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

Institution Submitting Proposal	

*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 (*fully online*) 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: *Ronald Nowaczyk* Date:
	Date of Approval/Endorsement by Governing Board:

Revised 12/2018

FROSTBURG
STATE UNIVERSITY

One University. A World of Experiences.

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,

The Department of Management is proposing a new stand-alone certificate in Social Entrepreneurship. The Certificate in Social Entrepreneurship will focus on 1) identifying new business opportunities with a positive social impact; 2) realigning working business models to meet social needs; 3) marketing social impact to consumers; 4) making a profit while meeting a social need; and 5) turning a non-profit model into a for-profit venture.

Proposal Type:	Substantial change new stand-alone certificate
	(RStars: $600 6/8/22 190229 $250 188472 2/23/22)
Program:	Social Entrepreneurship
Award Level:	Bachelor's degree
Suggested CIP:	520701
Suggested HEGIS:	050601

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,

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: Social Entrepreneurship

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 Social Entrepreneurship, which will focus on 1) identifying new business opportunities with a positive social impact; 2) realigning working business models to meet social needs; 3) marketing social impact to consumers; 4) making a profit while meeting a social need; and 5) turning a non-profit model into a for-profit venture.

This Certificate in Social Entrepreneurship is being proposed at a time when business professionals and consumers are increasingly aware of their business footprint. Given this awareness, modern organizations must strive to make a positive impact on the world while doing business. Additionally, organizations that operate while meeting a common good are more likely to attract a younger consumer demographic, and thus are more likely to succeed and grow.

The proposed Certificate in Social Entrepreneurship 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. The following themes will be incorporated into the curriculum: 1) creating business plans that meet social needs; 2) achieving balance between mission and financial growth; 3) scaling social mission to company size; 4) and strategic marketing specific to social businesses.

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 Social Entrepreneurship 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 Social Entrepreneurship 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 Diversity Leadership. 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 industry, including for-profit, non-profit and government, have opportunities to meet societal needs. As businesses compete in a changed market following COVID-19, and as a growing generation of civic-minded working adults assumes the dominant position among consumers in the economy, those organizations which engage in social entrepreneurship are more likely to succeed. 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 Social Entrepreneurship 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 Social Entrepreneurship 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 Social Entrepreneurship 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 Social Entrepreneurship was conceptualized following the trending analysis of major business outlets, including Forbes and the U.S. Chamber of Commerce. 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 Social Entrepreneurship will call upon regional leaders capable of facilitating discussions involving social entrepreneurism 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 social entrepreneurship 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.**

   Social entrepreneurship is not specific to any specific industry, but rather a practice which appeals to a far reaching mindset of individuals who are socially conscious and choose to provide for a public need while making a profit. The following is an excerpt from Forbes.com:

   > *While there is no formal definition of social enterprise, it is usually defined as a commercially viable organization focused on benefiting the public – rather than shareholders or owners. This can mean anything from helping alleviate conditions for people living in poverty, to protecting the environment. And the sector is booming 42 percent of these businesses have been established in the past 10 years[2].*

   Not to be confused with a non-profit organization, social entrepreneurship is a for-profit effort, with an internal company desire to create social change. Such change can range from reducing homelessness, to promoting healthcare advocacy, to animal rights and environmental causes. Because the range of issues which can be advocated for are so great, the social entrepreneur is not limited to any specific business. Many small businesses are started with an attitude towards assisting a societal need, while many large corporations are also incorporating social entrepreneurship into their business models.

