UNIVERSITY SYSTEM of MARYLAND

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Board of Regents
Committee on Education Policy and Student Life

Tuesday, November 5, 2019
8:30 a.m.

University of Baltimore
Bogomolny Room ~ 5th Floor
Student Center ~ 21 W. Mt. Royal Avenue
Baltimore, MD

Agenda
Public Session

Action Items

1. New Academic Program Proposals
    a. University of Baltimore - Bachelor of Arts in Legal Studies
    b. University of Maryland, College Park - Bachelor of Arts and Bachelor of Science in Immersive Media Design
    c. University of Maryland, College Park - Bachelor of Arts in Religions of the Ancient Middle East
    d. University of Maryland, College Park - Doctor of Public Health
2. Proposal for University of Maryland Eastern Shore to Use Standardized Tests as an Optional Criterion for Admission

Information Items

3. Report: Intercollegiate Athletics FY 2019 Academic Summary
4. Update: William E. Kirwan Center for Academic Innovation
5. Report: Workload of the USM Faculty – Academic Year 2018-2019
6. Report: Opening Fall 2019 Enrollments and FY 2020 Estimated FTE

Action Item

7. Motion to Adjourn

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: New Academic Program Proposal:
University of Baltimore: Bachelor of Arts in Legal Studies

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, November 5, 2019

SUMMARY: The University of Baltimore (UB) proposes a Bachelor of Arts (BA) in Legal Studies that will enable its students to enter a wide range of law-related careers upon graduation. Both national and State research project faster-than-average growth for such jobs.

The program's core courses emphasize practical legal knowledge and skills. Its major electives include courses from government and public policy and criminal justice, as well as from history, philosophy, and communications. This curriculum ensures that graduates will have the ability to apply legal concepts, while also having a strong sense of the context of law and interdisciplinary approaches. In drawing upon UB's wide range of course offerings, the program will allow students versatility and customization to their study. It is designed with upper-division-only courses to facilitate transfer from community colleges and will offer evening courses to accommodate working students.

This BA aligns with UB's existing Master of Arts in Legal Studies, and students in the BA program will have the option of doing an accelerated master's that will give them an enhanced credential faster and at a lower cost. The program's adjacency to the UB School of Law will offer students access to relevant lectures and events, as well as use of the law library and other resources. The closeness of UB to courts, government agencies, law firms, and legal services providers will also give students superior experiential learning options.

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

FISCAL IMPACT: No additional funds are required. The programs can be supported by the projected tuition and fees revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Baltimore to offer the Bachelor of Arts in Legal Studies.

COMMITTEE RECOMMENDATION:		DATE: November 5, 2019
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

October 7, 2019

Robert L. Caret, Ph.D.
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783-1690

Dear Dr. Caret,

Please consider for approval the enclosed proposal for a Bachelor of Arts (BA) in Legal Studies. The University of Baltimore has offered a Master of Legal Studies since the 1980s, and this program leverages the faculty resources of that program to serve undergraduates who seek a law-related career but not necessarily as an attorney. The major is designed entirely with upper-division courses so that it will easily articulate to community college programs in the humanities but also in legal and paralegal studies. The proposed CIP is 22.0000.

Thank you for considering this proposal. If you or your staff members have any questions, please contact Dr. Candace Caraco at (410) 837-5243 or ccaraco@ubalt.edu.

Sincerely,

Darlene Brannigan Smith
Executive Vice President and Provost

Encl.

Office of the Executive
Vice President and Provost

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UNIVERSITY SYSTEM OF MARYLAND PROPOSAL FOR

X New Instructional Program

Substantial Expansion/Major Modification

Cooperative Degree Program

X Within Existing Resources

Requiring New Resources

University of Baltimore
Institution Submitting Proposal

Legal Studies
Title of Proposed Program

BA	Fall 2020
Award to be Offered	Projected Implementation Date

1499-03	22.0000
Proposed HEGIS Code	Proposed CIP Code

Legal, Ethical and Historical Studies	Michele Cotton, JD, PhD; C. Caraco, PhD
Department in which program will be located	Department Contact

410-837-5243	ccaraco@ubalt.edu
Contact Phone Number	Contact E-Mail Address

Signature of President or Designee	Date

A. CENTRALITY TO INSTITUTIONAL MISSION AND PLANNING PRIORITIES

1. Program description and relation to UB mission:

According to its mission statement, "The University of Baltimore offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community." This proposed new program, a major in Legal Studies (LEST) leading to the bachelor's degree, will help prepare students for various law-related occupations. These occupations include:

- Court administration (court clerks, commissioners, other staff)
- Paralegal, legal assistant, and other legal support
- Government agencies and contractors
- Legislative and legal policy staff
- Future practice of law, legal education

This program particularly prepares students for professional roles involving the law that do not require a law degree. However, it will also provide a good foundation for nontraditional students who could decide to pursue a law degree. The University of Baltimore (UB) is the only Maryland institution offering both undergraduate liberal arts majors and a law school, and this proposed program leverages the intellectual and physical resources of the institution to meet student needs and Maryland workforce demands. The program has a number of unique features:

- This major is designed with only upper-division courses, making it as easy to complete for transfer students as for those begin their collegiate career at UB.

- This Legal Studies major will uniquely enable students to engage in particularly valuable internships with the City's legal services providers, social justice organizations, government agencies, law firms, and courts.

  UB's location in Baltimore City puts it close to law firms, social justice organizations, and the courts, and at the center of a mass transit hub connecting the school to the region, which gives this program an unparalleled opportunity in Maryland to connect students to internships and to experiential learning opportunities. For example, UB already offers students a one-of-a-kind internship that runs every semester at the Baltimore City District Court – the Court Navigator Program – in which students assist unrepresented litigants with filling out legal paperwork and navigating their way through the legal system. This internship exposes students to experience with legal support, court administration, and government agencies that is especially relevant to many law-related jobs. The Court Navigator Program has received coverage in the *Baltimore Sun* and has been studied by Georgetown Law School's Justice Lab as an innovation in access to justice.

- Students can take advantage of the events and opportunities available at the immediately adjacent law school.

  UB has a law school to which its undergraduates have ready and easy access because

it shares the same campus. This connection and relationship will provide undergraduates in this Legal Studies program with the opportunity to enjoy law school events, benefit from law school resources, and obtain greater knowledge of the law school experience, which will enable them to better understand the legal support roles they may play while also exposing them to law school as a career option.

- Students can tailor their program from a range of courses that are part of UB's Law, Justice and Public Affairs signature area of excellence.

  This Legal Studies program is an interdisciplinary program that draws upon UB's uniquely broad range of coursework in Law, Justice, and Public Service. The curriculum for Legal Studies is designed to allow students to take advantage of relevant offerings across the university. The University has recently suspended its Jurisprudence program and amended its Philosophy, Law and Ethics major. The latter is a GPA-restricted program that provides a strong liberal arts foundation based in philosophy for pre-law students. Students interested in a program of study more directly concerned with practical legal skills and knowledge can be served in the Legal Studies program. While Legal Studies students can benefit from courses in history and philosophy, they also take College of Public Affairs courses in criminal justice, policy, and politics and Legal Studies that focus on practical legal skills and knowledge, such as legal research and trial preparation.

- Pursue a master's degree or an accelerated master's degree, further developing their skills and knowledge to become more competitive for higher-level law-related jobs that do not require a law degree.

  UB already has a master's degree program in Legal Studies – the only one of its kind in the State – so this undergraduate major can also serve as a pathway for some students to that even more intensive instruction in legal knowledge and skills that can improve their career opportunities. Further, students in the proposed program with high grade point averages may also apply to an accelerated bachelor's-master's program, saving them time and money while giving them an enhanced skill set.

2. How the program supports UB's strategic goals and evidence of institutional priority

UB's new strategic plan identifies five signature areas of excellence for its undergraduate education, and this new proposed major fits squarely within one of those areas: Law, Justice and Public Affairs. The signature areas of excellence put particular focus on student pathways that can lead students to appropriate career options upon graduation as well as to relevant graduate programs. The undergraduate Legal Studies program could lead students to non-attorney law-related jobs in courts, agencies, or private practices or to graduate study in the existing Master of Arts in Legal Studies, a Master of Science in Criminal Justice, a Master of Public Administration, or to law school.

3. UB commitment to sustaining the program

The proposed program is an outgrowth of a program UB has offered at least since the 1980s, and the resources needed for this program are already in place. This history and the current context should provide assurance that the University can support this

program. UB long offered a Bachelor of Arts in Jurisprudence that served two constituencies, one likely to go on to law school and one more likely to pursue law-related careers that do not require a law degree. Ongoing evaluation of programs has led us to conclude that UB's Bachelor of Arts in Philosophy, Law and Ethics (PLE) will better serve the law-school-bound constituency that formerly majored in Jurisprudence and do so even better than the now suspended Jurisprudence program did. PLE's heavy emphasis on writing and the philosophical and political underpinnings of law will provide the academic rigor appropriate for such students.

However, PLE serves less well those students likely to pursue law-related careers that do not require a law degree, including many transfer students with paralegal and legal studies associate degrees. Most of these students are not law-school-bound but have a developing knowledge and skill set, and a strong interest in law, that should enable them to engage in a variety of other law-related careers. A close review of the needs of most students looking for an applied legal program led us to propose the curriculum described here. Discussions with community college representatives also shaped the design of the program, which can articulate with two-year legal and paralegal studies programs.

This proposed Legal Studies program curriculum will conserve several existing Jurisprudence courses not slated to become part of PLE, as well draw upon undergraduate versions of courses taught in UB's master's degree in Legal Studies, which was first approved in 1980. These courses emphasize practical knowledge, skills, and experience, and shape a major that serves the constituency of transfer students with paralegal and legal studies associate degrees particularly well, as well as other students interested in law but not necessarily legal practice.

B. CRITICAL AND COMPELLING REGIONAL OR STATEWIDE NEED AS IDENTIFIED IN THE STATE PLAN

The *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt* focuses on three goals:

Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.
Success: Promote and implement practices and policies that will ensure student success.
Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

This program is fully aligned with UB's mission and history of serving first-generation and non-traditional college students; it is an innovative program in an institution that has the success of nontraditional students as its core purpose. UB is now one of the most diverse institutions in the University System of Maryland, with 47% of its population African American and 32% white. UB provides important educational opportunities for working adults and generally helps expand educational access for the State of Maryland. Data from fall 2019 show the African-American graduation rate at UB (for first-time, full-time freshmen) as slightly higher than the graduation rate of all students. Through a new division of Student Success and Support Services and an expanded Academic Learning Center located in the RLB Library, UB continues to promote student success while providing an affordable, quality education delivered at times and in ways appropriate for its largely part-

time and working population.

This Legal Studies program will expand students' educational opportunities and choices by providing them with an affordable, flexible, well-located, and enriched program that should allow them to seek and obtain a wide-range of law-related jobs in the region. This Legal Studies major would help ensure equitable access to affordable, quality postsecondary education for Maryland residents interested in obtaining law-related jobs. UB especially serves employed, adult, and "commuter students," and they presently have few alternatives for such instruction. Indeed, UB has a well-recognized role in improving students' social mobility that this program would continue to promote by preparing these nontraditional students for meaningful middle-class jobs.

This program would focus on student growth and development in an area of knowledge that not only meets workforce needs, but also is inherently engaging and will enable its graduates to better address important societal needs for individual and social justice. The structure of this program also helps students explore their career options and interests because it exposes them to, and outfits them for, a range of possibilities, from legal support, to court administration, to government agency and government contract work, to legislative analysis, to the practice of law, and to many types of jobs that require legal knowledge and skills. [See Strategy 5 of State Plan – serving the needs of traditional and nontraditional students.]

As a program that focuses on upper-division instruction, this Legal Studies major should be particularly well-suited to transfer students from the many community colleges in the State, including the twelve community colleges that have legal studies and paralegal studies associate degrees. As a program with a manageable number of credits, it should also enable such students to transfer without losing credits and while maintaining a good opportunity for electives that allow for further exploration and academic growth. [See Strategy 6 of State Plan – facilitate prompt completion.]

The internship opportunities available in the program will expose students to both the kind of work that should be available to them upon graduation as well as to potential employers. For example, the unique Court Navigator internship opportunities available through the program allow students to observe and participate in a variety of activities at the local district court that gives them knowledge and skills and also connections for future employment. [See Strategy 7 of State Plan pertaining to Success – career advising integrated into academic advising.]

C. QUANTIFIABLE AND RELIABLE EVIDENCE AND DOCUMENTATION OF MARKET SUPPLY AND DEMAND IN THE REGION AND STATE:

As noted above, this program will prepare students for careers in legal fields that do not require a JD. With a BA and internship experience, students are prepared for entry- and mid-level jobs in court administration, some government jobs, and as legal support.

1. Market demand and anticipated openings

The April 2018 Bureau of Labor Statistics (BLS) *Occupational Outlook Handbook* indicates that legal occupations generally are projected to grow at 9 percent for the period 2016-2026.[1] The BLS also indicates that paralegal and legal assistant jobs are expected to grow by 15 percent in the next ten years, which is "much faster than the average for all

occupations."[2] The Maryland Office of Workforce Information and Performance (MOWIP) projects even greater growth than does the BLS, indicating that there will be 19 percent growth in such jobs by 2024.[3] The median pay for these occupations is nearly $50,000[4]; they are white-collar jobs available to graduates with appropriate education.

The University of Baltimore commissioned a study by Hanover Research to look at demand for its programs. The company's most recent analysis (third quarter 2018) examining the alignment between academic programs and labor market demands indicates that those seeking paralegal and legal assistant jobs had among the highest hiring rates of all jobseekers.[5] The study found a rate of 69 percent, which was nearly as high as that for teachers and instructors (70 percent) and slightly higher than for database administrators (68 percent) and graphic designers (66 percent).[6] In addition, the *Maryland Daily Record* conducts a Maryland Lawyers Confidence Survey each quarter. Over the surveys for the four quarters of 2017, 23 to 33 percent of law firms responding indicated that they "somewhat" or "strongly" agreed that they would invest in or expand support staff during the next three months. In short, students graduating from this program would have a strong chance of relevant employment.

The LEST faculty collected and examined advertisements from June 2017 to May 2018 from the *Daily Record* for all of the jobs suitable for graduates with degrees in legal or paralegal studies. Jobs advertised there are not all of those that are actually available and also tend to focus on legal support staff, and thus do not represent the full range of jobs in the marketplace that would benefit from applicants with this degree. But there were still 214 apparently discrete advertised openings for those with this type of degree during the one-year period examined.[7] It should further be noted that few of these ads asked for qualifications that the graduates of this undergraduate program would not have (other than those that specified particular amounts of prior experience). This number of job offerings substantially exceeds the number of graduates from legal and paralegal studies programs in 2017 according to MHEC data.

In addition to meeting this demonstrable demand for paralegals and legal assistants and other law-related jobs that do not require a law degree, this program would also prepare a smaller number of students for law school. While the demand for lawyers is not expected to be as robust as for paraprofessional jobs, it will still be a substantial workforce need in Maryland. This proposed program will help address it, by ensuring that nontraditional students from diverse backgrounds who have the potential to be lawyers will also have a pathway to the profession. The BLS projects 8 percent job growth for lawyers in the next ten years[8] and MOWIP projects 14 percent.[9] These jobs pay over $100,000 per year on average.[10]

[1] https://www.bls.gov/ooh/legal/home.htm

[2] https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm

[3] https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml

[4] https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm

[5] The report uses the term "close rate" rather than "hiring rate." According to the author of the report, "JobsEQ states that this can be used as a proxy for hires, which is how we are using the term in the report."

[6] Hanover Research, Q3 2018 Employer Hiring Trends, p. 3.
[7] This number may involve a few repeats, but some efforts were made to avoid duplication.
[8] https://www.bls.gov/ooh/legal/lawyers.htm
[9] https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml
[10] https://www.bls.gov/ooh/legal/lawyers.htm

2. Data on current and projected supply of prospective graduates

There are twelve schools in Maryland that offer a legal or paralegal studies associate degree, creating a significant constituency of potential transfer students for this proposed program. Those schools graduated 124 students with the associate degree in 2017.[11] While not all of these students necessarily want or need a bachelor's degree, many of them will benefit from the further instruction available from an appropriate program and can use that additional improvement in skill, knowledge, and experience to become more competitive in the marketplace. The number of associate degree students, and their limited alternatives for further instruction,[12] indicate that there is likely to be sufficient student demand for this program, even if it were marketed only to community college graduates. However, the program should also draw upon some of the students who choose to pursue a 4-year degree at UB, as well as transfer students who decide to pursue legal studies without first having obtained an associate degree in legal or paralegal studies.

D. REASONABLENESS OF PROGRAM DUPLICATION

The only programs in the state that offer bachelor's degrees in similar areas are the Legal Studies BA at University of Maryland University College (UMUC; soon to be University of Maryland Global Campus), Stevenson University's BA in Legal Studies, and Hood College's BA in Law and Criminal Justice. UB also offers a Criminal Justice program which is distinctly different from the Legal Studies proposed program, and the Hood program is more similar to UB's criminal justice degree than the Legal Studies degree will be.

The UB Legal Studies degree would differ from these programs in the following ways:

It is a more flexible program designed primarily for working adults. It can be completed on a part-time basis, and many classes are offered evenings to accommodate students who work during the day.

