



**TOPIC:** University of Maryland, Baltimore County: Bachelor of Arts in Global Studies

**COMMITTEE:** Education Policy and Student Life

**DATE OF COMMITTEE MEETING:** January 16, 2013

**SUMMARY:** The proposed Global Studies (GLOBE) major will be a core, interdisciplinary liberal arts and sciences degree combining coursework in 12 departments and programs in the College of Arts, Humanities and Social Sciences (CAHSS) with a rigorous foreign language requirement, study abroad, and experiential learning in the form of internships and other extra-curricular activities. The collaborating departments and programs are: Africana Studies; American Studies; Asian Studies; Economics; Gender and Women's Studies; Geography and Environmental Systems; History; Language, Literacy, and Culture; Media and Communication Studies; Modern Languages, Linguistics, and Intercultural Communication; Political Science; and Sociology and Anthropology. GLOBE majors will take a common core of six courses and choose one of four more specialized tracks: Comparative Globalization Studies; Development, Health, and the Environment; International Affairs; or Regional Studies. Students who choose Regional Studies will pick an area of the world in which UMBC has substantial faculty expertise and curricular offerings (currently Africa, Asia, Europe, Latin America, and the Middle East).

The participating departments and programs envision a GLOBE degree that equips UMBC graduates with the knowledge, language proficiency, and critical-thinking, conceptual, analytical, and writing skills that will allow them both to do well and "do good" in this world of dizzying change. The anticipated GLOBE B.A. combines breadth, depth, rigor, and structure. The breadth and depth stem from the excellent faculty across 12 departments, the content of their teaching, and the four tracks, each designed by an interdisciplinary faculty subcommittee. At the same time, the writing-intensive common core courses, foreign language requirement, capstone project, study abroad experience, and applied internships comprise a rigorous architecture of classroom, experiential, and applied learning.

In addition to giving students a liberal arts education, the GLOBE program will help them master skills employers consider professionally desirable. More specifically, GLOBE majors will acquire: Content-knowledge within and across the GLOBE disciplines, through classroom, online, experiential, and applied learning; an interdisciplinary understanding of globalization, its consequences, and its relevance for their lives; proficiency in a range of professionally useful research skills and methods; critical reasoning, analytical, and problem-solving skills; proficiency in written, oral (including presentation), and online communication skills; proficiency in a foreign language through the 302-level; and intercultural and comparative empathy through a study-abroad experience. UMBC's location between Baltimore and Washington, D.C. puts our students within close reach of numerous globally oriented government agencies, corporations, international organizations and not-for-profit groups. A GLOBE B.A., rooted in the liberal arts, will give students entrée into one of the country's most dynamic, multicultural metropolitan areas. By the time they graduate, GLOBE majors will possess the intellectual foundation, analytical and writing skills, and language proficiency they will need as they move on to graduate or law school, or into careers in international business, U.S. government agencies, international financial institutions like the World Bank, human justice organizations,

international development agencies, global health organizations, humanitarian-aid and other nongovernmental organizations, tourism and travel, intelligence analysis, journalism, the Peace Corps, and the United Nations, among many others.

**ALTERNATIVE(S)**: The Regents may not approve the program or may request further information.

**FISCAL IMPACT**: No additional funding is necessary. The program will be supported through tuition.

**CHANCELLOR'S RECOMMENDATION**: That the Committee on Education Policy recommend that the Board of Regents approve the proposal from the University of Maryland, Baltimore County to offer the Bachelor of Arts in Global Studies.

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COMMITTEE RECOMMENDATION:

DATE:

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BOARD ACTION:

DATE:

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SUBMITTED BY: Joann A. Boughman

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**UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR**

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

**UMBC**

\_\_\_\_\_  
Institution Submitting Proposal

**Global Studies**

\_\_\_\_\_  
Title of Proposed Program

**B.A.**

\_\_\_\_\_  
Degree to be Awarded

**Fall 2013**

\_\_\_\_\_  
Projected Implementation Date

\_\_\_\_\_  
Proposed HEGIS Code

**30.2001**

\_\_\_\_\_  
Proposed CIP Code

**College of Arts, Humanities, and  
Social Sciences**

\_\_\_\_\_  
Department in which program will be  
located

**Devin Hagerty, Ph.D.**

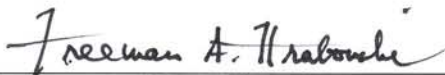
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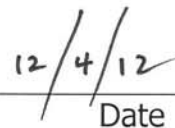
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Signature of President or Designee



