclusive work environments; 2) addressing complex social issues facing the general workforce; 3) enhancing the skills needed to facilitate cross-cultural dialogue; 4) becoming a change agent for diversity in the workplace; and 5) onboarding, educating, and retaining a diverse staff at all organizational levels.

This stand-alone certificate in Diversity Leadership is being proposed at a critical time as the nation recognizes some of the most significant social changes in decades. Organizations across all industries have identified the need for more inclusive work environments and products, for changing product names and logos, for offering in-house diversity training to promote social awareness, and for drawing a balance of diverse talent within all levels of the organizational workforce.

Proposal Type: Substantial change new stand-alone certificate (RStars: \$600 190230 6/8/22 and \$250 188474 2/23/22)
Program: Diversity Leadership
Award Level: Upper division stand-alone
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 Vice President for Analytics, Dr. Sara-Beth Bittinger at 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
Program Name: Diversity 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 Diversity Leadership, which will focus on 1) building inclusive work environments; 2) addressing complex social issues facing the general workforce; 3) enhancing the skills needed to facilitate cross-cultural dialogue; 4) becoming a change agent for diversity in the workplace; and 5) onboarding, educating, and retaining a diverse staff at all organizational levels.

This Certificate in Diversity Leadership is being proposed at a critical time as the nation recognizes some of the most significant social changes in decades. Organizations across all industries who serve many constituencies have identified the need for more inclusive work environments and products. The diversity and inclusion movement calls for a range of actions, including changing logos, instituting more conscientious hiring practices, offering in-house diversity training programs, and promoting increased social awareness. Students who earn this certificate will be equipped with the relevant skills needed for organizations to draw a balance of diverse talent within all levels of the workforce.

The proposed Certificate in Diversity Leadership will require 12 credit hours of study in existing courses offered by 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: 1) appreciating differences; 2) leading a diverse workforce; 3) advocating for and overseeing organizational change; 4) identifying organizational training opportunities; and 5) promoting work output (e.g., products or services) that meets acceptable social standards.

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 Diversity 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 Diversity 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: Crisis 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

The concepts of diversity, equity, and inclusion are not specific to any one industry. All industries, sub-industries, businesses, governments, and non-profit entities face an increasingly diverse workforce and consumer base. As the workplace becomes more diverse, inclusivity will be more important than ever before. As a result, relevant and timely skills are needed to lead a diverse base of individuals and promote the success an organization.

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 Diversity 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 Diversity 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 Diversity 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 Diversity 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 Diversity Leadership will call upon regional leaders capable of facilitating discussions involving Diversity and Inclusion 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 Diversity 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.

Diversity, equity, and inclusion are topics relevant to all industries and every field of work. The diverse makeup of today's organization includes primary dimensions such as: race, ethnicity, gender, generational age, and mental and physical disabilities. Secondary dimensions include educational attainment, geographic location, military experience, socio-economic status, familial makeup, religion, and language¹.

All industries are impacted by the various diversities which exist among customers, employees, and management. A diverse workforce exists whether or not the organization is for-profit, non-profit, or government; the employer is service-based, manufactures goods, or sells a product; and regardless of where the workplace is located. Irrelevant is the fact that employees are college-educated, trade school equipped, or with no formal training. Even internet based sole-proprietorships will benefit from diversity training, given the potential for their services or products to be far reaching in the global business environment. Additionally, diversity training becomes important for all levels of management, from front-line workers to the highest levels of corporate administration.

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 growing trend towards diverse workplace environments have been set into place for decades. The demand and general need for diversity training, due to the varied makeup of today's workforce in general, will foreseeably always be equal to that of total employment. Arguably, as set forth in the evidence below, every encounter among employees, between employees and customers, has the distinct likelihood of encounters involving diverse individuals working—all working together for common workplace goals.

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.

Given the many facets of diversity as mentioned above, consider these statistics concerning the primary dimensions diversity in the workplace:

¹ "Understanding and Managing Diversity," Harvey & Allard, pg. 3

Age

Today's workforce encompasses five (5) separate and distinct generational age groups, the greatest number ever employed at the same moment².