1. However, unlike the UMUC program, it is not entirely online, which benefits those students who prefer, and learn better from, face-to-face instruction.
2. It will have a broader curriculum, preparing students to a wide-range of law-related careers. Stevenson's program, which began as a paralegal studies program, and UMUC's online program, which is similar, are more focused on paralegal instruction[13] and are not as interdisciplinary. Hood College's four-year Law and Criminal Justice program identifies two objectives, specifically preparing students for the practice of law and for work in the criminal justice system, neither of which are the focus of UB's proposed Legal Studies program.[14]

[11] Maryland Higher Education Commission, Trends in Degrees and Certificates by Program Maryland Higher Education Institutions 2004-2017 (March 2018).

[12] See Reasonableness of program duplication section below for further discussion.
[13] http://www.stevenson.edu/academics/undergraduate-programs/legal-studies
[14] https://www.hood.edu/academics/programs/law-criminal-justice

3. The UB Legal Studies BA will be especially designed to serve transfer students, consisting entirely of upper-division courses, while these other traditional four-year programs are not specially designed for transfers. UB's proposed program is intended to follow up on community college instruction in legal and paralegal studies with more general instruction oriented to a wider range of law-related jobs, including but not particularly paralegal work. Stevenson University's four-year program was originally designed specifically for paralegal instruction and is ABA accredited for that purpose.[15]
4. It will have a better connection to opportunities. Because of its location in the City of Baltimore – near courts, government agencies, legal services providers, and law firms – it will have a better ability to provide students with internships and to connect them to future employers. Further, in being adjacent to the law school and one of several Law, Justice and Public Service programs at UB, it will offer students more ways to explore and develop their interest in law.
5. It will be in a more accessible location for students who work in the city of Baltimore and those in Maryland metropolitan areas who use public transportation. Unlike Stevenson, UB is easily reached by a number of modes of public transportation from anywhere in the State and region. Hood is located in Frederick and is also not very accessible by public transportation.
6. UB is a public institution, and its tuition is approximately one quarter that of Stevenson and Hood. UMUC has a tuition similar to UB's but only offers online instruction.[16]
7. It will provide its students with a ready pathway to a related Legal Studies master's degree program, including the option of an accelerated master's, offering students access to more extensive instruction not available elsewhere and the opportunity to complete both BA and MA more quickly and at a reduced cost.

Data indicate that there are enough students interested in law-related careers and enough jobs in the marketplace for the small number of institutions that offer Legal Studies bachelor's degrees to maintain thriving programs. Further, there are enough differences between these institutions and their missions to indicate that they serve different constituencies and provide students with appropriate alternatives.

E. RELEVANCE TO HIGH-DEMAND PROGRAMS AT HISTORICALLY BLACK INSTITUTIONS (HBIS)

This program would not have an adverse impact on the State's Historically Black Institutions as it would not compete with their programs. None of those institutions have a program that closely resembles this one.

F. RELEVANCE TO THE IDENTITY OF HISTORICALLY BLACK INSTITUTIONS (HBIs)

This program is not offered at any HBIs in Maryland nor does it infringe on the identity of HBIs.

[15] https://www.umuc.edu/academic-programs/bachelors-degrees/legal-studies-major.cfm

[16] The National Center for Education Statistics College Navigator gives UB's 2017-18 in-state tuition and fees as $8,824, Stevenson's as $36,182 and Hood's as $37,960.

G. ADEQUACY OF CURRICULUM DESIGN, PROGRAM MODALITY, AND RELATED LEARNING OUTCOMES

1. How the program was established and faculty overseeing the program

As described above, this Legal Studies program was developed initially through faculty review of existing programming. The motivating concern was for serving the students who would ordinarily have been attracted to the existing but slated-for-suspension Jurisprudence program and expanding the existing Legal Studies master's degree program (both in the Division of Legal, Ethical and Historical Studies in the College of Arts and Sciences) to try to better meet the needs of such students. Further conversation with faculty in the College of Public Affairs resulted in identifying elective coursework that could help students prepare for various law-related careers. The faculty overseeing the proposed Legal Studies BA are those involved in the Legal Studies master's degree program. Faculty teaching in the program would be drawn from both the College of Arts and Sciences and the College of Public Affairs. (See below at section I for a list of faculty, their titles, and credentials.)

The program was approved through the usual shared governance curriculum processes, and it has had review by faculty in the College of Arts and Sciences and in the College of Public Affairs. It took a substantial period in the curricular review process to make sure that the curriculum reflected the best selection of courses to prepare students for a range of law-related careers.

2. Educational objectives and learning outcomes

The overall objective of this major will be to provide students with the legal skills, knowledge, and experience to be competitive applicants for existing law-related jobs that do not require a law degree. In addition, the program has a secondary objective of helping students who may soon or eventually go on to law school to be well-positioned and well-prepared to pursue that option. Student learning outcomes are designed around these educational objectives.

Student learning outcomes

By completing this program, students will be able to:

1. Employ appropriate technologies and strategies to accomplish tasks that facilitate the achievement of legal objectives.
2. Locate, analyze, and evaluate sources of law and communicate effectively orally and in writing about how such sources help answer legal questions.
3. Demonstrate an understanding of how the legal system works, including how law is developed, interpreted, and enforced, and the roles played by various participants in the legal system.
4. Demonstrate critical thinking and problem-solving skills using knowledge of the law and understanding of the context in which law operates.

These learning outcomes focus on the skills, knowledge, and experience appropriate for students seeking to perform law-related jobs.

3. Assessment

Procedures for evaluating courses, faculty, and learning outcomes

Regular faculty at UB are evaluated through annual performance reviews, progress toward tenure and post-tenure reviews, and student evaluations of individual courses.

Programs participate in regular self-studies that involve evaluation of program performance data and external reviews. The USM Board of Regents regularly reviews these self-studies as well as UB's enrollment and graduation numbers. The self-studies require evidence of student learning assessment and examples of using assessment data for program improvement.

UB program directors engage in data collection and assessment procedures (managed through TaskStream) for courses and programs each semester based on a triennial plan for review of all program student learning outcomes. This direct evidence of course/program assessment is used to formally evaluate the achievement of student learning outcomes for the purposes of course and program revision.

4. Program requirements

The proposed program will require 33 semester credit hours (sch).

18 required credits
15 elective credits

All of the courses in the proposed program have already been taught at the University of Baltimore. Two are Jurisprudence courses that will be revised somewhat so that the student learning outcomes are better tailored to the specific constituency of Legal Studies students rather than the broader audience of the BA in Jurisprudence. Another is a History course that has been redesigned to better suit this constituency. Four are LEST MA courses that have been adapted to undergraduates (all four of which have already been offered to undergraduates).

Required:

HIST 340	American Legal History	3sch	Elizabeth Nix
LEST 401	Legal Foundations	3sch	Michael Moran
LEST 402	Legal Research and Analysis	3sch	Michele Cotton
LEST 403	The Trial Process	3sch	Michele Cotton
JPLA 496*	Internship	3sch	Michele Cotton and Justin Hollimon
JPLA 498*	Capstone Project	3sch	Michele Cotton

[*JPLA courses will be given an LEST abbreviation after approval and PeopleSoft programming adjustments]

Major Electives:

Two courses from the following (College of Arts & Sciences [CAS]):

LEST 400	Topics in Legal Studies	3sch	Various
HIST 325	Prisons and Police in US History	3sch	Joshua Davis
HIST 434	Constitutional History	3sch	History staff
HIST 364	Civil Rights in US History	3sch	Elizabeth Nix
HIST 438	Great Trials in History	3sch	History staff
HIST 440	History of Common Law	3sch	Jason Trumpbour
CMAT 320	Argumentation, Debate & Society	3sch	Jennifer Keohane
PHIL 250	Social and Political Philosophy	3sh	Joshua Kassner

And three courses from the following (College of Public Affairs [CPA]):

GVPP 300	American Political Institutions	3sch	Sheridan Yeary
GVPP 315	Public Policy Analysis	3sch	David Juppé
GVPP 345	The Legislative Process	3sch	Stephen Lafferty
GVPP 348	State and Local Government	3sch	John Willis
GVPP 425	Administrative Law and Processes	3sch	Larry Thomas
GVPP 461	Md Gov Processes and Politics	3sch	John Willis
CRJU 200	Criminal Justice	3sch	Renita Seabrook
CRJU 330	Criminal Law	3sch	Patricia Hall

Note: Students can request to take a second LEST 400 course or second JPLA 496 internship in the place of any of these electives.

This constellation of courses should create efficiencies and synergies, by combining and connecting master's degree graduate students and upper division undergraduate students who are all interested in law-related jobs (and some in going on to law school), and do so under the commonly-understood rubric of Legal Studies. It will also provide an appropriate "home" for some of the students traditionally attracted to the Jurisprudence program that has been suspended but serve the needs of this constituency even better though this coursework focused on legal skills, knowledge, and experience.

5. Course listings and descriptions

Required courses (semester credit hours in parentheses):

HIST 340 American Legal History (3) A general survey of the development of American law from colonial times to the present. Emphasizes the importance of social change and political conflict in legal development. Topics include the reception of English law in the colonies, the establishment of the federal court system and the struggle to modernize American law in the 19th and 20th centuries. Coursework involves the

analysis of original legal documents and materials.

LEST 401 Legal Foundations (3) In-depth exploration of the organization of the American legal system. Examines how law is organized as a field of knowledge and practice and how it functions as an instrument of government and arena of dispute resolution. Also considers the context of law and law's effectiveness in promoting justice and social policies. [A version of this LEST 501 course, modified to make it suitable for undergraduates, is running in Fall 2019.]

LEST 402 Legal Research and Analysis (3) Intensive course on the ways law and regulations are made and interpreted, the sources of legal research and proper styles of legal citation. Students are required to learn how to read and analyze court decisions and to write effectively about legal issues. [A version of this LEST 500 course, modified to make it suitable for undergraduates, ran Spring 2018 and Spring 2019.]

LEST 403 The Trial Process (3) The procedural, evidentiary and strategic aspects of litigation. Introduces the basics of pleadings, discovery, motion practice, rules of evidence and trial techniques. Covers how court cases are initiated, prepared and tried. Includes participation in a mock trial. [A version of this LEST 626 course, modified to make it suitable for undergraduates, ran Fall 2018.]

LEST 496 Internships (3) Working at an organization, government entity or business that provides an experience relevant to Legal Studies. Students may choose from established internship options or propose an independently-arranged internship option for approval. [There are two existing options that may be appropriate, including at the Legal Aid Bureau and at the Baltimore City District Courthouse (the Court Navigator Pilot Project).]

LEST 498 Capstone (3) Students consult with the instructor or another faculty member with relevant expertise to develop a mutually agreed-upon capstone project that employs legal skills and knowledge. Examples include legal memoranda, analyses of legislation, and legal problem-solving proposals. Prerequisite: Permission of Program Director.

Major Electives:

LEST 400 Topics (3) Varying course offering addressing a legal studies topic or cross- listing a graduate course of interest to legal studies majors. Course may be repeated for credit when topic changes.

HIST 325 Prisons and Police in U.S. History (3) Examines the history of such topics as mass incarceration, the origins of urban law enforcement, convict labor, the War on Drugs, the growth of federal law enforcement agencies and how racial inequality has shaped prisons and policing. May not be used to meet major requirements in the BS in Criminal Justice.

HIST 364 Civil Rights in U.S. History (3) Explores how legal institutions, leaders and grass-roots movements in the United States have pursued, debated, and defined the concept of civil rights in relation to race, gender, sexuality, disability, immigration status

and more.

HIST 434 Constitutional History (3) A historical study of the background and establishment of the American Constitution and its political and social effects on American life from 1789 to the 20th century.

HIST 438 Great Trials in History (3) A study of the interplay between society and the conduct and outcome of some controversial criminal trials. With each offering of the course, some of the following trials are studied: Guiteau, Dreyfus, Casement, Sacco- Vanzetti, Scopes, Scottsboro, Hiss and Rosenberg.

HIST 440 History of Common Law (3) A study of the common law of Great Britain and the United States through its development in medieval Europe and into the modern period. Both procedure and substance are emphasized. Parallels the School of Law course but is conducted at an undergraduate level. Credit earned in this course cannot be transferred to the School of Law.

CMAT 320 Argumentation, Debate and Society (3) Issue analysis, evidence evaluation, critical reasoning and counter advocacy. The principles of argumentation and debate are applied through student presentations and critical observation of contemporary debate in legal and legislative bodies. Laboratory fee required.
PHIL 250 Social and Political Philosophy (3) Examines the values and principles that establish and justify societies and that determine the rights and responsibilities of a society to its own members; of the members in relation to each other and to the society as a whole; and of a society in relation to other societies. The course considers the application of these principles to such issues as justice, human rights, political and social institutions, and international relations.

GVPP 300 American Political Institutions (3) The role and interrelationship of the federal, state, and local governments in the formulation and implementation of public policy are examined. Major contemporary issues are explored to illustrate the policy making process. The specific policy issues studied vary from semester to semester.

GVPP 315 Public Policy Analysis (3) Students will gain a foundation in policy analysis -the process of creating, critically assessing and communicating information to determine which of various policy alternatives will best achieve a given goal(s) within the American policy arena. Students will understand the policy process and analysis by: Defining, assessing, and describing public problems; Identifying policy goals and criteria to assess possible strategies; Crafting appropriate policy options by borrowing, adapting, and creating; Analyzing and predicting the effects of alternative policy options; and Communicating policy advice in written and oral presentations. Prerequisites: None.

GVPP 345 The Legislative Process (3) An examination of legislatures in the American system of government. Emphasis is placed on the study of the representative function of legislatures, of the ways in which they operate, and their impact on public policy.

GVPP 348 State and Local Government (3) Emphasis on the organization, powers, and functions of state, local, county, and municipal governments. Government in theory and

practice at different levels in the state of Maryland.

GVPP 425 Administrative Law and Processes (3) The growth of the administrative process in the United States, the necessity for the delegation of legislative authority to administrative agencies, and the need for judicial control of the bureaucracy. Emphasis on federal, as well as State of Maryland, administrative and regulatory processes.

GVPP 461 Maryland Government Processes and Politics (3) A study of the structure of Maryland's three branches of government and their relationship to interest groups, political parties, and public policies.

CRJU 200 Criminal Justice (3) Examines the fundamental concepts of the criminal justice field; the history, philosophy, social development and operations of police, courts, and corrections in a democratic society; and criminal justice careers.

CRJU 330 Criminal Law (3) An examination of the general and specific parts of the substantive criminal law in the United States, its development within historical and societal contexts, and its representation in statutory and case law. Consideration is given to problems of application and interpretation of the written law.

6. General Education and Graduation Requirements:

UB requires 38 credits of General Education:

- Arts & Humanities (9 credits)
- Social & Behavioral Sciences (6 credits)
- Physical & Biological Sciences (7 credits)
- Mathematics (3 credits)
- English Composition (6 credits)
- General Education Electives (7+ credits)

These requirements can be met through UB's freshman program and UB courses certified by a faculty review process to meet the General Education learning outcome requirements. Most requirements may also be met by transfer of courses that meet State general education requirements as outlined in COMAR; UB also requires an upper-division writing requirement (UCOMP) and an upper-division ethics course. The University also has Graduation Requirements that can be met through a variety of general electives, General Education, and major requirements.

The UB Graduation Requirements (GR) are in the following areas:

- Information Literacy
- Technological Fluency
- Oral Communication
- Global Awareness & Diverse Perspective
- Capstone Experience

The requirements for the major and the University can all be met in 120 hours.

Sample schedule for a full-time student *(Easily adapted for a part-time degree – Learning Communities are linked courses for freshmen, but distinct courses that meet requirements are also*

available at other times and in other formats)
(CAS = College of Arts & Sciences; CPA = College of Public Affairs)

Freshman Year (fall)	**Freshman Year (spring)**
Learning Community / Arts & Humanities General Education	COSC100 or COSC150 (Tech Fluency GR)
Learning Community / Social & Behavioral Science General Ed	CMAT201 (Oral Comm GR & GE elective)
Learning Community / IDIS101	Physical and Biological Science (non-lab)
WRIT101**	INFO 110 - Info Lit GR
Gen Ed MATH (options available)**	Social and Behavioral Science Gen Ed
Sophomore Year (fall)	**Sophomore Year (spring)**
Arts & Humanities General Educ. Course	CAS or CPA Major Elective
Physical and Biological Science General Education (with lab)	Global & Diverse Perspective GR elective
CAS or CPA Major Elective	CAS or CPA Major Elective
General Ed Elective	Free Elective
Free Elective	Free Elective
Junior Year (fall)	**Junior Year (spring)**
WRIT300-UCOMP Gen Ed	LEST403
LEST402	CAS or CPA Major Elective
LEST401	IDIS 302 or PHIL301-AHE Gen Ed
HIST 340	CAS or CPA major elective
Free Elective	Free Elective (minor, if student wishes)
Senior Year (fall)	**Senior Year (spring)**
LEST496	LEST498 (meets GR Capstone)
CAS or CPA Major elective	Free Elective (minor)
Free Elective (minor)	Free Elective (minor)
Free Elective (minor)	Free Elective

**Note-If student tests into developmental MATH and/or WRIT100, accommodations to the schedule will be made by First Year Experience advising during 1st and 2nd semesters.

The number of free electives makes it possible for a student to complete a minor if the student wishes to do so. The student could also have the opportunity to complete a minor and enter an accelerated bachelor's to master's program (if accepted to the accelerated program).

7. This program will not have specialized accreditation.

8. The program will not contract with other organizations, although there will be articulation agreements.

9. The UB catalog and website provide information on financial aid, costs, payment policies, and contact information for students with questions.

10. Recruitment, advertising, and admissions materials will clearly and accurately represent

the proposed program and the services available. The University is monitored in these elements by both the USM and the Middle States Commission for Higher Education.