\_\_\_\_\_  
Date

## **A. Centrality to institutional mission statement and planning priorities**

The proposed Global Studies (GLOBE) major will be a core, interdisciplinary liberal arts and sciences degree combining coursework in 12 departments and programs in the College of Arts, Humanities and Social Sciences (CAHSS) with a rigorous foreign language requirement, study abroad, and experiential learning in the form of internships and other extra-curricular activities. The collaborating departments and programs are: Africana Studies; American Studies; Asian Studies; Economics; Gender and Women's Studies; Geography and Environmental Systems; History; Language, Literacy, and Culture; Media and Communication Studies; Modern Languages, Linguistics, and Intercultural Communication; Political Science; and Sociology and Anthropology. GLOBE majors will take a common core of six courses and choose one of four more specialized tracks: Comparative Globalization Studies; Development, Health, and the Environment; International Affairs; or Regional Studies. Students who choose Regional Studies will pick an area of the world in which UMBC has substantial faculty expertise and curricular offerings (currently Africa, Asia, Europe, Latin America, and the Middle East).

The Global Studies initiative is consistent with a central element of UMBC's mission: to give "academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership". (<http://www.umbc.edu/aboutumbc/mission.php>) By making our graduates more competitive in an increasingly global professional marketplace, the Global Studies B.A. will advance UMBC's mission of contributing to the "educational, economic, and cultural needs of Maryland". ([http://www.umbc.edu/provost/Mission\\_Statement.pdf](http://www.umbc.edu/provost/Mission_Statement.pdf)) The GLOBE initiative is also in line with the University System of Maryland (USM) Strategic Plan, *Powering Maryland Forward*, which pledges that: "Throughout its educational, research, and outreach activities, the USM will strive to produce graduates who are knowledgeable of and sensitive to the cultural, environmental, and technological issues facing a global economy." (<http://www.usmd.edu/10yrplan/index.html>)

A B.A. in Global Studies has long been a UMBC planning priority. In 2003, the *Strategic Framework for 2016*, the University's foundational strategic planning document, called for the addition of "bachelor's programs that increase programmatic options and retention of undergraduates". More specifically, the *Framework* espoused the creation of "new undergraduate programs with modest start-up costs and the potential to achieve significant enrollments (areas related to . . . global/international/area studies should be considered), and the ability to broaden UMBC's array of undergraduate programs". Produced during the follow-up planning process of 2004-2005, the document entitled *Strategic Framework for 2016: Academic Planning Proposals from Clusters* called for a multidisciplinary "international, global, and diversity studies program", and referred to the absence of such a program as a "substantial hole" in UMBC's curricular offerings. The CAHSS planning framework inaugurated in 2008 has consistently placed a Global Studies program as the top undergraduate program priority.

## **B. Adequacy of curriculum design and delivery to related learning outcomes**

GLOBE is a 48-credit major with a study abroad and/or internship requirement. All GLOBE majors will be required to take the following courses:

### Core (18 credits)

- GLOBE 101 – *Introduction to Global Studies* (This will be a broad introduction to central topics, themes, issues, and approaches. It will incorporate instruction on library/research skills and career opportunities in Global Studies. GLOBE 101 will be a writing-intensive course.)
- GLOBE 301 – *Approaches to Globalization* (This will be a survey of how the various participating disciplines conceptualize and analyze the phenomenon of – and the challenges posed by – globalization. It will build on GLOBE 101 by requiring students to engage with more complex materials, methods, theories, and perspectives. Also a writing-intensive course, GLOBE 301 will provide majors with an upper-level cohort bonding experience, as well as prepare them to write excellent capstone papers.)

Students will take four of the following courses, including at least one that focuses on a particular region of the world other than the United States.

- AFST 211 Introduction to Contemporary Africa
- ANTH 211 Cultural Anthropology
- ASIA 100 Introduction to Asian Studies
- ECON 101 Principles of Microeconomics
- ECON 102 Principles of Macroeconomics
- GES 102 Human Geography
- GES 120 Introduction to Environmental Science and Conservation
- GWST 340 Global Perspectives on Gender and Women
- HIST 200 Themes in World History
- MLL 280 Introduction to the Spanish-Speaking World
- MLL 305 Introduction to Intercultural Communication
- POLI 260 Comparative Politics
- POLI 280/281 International Relations

### Upper-Level Electives (18 credits)

Students will choose their tracks and electives from an approved list. Four of their six electives will be “track” courses, leaving two electives open for students to range more broadly. Students may also choose to earn three of their upper-level credits in a structured, track-related, semester-long internship or faculty-supervised independent study. Some 125 electives will be available to GLOBE majors.