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

   As mentioned previously, the growing trend of social entrepreneurism is not specific to any one industry. See Item 4 below for more details.
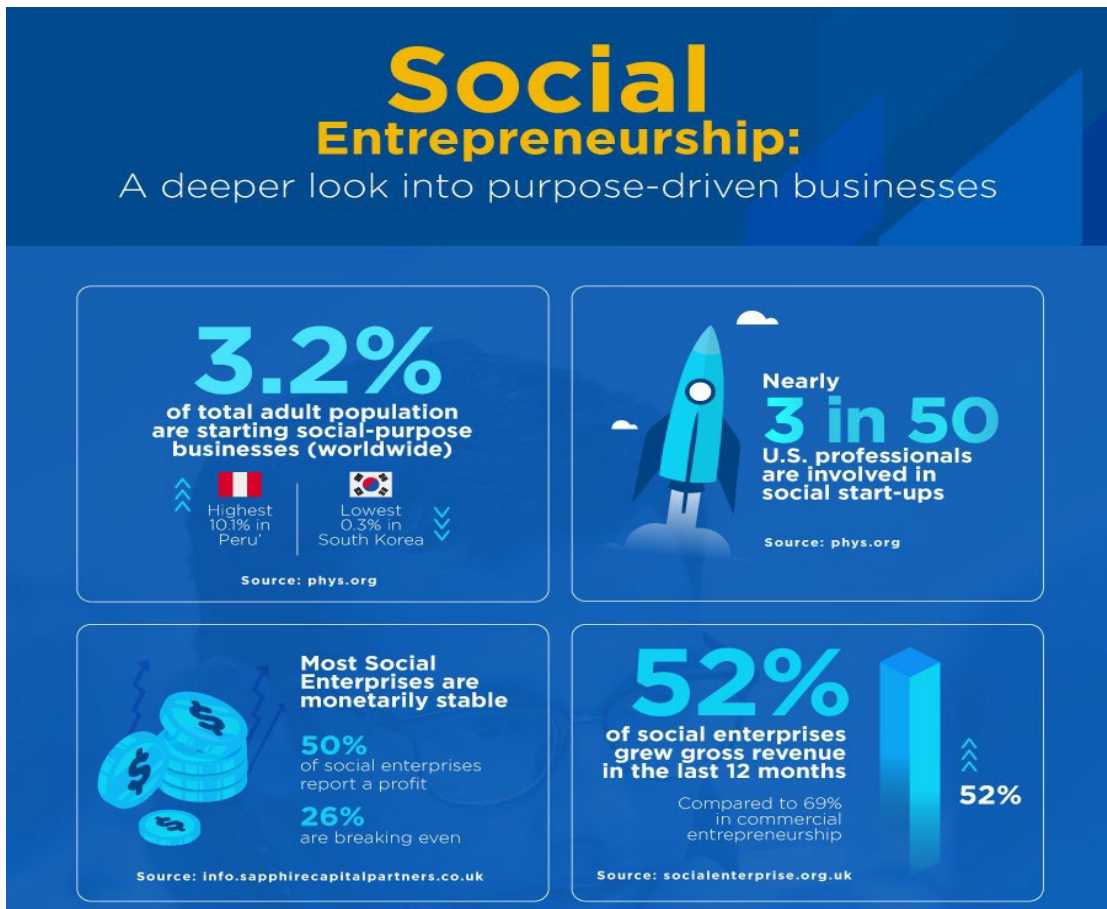
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[2] https://www.forbes.com/sites/sap/2018/11/01/why-social-entrepreneurs-and-big-business-need-each-other-more-than-ever/?sh=7b35783e245b

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.**

   The movement towards social entrepreneurism is growing. Of those surveyed by Forbes.com, 94% of new entrepreneurs want to use skills they possess, and the actions of their companies, to benefit a cause[3]. This opens a tremendous opportunity to help educate and guide the next generation of entrepreneurs, and current entrepreneurs choosing to use their talents for societal good, to shaping their organizations around social entrepreneurship competences.

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

   The following depiction, posted by netimpact.org, shows the current landscape of social enterprises, or "purpose-driven businesses," and its success in comparison to businesses in general[4]. The outlook for social enterprises is extremely favorable.