H. ADEQUACY OF ARTICULATION

This program is intended to articulate smoothly with associate degrees from Maryland community colleges. It was designed with Legal Studies and Paralegal Studies associate degree programs in mind and after consultation with faculty at community colleges. UB has other programs that will accept an associate degree in a block transfer, and that could be an option here for Legal Studies and Paralegal Studies students. UB accepts credits not only from AA and AS programs, but also from AAS programs, where some credit may be accepted as general elective credit. UB also has articulation agreements that are more specific, and the BA in LEST would seek to have articulations specific to relevant AAS programs, not just AA and AS programs.

A ***sample*** full-time schedule for transfer from an AAS program in Paralegal Studies appears below. Specifics depend on the requirements of the Paralegal Studies program completed and which general education courses the student in an AAS completed. If a student completed a 3-credit college-level English course, one general education science course of 3 credits, and an oral communications course of 3 credits, plus at least 9 other general education credits as required by COMAR, then the remaining general education can be completed by the sample schedule below (which can easily be adapted for a part-time student; it can also be adapted to include oral communication and other general education or graduation requirement needs):

Course Abbreviation	Course Name/Requirement	Semester after transfer
BIOL 111 (4) or BIOL 121-122 (4) or ENVS 221 (4)	General Education Lab Science (Human Biology with lab or Fundamentals of Biology with lab or Science of the Environment with lab options)	Fall 1
IDIS 302 or PHIL 301	Arts & Humanities Upper-Division Ethics	Fall 1
WRIT 300	Composition – Upper-Division Writing (UCOMP)	Fall 1
LEST 401	Legal Foundations	Fall 1
LEST 400 or other approved major elective	Topics in Legal Studies	Fall 1
LEST 402	Legal Research and Analysis	Spring 1
HIST 340	American Legal History	Spring 1
PHIL 250 or other approved major elective	Social and Political Philosophy [PHIL 250 also meets requirement for Arts & Hum. Gen Ed]	Spring 1
CRJU 200 or other approved major elective	Criminal Justice (also counts for Soc & Beh Science Gen Ed)	Spring 1
Elective	Elective (can complete other Gen Ed or GR requirements)	Spring 1
LEST 403	The Trial Process	Fall 2

JPLA 496	Internship	Fall 2
CRJU 330 or other approved major elective	Criminal Law	Fall 2
Elective	Elective (can complete other Gen Ed or GR requirements)	Fall 2
Elective	Elective (can complete other Gen Ed or GR requirements)	Fall 2
JPLA 498	Capstone Project (GR)	Spring 2
GVPP 300 or other approved major elective	American Political Institutions	Spring 2
Elective	Elective	Spring 2
Elective	Elective	Spring 2
Elective	Elective	Spring 2

Note: Students can request to take a second LEST 400 course or second JPLA internship in the place of any of these major electives.

I. RESOURCES AND FINANCE

1. Adequacy of faculty resources

The following faculty are already teaching the courses designated for the program and are expected to be the faculty relied upon to teach (and continue to teach) the courses relevant to the new Legal Studies program. These faculty, with terminal degrees and institutions, are listed below, along with the courses each are expected to teach.

Michele Cotton, Associate Professor (full time). Ph.D., Brandeis University; J.D., New York University School of Law. Expected to be the Legal Studies BA program director (as well as continue to direct the LEST MA program). Will teach LEST 402 Legal Research and Analysis and LEST 403 The Trial Process. Will also co-teach LEST 496 Internships and supervise LEST 498 Capstone.

Joshua Clark Davis, Assistant Professor (full time). Ph.D., University of North Carolina at Chapel Hill. Expected to teach HIST 325 Prisons and Police in U.S. History.

Justin Hollimon, Adjunct Professor. J.D., Howard University School of Law. Expected to teach LEST 496 Internships.

David Juppe, Adjunct Professor. D.P.A., University of Baltimore. Expected to teach GVPP 315 Public Policy Analysis.

Joshua Kassner, Associate Professor (full time). Ph.D., University of Maryland, College Park; J.D., University of Baltimore. Expected to teach PHIL 250 Social and Political Philosophy.

Jennifer Keohane, Assistant Professor (full time). Ph.D., University of Wisconsin-Madison. Expected to teach CMAT 320 Argumentation, Debate and Society.

Michael Moran, Adjunct Professor. J.D., University of Baltimore School of Law. Expected to teach LEST 401 Legal Foundations.

Elizabeth Nix, Associate Professor (full time). Ph.D., Boston University. Expected to teach HIST 379 Civil Rights in U.S. History.

Renita Seabrook, Associate Professor (full time). Ph.D., Rutgers, The State University New Jersey, Newark. Expected to teach CRJU 200 Criminal Justice.

Larry Thomas, Professor (full time). Ph.D., University of Tennessee. Expected to teach GVPP Administrative Law and Processes.

Jason Trumpbour, Adjunct Professor. J.D., Duke University School of Law; Ph.D., Cambridge University. Expected to teach HIST 340 American Legal History and HIST 440 History of Common Law.

John Willis, Executive in Residence. J.D., Harvard Law School. Expected to teach GVPP 348 State and Local Government and GVPP 461 Maryland Governmental Processes and Politics.

J. Adequacy of library resources

UB is a constituent member of the University System of Maryland, and as such is able to participate in sharing electronically and through interlibrary loan paper documents and a tremendous number of books and journals. The Bogomolny Library at UB is a government repository library, providing resources germane to this major, and the School of Law provides distinct services targeted to legal professionals. Legal research relevant to this program can be done through the library's online legal database resources. The School of Law, located in the state-of-the-art Angelos Law Center, is ABA-approved and a member of the AALS. Thus, the law library has demonstrated its sufficiency in providing legal resources, which will also support this program. UB has long offered online programming, and both libraries are equipped to serve students face-to-face and through online resources.

K. Adequacy of physical facilities, infrastructure and instructional equipment

This proposed major relies on existing classrooms and office space. No new faculty need to be hired, and UB has sufficient instructional technology.

L. Adequacy of financial resources with documentation

Since this program takes advantage of existing, ongoing courses that are already being offered in other programs, it is anticipated that it will impose little additional cost on the University, as its students will mainly enlarge the class sizes of those existing courses. In the early part of program implementation, the small additional numbers of students initially expected should not have much of an impact even on class size. At the same time, the program should increase the revenue for the university, as the LEST BA students pay tuition while attending classes that are already being offered anyway.

It could be the case as program implementation continues past the early years, if the program becomes more successful at attracting students, that it could require an increased commitment of resources. For example, it may be necessary to run more sections of certain classes and/or to run certain classes more frequently. If enough students join the program for such measures to be necessary, these students should also provide the increased tuition revenues to offset such increased costs.

TABLE 1: PROGRAM RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	n/a	n/a	n/a	n/a	n/a
2. Tuition/Fee Revenue (c + g below)	$93,984	$173,142	$219,560	$279,940	$367,500
a. Number of F/T Students	4	6	8	10	12
b. Annual Tuition/Fee Rate*1	$9,096	$9,277	$9,463	$9,652	$9,845
c. Total F/T Revenue (a x b)	$36,384	$55,662	$75,704	$96,520	$118,140
d. Number of P/T Students	5	10	12	15	20
e. Credit Hour Rate	$960	$979	$999	$1,019	$1,039
f. Annual Credit Hour Rate*2	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	$57,600	$117,480	$143,856	$183,420	$249,360
3. Grants, Contracts & Other External Sources	n/a	n/a	n/a	n/a	n/a
4. Other Sources	n/a	n/a	n/a	n/a	n/a
TOTAL (Add 1 – 4)	$93,984	$173,142	$219,560	$279,940	$367,500

Tuition calculation:

*1: The current cost per semester for full-time students is used for year 2. Thereafter a tuition increase of 2% is assumed.

*2: PT students are assumed to be taking 6 credits per semester (2 courses x 3 credits each). The current tuition rate for per-time students is used for year 1. Thereafter a tuition increase of 2% is assumed. There are no program specific fees.

TABLE 2: PROGRAM EXPENDITURES					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below) *	$5,462	$8,193	$12,000	$13,655	$16,386
a. Number of FTE	n/a	n/a	n/a	n/a	n/a

b. Total Salary	$5,462	$8,193	$12,000	$15,000	$18,000
c. Total Benefits	0	0	0	0	0
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and 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	0	0	0	0	0
TOTAL (Add 1 – 7)	$5,462	$8,193	$12,000	$15,000	$18,000

* Program will be taught primarily by current full-time faculty. Most courses are used by more than one program. Certain JPLA courses have been taught in the Jurisprudence program, which is being suspended; JPLA courses will either be converted to Philosophy, Law & Ethics courses or to Legal Studies courses (as noted above). The impact on faculty loads is net zero. Certain courses will be taught by adjunct faculty, all of whom have taught in the existing MA in Legal Studies program. Year 1 expenditures include funding for 2 adjunct faculty members, each teaching one 3-credit course ($2731 per course). Subsequent years include the addition of one adjunct faculty member per year, teaching one additional 3-credit course per year; years 3-5 assume $3,000/3-sch course cost.

L. ADEQUACY OF PROVISIONS FOR EVALUATION OF PROGRAM

The USM oversees academic program review by constituent institutions. Programs engage in self-study with a peer review component on a 7-year cycle. (Specialized accreditation may be used for this process but is not relevant here.) The program review process includes a review of enrollment and graduation numbers, assessment of student learning and how that assessment is used in the service of program improvement, and notable achievements and challenges. The Board of Regents reviews the key data and action plans of each program.

Program assessment is also required for regional accreditation through Middle States.

M. CONSISTENCY WITH STATE'S MINORITY ACHIEVEMENT GOALS

The University of Baltimore is an unusually diverse institution with a strong culture around access and inclusion. About 47 percent of UB students are African Americans and 32 percent white.[18] The University serves nontraditional students, which includes many minority students who are also working adults. The University cannot achieve its academic goals without ensuring the success of minority students.

The University's current strategic plan articulates diversity, equity, and inclusion as central values, and one of the strategic goals is to strengthen UB's commitment to diversity, equity, and inclusion.

N. RELATIONSHIP TO LOW PRODUCTIVITY PROGRAMS IDENTIFIED BY THE COMMISSION – N/A

O. ADEQUACY OF DISTANCE EDUCATION PROGRAMS – N/A The program will be delivered in a face-to-face format.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: New Academic Program Proposal:
University of Maryland, College Park: Bachelor of Arts and Bachelor of Science in Immersive Media Design

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, November 5, 2019

SUMMARY: The University of Maryland proposes to establish a bachelor's program (Bachelor of Arts and Bachelor of Science) in Immersive Media Design through a unique cross-campus collaboration of expert faculty and resources, predominantly in Studio Art and Computer Science. The field of Immersive Media Design encompasses a broad spectrum of practices drawing from both the creative arts and computing sciences, including augmented and virtual reality, computer graphics and game programming, digital fabrication, software art, tangible computing, interactive installations, and computer sensing. Immersive Media Design allows for the creation of multisensorial content that actively engages its participants in deep interactivity in both virtual and physical settings. The program will contribute to economic sectors and industries that are focal points for Maryland, including defense, life sciences, computing, virtual gaming technologies, and digital health care.

Along with a set of core major requirements, the proposed major has two tracks, allowing students to pursue either the artistic or the computing side of the degree. Students in the Computing Track will take 77 credits and earn a Bachelor of Science; Students in the Emerging Creatives Track will take 59 credits and earn a Bachelor of Arts.

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

FISCAL IMPACT: No additional funds are required. The programs can be supported by the projected tuition and fees revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from University of Maryland, College Park to offer the Bachelor of Arts and Bachelor of Science in Immersive Media Design.

COMMITTEE RECOMMENDATION:		DATE: November 5, 2019
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

UNIVERSITY OF MARYLAND
OFFICE OF THE PRESIDENT

Main Administration Building
College Park, Maryland 20742
301.405.5803 TEL 301.314.9560 FAX

October 2, 2019

Chancellor Robert L. Caret
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Caret:

I am writing to request approval for a new bachelor's program in Immersive Media Design. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

The proposal was endorsed by the appropriate faculty and administrative committees, and was recommended for approval by the University Senate at its meeting on October 2, 2019. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

Wallace D. Loh
President

MDC
cc: Antoinette Coleman, Associate Vice Chancellor for Academic Affairs
Mary Ann Rankin, Senior Vice President and Provost
Bonnie Thornton Dill, Dean, College of Arts and Humanities
Amitabh Varshney, Dean, College of Computer, Mathematical, and Natural Sciences

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

X	New Instructional Program
	Substantial Expansion/Major Modification
	Cooperative Degree Program
	Within Existing Resources, or
	Requiring New Resources

University of Maryland, College Park
Institution Submitting Proposal

Immersive Media Design
Title of Proposed Program

Bachelor of Arts and Bachelor of Science (two tracks)	**Fall 2020**
Award to be Offered	Projected Implementation Date
0704.00	**11.0804**
Proposed HEGIS Code	Proposed CIP Code
Department of Art and the Department of Computer Science	Brandon Morse (Art) and Roger Eastman (Computer Science)
Department in which program will be located	Department Contact
Morse: 301-405-1462 Eastman: 301-405-2773	Morse: Bmorse1@umd.edu Eastman: reastman@umd.edu
Contact Phone Number	Contact E-Mail Address
Signature of President or Designee	10-2-2019
	Date

A. Centrality to the University's Mission and Planning Priorities

Description. The University of Maryland proposes to establish a bachelor's program in Immersive Media Design (IMDM) through a unique cross-campus collaboration of expert faculty and resources, predominantly in Studio Art and Computer Science. This multidisciplinary major will strengthen the creative, scientific, and scholarly foundations needed to advance the extraordinary potential applications in Maryland of emerging technologies in immersive media. Such technologies include most notably Augmented and Virtual Reality (AR and VR), but also advanced interfaces with projective, gestural and other real time, interactive media that surround or immerse the user. The creation of effective, inventive immersive environments and supporting technologies demands a new way of thinking and teaching. The program will contribute to economic sectors and industries that are focal points for Maryland, including defense, life sciences, computing, virtual gaming technologies, and digital health care. In addition, it will catalyze direct linkages to the computer games industry that is heavily influenced by synergies between computing, education, engineering, art, and design. These disciplines contribute to some of the existing top workforce needs, including positions in software development, computer systems analysis, computer programmers, and graphic designers.

Relation to Strategic Goals. The proposed Immersive Media Design major relates directly to UMD's strategic goals by adding to its STEM program offerings in a rapidly expanding workforce area. The applications for immersive media that include virtual and augmented reality (VR and AR) are vast. This major will serve the University of Maryland's mission in pursuing five strategic goals: 1) developing educational opportunities in immersive media; 2) creating a new multidisciplinary major that offers alternate, yet high-demand academic pathways for students; 3) drawing exceptional undergraduate talent with a nationally-unique program in arts and computing; 4) fostering new opportunities for research, scholarship, and creativity that are interdisciplinary and will define future disciplines for the new media landscape; and 5) synergizing with key economic drivers in Maryland, including the digital media industry.

Funding. Resources for the new program will be drawn from funds allocated to the University by the Governor's Workforce Development Initiative, from the sponsoring departments and colleges, and reallocated funds from the campus. It is anticipated that this major will also be a catalyst for securing multi-institutional research and education grants from nearby federal agencies and other sources.

Institutional Commitment. The program will be administered jointly by the departments of Computer Science (within the College of Computer, Mathematical, and Natural Sciences) and Art (within the College of Arts and Humanities) through a new multidisciplinary partnership. Once the program is established, it is anticipated that other departments and colleges will join through their existing faculty expertise in digital media design, digital storytelling, videography and computational storytelling.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

Need. The National Academy of Engineering has identified enhancing virtual reality as one of the grand challenges for the 21st century. VR and AR are on their way to evolving as an eighth mass market, following print, recordings, cinema, radio, TV, the Internet, and mobile technology. Just as mobile technology has connected everyone to the world around them, immersive virtual and augmented reality is the next leap forward in the ever-expanding information revolution. By overlaying, or augmenting, digital information on top of real-world settings, immersive augmented reality allows people from all walks of life—health care professionals, educators, industrial workers, artists, and everyday people—to see and use the information that matters most to them. The creation of such media demands a skill set that represents a blend of training in aesthetics, media theory and formalism concatenated with technically demanding skills in programming, mathematics, and related fields such as data visualization.

State Plan. The proposed program aligns with strategies 7 and 8 in the *Maryland State Plan for Postsecondary Education*.[1] Strategy 7, to "enhance career advising and planning services and integrate them explicitly into academic advising and planning," will be pursued through senior capstone projects in which students use their education to work on real-world applications of immersive media. A required component of the capstone year of the IMDM program is that each student work with an external mentor. While the mentor can come from within the university community, students will be encouraged to identify a professional from a relevant industry or field outside the campus. The IMDM curriculum is also ideally suited to address strategy 8, which is to "develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness." The State Plan also specifically outlines trends that underscore the need for educational innovation to include the need for more high-tech, cyber security, health, and education workers. The IMDM program explicitly addresses this need.

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

Broadly speaking, the field of Immersive Media Design encompasses a constellation of industries from computer science, entertainment, game design, graphic design, industrial design, the fine arts, architecture, and other related fields. Virtual and Augmented Reality as a field unto itself is in its infancy, and as such, employment and market data are sparse. While market projects vary considerably, all indicate that AR/VR as a field is set to expand rapidly over the next five to ten years. A 2019 five-year projection of total AR/VR spending by Markets and Markets suggests that AR/VR markets will grow from $8B in 2018 to nearly $45B in 2024. A recently updated forecast by Statista predicts $160B worldwide in 2023. Govini – a government spending analysis firm – showed that Department of Defense spending alone on AR/VR grew at a 16.9% compound annual growth rate between 2012 and 2017. Given the importance of federal spending in Maryland, the potential for AR/VR use in governmental training and similar applications is significant. A January, 2017 report by TechCrunch anticipates that by 2021, AR/VR fields could command a market of $108B annually[2], and a recent International Data Corporation (IDC) study shows that spending on AR/VR services will reach $27B in 2018, a 92% increase over spending in 2017; a 2018 IDC study expects a five year compound annual growth rate of 72% (2017-2022)[3].