Students will also be required to undertake a least one “capstone” writing experience. They will do so by passing with a “C” or above a 300-400 level course designated as a “capstone” by the GLOBE Steering Committee. The Committee will regularly review 300-400 level courses to assess their suitability for this status. By the time they graduate, GLOBE majors will have completed a rigorous research project and written a polished, well-argued research paper on an important contemporary issue in global affairs.

*Language Requirement* (12 credits in addition to the 12-credit GEP requirement)

Students will be required to acquire a significant second-language capability, defined as courses or proficiency through the 302-level in a language other than English. If UMBC does not offer courses through the 302-level in a student's chosen language, the student will be encouraged to meet the requirement through another institution.

*Study Abroad/Internship*

GLOBE majors will be required to study abroad, except under compelling mitigating circumstances (e.g., work or family obligations). Students in such circumstances may seek a waiver of the study-abroad requirement. If a waiver is granted, the student will be expected to undertake a GLOBE-related applied experience (such as an internship with a not-for-profit organization whose mission is to assist in the settlement and acculturation of immigrants and refugees). Whether or not they study abroad, majors will be expected to pursue GLOBE-related internships. With permission, and as appropriate, one three-credit internship may count as one of the student's upper-level electives.

The following is a sample curriculum depicting a hypothetical student's coursework in the International Affairs track.

Degree Requirements: 120 semester hours

<b>Major Requirements</b>	<b>48 Credits</b>
<b>A. Core Courses</b>	<b>18</b>
GLOBE 101 – Introduction to Global Studies	3
GLOBE 301 – Approaches to Globalization	3
<i>Four of the following courses, including one non-U.S. region</i>	
AFST 211 – Introduction to Contemporary Africa	3
ANTH 211 – Cultural Anthropology	3
ASIA 100 – Introduction to Asian Studies	3
ECON 101 – Introduction to Microeconomics	3
ECON 102 – Introduction to Macroeconomics	3
GES 102 – Human Geography	3
GES 120 – Introduction to Environmental Science and Conservation	3
GWST 340 – Global Perspectives on Gender and Women	3
HIST 200 – Themes in World History	3
MLL 280 – Introduction to the Spanish-Speaking World	3
MLL 305 – Introduction to Intercultural Communication	3
POLI 260 – Comparative Politics	3
POLI 280/281 – International Relations	3
<b>B. Elective Courses</b>	<b>18</b>
<i>At least four courses from the International Affairs track list and at least six total courses from the larger GLOBE electives list. Five of the six courses must be at the 300-400 level.</i>	
ECON 280 – The International Economy	3

ECON 311 – Intermediate Microeconomic Theory	3
ECON 312 – Intermediate Macroeconomic Theory	3
HIST 435 – Twentieth-Century American Foreign Policy	3
HIST 480 – Contemporary China, 1949 to the Present	3
POLI 385 – International Security	3
<b>C. Language Courses</b>	<b>12 (beyond GEP)</b>
<i>Any foreign language through the 302 level</i>	12 (beyond GEP)
<b>D. General Education Requirements</b>	<b>51</b>
Arts and Humanities	9
Social Sciences	9
Sciences (one lab component)	9
Mathematics	3
Language	12 (overlap w/ GLOBE)
Global Cultures	6
English 100	3
<b>Electives</b>	<b>21</b>

The objective of the Global Studies program is to educate “global citizens” for the global century ahead. We live in a world that is increasingly interconnected. Globalization requires Americans to be familiar with the world outside our borders and to understand the deep and ever-expanding links between their lives and those of people in other countries. The participating departments and programs envision a GLOBE degree that equips UMBC graduates with the knowledge, language proficiency, and critical-thinking, conceptual, analytical, and writing skills that will allow them both to do well and “do good” in this world of dizzying change. The anticipated GLOBE B.A. combines breadth, depth, rigor, and structure. The breadth and depth stem from the excellent faculty across 12 departments, the content of their teaching, and the four tracks, each designed by an interdisciplinary faculty subcommittee. At the same time, the writing-intensive common core courses, foreign language requirement, capstone project, study-abroad experience, and applied internships comprise a rigorous architecture of classroom, experiential, and applied learning.