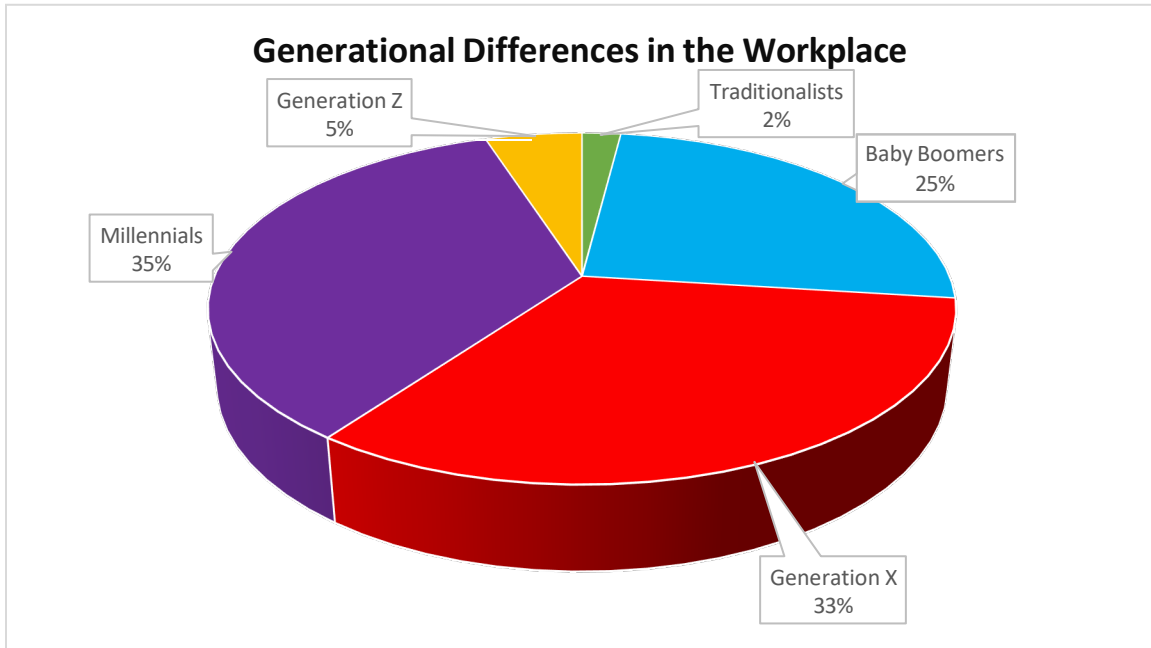
Traditionalists, born between 1925-1945

Baby Boomers, born between 1946-1964

Generation X, born between 1965-1980

Millennials, born between 1981-2000

Generation Z, born between 2001-2020



Race and Ethnicity

The Bureau of Labor Statistics reports that, while the largest demographic of working adults in the United States remains white, the non-white labor force is sizeable and ever increasing³:

“By race, Whites made up the majority of the labor force (77 percent). Blacks and Asians constituted an additional 13 percent and 6 percent, respectively. American Indians and Alaska Natives made up 1 percent of the labor force, while Native Hawaiians and Other Pacific Islanders accounted for less than 1 percent. People of Two or More Races made up 2 percent of the labor force.”

Gender

Women comprise about half, or 47% of the overall US workforce, while men account for 53% of all workers⁴.

² <https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/>

³ <https://www.bls.gov/opub/reports/race-and-ethnicity/2018/home.htm>

⁴ <https://www.catalyst.org/research/women-in-the-workforce-united-states/#:~:text=In%202019%2C%20there%20were%2076%2C852%2C000,compared%20to%2069.2%25%20of%20men.>

Disability

It is reported that 17.9% of individuals in the U.S. with a physical or mental disability are actively employed in the workforce, which is approximately 4% of the total US workforce⁵.

Table A. Employment status of the civilian noninstitutional population by disability status and age, 2019 and 2020 annual averages
[Numbers in thousands]

Characteristic	2019			2020		
	Total, 16 years and over	16 to 64 years	65 years and over	Total, 16 years and over	16 to 64 years	65 years and over
PERSONS WITH A DISABILITY						
Civilian noninstitutional population.....	30,392	15,231	15,161	29,918	14,826	15,092
Civilian labor force.....	6,321	5,117	1,204	6,123	4,979	1,144
Participation rate.....	20.8	33.6	7.9	20.5	33.6	7.6
Employed.....	5,858	4,706	1,152	5,354	4,310	1,043
Employment-population ratio.....	19.3	30.9	7.6	17.9	29.1	6.9
Unemployed.....	463	411	52	769	669	101
Unemployment rate.....	7.3	8.0	4.3	12.6	13.4	8.8
Not in labor force.....	24,070	10,113	13,957	23,796	9,847	13,948
PERSONS WITH NO DISABILITY						
Civilian noninstitutional population.....	228,783	191,039	37,744	230,411	190,895	39,515
Civilian labor force.....	157,218	147,758	9,460	154,620	145,151	9,469
Participation rate.....	68.7	77.3	25.1	67.1	76.0	24.0
Employed.....	151,680	142,485	9,195	142,441	133,667	8,774
Employment-population ratio.....	66.3	74.6	24.4	61.8	70.0	22.2
Unemployed.....	5,537	5,273	265	12,178	11,484	694
Unemployment rate.....	3.5	3.6	2.8	7.9	7.9	7.3
Not in labor force.....	71,566	43,282	28,284	75,791	45,744	30,047

NOTE: Updated population controls are introduced annually with the release of January data.