A campus committee that was formed to explore establishing an IMDM major assessed the student demand for the program by conducting a survey of current UMD students from December 11 to December 16, 2016. Of the 1134 responses received, nearly half of the students (48%) either strongly agreed or agreed that they would have an interest in enrolling in an Immersive Media Design major if it were offered on campus. Majors represented by those who strongly agreed included Computer Science, Art, Electrical/Computer Engineering, and Mechanical Engineering.

D. Reasonableness of Program Duplication

A number of universities within the state of Maryland offer programs that have degree programs that explore, to varying degrees, the overlap of technology and the arts. These include:

1) University of Maryland, Baltimore County – Degrees Offered: BA, BFA Visual Arts with a Concentration in Animation/Interactive Media
2) Bowie State University – Degrees Offered: BS in Visual Communication and Digital Media Arts (VCDMA) with a Concentration in Animation & Motion Graphics, Digital Cinema & Time-Based Media, and Digital Media Arts

[1] Maryland Higher Education Commission. (2017): *Maryland State Plan for Postsecondary Education.*
[2] https://techcrunch.com/2017/01/11/the-reality-of-vrar-growth/
[3] https://www.zdnet.com/article/demand-for-augmented-and-virtual-reality-expected-to-soar-this-year/

3) University of Maryland, Baltimore County – Game Development track in the Computer Science BS degree
4) Notre Dame of Maryland University – Degree Offered: Digital Media Arts BA
5) Maryland Institute College of Art - Degrees Offered: BFA Animation, Interaction Design and Art; MFA Illustration Practice
6) Salisbury University - Degrees Offered: BA, BFA Art with a New Media Track. Note: Video, Audio, Animation, Web Design, and Screen Graphics are all components of the New Media Track.
7) Towson University - Degrees Offered: BFA Art and Design with Concentration in Digital Art and Design, Illustration; MFA Studio Art; Post-Baccalaureate Certificate in Interactive Media Design
8) University of Baltimore – Degree Offered: BS in Simulation and Game Design

An examination of the curricula seems to indicate that an IMDM major at UMD will not replicate these other programs or their learning outcomes, primarily due to a few defining characteristics of what is proposed here. For the most part, the above programs exist within a singular disciplinary home, without the multiple course collaborative experience between the arts and computing proposed here. While encompassing a range of immersive media, the proposed IMDM major also has a unique focus on AR/VR, building on the considerable research strengths of UMD's faculty in this area. Students enter the curriculum as freshmen, rather than adding the digital media component as an addendum to an existing disciplinary program. That said, the emerging market is sufficiently large that it will demand graduates from a large number of programs, institutions, and specific areas of expertise.

E. Relevance to Historically Black Institutions (HBIs)

Of programs in the state at Historically Black Institutions, the 'Visual Communications & Digital Media Arts' program at Bowie State University appears to be the sole program with meaningful overlap in curriculum with the IMDM proposal. This comes in the form of several courses within the Bowie State University program's Digital Media Arts concentration, namely: ART 342 – New Media Public Art Installation, ART 230 – Introduction to Computer Graphics, ART 470 – Self-Promotion & Marketing in the Arts, and ART 479 Animation and Modeling II. Although these courses overlap in subject matter with several courses in the IMDM proposal, they cover subject matter which may be said to be foundational practices within the media, and therefore overlap is expected. The Visual Communications and Digital Media Arts concentrations at Bowie State University are offered entirely within the context of a department of Fine and Performing Arts. The program does not have the similar interdisciplinary bent as put forth in this proposal. Further, there is no mention of software development, tangible computing, digital fabrication, and related Immersive Media Design fields within the curriculum at Bowie State University. With this in mind, we do not anticipate that the IMD program will adversely affect the existing program at Bowie State University.

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

UMD has already established itself in the field of Augmented and Virtual Reality through its extensive research program affiliated with the University of Maryland Institute for Advanced Computer Studies (UMIACS). Accordingly, the proposed program is not expected to have an impact on the uniqueness or institutional identity of any Maryland HBI.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

Curricular Development. The IMDM curriculum was developed over several years, starting with a campus-wide committee that began convening in 2016, chaired by Dr. Amitabh Varshney, who is presently the Dean of the College of Computer, Mathematical, and Natural Sciences. More recently, the detailed structure of the curriculum emerged from a collaboration of faculty within the departments of Computer Science and Art. The team consulted with working professionals in relevant fields and explored similar programs at other

universities. The design of the curriculum was influenced by work undertaken by the Institute of Electrical and Electronics Engineers (IEEE) through its Digital Reality Initiative (https://digitalreality.ieee.org/). There is also significant interest from other units on campus that may result in a proposal to expand the major into other areas, such as storytelling and computational journalism, in the future.

Faculty Oversight. The University of Maryland Institute for Advanced Computer Studies (UMIACS) will initially serve as the home for the program. The governance structure will consist of an academic director, advising and administrative staff, and faculty who have responsibility for development or delivery of the IMDM-specific courses.

Appendix A has a listing of faculty involved in the program along with their credentials.

Educational Objectives and Learning Outcomes. The program consists of two tracks, a Bachelor of Science track (track 1) that is more focused on computing, and a Bachelor of Arts track (track 2) that has a stronger focus on Art, although much of the coursework is designed to be in common so that students from both areas will interact with each other and collaborate on projects. However, the learning outcomes from each track differ as a result of their two foci.

Upon graduation from the program, students in both tracks of the major will demonstrate:

1. Technical proficiency, skill, and contextual knowledge of immersive media technologies, products, and applications so as to produce physical and digital works that are technically proficient, aesthetically engaging, and which demonstrate conceptual sophistication.
2. Deep learned cross-disciplinary problem-solving and collaborative skills in both technical and creative arenas.
3. Knowledge and proficiency in user-centered practices as they pertain to the development and application of immersive media projects.
4. Capacity to adapt to new technologies, concepts and processes as well as anticipate new technical and conceptual developments in this emerging field.

Upon graduation from the program, students in Track 1 (Computing) will demonstrate:

1. Technical proficiency in the development of coding structures and algorithms central to the practices of immersive media
2. Fluency in the methodologies of computer graphics programing for real-time and AR/VR contexts.
3. Ability to create and implement user-facing tools and algorithms for immersive media design.
4. Ability to critically evaluate and apply relevant areas of immersive media scholarship.
5. Ability to anticipate and adapt to the advent of new technological concepts, methods and practices in the field.

Upon graduation from the program, students in Track 2 (Emerging Creatives) will demonstrate:

1. Ability to effectively communicate ideas and concepts visually through the use of immersive media conventions.
2. Technical proficiency in common methods of content creation for immersive media such as creative coding, digital fabrication, physical computing, and 3-D modeling.

3. Ability to critically evaluate works of creative technology in terms of their formal, conceptual, historical and social impacts.
4. Ability to appropriately couple new technologies with traditional media in the creation of tangible immersive media projects.
5. Ability to market and promote ones work through portfolio development and business planning.

The degree to which the IMDM is meeting its goals will be assessed by means of the program's Learning Outcomes Assessment Plan (Appendix B).

Institutional assessment and documentation of learning outcomes. Undergraduate programs complete annual assessments, with each learning outcome evaluated at least once in a four-year cycle. Programs report findings each fall in summary form following a template structure and are informed by a "best practices" guide and a rubric. Assessment summary reports for each college are collected by the College Coordinator, who works to promote high standards through support and guidance to programs and with continuous improvement practices.

Course requirements. The IMDM major consists of 120 credits. In both IMDM tracks, Track 1 (Computing) and Track 2 (Emerging Creatives), students take a set of CMSC, ARTT and IMDM courses as part of the major, so that all students are introduced to the practices of the base disciplines. In the first year, both tracks take IMDM101 (Introduction to Immersive Media) and IMDM150 (Introduction to Digital Media Theory and Culture). In the fall, IMDM101 students will be introduced to the practice of immersive media, both experiencing and creating examples, with a group project to introduce the collaborative nature of the field. This course will be self-contained for students who elect not to continue. In the spring, IMDM150 students will approach immersive media from a larger, theoretical and cultural context, to understand the historical and social aspects.

In the second year, both tracks take IMDM227 (Introduction to Computational Media) and IMDM290 (Collab. Studio I: Image + Time). In IMDM227, students will build more substantial immersive media projects, with an emphasis on interactive technologies and virtual/augmented reality. In IMDM290, students will take that technology knowledge, plus knowledge from ARTT and CMSC courses, and work in collaborative, cross-disciplinary groups to build projects of their own initiative and design.

The third year will focus on developing specific artistic, technical and programming skills that they will explore in a collaborative studio course. Track 1 majors will take IMDM327 (Augmented and Virtual Reality) in the fall, and further develop skills in this technology. Track 2 majors will take a digital ARTT digital course. Then both will take IMDM390 (Collab. Studio III: Experiential Computing) in the spring to again work collaboratively on innovative projects, either of their design or chosen from projects offered by external mentors. The fourth year focuses on a Capstone experience in which students will initiate, carry out and exhibit substantial projects of their own design, or in coordination with external mentors.

In both tracks the four-year plans are designed so majors can take more CMSC or ARTT, as appropriate, to strengthen their mastery of each field, as well as electives from other disciplines and General Education.

A steady state enrollment of about 300 students is anticipated, with about 40 per year in track 1, and 20 per year in track 2. Given the high demand for computing-related degree programs at UMD, the major will be reviewed for limited enrollment status, requiring students to either be admitted to the program at the time of matriculation or to complete a set of gateway requirements before officially declaring the major. Students intending to enroll in track 1 will be required to meet the gateway requirements for the Computer Science major. All students (both tracks) will require a portfolio review at 45 credits, similar to what is required for

the Graphic Design track of the Art major. All interested students will be able to take the gateway courses before 45 credits.

See Appendix C for course descriptions.

General Education. Students will complete some of their general education requirements by way of fulfilling major requirements (see the table above for which courses count for general education requirement). Otherwise, students will have room in their schedules to fulfill the other general education requirements. The curriculum plans in Appendix D show examples of how students will progress through the major at the same time completing the General Education requirements.

Accreditation or Certification Requirements. There are no specialized accreditation or certification requirements for this program.

Other Institutions or Organizations. No contracts with another institution or non-collegiate organization for this program are anticipated.

Student Support. Students enrolled in this program will have access to all the resources necessary in order to succeed in the program and make the most of the learning opportunity. Students entering the university as either first-time college students or transfer students will learn about the program through their orientation program. Students entering the major as internal transfers will meet with an advisor in the program when they declare the major. Students in the first three semesters of study will be counseled not only by dedicated IMDM academic advisors, but also mentored by faculty and staff within the program with careful attention being paid to a student's potential routes through the program.

Marketing and Admissions Information. The program will be clearly and accurately described in the university website and be marketed at university recruiting events.

H. Adequacy of Articulation

The mathematics, art, and a variety of General Education supporting courses are widely available at Maryland community colleges. Maryland community college students who complete the Associates degree prior to transfer to UMD are deemed to have completed their General Education requirements, with the exception of Professional Writing.

The track 1 introductory computer science courses, CMSC131 and CMSC 132 are available at Montgomery College. The Computer Science (CS) faculty are currently exploring whether these could be taught at some of the other community colleges that are the most common sources of transfer students to UMD. The CS department also offers the opportunity for students to take an exemption exam for some of the course work. It is unlikely that any of the IMDM courses would articulate with existing courses at transfer institution partners, but their requirements may be met through a combination of courses offering similar material. IMDM advisors will work with students to appropriately place them in the curriculum sequence.

IMDM Course Requirements – Track 1 - Computing

Number	Title	Credits
ENGL	ENGL elective (143/245/255/290/294)	3
MATH 140	Calculus	4
MATH 141	Calculus II	4

CMSC 131	Object-Oriented Programming I	4
CMSC 132	Object-Oriented Programming II	4
CMSC 216	Introduction to Computer Systems	4
CMSC 250	Discrete Structures	4
CMSC 330	Programming Languages	3
CMSC 351	Algorithms	3
CMSC Electives	CMSC 4XX (Graphics Programming)	6
ARTT 100	Two-Dimensional Design Fundamentals	3
ARTT 200	Three-Dimensional Art Fundamentals	3
ARTT 255	Introduction to Digital Art & Design Practices	3
Major Elective	ARTT 37x/47x (Digital Media)	3
IMDM 101	Introduction to Immersive Media	3
IMDM 150	Introduction to Digital Theory and Culture	3
IMDM 227	Introduction to Computational Media	3
IMDM 290	Collaborative Studio I – Image + Time	3
IMDM 327	Augmented and Virtual Reality	3
IMDM 390	Collaborative Studio II Experiential Computing	3
IMDM 490	Capstone I	4
IMDM 491	Capstone II	4
	Total required credits	**77**

IMDM Course Requirements – Track 2 – Emerging Creatives

Number	Title	Credits
ENGL elec.	Choice: ENGL: 143 /245/255/290/294	3
MATH 115	Precalculus	3
CMSC 122	Introduction to Programming via Web	3
ARTT 100	Two-Dimensional Design Fundamentals	3
ARTT 110	Elements of Drawing	3
ARTT 200	Three-Dimensional Art Fundamentals	3
ARTT 210	Drawing II	3
ARTT 255	Introduction to Digital Art and Design Practices	3
ARTT 37x	Choice: ARTT: 370 / 371	3
ARTT 47x	Advanced Digital Media choice: 479a/c/d/e	3
IMDM 101	Introduction to Immersive Media	3
IMDM 127	Creative Coding for Digital Media	3
IMDM 150	Introduction to Digital Media Theory and Culture	3
IMDM 227	Introduction to Computational Media	3
IMDM 290	Collab. Studio I: Image + Time	3
IMDM 350	Advanced Digital Media Theory	3
IMDM 390	Collab. Studio III: Experiential Computing	3
IMDM 490	Capstone I	4
IMDM 491	Capstone II	4
	Total required credits	**59**

I. Adequacy of Faculty Resources

Program faculty. Faculty will be drawn primarily from the Computer Science and Art departments. Almost all courses that do not use the IMDM acronym exist and are currently taught. All of the IMDM courses will be new and will constitute additional teaching requirements. As a result, it is anticipated that both units will hire additional faculty to complement their existing strengths. See Appendix A for faculty biographies of those currently expected to teach in the program.

Faculty training. The University offers numerous opportunities for faculty training and support in the classroom, through the Teaching and Learning Transformation Center, workshops by the Office of Faculty Affairs, and by the Division of Information Technology's Learning Technology Design group.

J. Adequacy of Library Resources

The University of Maryland Libraries has conducted an assessment of library resources required for this program. The assessment concluded that the University Libraries are able to meet, with its current resources, the curricular and research needs of the program.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

As a high-tech, studio-based, innovative curriculum, the program will require development of new instructional resources that are not yet in place. These include additional faculty, graduate teaching assistants (TA's), technical and administrative staff, and instructional facilities. A multi-year staffing plan for faculty, TA's, and administrative support has been developed and will be implemented as needed as the program gets underway. The program will need studio space outfitted with appropriate supporting technology including green screens, AR/VR headsets, 3D printer access and other digital fabrication technology. Various spaces exist on campus already, and we are developing a strategy for shared access, along with additional dedicated space. At least one laboratory in the new Brendan Iribe Center for Computer Science and Engineering has been allocated to the program for the AR/VR component, along with a nearby collaborative classroom for shared use. Additional resource needs are included in the budget pages. All UMD students have access to the institutional electronic mailing system. This program is not a distance education program; however, student will have access to the campus learning management system for the elements of the courses that exist online.

L. Adequacy of Financial Resources

Resources for the new program will be drawn from existing instructional resources in the two sponsoring academic units, from some reallocation of central university funds, from one-time expenditures of the University's fund balance for physical infrastructure, and new resources to the university provided through state legislation, for which computing-related degree programs is an identified priority area.