In addition to giving our students a liberal arts education, the GLOBE program will help them master skills employers consider professionally desirable. Although specific pedagogical emphases and student learning outcomes will naturally differ across the four GLOBE tracks, it is expected that all GLOBE majors will acquire and demonstrate proficiency in all five categories of “general education competencies”. Oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, information literacy, and technological competency. ([www.umbc.edu/undergrad\\_ed/docs/General\\_Education\\_Competencies\\_0805.pdf](http://www.umbc.edu/undergrad_ed/docs/General_Education_Competencies_0805.pdf)) More specifically, GLOBE majors will acquire: Content-knowledge within and across the GLOBE disciplines, through classroom, online, experiential, and applied learning; an interdisciplinary understanding of globalization, its consequences, and its relevance for their lives; proficiency in a range of professionally useful research skills and methods; critical reasoning, analytical, and problem-solving skills; proficiency in written, oral (including

presentation), and online communication skills; proficiency in a foreign language through the 302-level; and intercultural and comparative empathy through a study-abroad experience.

### **C. Critical and compelling regional or Statewide need as identified in the State Plan**

Goal #1 of the MHEC State Plan is to: “Maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and the nation.” GLOBE will do this by providing a high-quality program that prepares students for the 21<sup>st</sup> century, where “global interconnectedness” and “global engagement”, says the State Plan, are so central to social, economic, cultural, and political developments. It continues: An “excellent postsecondary system acknowledges, engages, and contributes to both local and global communities”. One action recommendation encourages “active participation in international study and projects” by students and faculty.

GLOBE will support Goal #4 of the State Plan by becoming part of UMBC’s strong efforts to emphasize and measure student learning outcomes, in part through its comprehensive student learning outcomes assessment program. Student-centered learning is fundamental to pedagogy in UMBC programs; we also have a Faculty Development Center focusing on teaching and learning. GLOBE will become part of UMBC’s robust assessment program and its progress in course redesign and innovative modes of teaching, including the use of technology, all of which are promoted in Theme #3 of the USM Strategic Plan.

The GLOBE program will support Goal #5 of the State Plan by promoting “the development of a highly qualified workforce”. The education and training provided in the program will prepare students for a rapidly globalizing economy. This is consistent with Theme #2 of the USM Strategic Plan, which includes as a strategy “increasing the number of graduates produced in workforce areas that are key to the state’s ability to thrive and compete”. The proposed program will provide graduates for both public and private agencies requiring expertise in global affairs. Regional institutions like the U.S. Departments of State and Defense, the National Security Agency, U.S. intelligence agencies, and private organizations and businesses need graduates who are familiar with global affairs.

As per Theme #5 of the USM Strategic Plan, this is a program that will “attract, retain, and graduate Maryland’s best and brightest students”, who want and need a Global Studies program to prepare them for a wide variety of professional employment opportunities. It will also help UMBC to attract and retain top faculty with specialties in global studies and affairs.

### **D. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State**

UMBC’s location between Baltimore and Washington, D.C. puts our students within close reach of numerous globally oriented government agencies, corporations, international organizations and not-for-profit groups. A GLOBE B.A., rooted in the liberal arts, will give our students entrée into one of the country’s most dynamic, multicultural metropolitan areas. By the time they graduate, GLOBE majors will possess the intellectual foundation, analytical and writing skills, and language proficiency they will need as they move on to graduate or law



school, or into careers in international business, U.S. government agencies, international financial institutions like the World Bank, human justice organizations, international development agencies, global health organizations, humanitarian-aid and other non-governmental organizations, tourism and travel, intelligence analysis, journalism, the Peace Corps, and the United Nations, among many others.

According to the latest survey data from UMBC's Office of Institutional Research, 35% of recent graduates are pursuing a graduate degree. We believe that GLOBE alumni are most likely to pursue M.A. degrees in international affairs, public policy, or regional studies. Their likely schools of choice include Georgetown University's School of Foreign Service, the Elliott School of International Affairs at George Washington University, The Johns Hopkins University's Nitze School of Advanced International Studies, and the School of International Service at American University.