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[3] https://www.forbes.com/sites/meimeifox/2016/08/08/5-reasons-why-social-entrepreneurship-is-the-new-business-model/?sh=7fa3d46144ca

[4] https://www.netimpact.org/social-entrepreneurship?gclid=EAIaIQobChMIoPWX15XG8gIVkbrICh1JDgUUEAAYAyAAEgJjLvD_BwE
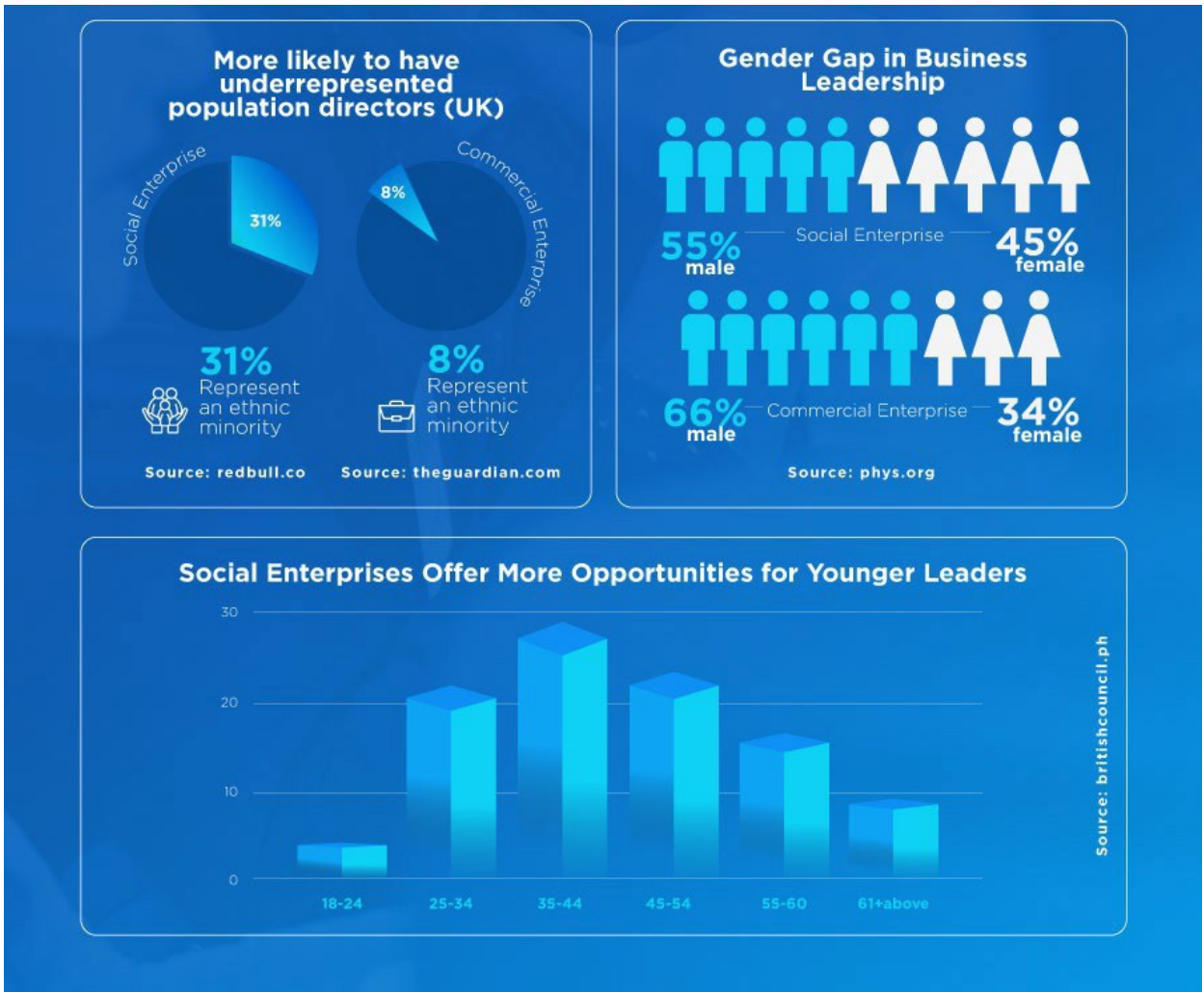
D. Reasonableness of Program Duplication:

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 social entrepreneurship, reveals only the one certificate program below. It is the opinion of Frostburg State University that its proposed certificate is unique and is not intended to target and train the same individuals that the program listed below would draw.