(See Tables 1 and 2 for estimated resources and expenditures)

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (http://www.president.umd.edu/policies/2014-i-600a.html). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (https://www.irpa.umd.edu/Assessment/LOA.html). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (http://www.president.umd.edu/policies/2014-ii-120a.html). Since 2005, the University has used an online course evaluation instrument that standardizes course evaluations across campus. The course evaluation has standard, university-wide questions and also allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

The University as a whole has many ongoing strategies to recruit and retain underrepresented minority students with participation by all academic units. The Education Program Director will be tasked with ensuring that we effectively recruit and retain an appropriately diverse student population. Utmost attention will be paid to ensure that both faculty and staff advisor hires for the new major include individuals who represent, and have experience working with, students from diverse backgrounds.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

N/A

Table 1: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Full-time Faculty (b+c below)	$478,800	$772,624	$1,269,897	$1,307,994	$1,347,234
a. #FTE	4.0	6.0	9.0	9.0	9.0
b. Total Salary	$360,000	$580,920	$954,810	$983,454	$1,012,958
c. Total Benefits	$118,800	$191,704	$315,087	$324,540	$334,276
2. Part time Faculty (b+c below)	$12,000	$24,000	$60,000	$60,000	$60,000
a. #FTE	0.2	0.4	1.0	1.0	1.0
b. Total Salary	$12,000	$24,000	$60,000	$60,000	$60,000
c. Total Benefits	$0	$0	$0	$0	$0
3. Admin. Staff (b+c below)	$139,650	$143,840	$246,924	$254,332	$261,962
a. #FTE	1.5	1.5	2.5	2.5	2.5
b. Total Salary	$105,000	$108,150	$185,658	$191,227	$196,964
c. Total Benefits	$34,650	$35,690	$61,267	$63,105	$64,998
4. Total Support Staff (b+c below)	$133,000	$205,485	$211,650	$217,999	$224,539
a. #FTE	2.0	3.0	3.0	3.0	3.0
b. Total Salary	$100,000	$154,500	$159,135	$163,909	$168,826
c. Total Benefits	$33,000	$50,985	$52,515	$54,090	$55,713
5. Graduate Assistants (b+c)	$148,832	$229,945	$276,318	$325,265	$335,023
a. #FTE	4.0	6.0	7.0	8.0	8.0
b. Stipend	$80,000	$123,600	$148,526	$174,836	$180,081
c. Tuition Remission	$68,832	$106,345	$127,792	$150,429	$154,942
6. Equipment	$60,000	$60,000	$60,000	$60,000	$60,000
7. Library	$5,000	$5,000	$5,000	$5,000	$5,000
8. New or Renovated Space	$500,000	$125,000	$100,000	$100,000	$100,000
9. Other Expenses: Operational Expenses	$80,000	$80,000	$80,000	$80,000	$80,000
TOTAL (Add 1 - 8)	**$1,557,282**	**$1,645,894**	**$2,309,789**	**$2,410,591**	**$2,473,759**

Table 2: Resources

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Reallocated Funds	$1,002,282	$1,090,894	$1,754,789	$1,855,591	$1,918,759
2. Tuition/Fee Revenue (c+g below)	$0	$0	$0	$0	$0
a. #FT Students	50	100	250	300	300
b. Annual Tuition/Fee Rate	$13,575	$13,982	$14,402	$14,834	$15,279
c. Annual FT Revenue (a x b)	$11,600	$23,200	$46,400	$46,400	$46,400
d. # PT Students	5	10	20	20	20
e. Credit Hour Rate	$565	$582	$600	$618	$636
f. Annual Credit Hours	20	20	20	20	20
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	$555,000	$555,000	$555,000	$555,000	$555,000
TOTAL (Add 1 - 4)	**$1,557,282**	**$1,645,894**	**$2,309,789**	**$2,410,591**	**$2,473,759**

"Other Sources" refers to the Governor's Workforce Development Initiative funding provided to support technical staff and infrastructure for development and ongoing support of the program.

The university is not anticipating overall enrollment growth as a result of this major, rather a shift in major selection by matriculating students. Therefore, no new tuition revenue is assumed in identifying resources. Resources will come from redirection of tuition revenue at the campus level, some reallocation of instructional resources from the collaborating departments, fund balance use for one-time funding for physical renovations, and from other reallocated resources within the university.

Appendix A: Faculty and Organization

Faculty Name	Title/Expertise	Credentials	Potential courses taught in program:
Brandon Morse	Associate Professor, ARTT Digital and physical instantiation of generative systems, video and installation works. Full-time.	MFA, Art & Technology from The Ohio State University	ARTT37x/47x IMDM470 IMDM390 IMDM490 IMDM491
Shannon Collis	Associate Professor, ARTT Digital installations and interactive environments. Full-time.	MFA, University of Alberta with post-graduate work in Digital Media and Computation Arts	ARTT255 ARTT37x IMDM290 IMDM490 IMDM491
Justin Strom	Associate Professor, ARTT Mixed-media print, digital imaging. Full-time.	MFA, University of Wisconsin-Madison	ARTT34x IMDM290 IMDM490 IMDM491
Cy Keener	Assistant Professor, ARTT Digital fabrication and media. Full-time.	MFA, Stanford University M.Arch, University of California, Berkeley	ARTT37x ARTT47x IMDM390 IMDM490 IMDM491
David Jacobs	Professor, CMSC AI and Robotics, Computer Vision and Machine Perception. Full-time.	Ph.D., Massachusetts Institute of Technology	CMSC426
David Mount	Professor, CMSC Algorithms and Theory, Information Retrieval and Geographic Information Systems (GIS) . Full-time.	Ph.D., Purdue University	CMSC425
Matthias Zwicker	Professor, CMSC Graphics Visualization and VR AR. Full-time.	Ph.D., ETH Zurich	IMDM327 CMSC427
Dinesh Manocha	Professor, CMSC AI and Robotics, Graphics Visualization and VR AR, High Performance and Scientific Computing. Full-time.	Ph.D., University of California at Berkeley	CMSC427
Larry Davis	Professor, CMSC Computer vision, Artificial intelligence, High performance computing. Full-time.	Ph.D., University of Maryland	CMSC426
Cornelia Fermuller	Assoc. Research Scientist, CMSC Bio-inspired solutions for active vision. Full-time.	Ph.D., Technical University of Vienna	CMSC426
Huaishu Peng	Asst. Professor, CMSC Human Computer Interaction, IoT and Wearables Technology. Full-time.	Ph.D., Cornell University	IMDM101 IMDM227 CMSC434
Roger Eastman	Professor of the Practice, CMSC	Ph.D., University of Maryland	IMDM101 IMDM227 IMDM327

	AI and Robotics, Computer Vision and Machine Perception, Graphics Visualization and VR AR. Full-time.		CMSC425 CMSC426 CMSC427
Evan Golub	Senior Lecturer, CMSC Human Computer interaction, ubiquitous computing, computer science education, information technology and non-majors. Full-time.	Ph.D., University of Maryland	IMDM101 IMDM227 IMDM327 CMSC434

Appendix B: Learning Outcomes Assessment Plan

The IMDM program will work to set, monitor, and maintain high standards for the program under a shared vision of an excellent student learning experience leading to outstanding educational outcomes. The program will apply these standards to courses, activities, advising, faculty effectiveness, administrative services and technical support for students, and regular assessment under the standards will be used to guide the development and revision of curriculum and services for continual improvement.

The program goals, outcomes, courses and services will be assessed regularly under an Assessment Plan developed and monitored by the Undergraduate Programs Committee (UPC), and consistent with UMD Undergraduate Program Learning Outcomes Assessment Plan. The program plan will lay out responsibilities, metrics, timelines and procedures for assessment. Performance of the overall curriculum will be assessed by two factors: direct evaluation of student mastery of program learning outcomes during the senior year, and indirect evaluation by tracking of alumni career performance over time. To assess senior year mastery, selected senior projects and portfolios will be evaluated by faculty and external partners under metrics developed by the UPC. To evaluate professional success, the UPC will work with the Career Center to appropriately track initial placement and mid-career status, and survey graduate and employers.

Performance of individual courses and course outcomes will be regularly assessed on a rotating basis, with a subset of courses assessed in detail each year and all courses assessed every four years. The focus will be on IMDM courses for which the program has primary responsibility, with coordination with assessment processes in departments (notably CMSC and ARTT) which support the program with required courses. Mastery of course material will be assessed by performance on examinations or projects as appropriate for the course. The Undergraduate Program Committee will direct assessment of the curriculum and courses, with assessments conducted annually in the spring semester, beginning in the first year of the program. The Undergraduate Program Committee will direct the assessment process. Assessments will be conducted annually in the spring semester, beginning in the first year of the program. The assessment report to the Provost each fall will include the results of the assessment and recommendations for program improvement that are based on these results.

Performance of administrative and technical support services will be evaluated regularly by the program administration in consultation with the UPC to ensure high quality delivery to students of services such as course technology, learner support, advising and accessibility.

Appendix C: Course Descriptions

Note: IMDM courses have not yet been created and therefore are not in current undergraduate catalog. They will be created once the program proposal is approved.

IMDM course listings

IMDM 101 – Introduction to Immersive Media (3 credits)
Prerequisite: N/A
IMDM 101 is an introduction to the basic practices, concepts and issues in the field of Immersive Media Design. This course is a hybrid studio / lecture course in which students will work collaboratively in teams to complete both research and practical projects related to the field. Topics covered include creative labs with software and interactive hardware, surveying the contemporary and historic works of Immersive Media Design, and speculative project design.

IMDM 127 – Creative Coding for Digital Media (3 credits)
Prerequisite: N/A
An introduction to program supported by exercises in creative coding, creating code for algorithmic and interactive art. Students will use a problem-driven approach to design and build software for the visual and auditory arts. The course also includes an introduction to a wide variety of issues relating to computational including software design and construction, supporting mathematics, and how computational approaches impact artistic choice. The course assumes no background in programming and is targeted to students with a broad diversity in backgrounds and interests.

IMDM 150 – Introduction to Digital Media Theory and Culture (3 credits)
Prerequisites: N/A
IMDM 150 is an introduction to the fundamental structures and themes of digital culture in contemporary society as related to immersive media. This course will provide examples of contemporary works of Immersive Media Design, New Media Art, and emerging cultural technologies to demonstrate pathways towards becoming active producers, critics, and consumers of digital culture. It will explore the dynamic interplay between culture and emerging digital technologies and examine the many ways in which they influence our lives.

IMDM 227 - Intro to Computational Media (3 credits)
Prerequisites: IMDM 127 or CMSC 131
IMDM 227 is an introduction to practices in computational media as they pertain to the implementation and creation of virtual and augmented reality applications. This course will cover this subject matter from both technical and aesthetic viewpoints. Students are introduced to basic programming constructs, digital asset creation processes, algorithms, and data structures associated with Augmented and Virtual Reality (AR/VR) production pipelines.

IMDM 290 – Collaborative Studio I: Image + Time (3 credits)
Prerequisites: IMDM 101, IMDM 150, ARTT255, IMDM 227, Candidate Portfolio Review
IMDM 290 is concept-driven team-taught studio course in which you will work together in groups to create intellectually engaging and technically innovative works of time-based media. It bridges the technical and creative tracks of the major to expose students to the process of working collaboratively on team-based projects in a manner that reflects contemporary practices in the fields of art, design, and creative technical industries. Topics include image manipulation, audio/video production, generative and procedural image manipulation processes, as well as effective teamwork, exhibition, installation and presentation design.

IMDM 327 – Augmented and Virtual Reality (3 credits)
Prerequisites: IMDM227, CMSC132
Introduction to mechanisms and programming for virtual reality, augmented reality, and related technologies. Covers elements of a standard VR system, including creating, managing and rendering visual and audio VR content, tracking orientation and positions of head mounted display (HMD) and controller, rendering stereo imagery for VR headsets, and implementing approaches for user interactivity.

IMDM 350 – Advanced Digital Media Theory (3 credits)
Prerequisites: IMDM 290
IMDM 350 is a lecture course covering advanced theories and concepts in the fields of immersive media design, new media art, design, and cultural technology. Building on the foundation of IMDM 150, this course looks at ways in which contemporary societal norms are being shaped by game culture, social and mobile media, AR/VR escapism, network aesthetics, hacktivism, open-source culture, neural networks, artificial intelligence, and machine learning, among others. This course addresses the broad range of ways in which the accelerating pace of technological advances influence how we mediate the world around us and examines the environmental, social, political, and ethical implications of its use.

IMDM 351 – Digital Innovation Marketing and Business (3 credits)
Prerequisites: IMDM 290
IMDM 351 is a lecture course in which students research and learn how to implement best practice strategies in building support for wide ranging projects in the fields of applied creativity (such as entrepreneurial ventures, media startups, public media arts and design projects). Students in IMDM 310 will learn how to effectively build a modern promotional portfolio that supports their entrepreneurial, creative, emerging technology, new-media, and artistic endeavors. Topics include portfolio building, grant writing, social media public relations, oral presentation and promotion.

IMDM 358 – Experiential Learning (2-6 credits)
Prerequisites: IMDM 290
IMDM 358 supports those students wishing to seek out professional experience in relevant Immersive Media Design fields. This course is an elective open to students from all tracks of the major who wish to participate in internships in a position or at an organization which will offer real-word experience, knowledge and feedback from mentors working in a relevant field.

IMDM 390 – Collaborative Studio II: Experiential Computing (3 credits)
Prerequisites: IMDM 290, ARTT37x or IMDM 327
IMDM 390 is an intermediate-level concept-driven team-taught studio course wherein students work in groups consisting of students across both tracks of the major. The objective of the course is to create multi-sensorial works of art, design, and cultural technology through the use of inventive digital processes such as 3-D modeling, procedural animation, audio synthesis, and interactivity. Emphasis is placed on the development of works which envelop the viewer or participant and exhibit a physicality which manifests from the ephemera of digital media. Topics covered include: 3-D modeling, digital cinematography and lighting design, digital fabrication, projection design, sound design and electronics.

IMDM 470 – Performative Computing (3 credits)
Prerequisites: IMDM 390
IMDM 450 is a studio course which introduces intermediate and advanced level practices and theories of designing physically interactive immersive media experiences. Through the use of emerging systems of interaction design, digital sensing, fabrication, and display, students explore the methods and processes involved in the creation of materialized media for a broad range of multi-sensorial applications. Topics include

technology-augmented live performance, audio and visual responsive environments, data responsive design, media architecture, site specific new-media installation.

IMDM 490 – Capstone I (4 credits)
Prerequisites: IMDM 390
The first in a two-semester series of courses (with IMDM 491), this team-taught studio course examines the generative process of creating a large-scale immersive media design project. Students will commence pre-production and early-stage production processes for a large-scale capstone project. Topics covered include project ideation, feasibility studies, computational tool-building and pipeline logistics, external mentorship, and in-class peer critiques of in progress work.

IMDM 491 – Capstone II (4 credits)
Prerequisites: IMDM 490
The second in a two-semester series of courses (with IMDM 490), in this team-taught studio course you will complete the process of creating and publicly exhibiting a large-scale immersive media design project. Topics covered include exhibition design, exhibition venue research, public relations, and team-based collaboration.

ARTT Course listings required in tracks 1 or 2

ARTT 100 – Two-Dimensional Design Fundamentals (3 credits)
Prerequisites: N/A
Principles and elements of two-dimensional design. Introduction to visual communication.

ARTT 110 – Elements of Drawing I (3 credits)
Prerequisites: N/A
Fundamental concepts, media, and processes of drawing. Emphasis on observation and representation in combination with individual expression. Subject matter includes still life, human figure, nature, the built environment, and conceptual projects.

ARTT 200 – Three-Dimensional Art Fundamentals (3 credits)
Prerequisites: ARTT 100, ARTT 110
Fundamental concepts of three-dimensional form and space examined through the manipulation and organization of various materials.

ARTT 210 – Elements of Drawing II (3 credits)
Prerequisites: ARTT 110
Continuation of ARTT110 with additional emphasis on color, figure drawing, and contemporary issues.

ARTT 255 – Introduction to Digital Art and Design Processes (3 credits)
Prerequisites ARTT 100, ARTT 110
Introduction to basic software and principles of digital imaging, and how they are applied to art and design. Topics covered: Digital image construction and manipulation, Vector-Based digital techniques layout, typography, etc.), time-based digital techniques (video and audio composition and manipulation), and basic interactivity (web-design). Digital media used to explore visual principles established in ARTT100.

ARTT 370 – Elements of Digital Media (3 credits)
Prerequisites: ARTT 255 or permission of ARHU-ARTT
Exploration of creativity through code and software development, image creation and manipulation, interactivity, and linkages between digital audio and video. Emphasis on issues in contemporary digital art.

ARTT 371 – Digital Video and Sound Installation (3 credits)
Prerequisites: ARTT 255
This course focuses on the acquisition of practical and theoretical skills integral to digital video and sound installation as an evolving form that extends beyond the screen and into site-specific, immersive, and multiple-channel environments. Through technical demonstrations, individual projects, assigned readings, and class discussions, students will develop and extend their understanding of time-based media and installation practices, learn the historical/cultural significance of the medium, and discuss the work of various artists.

ARTT479A – Advanced Digital Media Studio: Code and Form (3 credits)
Prerequisites: ARTT 370
Advanced level course in Digital Media emphasizing contemporary practices and theories in the area of Digital Fabrication. 3-D modeling, 3-D printing and related digital fabrication techniques are covered.

ARTT 479D – Advanced Digital Media Studio: Immersive and Virtual Environments (3 credits)
Prerequisites: ARTT 370
Introduction to the uses of game development software in an artistic context. Practical examination of interactive, immersive and installation art as mediated through the context of real-time computer-generated imagery and game engine methodologies.

Course Descriptions: CMSC Course listings required in tracks 1 or 2:

CMSC 122 – Introduction to Computer Programming via the Web (3 credits)
Prerequisites: None
Must not have completed any courses from CMSC131-499 course range; and must not be concurrently enrolled in CMSC131. Credit only granted for: CMSC106, CMSC122, or INST126**.**
Introduction to computer programming in the context of developing full featured dynamic web sites. Uses a problem-solving approach to teach basics of program design and implementation using JavaScript; relates these skills to creation of dynamic web sites; then explores both the potential and limits of web-based information sources for use in research. Intended to help relate a student's major to these emerging technologies.

CMSC131 – Object-Oriented Programming I (4 credits)
Corequisites: MATH140; and permission of CMNS-Computer Science department
Introduction to programming and computer science. Emphasizes understanding and implementation of applications using object-oriented techniques. Develops skills such as program design and testing as well as implementation of programs using a graphical IDE. Programming done in Java.