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

As previously stated, diversity, equity, and inclusion are not specific to one industry or workforce type. Today's highly diverse workforce suggests that employers in all sectors of the economy would benefit from additional employee diversity training.

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.

Although several colleges and universities within the State of Maryland offer academic degrees and college minors pertaining to ethnic studies (particularly African American Studies), no formalized program appears to exist which is specific to teaching diversity, equity, and inclusion within the workplace. A review of the Academic Program Inventory Search on the Maryland Higher Education Commission website

⁵ <https://www.bls.gov/news.release/pdf/disabl.pdf>

searching for keywords related to diversity, equity, and inclusion, and similar ethic-related terminologies reveals the certificate programs identified below. It is the opinion of Frostburg State University that its proposed certificate is unique and different in composition, nature, and expected outcome from the certificates already offered on related subjects.

Related Certificate Programs at Public Maryland Colleges/ Universities		
Institution	Program Name	Degree
McDaniel College	EQUITY AND EXCELLENCE IN EDUCATION	Post-Baccalaureate Certificate
Montgomery College-All Campuses	ETHNIC SOCIAL STUDIES	Lower Division Certificate
Univ. of Maryland, College Park	AFRICAN AMERICAN STUDIES	Upper Division Certificate

2. Provide justification for the proposed program.

Considering the increasing diversity within the workforce, along with racial tensions commonplace in today’s society, the proposed Certificate in Diversity Leadership aims to tackle several relevant issues pertaining to diversity in both the workforce and society in general. This program will provide a greater understanding among employees with aforementioned differences, will help employers to be more inclusive encourage diversity among employment, and will provide resolutions to help overcome said differences. The proposed Certificate in Diversity Leadership will focus on best diversity, equity, and inclusion practices to improve organizations’ ability to respond to critical workforce needs.

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

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

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

It is not anticipated that the proposed Certificate in Diversity Leadership program will affect the institutional identities and/or missions 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 Diversity 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:

- Prepare leaders to properly manage and lead diverse working teams
- Provide a foundation of understanding for workforce differences
- Prepare all employees, from the front-line workers to upper levels of management, to better handle and respond to workplace issues that may arise due to the diverse nature of their workforce
- Prepare business owners and leaders to be receptive to the diverse nature of their clientele
- Serve as additional training and workforce enhancement qualities for Human Resources professionals
- To take the skills learned in this program, and to aide in the creation of diversity, equity, and inclusion training policies at one's place of employment
- To foster a better understanding among all employees and all aspects of employment in order to create a better working environment for all

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.

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

The proposed stand-alone Certificate in Diversity Leadership will require 12 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. Certificate-earning students who elect to matriculate into a B.S. degree program will need to meet all the academic degree requirements for that program, as per the current undergraduate catalog.

Admission Criteria for the Certificate in Diversity Leadership:

Students must meet the academic prerequisite requirements of the courses within the certificate program. Candidates will have an AA degree or credit equivalency and be employed in a relevant work setting. Enrollees will be considered non-degree-seeking students throughout the duration of the certificate program. Credits earned may be applied to the B.S. in Business Administration degree, subject to completing the applicable admissions processes for undergraduate education at Frostburg.

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.

Faculty Resources for the Certificate in Diversity Leadership					
<i>Faculty Name</i>	<i>Appointment Type</i>	<i>Terminal Degree</i>	<i>Academic Rank</i>	<i>Status</i>	<i>Courses</i>
Ryan Kentrus <i>or another qualified instructor</i>	Permanent	D.M. Doctor of Management	Lecturer	Full Time	MGMT 405
Jeff McClellan, <i>or another qualified instructor</i>	Permanent, Tenured	Ph.D. Leadership Studies	Associate Professor	Full Time	MGMT 356
Katie Gladhill <i>or other qualified instructor</i>	Adjunct	MBA, SHRM-SCP, LSSGB Management	Adjunct	PT / COB	MGMT 356
Wayne Keefer <i>or other qualified instructor</i>	Adjunct	MBA, Certificate in Banking, Licensed REALTOR, Public Policy Academy of Excellence Management	Adjunct	PT / COB	MGMT 391
John McMullen, Sociology	Permanent, Tenured	Ph. D. Sociology	Associate Professor	Full Time	SOCI 366
Sociology Department Recommendation	TBD	TBD	TBD	TBD	SOCI 100

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 Diversity Leadership, including diversity, 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 Diversity 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.**

Diversity 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)	-	-	-	-	-
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	0-	0	0-	0	0
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 Diversity 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 Diversity 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
- **Support Staff** – Adjunct Professors with extensive industry knowledge will be utilized to lead the MGMT 391 Management Seminar course.

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 and success, and the institution's cultural diversity 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 Diversity 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 Diversity 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 an 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.