Because the GLOBE B.A. will be a core, interdisciplinary liberal arts and sciences degree, the occupational categories toward which graduates will trend will be diverse and, we believe, substantial. A number of the occupations that will attract GLOBE degree holders are in the intelligence and national security communities, which, because of secrecy concerns, tend not to publicize the numbers of people they are hiring or the areas in which they are recruiting. Still, it is possible to identify occupations to which GLOBE graduates will be attracted. The U.S. Bureau of Labor Statistics predicts job growth in the following fields between 2010 and 2020: high school teachers (7%), middle school teachers (17%), postsecondary teachers (17%), economists (6%), environmental scientists and specialists (19%), geographers (35%), historians (18%), political scientists (8%), sociologists (8%), and interpreters and translators (42%). (Bureau of Labor Statistics, Occupational Outlook Handbook, <http://www.bls.gov/ooh/>)

DLLR's latest Maryland industry projections predict State job growth in professional, scientific, and technical services; finance; management; educational services; and federal and state government -- all industries and sectors with overseas operations and interests that might hire Global Studies graduates. Specific growth occupations where GLOBE majors might find jobs include: primary, secondary, and postsecondary teachers; managers; social scientists; economists; and historians. (Department of Labor, Licensing and Regulation, Maryland Occupational Projections, 2011-2013, <http://www.dllr.state.md.us/lmi/iandoprojshort/>)

## **E. Reasonableness of program duplication**

The rapid pace of political, economic, social, cultural, and environmental globalization now makes it essential that a program in Global Studies be added as a vital part of UMBC's core undergraduate curriculum in the liberal arts and sciences. Global Studies will be such a core program. Its common core courses (GLOBE 101 and GLOBE 301), choice of four focused, integrated tracks, rigorous language requirement, capstone requirement, study abroad and/or internship requirement, and the proximity to employers, internships, and research opportunities in the greater Washington, DC area -- all in the interdisciplinary context of 12 participating departments and programs in the social sciences and humanities -- represent a combination of program elements that will be distinctive in the state of Maryland.

While there are some potentially comparable programs in the State, none is substantially or significantly similar to the proposed GLOBE program. A distinction must be made between broadly interdisciplinary Global Studies programs like the one envisioned for UMBC, and more traditional “international studies” or “international relations” programs, which are typically centered in a few departments like economics, history, and political science. These traditional programs have considerably narrower curricula than the 12-department GLOBE major. Programs at Goucher College, The Johns Hopkins University, Loyola University Maryland, McDaniel College, and Mount Saint Mary’s University fall into this category.

Six schools in Maryland share a small number of GLOBE’s program elements. Most have no course equivalencies to GLOBE 101 and GLOBE 301, have a less rigorous foreign language requirement, have no tracks or have differently organized and less integrated tracks, and have no capstone requirement. Thirty-five miles from the White House, UMBC is significantly closer to the rich employment, internship, and research opportunities of private, public, and not-for-profit organizations in Washington, DC than all but one of the other schools (Coppin State University, discussed below). It bears noting, too, that UMBC already has deep, extensive ties to globally significant Federal agencies such as the National Security Agency and the National Aeronautics and Space Administration, as well as to the broader intelligence and cybersecurity communities in the region. In sum, it is UMBC’s location and the combination and synergy of GLOBE’s program elements that will distinguish it clearly from every other program in the State. We believe that this new core liberal arts program will be unique, cutting-edge, forward-thinking, and well-matched to both UMBC’s mission and the demands of an increasingly complex, globalizing world.

#### **F. Relevance to Historically Black Institutions (HBIs)**

There are no global or international studies programs at Bowie State University, Morgan State University, or the University of Maryland, Eastern Shore. Coppin State University does have a Global Studies program, offered through its Department of History, Geography, and Global Studies, but it differs significantly from UMBC’s proposed program. In the Coppin State program, there are no core course equivalencies to GLOBE 101 and GLOBE 301. Moreover, the only non-regional track option, “global skills”, has, compared to GLOBE, different emphases -- geospatial technologies; marketing; finance; advertising; social work; adult education; arts; criminal justice; and journalism. Also, it is not a “high-demand” program, enrolling on average only up to a dozen students annually in recent years and graduating on average only one. For these reasons, we do not believe that our program will harmfully impact Coppin State’s program. In sum, we see no potential impact on the uniqueness and institutional identities and missions of the HBIs posed by our proposed program.