CMSC132 – Object-Oriented Programming II (3 credits)
Prerequisites: Minimum grade of C- in CMSC131; or must have earned a score of 5 on the A Java AP exam. Or permission of the department based on satisfactory performance on the department placement exam; and minimum grade of C- in MATH140; and permission of CMNS-Computer Science department
Introduction to use of computers to solve problems using software engineering principles. Design, build, test, and debug medium -size software systems and learn to use relevant tools. Use object-oriented methods to create effective and efficient problem solutions. Use and implement application programming interfaces (APIs). Programming done in Java.

CMSC250 – Discrete Structures (3 credits)
Prerequisites: Minimum grade of C- in CMSC131; or must have earned a score of 5 on the A Java AP exam. Or permission of the department based on satisfactory performance on the department placement exam; and minimum grade of C- in MATH140; and permission of CMNS-Computer Science department

Introduction to use of computers to solve problems using software engineering principles. Design, build, test, and debug medium -size software systems and learn to use relevant tools. Use object-oriented methods to create effective and efficient problem solutions. Use and implement application programming interfaces (APIs). Programming done in Java.

CMSC330 – Organization of Programming Languages (3 credits)
Prerequisites: Minimum grade of C- in CMSC250 and CMSC216; and permission of CMNS-Computer Science department.
The semantics of programming languages and their run-time organization. Several different models of languages are discussed, including procedural (e.g., C, Pascal), functional (e.g., ML, LISP), rule-based (e.g., Prolog), and object-oriented (e.g., C++, Smalltalk). Run-time structures, including dynamic versus static scope rules, storage for strings, arrays, records, and object inheritance are explored.

CMSC351 – Algorithms (3 credits)
Prerequisites: Minimum grade of C- in CMSC250 and CMSC216; and permission of CMNS-Computer Science department.
A systematic study of the complexity of some elementary algorithms related to sorting, graphs and trees, and combinatorics. Algorithms are analyzed using mathematical techniques to solve recurrences and summations.

Course Descriptions: CMSC Course listings recommended in track one

CMSC420 – Data Structures (3 credits)
Prerequisites: Minimum grade of C- in CMSC351 and CMSC330; and permission of CMNS-Computer Science department. Or must be in the (Computer Science (Doctoral), Computer Science (Master's)) program.
Description, properties, and storage allocation of data structures including lists and trees. Algorithms for manipulating structures. Applications from areas such as data processing, information retrieval, symbol manipulation, and operating systems.

CMSC425 – Game Programming (3 credits)
Prerequisites: Minimum grade of C- in CMSC420.
An introduction to the principles and practice of computer game programming and design. This includes an introduction to game hardware and systems, the principles of game design, object and terrain modeling, game physics, artificial intelligence for games, networking for games, rendering and animation, and aural rendering. Course topics are reinforced through the design and implementation of a working computer game.

CMSC426 – Computer Vision (3 credits)
Prerequisites: Minimum grade of C- in CMSC330 and CMSC351; or must be in the (Computer Science (Doctoral), Computer Science (Master's)) program.
Restriction: Permission of CMNS-Computer Science department.
An introduction to basic concepts and techniques in computer vision. This includes low-level operations such as image filtering and edge detection, 3D reconstruction of scenes using stereo and structure from motion, and object detection, recognition and classification.

CMSC427 – Computer Graphics (3 credits)
Prerequisites: MATH240; and minimum grade of C- in CMSC420; and permission of CMNS-Computer Science department. Or must be in the (Computer Science (Doctoral), Computer Science (Master's)) program.
An introduction to the principles of computer graphics. Includes an introduction to graphics displays and systems. Introduction to the mathematics of affine and projective transformations, perspective, curve and

surface modeling, algorithms for hidden-surface removal, color models, methods for modeling illumination, shading, and reflection.

CMCS434 – Introduction to Human-Computer Interaction (3 credits)
Prerequisites: Minimum grade of C- in CMSC330 and CMSC351; and permission of CMNS-Computer Science department. Or must be in the (Computer Science (Doctoral), Computer Science (Master's)) program.
Assess usability by quantitative and qualitative methods. Conduct task analyses, usability tests, expert reviews, and continuing assessments of working products by interviews, surveys, and logging. Apply design processes and guidelines to develop professional quality user interfaces. Build low-fidelity paper mockups, and a high-fidelity prototype using contemporary tools such as graphic editors and a graphical programming environment (e.g., Visual Basic, Java).

Appendix D: Sample Four Year Plans with Benchmarks

The central thread of the major is the sequence of IMDM courses, and most specifically the collaborative studio series IMDM290, 390 and 491/491. We hope to develop cohorts of majors that proceed through these as a group. However, students come to majors with many backgrounds. They may have coursework from high school, they may be an internal transfer from another major, they be an external transfer from another school, or they may have started in ARTT or CMSC and wish to switch. We expect to work on different routes through the major for students of different backgrounds and interests. The major already accommodates artistically minded students in Track 2, and technically minded students in Track 1. We expect to accommodate other variations in the sequence in which students take CMSC and ARTT courses.

Specifically, to accommodate students who wish to emphasize CMSC courses in Track 1, we have a four-year plan "Track 1: Computing – Accelerated Computer Science". For Track 1 students who wish to extend their CMSC sequence over more semesters, we have "Track 1: Computing – Extended Computer Science." The latter allows students to complete more General Education (Gen Ed) courses earlier.

Track 1: Computing – Accelerated Computer Science

	Fall	Spring
Year 1	CMSC 131 - Object Oriented Programming I (4) MATH 140 - Calculus (4) FSAR ARTT 100 - Two-Dimensional Design Fundamentals (3) DSSP IMDM 101 - Intro to Immersive Media (3)[NEW]† Credits: 14 (semester 1)	MATH 141 - Calculus II (4) CMSC 132 - Object-Oriented Programming II (4) ARTT 200 - Three-Dimensional Art Fundamentals (3) IMDM 150 - Intro to Digital Media Theory and Culture (3)[NEW]† DSHU ENGL 101 - Academic Writing (3) FSAW Credits 17 / 31 (semester 2)
Year 2 Benchmark Requirements - Semester three: Successfully complete portfolio review process between 31-47 credits Completion or enrollment in: CMSC 216, 250, IMDM 227, ARTT 255 *Must also meet Limited Enrollment Criteria of Computer Science Major	IMDM 227 - Intro to Computational Media (3) [NEW] CMSC 216 - Intro to Computer Systems (4) CMSC 250 - Discrete Structures (4) ARTT 255 - Intro to Digital Art and Design Practices (3) Gen Ed (3) FSOC Credits: 17 / 48 (semester 3)	CMSC 330 - Programming Languages (3) CMSC 351 Algorithms (3) IMDM 290 - Collaborative Studio I: Image + Time (3) Gen Ed (3) DSNS* ENGL Elective (143/245/255/290/294) (3) DSHU Credits: 15 / 63 (semester 4)
Year 3 Benchmark Requirements - Semester five: Completion or Enrollment in: IMDM 390,Professional Writing	CMSC 4xx Elective (3) IMDM 327 - Augmented and Virtual Reality (3) Gen Ed (3) DSHS* Gen Ed (4) DSNL* Gen Ed (3) DSSP (Non-major) Credits: 16 / 79 (semester 5)	IMDM 390 - Collaborative Studio II: Experiential Computing (3) Gen Ed (3) FSPW Gen Ed (3) DSHS* ARTT 37X / 47X elective (3) Open Elective (3) Credits 15 / 94 (semester 6)
Year 4	IMDM 490 - Capstone I (4) CMSC 4XX Elective (3) Open Elective (3) Open Elective (3) Credits: 13 / 107 (semester 7)	IMDM 491 Capstone II (4) Open Elective (3) Open Elective (3) Open Elective (3) Credits: 13 /120 (semester 8)

* All students must complete two Distributive Studies courses that are approved for I-series courses. The Understanding Plural Societies and Cultural Competence courses may also fulfill Distributive Studies categories. † - offered every semester.

Track 1: Computing – Extended Computer Science

	Fall	Spring

Year 1	CMSC 131 - Object Oriented Programming I (4) MATH 140 - Calculus (4) (FSAR, FSMA) ARTT 100 - Two-Dimensional Design Fundamentals (3) DSSP IMDM 101 - Intro to Immersive Media (3)[NEW]† Credits: 14 (semester 1)	MATH 141 - Calculus II (4) CMSC 132 - Object-Oriented Programming II (4) ARTT 200 - Three-Dimensional Art Fundamentals (3) IMDM 150 - Intro to Digital Media Theory and Culture (3)[NEW]† DSHU ENGL 101 - Academic Writing (3) FSAW Credits 17 / 31 (semester 2)
Year 2 Benchmark Requirements - Semester three: Successfully complete portfolio review process between 31-47 credits Completion or enrollment in: CMSC 216, 250, IMDM 227, ARTT 255 *Must also meet Limited Enrollment Criteria of Computer Science Major	IMDM 227 - Intro to Computational Media (3) [NEW] CMSC 250 - Discrete Structures (4) Gen Ed (3) FSOC ARTT 255 - Intro to Digital Art and Design Practices (3) Gen Ed (3) DSSP (Non-major)* Credits: 16 / 47 semester 3)	CMSC 216 - Intro to Computer Systems (4) IMDM 290 - Collaborative Studio I: Image + Time (3) Gen Ed (3) DSHS* ENGL Elective (143/245/255/290/294) (3) DSHU Gen Ed (4) DSNS* Credits: 17 / 64 (semester 4)
Year 3 Benchmark Requirements - Semester five: Completion or Enrollment in: IMDM 390, Professional Writing	CMSC 330 - Programming Languages (3) CMSC 351 Algorithms (3) IMDM 327 - Augmented and Virtual Reality (3) Gen Ed (3) DSHS* Gen Ed (3) DSNL* Credits: 15 / 79 (semester 5)	IMDM 390 - Collaborative Studio II: Experiential Computing (3) Professional Writing (3) FSPW CMSC 4xx Elective (3) ARTT 37X / 47X elective (3) Open Elective (3) Credits 15 / 94 (semester 6)
Year 4	IMDM 490 - Capstone I (4) CMSC 4XX Elective (3) Open Elective (3) Open Elective (3) Credits: 13 / 107 (semester 7)	IMDM 491 Capstone II (4) Open Elective (3) Open Elective (3) Open Elective (3) Credits: 13 /120 (semester 8)

* All students must complete two Distributive Studies courses that are approved for I-series courses. The Understanding Plural Societies and Cultural Competence courses may also fulfill Distributive Studies categories. † - offered every semester.

Track 2: Emerging Creatives

	Fall	**Spring**

Year 1	ARHU 158 (3) MATH 115 - Precalculus (3) FSMA• CMSC 122 - Intro to Programming via Web (3) ARTT 100 - Two-Dimensional Design Fundamentals (3) IMDM 101 - Intro to Immersive Media (3)† DSSP Credits: 15 (Semester 1)	Gen Ed (3) ENGL101 FSAW • IMDM 127 - Creative Coding for Digital Media(3) [NEW] ARTT 200 - Three-Dimensional Art Fundamentals (3) IMDM 150 - Intro to Digital Media and Theory & Culture (3)† DSHU ARTT 110 - Elements of Drawing (3) Credits: 15 / 30 (semester 2)
Year 2 Benchmark Requirements - Semester three: Successfully complete portfolio review process between 30 & 45 credits ARTT210,255 IMDM 290, 227	Gen Ed (3) FSAR Gen Ed (3) FSOC ARTT 210 - Drawing II (3) ARTT 255 - Intro to Digital Art and Design Practices (3) IMDM 227 - Intro to Computational Media (3) [New] Credits: 15 / 45 (Semester 3)	ENGL Elective (143/245/255/290/294) (3) DSHU Gen Ed (3) DSNS Gen Ed (3) DSHS Gen Ed (3) DSSP (Non-major) IMDM 290 - Collaborative Studio I: Image + Time (3)[NEW] Credits 15 / 60 (Semester 4)
Year 3 Benchmark requirements - Semester five: ARTT 34x, 37x IMDM 350	Gen Ed (3) DSHS Gen Ed (4) DSNL Global Engagement #1 ARTT 37X elective (3) IMDM 350 - Advanced Digital Media Theory (3) [NEW]IS Credits: 16 / 76 (Semester 5)	Professional Writing (3) FSPW Open Elective (3) Global Engagement #2 IMDM 351 - Digital Innovation Marketing and Business (3)[NEW] IS IMDM 390 - Collaborative Studio II: Experiential Computing (3) [NEW] Credits: 15 / 91 (Semester 6)
Year 4	Open Elective 3xx/4xx (3) Open Elective (3) Open Elective(3) IMDM 470 - Performative Computing (3)[NEW] IMDM 490 - Capstone I (4)[NEW] Credits: 16 / 107 (Semester 7)	Open Elective 3xx/4xx (3) Open Elective 3xx/4xx (3) ARTT 37X / 47X elective (3) IMDM 491 - Capstone II (4)[NEW] Credits 13 / 120 (Semester 8)

* All students must complete two Distributive Studies courses that are approved for I-series courses. The Understanding Plural Societies and Cultural Competence courses may also fulfill Distributive Studies categories. † - offered every semester

University of Maryland General Education Requirements Overview

Fundamental Studies: 15 Credits

Fundamental Studies Academic Writing	3	FSAW
Fundamental Studies Professional Writing	3	FSPW
Fundamental Studies Oral Communication	3	FSOC
Fundamental Studies Mathematics	3	FSMA
Fundamental Studies Analytic Reasoning[1]	3	FSAR

[1] If a student passes an Analytic Reasoning course that requires a Fundamental Studies Math course as a prerequisite, then the Fundamental Studies Math course is considered to be fulfilled (e.g., students who place into and pass a calculus course, which counts for FSAR, do not need to take a less advanced Math course to fulfill the FSMA requirement).

Distributive Studies: 25 Credits

Distributive Studies Natural Sciences	3	DSNS
Distributive Studies Natural Science Lab Course[2]	4	DSNL
Distributive Studies History and Social Sciences	6	DSHS
Distributive Studies Humanities	6	DSHU
Distributive Studies Scholarship in Practice[3]	6	DSSP

[2] A second DSNL course can fulfill the DSNS course requirement.
[3] Students learn and practice skills of critical evaluation and participate in the process of applying knowledge in the pursuit of a tangible goal. At least one course must be outside of the major.

I-Series Courses: 6 Credits[4]

The signature courses of the UMD General Education program, I-Series courses investigate a significant issue in depth and demonstrate how particular disciplines and fields of study address problems.

I-Series Course	6	SCIS

[4] I-Series credits may be double-counted with courses taken for the Distributive Studies requirement.

Diversity: 4-6 Credits[5]

Diversity Understanding Plural Societies[6] Courses examine how diverse cultural and ethnic groups co-exist.	3-6	DVUP
Diversity Cultural Competence Courses help students develop skills to succeed in a diverse world.	0-3	DVCC

[5] These credits may be double counted with courses taken for the Distributive Studies requirement.
[6] Students may take either two DVUP courses or one DVUP course and one DVCC course.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: New Academic Program Proposal:
University of Maryland, College Park: Bachelor of Arts in Religions of the Ancient Middle East

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, November 5, 2019

SUMMARY: The University of Maryland, College Park proposes to establish a Bachelor of Arts (BA) in Religions of the Ancient Middle East. The major will offer students the opportunity to explore the world out of which biblical Israel and ancient Judaism, Christianity, and early Islam emerged, as well as the wide array of other religious and cultural beliefs, practices, and institutions that flourished between about 1200 BCE/BC and 850 CE/AD. Religion, and among them specifically Judaism, Christianity, and Islam, is important in public policy and civil society from the local to the international level. This program provides a framework for the study of the emergence of these traditions in a broad historical, cultural, and comparative context. The program also provides instruction in a broad variety of tools and methods including close textual study, archaeology, economic modeling, historical inquiry, and comparative study.

The program is 30-credits. Students take 12 credits of foundational courses and 15 credits of major electives. Students will also take an interdisciplinary Capstone seminar, typically in their final year. The program will also have an optional language track and an optional honors track. In anticipation that many students in the program will use this program as a second major, the program-credit level is set to 30 to allow for students to double major.

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

FISCAL IMPACT: No additional funds are required. The programs can be supported by the projected tuition and fees revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer the Bachelor of Arts in Religions of the Ancient Middle East.

COMMITTEE RECOMMENDATION:		DATE: November 5, 2019
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

UNIVERSITY OF MARYLAND
OFFICE OF THE PRESIDENT

Main Administration Building
College Park, Maryland 20742
301.405.5803 TEL 301.314.9560 FAX

October 2, 2019

Chancellor Robert L. Caret
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Caret:

I am writing to request approval for a new Bachelor of Arts program in Religions of the Ancient Middle East. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

The proposal was endorsed by the appropriate faculty and administrative committees, and was recommended for approval by the University Senate at its meeting on October 2, 2019. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

Wallace D. Loh
President

MDC
cc: Antoinette Coleman, Associate Vice Chancellor for Academic Affairs
Mary Ann Rankin, Senior Vice President and Provost
Bonnie Thornton Dill, Dean, College of Arts and Humanities

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

X	New Instructional Program
	Substantial Expansion/Major Modification
	Cooperative Degree Program
	Within Existing Resources, or
	Requiring New Resources

University of Maryland, College Park
Institution Submitting Proposal

Religions of the Ancient Middle East
Title of Proposed Program

Bachelor of Arts	**Fall 2020**
Award to be Offered	Projected Implementation Date
1510.00	**38.0201**
Proposed HEGIS Code	Proposed CIP Code
The Meyerhoff Center for Jewish Studies	Hayim Lapin
Department in which program will be located	Department Contact
301-405-4734	hlapin@umd.edu
Contact Phone Number	Contact E-Mail Address
Signature of President or Designee	10-2-2019
	Date

A. Centrality to the University's Mission and Planning Priorities

Description. The University of Maryland proposes to establish a new undergraduate major focused on religion and culture of the ancient Middle East. The program will offer students the opportunity to explore the world out of which biblical Israel and ancient Judaism, Christianity, and early Islam emerged, including the wide array of other religious and culture beliefs, practices, and institutions that flourished between 1200 years before, through 850 years after, the beginning of the Christian era (1200 BCE/BC through 850 CE/AD). The major builds upon an existing academic minor in Religious Studies and is designed with a relatively light set of requirements in order to facilitate opportunities for students to double-major with other disciplines. An optional language-enhanced track offers the opportunity for training in several relevant languages such as Greek, Arabic, and Hebrew, and others that are available through partnership with the Big Ten Academic Alliance.