Related Certificate Programs at Public Maryland Colleges/ Universities		
Institution	**Program Name**	**Degree**
Notre Dame of Maryland University	LEADERSHIP & SOCIAL CHANGE	Upper Division Certificate

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

Given the growing demand among a rising generation of entrepreneurs for making a lasting change in society, and giving back in some manner, the Certificate in Social Entrepreneurship is anticipated to be an in-demand program and is expected to come online during a critical period and shift towards social entrepreneurship. As shown above, multiple industries of all types have dedicated a portion of their business output towards benefit the common good of their community as it relates to their chosen mission.

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

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

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

It is not anticipated that the proposed Certificate in Social Entrepreneurship 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 Social Entrepreneurship 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:

- Leading social change within an existing organization and putting social ideas into business plans
- Building a business model that sets forth positive community change
- Achieving balance between mission and financial growth
- Scaling social mission to company size
- Stabilizing community through economic development
- Strategic marketing to grow business and to share the social message

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 Certificate in Social Entrepreneurship 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.

<u>Admission Criteria for the Certificate in Social Entrepreneurship:</u>

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, in the future, be applied to the BS in Business Administration degree, subject to completing the applicable admissions processes for undergraduate education at Frostburg.

Certificate in Social Entrepreneurship (12 Credits)

MGMT 315   New Business Ventures   3 Credits

Examines the problems and challenges of creating and managing a small business. Emphasis on the development and implementation of a business idea, and the practical aspects of starting and managing a small business and its functional components: accounting, finance, management and marketing. Every semester. *Prerequisite: 42 credits.*

MGMT 325   Social Entrepreneurship   3 Credits

Study of how business may be organized to both set forth positive community change and become financially profitable. Students will write a social venture business plan to help facilitate a thorough knowledge of best practices and techniques to launch a viable and scalable social enterprise. *Prerequisite: MGMT 315.*

MGMT 405   Business Ethics and Social Responsibility   3 Credits

Business ethics; the relationship of business with society; stakeholder relationships and the social responsibility of business to various constituencies; social, ethical and public policy issues affecting business and the managerial approaches for dealing with these issues. Not open to students who have credit for former BUAD 380 or 480. Every semester. *Prerequisites: 42 credits.*

MGMT 391   Management Seminar   3 Credits

Advanced topics in Social Entrepreneurship presented by faculty and invited guests. Multiple themes chosen under the supervision of the instructor and/or College of Business, with timely relevance to management needs. Variable. *Prerequisite: None*

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 faulty 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 Social Entrepreneurship					
Faculty Name	*Appointment Type*	*Terminal Degree*	*Academic Rank*	*Status*	*Courses*
Ryan Kentrus *or another qualified instructor*	Permanent	D.M.	Lecturer	Full Time	MGMT 325, 405
Martha Mattare *or another qualified instructor*	Permanent, Tenured	Ph.D.	Associate Professor	Full Time	MGMT 315, 391, 325
Stacey Wassell *or another qualified instructor*	Permanent	D.M.	Lecturer	Full Time	MGMT 315, 325
Amit Shah *or another qualified instructor*	Permanent, Tenured	D.B.A.	Professor	Full Time	MGMT 325
Wayne Keefer *or another qualified instructor*	Adjunct	M.B.A., Certificate in Banking, Licensed REALTOR, Public Policy Academy of Excellence	Adjunct	PT / COB	MGMT 391, 405

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**

   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 Social Entrepreneurship, including 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 Social Entrepreneurship 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.**

Social Entrepreneurship Certificate

TABLE 1: RESOURCES

Resource Categories	FY2023 Year 1	FY2024 Year 2	FY2025 Year 3	FY2026 Year 4	FY2027 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	29,520	76,020	101,544	104,664	107,688
(d x e x f)					
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 Year 1	FY2024 Year 2	FY2025 Year 3	FY2026 Year 4	FY2027 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 Social Entrepreneurship 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 Social Entrepreneurship 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. <u>Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05)</u>

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 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. <u>Relationship to Low Productivity Programs Identified by the Commission</u>

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.