We note that the agreement between the State of Maryland and the U.S. Department of Education’s Office for Civil Rights exempts core undergraduate liberal arts and sciences programs from the regulations on non-duplication. The agreement says: “‘unnecessary program duplication’ refers to those instances in which broadly similar academic programs . . . are offered in areas other than the core undergraduate liberal arts and sciences at a TWI and an HBCU that are operated in locations that are geographically proximate to one another”. (Maryland’s Report and the Partnership Agreement between the State of Maryland and the U.S. Department of Education, Office for Civil Rights. <http://mhec.maryland.gov/highered/ocrplan/index.asp>)

**G. If proposing a distance education program, please provide evidence of the Principles of Good Practice**

No distance learning is included.

**H. Adequacy of faculty resources**

The intellectual foundation of the GLOBE program is the diverse, high-caliber CAHSS faculty. More than 60 full-time faculty members from across the humanities and social sciences, all holding Ph.D.s, have teaching and research interests that fall within the ambit of the program. These professors' range of specializations includes: social policy in international perspective; globalization and transnational migration; globalized communication and culture; international trade policy; international law and human rights; global and transnational perspectives on gender; aging in cross-cultural perspective; comparative international education; economic development; post-Communist politics; nuclear weapons, deterrence, and arms control; human dimensions of global environmental change; political economy of climate change; international reproductive rights discourses; U.S. foreign and national security policy; international finance; and many other areas of expertise. Regional areas of interest include: Asian America, Central America, Central Asia, China and Northeast Asia, East Africa, Latin America, the Middle East, Russia and Eastern Europe, South Asia, Southeast Asia, Sub-Saharan Africa, West Africa, and Western Europe. Many faculty members have won significant honors and distinctions for their scholarship.

**I. Adequacy of library resources**

The President assures that appropriate library resources are available to support the needs of this program.

**J. Adequacy of physical facilities, infrastructure and instructional equipment**

The President assures that appropriate physical facilities, infrastructure, and instructional equipment are available to support the needs of this program.

**K. Adequacy of financial resources with documentation**

The President assures that no new general funds from the State are required.

**L. Resources and expenditures**

Anticipated enrollment, revenue, and expenditures appear in the accompanying Tables 1 and 2. Budget projections anticipate a positive balance every year from year 1 through year 5.

The proposed budget for Global Studies is relatively modest. The highest expenditures in Year 1 are for a half-time Lecturer, the Director's stipend, and a half-time administrative assistant. The Program anticipates that two tenure-track faculty members will be hired in Years 2 and 3 (one in each year) to teach in GLOBE, and these hires constitute the highest additional

expenditures in Years 2-5. We anticipate that these two new faculty members will be in one or more of GLOBE's contributing departments, and that there will be space within CAHSS for their offices.

The Department of Political Science currently has adequate office space for the Director, the half-time Lecturer, and the half-time administrative assistant. If enrollments meet or exceed expectations, it is anticipated that the administrative assistant position may need to be converted to full-time.

We see evidence of strong demand for a program in Global Studies at recruiting and yield events, in the number of majors in Political Science (including the Shady Grove program) and Interdisciplinary Studies who concentrate in international studies, and in the number of UMBC students over the years who have voiced their interest in such a program.

Program growth rates are anticipated to be modest. Enrollment projections for Global Studies are based upon a number of assumptions: 1) That student retention rates will mirror those of the larger undergraduate population; 2) that the proportion of first-time students will be roughly equivalent to that of the transfer students; 3) that the program will be comprised of full-time students.

Transfer students are expected to come from General Studies programs in the four large community college systems in Anne Arundel County, Baltimore County, Howard County, and Montgomery County. All of these institutions have specialized, internationally oriented programs of study that will be likely sources of students, and we will work to articulate our program with theirs.

The students represented in the enrollment projections are "net new" students. Additional students already attending UMBC (and not represented anywhere in the table) are expected to declare the major or to double major. In general, the rise from 30 to 155 students from the first to the fifth year follows the anticipated growth rate of the recently established program in Asian Studies.

"Other expenses" include the Lecturer salary and benefits, support to participating departments, start-up costs for new tenure-track faculty, part-time faculty, faculty development, memberships, travel, support to participating departments, and impacts on other colleges. "Support to participating departments" may include reimbursing departments for offering additional language, special topics, and/or other elective courses, as well as covering costs for replacing one course per year for each track coordinator. Equipment-related costs and a Library allocation are also budgeted.