Relation to Strategic Goals. As the Flagship campus, the University of Maryland prides itself on providing enriching and challenging undergraduate educational experiences in the liberal arts and sciences. Its programs in the humanities are closely linked with the area's cultural resources, including the Library of Congress, the National Archives, the Smithsonian, and other local museums. Faculty in the humanities disciplines are leaders in the preservation and interpretation of history and culture. The University offers many opportunities for global engagement so that students graduate with a broader understanding of the world around them, prepared to work on some of the world's toughest problems. The undergraduate major proposed here therefore speaks directly to goals 6 and 7 in undergraduate education of the University's most recent mission statement[1].

Funding. The majority of the coursework for the major will be derived from existing courses in several other disciplines in the humanities, such as history, art history, classics, religion, and languages. As a result, very little in the way of new resources for the program are required to package the courses into a coherent plan of study.

Institutional Commitment. The program will be administratively housed in the Joseph and Rebecca Meyerhoff Program and Center for Jewish Studies within the College of Arts and Humanities, which is the home of an existing major in Jewish Studies and a minor in Religious Studies, from which much of the coursework will be drawn. It is important to note, however, that this program is quite distinct from Jewish Studies, in that its focus is geographical and historical -- it explicitly incorporates study of other languages of relevance in the Middle East and will be delivered as a collaborative effort among faculty in several disciplines including history, classics, and languages.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

Need. The proposed program advances knowledge around a key set of issues about which American culture often appears to lack understanding, especially from a historical perspective. Complex political issues rooted in the rise of Judaism, Christianity, and Islam are debated every day at the local, state and federal level and in the national media. These debates often take place on the basis of opinion or conventional knowledge, frequently based on siloed information within a specific religious community and with biases about others. The goal of this major is to foster a clearer, unsentimental, understanding of origins and the historical past as one factor in decision making, in addition to political, diplomatic, and military factors.

[1] University of Maryland, College Park. (August 1, 2018). University of Maryland Mission Statement. (p. 5). Retrieved January 28, 2019 from: https://www.provost.umd.edu/Documents/Mission-Vision.pdf.

For the Meyerhoff Center, the proposed major represents a specific effort to enhance its ability to reach a more diverse population. Courses that are currently offered by the Meyerhoff Center—and particularly the courses that are at the foundations of the proposed BA program—have often drawn widely from across the campus and many are approved as part of the university's General Education curriculum. However, because the Center is most closely associated with Judaism, its courses end up being too tied to one sub-population to really attract a diverse student body. This proposed major intentionally actively seeks a much broader student body who are interested in Jewish, Christian, and Islamic origins. We note, for example, consistently high enrollment in ancient history courses and the number of heritage students in the DC area, especially of Iranian and Ethiopian descent.

State Plan. The proposed program aligns with the goal of innovation in the *Maryland State Plan for Postsecondary Education*, through creation of an innovative, multidisciplinary program that allows students to explore, through scholarly study, the origins and historical past of a complex set of issues that occupy political debate, diplomacy, and national security on a daily basis. The major promotes diversity and inclusion through its broad appeal to a wide diversity of students.

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

As a liberal arts major, labor statistics do not readily associate religious studies, classics, or ancient history degree programs with specific career objectives. The major is anticipated to provide graduates with important preparatory work in museums, in secondary education, and in various aspects government work associated with the Middle East. Those students who choose to pursue the language track will have unique training in less commonly taught languages. Generally, employment rates for graduates from the College of Arts and Humanities are above 90% upon graduation. The most recent Humanities Indicators Report[2] showed that unemployment rates for humanities degree recipients are not substantially different than the total U.S. average for bachelor's degree recipients, and humanities graduates find significant job satisfaction. Moreover, the program proposed here is specifically designed to be achievable as a double-major with another degree program.

D. Reasonableness of Program Duplication

At present, six institutions in the state offer majors in Religious Studies (Towson University, Hood College, Goucher College, McDaniel College, St. Mary's College of Maryland, and Notre Dame of Maryland University), while another handful (including UMD) offer minors in the field (UMBC, Morgan State, Salisbury University, and Stevenson University; students at Morgan State University can also complete a major in Philosophy that incorporates a religious studies track). Other relevant offerings in the state include a major in Near East Studies (Johns Hopkins University); minors in Arabic and Middle Eastern Studies, Medieval Studies, and Renaissance Studies (Hood College); and a minor in Book Studies (Goucher College).

The proposed program is in conversation with each of these other areas of study, but it overlaps directly with none of them. It will be the only program in the state to focus on the study of religion and culture in the ancient and the Near East in late Antiquity. As such, it will also be the first program in the state to introduce students to the integrated study of Judaism, Christianity, and Islam, in both their origins and their extended historical development.

E. Relevance to Historically Black Institutions (HBIs)

[2] http://humanitiesindicators.org

This program is most comparable to the offerings of Morgan State University, whose department of Philosophy and Religious Studies offers a minor in Religious Studies and a Major in Philosophy with a Religious Studies track. However, while the program at Morgan State offers general instruction in Religious Studies (comparable to the general Religious Studies minor already offered at UMD), the proposed program is more specifically focused in terms of geography, time period, and culture. Other Maryland HBIs, including Coppin State University, Bowie State University, and the University of Maryland, Eastern Shore, include Religious Studies courses in their catalogs but do not provide specific programs in Religious Studies.

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

UMD has already established itself in the field of religious studies, as our Jewish Studies bachelor's program has been offered for many years. UMD has also offered undergraduate coursework in the religions, history, and languages of the ancient Middle East for a number of years. Accordingly, the proposed program would not have an impact on the uniqueness or institutional identity of any Maryland HBI.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

Curricular Development. The University of Maryland has been offering a credential (first, a "citation;" later, a "minor") in Religious Studies since 2001. For most of that time, it has been administered by the Meyerhoff Center for Jewish Studies. While the major in Jewish Studies has experienced a decline in enrollment in recent years, classes in "biblical studies" more broadly conceived (Hebrew Bible/Old Testament, Ancient Near East, Early Christianity, etc.) continue to enroll well. To facilitate the expansion of offerings, the Center has partnered with an expert Islamist from the History department, as well as with archeologists, art historians, and classicists who have expertise in related chronological and geographical fields. Student surveys indicated strong interest in this broader curriculum, and most specifically there was an indication of interest in specific related languages such as Hebrew, Greek, or Aramaic. As a result, the design of the curriculum incorporates an optional enhanced language track for interested students. A steady state enrollment of about 30 students in the major is anticipated.

Faculty Oversight. The program will be overseen by the Meyerhoff Program and Center for Jewish Studies, which also houses the Religious Studies minor. As an interdisciplinary unit, the Meyerhoff Center has a mechanism for granting "Core Faculty Status" to faculties not appointed in Jewish Studies. The faculty oversight committee will initially consist of three faculty from Jewish Studies and one from History and may be extended as the program matures.

Appendix A has a listing of faculty involved in the program along with their credentials.

Educational Objectives and Learning Outcomes. The program's primary objectives are to provide students with a deeper understanding of the history of the Middle East within the context of the development of its three most prominent religions, Judaism, Christianity, and Islam. The major aims to provide a framework for the study of the emergence of these traditions in a broad historical, cultural, and comparative context. The program endorses the view that as *academic* teachers about religion, we encourage students to be "critics"—to cultivate the distance, and to develop the analytical tools to separate their own prior understanding based on their own knowledge or beliefs from those of the people they study, and to question the assumptions and practices of ancient founders and practitioners—rather than to be "caretakers" whose analyses must always be measured against the traditional values of the religious groups including those of contemporary leaders and practitioners.

Program learning outcomes are the following. Successful Majors in Religions of the Ancient Middle East (RAME) will:

- Demonstrate an understanding of fundamental methodological, historical, and/or comparative approaches to the study of religion and culture in the ancient Near East and apply this understanding to specific relevant examples. [Demonstrated through written work or final exam in one of the approved I-series courses]
- Describe and illustrate the development of at least two chronological, geographical, or cultural sub-areas. [Foundations]
- Formulate and defend an argument about religion and culture in the ancient near east informed by the modern scholarship and amply illustrated with reference to ancient evidence. [Demonstrated through written work, potentially including a major research paper, in the capstone course]

In addition to the above, Language track students will demonstrate the ability to use the languages they have studied as a tool for deep engagement with ancient source material.

An Honors track is also anticipated, and in addition to the above outcomes, Honors students will be expected to apply knowledge and approaches to investigate a high-level research question and to defend a thesis that is methodologically informed, makes ample use of ancient textual and/or non-textual evidence as well modern scholarly work, and present the results in clear and well-organized academic prose.

The degree to which the RAME program is meeting its goals will be assessed by means of its Learning Outcomes Assessment Plan (Appendix B).

Institutional assessment and documentation of learning outcomes. Undergraduate programs complete annual assessments, with each learning outcome evaluated at least once in a four-year cycle. Programs report findings each fall in summary form following a template structure and are informed by a "best practices" guide and a rubric. Assessment summary reports for each college are collected by the College Coordinator, who works to promote high standards through support and guidance to programs and with continuous improvement practices.

Course requirements. The RAME major will consist of 120 credits, with 30 credits that are specific to the requirements of the major. This is the minimum standard for an undergraduate bachelor's program, and by design is intended to be relatively light to allow students to double major in this cultural and historical area along with another discipline in the humanities in addition to completing their general education requirements. The major includes foundational courses comprising of one I-Series course (3 credits) and three courses (9 credits) in two or more geographical, chronological, or cultural sub-areas; 15 credits of electives, of which four courses (12 credits) must be at the upper level, and a capstone seminar. Students who wish to pursue the language track will complete an additional six credits in Hebrew, Greek, Arabic, or another relevant language beyond the first-year level. A prerequisite for the language track is 6-12 credits of prior instruction in the relevant language. Honors track students will complete the language track and will have additional requirements based on a plan approved by the University's Honors College. Specific course requirements are as follows; course descriptions are included in Appendix C.

Foundations (12 credits)

One approved I-Series course (3 cr)

RELS 289I: What is Religion? (DSHU,DSCC)

RELS 289M: Jesus, Mani, and Muhammad (DSPS, DSHU)
JWST 289J: Jerusalem in Antiquity: The History of Sacred Space in a Holy City (DSPS, DSHU)
JWST 230: Inventing Tradition: The Making of Rabbinic Judaism (DSPS, DSHU)

Three courses in two or more geographical, chronological, or cultural sub-areas (9 cr)
HIST120: Islamic Civilization (DSHU)
RELS264: Intro to New Testament (DSHU)
JWST225: Religions of the Ancient Near East (DSHU)
JWST231: Jewish Texts and Cultures of the Second Temple Period (DSHU, DSPS)
JWST262: Intro to Hebrew Bible/Old Testament (DSHU)

Electives (15 credits; four courses at the upper level)
CLAS305: Archaeological Methods and Practice (DSHS)
HIST110: The Ancient World (DSHU)
HIST320: Early Christianity: Jesus to Constantine
HIST428R: Selected Topics in History; Transition to Islam: From the Ancient to the Medieval Muslim World
JWST324: Biblical History and Culture (3)
JWST325: Jews and Judaism in Antiquity I: Sixth Century BCE through the First Century CE (DSHS or DSHU, DSSP, DSPC)
JWST326: Jews and Judaism in Antiquity II: First through Seventh Centuries (DSSP)
JWST430: Dead Sea Scrolls (DSHU, DSSP)
JWST468: Readings in the Hebrew Bible (3-4)
JWST469: Readings in Rabbinic Hebrew (3-4)
Other courses by permission of the program director

Capstone (3 cr)
RELS408: Capstone Seminar in Religion and Culture in the Ancient and Late Antique Near East [proposed and under review]

Language Track (minimum of 6 additional credits)
Prerequisite: First year language (6-12 credits).
Six credits in Hebrew, Arabic, Greek or other relevant language beyond the first-year level.
Note: Students who place directly into second year language or above need only complete six credits of language. The number of prerequisite language credits varies by language.

See Appendix C for course descriptions.

General Education. Students will complete some of their general education requirements through courses in the major as well as electives offered across the campus. The curriculum plan in Appendix D shows an example of how students will progress through the major at the same time completing the general education requirements.

Accreditation or Certification Requirements. There are no specialized accreditation or certification requirements for this program.

Other Institutions or Organizations. No contracts with another institution or non-collegiate organization for this program are anticipated.

Student Support. Students enrolled in this program will have access to all the resources necessary in order to succeed in the program and make the most of the learning opportunity. Students entering the university as either first-time college students or transfer students will learn about the program through their orientation program. Students entering the major as internal transfers will meet with an advisor in the program when they declare the major.

Marketing and Admissions Information. The program will be clearly and accurately described in the university website and be marketed at university recruiting events.

H. Adequacy of Articulation

Maryland community college students who complete the Associates degree prior to transfer to UMD are deemed to have completed their General Education requirements, with the exception of Professional Writing. There are no specific articulation agreements required for this major, but the coursework of transfer students will be evaluated with credit applied as appropriate. With the exception of the language courses, the majority of the courses do not have pre-requisites.

I. Adequacy of Faculty Resources

Program faculty. Faculty will be drawn from the Meyerhoff program and a variety of other departments within the College of Arts & Humanities. See Appendix A for faculty biographies of those currently expected to teach in the program.

Faculty training. The University offers numerous opportunities for faculty training and support in the classroom, through the Teaching and Learning Transformation Center, workshops by the Office of Faculty Affairs, and by the Division of Information Technology's Learning Technology Design group.

J. Adequacy of Library Resources

The University of Maryland Libraries has conducted an assessment of library resources required for this program. The assessment concluded that the University Libraries are able to meet, with its current resources, the curricular and research needs of the program.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

No new instructional facilities are required – the program will make use of the campus's existing general-purpose classrooms.

L. Adequacy of Financial Resources

Resources for the new program will be drawn from existing instructional resources. Most of the courses required for the major are already currently taught. The principle task will be to make sure that the Foundations course are taught on a frequent enough schedule to allow students to move through the major.
The program is also not expected to generate extensive new administrative responsibilities. The Meyerhoff Center has sufficient advising capacity to handle the anticipated number of students.

(See Tables 1 and 2 for estimated resources and expenditures)

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (http://www.president.umd.edu/policies/2014-i-600a.html). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (https://www.irpa.umd.edu/Assessment/LOA.html). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (http://www.president.umd.edu/policies/2014-ii-120a.html). Since 2005, the University has used an online course evaluation instrument that standardizes course evaluations across campus. The course evaluation has standard, university-wide questions and also allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

The University as a whole has many ongoing strategies to recruit and retain underrepresented minority students with participation by all academic units. Courses offered through the Religious Studies minor have been particularly attractive to students of diverse racial, ethnic, religious, gender, and sexual identities. The subject matter under discussion lends itself to broad and diverse interest, and our commitment to personal and engaged academic advising has always contributed to retention of diverse students from across the university. Among the current course offerings of the Religious Studies minor are three I-series classes (RELS 289I "What is Religion?"; RELS 289J "Jerusalem in Antiquity"; and RELS 289M "Jesus, Mani, and Muhammad") that attract 60 to 100 students each time they are taught. These courses attract students from a wide variety of backgrounds and disciplines, not only for their contents but because they fulfill significant General Education requirements (in Humanities, Cultural Competence, I-Series). Advertisement of the new major in these courses will provide an opportunity to recruit a diverse student body to the major.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

N/A

Table 1: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	$45,220	$46,577	$47,974	$49,413	$50,896
a. #FTE	0.4	0.4	0.4	0.4	0.4
b. Total Salary	$34,000	$35,020	$36,071	$37,153	$38,267
c. Total Benefits	$11,220	$11,557	$11,903	$12,260	$12,628
2. Admin. Staff (b+c below)	$9,310	$9,589	$9,877	$10,173	$10,478
a. #FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary	$7,000	$7,210	$7,426	$7,649	$7,879
c. Total Benefits	$2,310	$2,379	$2,451	$2,524	$2,600
3. Total Support Staff (b+c below)	$6,650	$6,850	$7,055	$7,267	$7,485
a. #FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary	$5,000	$5,150	$5,305	$5,464	$5,628
c. Total Benefits	$1,650	$1,700	$1,750	$1,803	$1,857
4. Graduate Assistants (b+c)	$18,604	$19,162	$19,737	$20,329	$20,939
a. #FTE	0.5	0.5	0.5	0.5	0.5
b. Stipend	$10,000	$10,300	$10,609	$10,927	$11,255
c. Tuition Remission	$8,604	$8,862	$9,128	$9,402	$9,684
5. Equipment	$0	$0	$0	$0	$0
6. Library	$0	$0	$0	$0	$0
7. New or Renovated Space	$0	$0	$0	$0	$0
8. Other Expenses: Operational Expenses	$10,000	$10,000	$10,000	$10,000	$10,000
TOTAL (Add 1 - 8)	**$89,784**	**$92,178**	**$94,643**	**$97,182**	**$99,798**

Table 2: Resources

The university is not anticipating overall enrollment growth as a result of this major, so no new tuition revenue is assumed in identifying resources. Resources will come from reallocation of instructional resources from the collaborating departments, as needed.