#### **M. Adequacy of provisions for evaluation of program**

UMBC has in recent years continued to refine its robust learning assessment program. Each program at UMBC goes through a comprehensive Academic Program Review (APR) once every seven years. In addition, Department Chairs are responsible for developing appropriate assessment plans for their respective academic degree programs. Student learning outcome goals at the course level support program-level student learning outcome goals, which are in turn

consistent with the university's student learning outcome goals. Assessment plans have been created for all departments, and one will be created for GLOBE soon after the program's inception. On a biennial basis, academic departments submit to the dean of the college assessment reports on student learning outcomes and the use of assessment results to improve student learning. The department also reviews and, if appropriate, revises the department's program-level assessment plan and submits it to the dean of the college for approval. In conjunction with the department's self-study for Academic Program Review, the department includes a summary of direct assessment of student learning outcomes for a sample of the program's courses. The GLOBE program will be subject to these well-established procedures.

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

The proposed Global Studies program is consistent with -- indeed, actively promotes -- the State's minority student achievement goals. Goal #3 of the State Plan calls for the State's college and universities to "ensure equal opportunity for Maryland's diverse citizenry." For the first time in 2011-2012, UMBC's undergraduate student body was less than half white (48.7%). The percentages for the largest minorities were: Asian (20.9); African American/Black (16.1); Hispanic/Latino (4.7); and International (4.3). The remaining 5.3% consisted of the categories American Indian or Alaska Native; Native Hawaiian or other Pacific Islander; Two or more races; and Did Not Self Identify. UMBC continues "to deepen its commitment to diversity as one of its core principles guiding the recruitment and retention of faculty, staff, and students. Diversity is defined at UMBC in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, non-traditional student status, and other important characteristics . . . . UMBC has achieved national recognition as a model campus for its diversity initiatives." (UMBC 2012 "Progress Report on Institutional Programs of Cultural Diversity") The GLOBE program will be accessible to all of UMBC's diverse undergraduate student population, and the program is consistent with UMBC's commitment to minority-student success in the classroom. In addition, the GLOBE initiative supports Goal #3 of the State Plan by providing a program that contributes to students' "cultural competence" and student responsiveness to the "dynamics of cultural difference".

#### **O. Relationship to low productivity programs identified by the Commission**

There is no relationship to a low productivity program.

**TABLE 1: RESOURCES**

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1.Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	\$299,460	\$637,422	\$963,690	\$1,374,282	\$1,741,425
a. #F.T Students	30	62	91	126	155
b. Annual Tuition/Fee Rate	\$9,982	\$10,281	\$10,590	\$10,907	\$11,235
c. Annual Full Time Revenue (a x b)	\$299,460	\$637,422	\$963,690	\$1,374,282	\$1,741,425
d. # Part Time Students	0	0	0	0	0
e. Credit Hour Rate	-	-	-	-	-
f. Annual Credit Hours	0	0	0	0	0
g. Total Part Time Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
<b>TOTAL (Add 1 - 4)</b>	<b>\$299,460</b>	<b>\$637,422</b>	<b>\$963,690</b>	<b>\$1,374,282</b>	<b>\$1,741,425</b>

**TABLE 2: EXPENDITURES**

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	\$37,800	\$124,250	\$213,294	\$218,559	\$223,981
a. # FTE	.25	1.25	2.25	2.25	2.25
b. Total Salary	\$30,000	\$95,000	\$161,950	\$165,909	\$169,986
c. Total Benefits	\$7,800	\$29,250	\$51,344	\$52,650	\$53,995
2. Total Administrative Staff Expenses (b + c below)	\$19,950	\$20,549	\$21,165	\$21,800	\$22,454
a. # FTE	.5	.5	.5	.5	.5
b. Total Salary	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883
c. Total Benefits	\$4,950	\$5,099	\$5,251	\$5,409	\$5,571
3. Total Support Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	\$10,000	\$7,575	\$7,802	\$8,036	\$8,278
5. Library	\$3,000	\$2,000	\$1,500	\$1,500	\$1,500
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses <sup>1</sup>	\$95,270	\$179,908	\$217,579	\$251,284	\$242,505
TOTAL (Add 1 - 7)	\$166,020	\$334,282	\$461,340	\$501,179	\$498,718

<sup>1</sup> "Other expenses" include Lecturer salary and benefits, part-time faculty, impact on other programs, faculty start-up costs and travel.