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Reallocated Funds	$89,784	$92,178	$94,643	$97,182	$99,798
2. Tuition/Fee Revenue (c+g below)	$0	$0	$0	$0	$0
a. #FT Students	5	15	20	30	40
b. Annual Tuition/Fee Rate	$13,575	$13,982	$14,402	$14,834	$15,279
c. Annual FT Revenue (a x b)	$0	$0	$0	$0	$0
d. # PT Students	1	1	1	1	1
e. Credit Hour Rate	$565.40	$582.36	$599.83	$617.83	$636.36
f. Annual Credit Hours	20	20	20	20	20
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
TOTAL (Add 1 - 4)	**$89,784**	**$92,178**	**$94,643**	**$97,182**	**$99,798**

Appendix A: Faculty and Organization

The following core faculty will deliver the majority of the program. Other faculty from across the College of Arts and Humanities will be engaged through electives and other course work.

Maxine Grossman, Associate Professor of Jewish Studies, Director of the Religious Studies minor, and Coordinator for the new major. Ph.D., University of Pennsylvania. Scholarly expertise: Dead Sea Scrolls; Hebrew Bible; Religious Studies Methodology

- RELS 289I: What is Religion?
- JWST 262: Intro to Hebrew Bible/Old Testament
- JWST 231: Jewish Texts and Cultures of the Second Temple Period

Hayim Lapin, Robert H. Smith Professor of Jewish Studies and History; Director of the Joseph and Rebecca Meyerhoff Program and Center for Jewish Studies. Ph.D., Columbia University. Scholarly expertise: Judaism in Late Antiquity; Early Christianity; Religion in the Later Roman World.

- RELS 289M: Jesus, Mani, and Muhammad
- HIST 281: Inventing Tradition: The Making of Rabbinic Judaism
- RELS 264: Intro to New Testament
- JWST 230: Rabbinic Movement: History and Culture

Matthew Suriano, Associate Professor of Near Eastern Languages and Cultures. Ph.D., UCLA. Scholarly expertise: Archaeology, Ancient Near East, Hebrew Biblical Studies

- JWST 289J: Jerusalem in Antiquity The History of Sacred Space in a Holy City
- JWST 225: Religions of the Ancient Near East
- JWST 262: Intro to Hebrew Bible/Old Testament

Antoine Borrut, Associate Professor of History and Director of Undergraduate Studies in History. Ph.D., La Sorbonne. Scholarly expertise: Islam, Pre- and Early Islamic Arabia and the Middle East.

- HIST 120: Islamic Civilization
- HIST 428R: Selected Topics in History; Transition to Islam: From the Ancient to the Medieval Muslim World

Appendix B: Learning Outcomes Assessment Plan

Annually: Collect data from Foundations and I-Series classes, Capstone courses, and Honors theses.

- Faculty in relevant courses use rubrics to assess majors. Data compares majors to all course takers
- Faculty reports outcomes to LOA coordinator
- Rubrics are attached.

Year 1

Outcome 1: Methodological, historical, and/or comparative approaches

- Assessment based on final assignment in an I-Series Foundations courses

Outcome 2: Developments in two or more regional, geographical, or chronological sub-areas

- Assessments of individual areas based on Foundations courses
- LOA coordinator and committee will need to cross-check to verify that students are meeting expectations in two or more areas.

Year 2

Outcome 3: Formulate and defend an independent argument about religion and culture in the ancient Near East

- Assessment based on final work product in Capstone/Thesis

Language track: Use the primary languages as a tool for deep engagement

- Assessment based on final work product in Capstone/Thesis

Honors track: Apply knowledge and approaches to a high-level research question

- Assessment based on final work product in Capstone/Thesis

Outcome 1: Successful Majors will ***demonstrate an understanding of*** fundamental methodological, historical, and/or comparative approaches to the study of religion and culture in the ancient Near East and will ***apply this understanding*** to specific relevant examples. [Demonstrated through written work or final exam in one of the approved I-series courses]

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Understanding of method/theory	Demonstrates a sophisticated understanding of the historical backdrop and major innovations of the approach. Shows a deep understanding of key terminology and an integrated sense of the relationships of concepts within the approach.	Demonstrates an understanding of the historical backdrop and major innovations of the approach. Shows some understanding of key terminology and begins to integrate concepts within the approach.	Has difficulty demonstrating an understanding of the historical backdrop and major innovations of the approach. Can identify key terminology but may have trouble integrating concepts within the approach.
Application of method/theory to relevant examples	Identifies a relevant example for which this approach is appropriate. Applies the approach to the example in a consistent, thorough, and descriptive manner. Coherently integrates this application into a larger understanding of the approach.	Identifies an example for which this approach may be appropriate. Applies the approach to the example and provides some description. Provides a context for integration of this application.	Identifies an example for assessment of this approach, without attention to appropriateness. Applies the approach to the example. Has some difficulty providing a context for integration of the application.
Critique and analysis of method/theory	Understands the limits of the approach and can suggest contexts in which it might be especially valuable or in some way problematic.	Can identify limits for the approach and some of its potential benefits or shortcomings.	Has difficulty identifying the limits of this approach and its potential benefits or shortcomings.
Extrapolation from findings	Extrapolates in creative, interesting, and novel ways from this work to its larger possibilities.	Can extrapolates from this work to its larger possibilities.	Has difficulty extrapolating from this work to its larger possibilities.

Outcome 2: Successful Majors will ***describe*** and ***illustrate*** the development of at least two chronological, geographical, or cultural sub-areas. [Demonstrated through written work or final exam in one or more of the approved foundations courses]

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Description of a chronological, geographic or cultural subgroup (must be completed for two different groups)	Shows a deep understanding of the historical setting and development of the group. Demonstrates a coherent and sophisticated understanding of major social, cultural, and historical developments of the group. Uses concepts and terminology with rigor and clarity.	Shows an understanding of the historical setting and development of the group. Demonstrates understanding of some social, cultural, and historical developments of the group. Can define concepts and terminology with some clarity.	Has difficulty showing understanding of the historical setting and development of the group. Can identify some social, cultural, and historical developments of the group. Can define concepts and terminology to a limited extent.
Illustration of historical example (must be completed for two different groups)	Identifies a relevant and significant example of social, cultural, or historical significance. Engages with the example in a consistent, thorough, and descriptive manner. Coherently integrates this illustration into a larger understanding of group.	Identifies an example of some social, cultural, or historical significance. Engages with the example and integrates it into a reasonable understanding of group.	Has difficulty identifying a relevant and significant example of social, cultural, or historical significance. Engages minimally with the example and shows a limited ability to understand it in terms of group.
Critique and analysis of the process	Understands the limits of the illustration process and can suggest contexts in which it might be especially valuable or in some way problematic.	Can identify limits for the process and some of its potential benefits or shortcomings.	Has difficulty identifying the limits of this process and its potential benefits or shortcomings.
Extrapolation from findings	Extrapolates in creative, interesting, and novel ways from this work to its larger possibilities.	Can extrapolates from this work to its larger possibilities.	Has difficulty extrapolating from this work to its larger possibilities.

Outcome 3: Successful Majors will ***formulate*** and ***defend*** an argument about the ancient near east informed by the modern scholarship and amply illustrated with reference to ancient evidence. [Demonstrated through written work, potentially including a major research paper, in the capstone course]

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Formulation of argument	Thinks creatively about the possibilities for cultivating a research question that is significant and responsible. Sets appropriate limits for the range and content of the argument to be defended.	Develops a reasonable research question and sets some limits on the range and content of the argument to be defended.	Has difficulty developing an independent research question and setting limits on the range and content of the argument to be defended.
Research in support of argument	Identifies relevant and appropriate primary and secondary sources. Reviews sources using a coherent approach, and records findings in responsible detail.	Identifies a limited number of primary and secondary sources. Reviews sources with relative thoroughness and records findings in some detail.	Has difficulty identifying relevant and appropriate sources. Reviews sources without a coherent approach and does not fully record findings in responsible detail.
Presentation and defense of argument	Generates a convincing argument, supported by copious primary and secondary sources. Presents final paper with proper attention to style, mechanics, and annotation.	Generates an acceptable argument, supported by primary and secondary sources. May have some shortcomings in style or mechanics, but not in annotation.	Generates an argument, not fully supported by sources. Presents final paper with significant problems in style or mechanics. (Failure demonstrate proper annotation may be an honor offense).
Scholarly sophistication and creativity	Presents work that reflects scholarly creativity and insight.	Presents work in which some scholarly independence is evident.	Has difficulty working independently.

In addition to the above, Language Track students ***demonstrate*** the ability to use the languages they have studied as a tool for deep engagement with ancient source material.

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Support a thesis or argument that depends on use of extended source material in the original language	Claims based on the reading of the source material are always correct and conclusions drawn always appropriate to the source material.	Claims based on the reading of the source material are usually correct and conclusions drawn usually appropriate to the source material.	Claims based on the reading of the source material are frequently incorrect and/or conclusions drawn inappropriate to the source material.
Support a thesis or argument with analysis of specific grammatical, morphological, or syntactic data from the source material.	Analysis is always correct and conclusions drawn always appropriate to the source material.	Analysis is usually correct; conclusions drawn are usually appropriate to the source material.	Analysis may be substantially incorrect and/or conclusions drawn inappropriate to the source material.

In addition to the above, Honors students ***apply*** knowledge and approaches to ***investigate*** a high-level research question and to ***defend*** a thesis that is methodologically informed, makes ample use of ancient textual and/or non-textual evidence as well modern scholarly work, and present the results in clear and well-organized academic prose.

	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
Assembly and critical assessment of bibliography	The student is always able to recognize appropriate source material.	The student is able to recognize appropriate source material.	The student is not able to recognize appropriate source material.
Clarity and coherence of writing	The student's writing is consistent in its organization and lucidity, displaying a clear objective.	The student's writing is organized and/or displays a clear objective.	The student's writing is not well organized and displays a clear objective.
Articulation of a thesis and extended argument	The student is able to identify a problem in research and organize a strong argument around this problem.	The student is able to identify a problem in research and organize an argument around this problem.	The student is not able to identify a problem in research and organize an argument around this problem.
High level research question	Research question and use of sources critique and/or extend current research in the field.	Research question and use of sources correctly and fully represent scholarship without extensive critique or extension.	Research question and use of sources may not show correctly or adequately reflect current research. Student is unable to critique current approaches.

Appendix C: Course Descriptions

HIST 120 (or RELS 120) – Islamic Civilization (3 credits)
Prerequisites: N/A
Introduction to society and culture in the Middle East since the advent of Islam: as a personal and communal faith; as artistic and literary highlights of intellectual and cultural life; and as the interplay between politics and religion under the major Islamic regimes.

RELS 264 – Introduction to the New Testament (3 credits)
Prerequisites: N/A
A historical and literary introduction to the New Testament focusing on the context of the authors and the development of earliest Christianity.

CLAS305 (or ANTH305, ARTH305) – Archaeological Methods and Practice (3 Credits)
Prerequisites: ANTH240, ARTH200, or CLAS180.
A team-taught, interdisciplinary course discussing theories, methods, and ethical issues in the practice of archaeology.

HIST110 - The Ancient World (3 Credits)
Prerequisites: N/A
Interpretation of select literature and art of the ancient Mediterranean world with a view to illuminating the antecedents of modern culture; religion and myth in the ancient Near East; Greek philosophical, scientific, and literary invention; and the Roman tradition in politics and administration.

HIST320 (or JWST331) - Early Christianity: Jesus to Constantine (3 Credits)
Prerequisite: Must have completed one course in ancient history at the 200 level.
Social and religious history of early Christianity from its origins in the first century to the reign of Constantine.

HIST428R – Selected Topics in History (3 Credits)
Prerequisites: N/A
Transition to Islam: From the Ancient to the Medieval Muslim World

JWST225 – Religions of the Ancient Near East (3 Credits)
Prerequisites: N/A
Introduction to ancient Near Eastern religious systems and mythology, from the third millennium BCE through the fourth century BCE. Particular emphasis on Mesopotamia and ancient Israel.

JWST230 (or HIST281) – Inventing Traditions: The Making of Rabbinic Judaism (3 Credits)
Prerequisites: N/A
Introduces the dramatic literary and cultural (as well as political and demographic) innovations that reshaped Judaism in late antiquity. Examines the fundamental works and genres of rabbinic literature and the religious movement that produced them. Special emphasis on the rabbinic uses of "tradition" to enhance authority and legitimacy, and to foster group identity.

JWST231 – Jewish Texts and Cultures of the Second Temple Period (3 Credits)

Prerequisites: N/A
An introduction to the literature, history, and culture of Jews in the period between the sixth century BCE and the second century CE. Special topics may include the rise of the formation of the biblical canon, scriptural interpretation, sectarian and revolutionary movements, and growth of the diaspora.

JWST262 – Introduction to the Hebrew Bible/Old Testament (3 Credits)
Prerequisites: N/A
Origins of the Hebrew Bible (Old Testament), with attention to literary formations, archaeology, and social-political settings. Explorations of major questions, including who wrote the Bible, and when; relationships of the biblical tradition to the mythology and religious structures of ancient Israel's near eastern neighbors; and dynamics of politics, religious leadership, and law.

JWST289J (or RELS 289J) – New Explorations in Jewish Studies (3 Credits)
Prerequisites: N/A
Jerusalem in Antiquity: The History of Sacred Space in a Holy City.

JWST324 (HIST331) – Biblical History and Culture (3 Credits)
Prerequisites: N/A
Study of the political, social, and religious development of the Jewish nation from its inception to its return from exile in Babylonia around 536 C.E. Focus on biblical texts, archeological finds, and source materials from neighboring cultures to reconstruct political history and the development of religious concepts.

JWST325 (HIST 370) – Jews and Judaism in Antiquity I: Sixth Century BCE through the First Century CE (3 Credits)
Prerequisites: N/A
Political, social, and religious history of the Jews from the Persian Period to the Judean Revolt of 66-70CE. Special attention to the rise of sectarian and revolutionary movements.

JWST326 (or HIST331) – Jews and Judaism in Antiquity II: First through Seventh Centuries (3 Credits)
Prerequisites: N/A
Political, social, and religious history of the Jews from the destruction of the Jerusalem Temple in 70 CE to the Muslim conquests. Special attention to the political transformations in Judaism under late Roman Christianity, and the rise of the Rabbinic movement.

JWST430 (or RELS430) – Dead Sea Scrolls (3 Credits)
Prerequisite: Must have completed one JWST course or one RELS course; or permission of ARHU-Meyerhoff Program & Center for Jewish Studies.
A study of the Dead Sea Scrolls in their ancient and modern settings, and in terms of contemporary scholarly interpretations of their meaning. Interpretations of the historical significance of these documents, their connections to ancient Jewish sectarian movements, and their implications for our understanding of Judaism, Christianity, and the history of the Bible.

JWST468 – Readings in the Hebrew Bible (3-4 Credits)
Prerequisite: HEBR313; or permission of instructor
Readings in the Hebrew text of the Bible. Emphasis in close reading, grammar analysis, and modern interpretations of the Bible. Language of instruction English; all texts in Hebrew.

JWST469 – Readings in Rabbinic Hebrew (3-4 Credits)
Prerequisite: HEBR313; or permission of instructor
Readings in classical rabbinic texts and related corpora. Emphasis on grammar and reading skills as well as critical analysis of the material. Language of instruction: English; all texts in original language.

RELS289M – New Explorations in Religious Studies (3 Credits)
Investigation of critical and innovative responses in Religious Studies.
Jesus, Mani, and Muhammad

RELS408 – Capstone Seminar in Religion and Culture in the Ancient and Late Antique Near East
Prerequisites: N/A
A capstone seminar for majors in Religion and Culture in the Ancient and Late Antique Near East , designed to provide the intellectual framework for a substantial, interdisciplinary research project. Course topics will be thematic and students will be encouraged to explore comparative or interdisciplinary approaches.

Appendix D: Sample Four Year Plans with Benchmarks

The general major requirements are designed such that students may double major with another humanities program. The sample plan includes particular courses from the list of requirements, but substitutions are possible as long as the requirements are met. Students in the language track may substitute electives in years 1 and 2 for 6 credits of language pre-requisites. The College of Arts & Humanities has requirements of ARHU158 and a Global Engagement requirement that may be satisfied through upper-level language, Education Abroad, or another approved global experience. See next page for the guide to the major and UMD General Education requirements and codes.

Fall			Spring		
Year 1					
ENGL101 (FSAW)	Academic Writing	3	Gen Ed Math (FSMA)		3
ARHU158 (DSSP)	(College Requirement)	3	HIST120 (MFC; DSHU)	Islamic Civilization	3
RELS189I (MFC; SCIS)	What is Religion?	3	Gen Ed (DSHS)		3
Gen Ed (DVUP)		3	Gen Ed (DVUP)		3
Elective		3	Gen Ed (SCIS)		3
	Total credits	15		Total Credits	15
Year 2					
RELS264 (MFC; DSHU)	Introduction to the New Testament	3	JWST225 (MFC; DSHU)	Religions of the Ancient Near East	3
Gen Ed (FSAR)		3	Gen Ed (DSNS)		3
Gen Ed (DSSP)		3	COMM107 (FSOC)	Oral Communication	3
Electives		6	Electives		6
	Total Credits	15		Total Credits	15
Year 3					
Major Elective (MEC)	(Any level)	3	Major Elective (MEC)	(300-400 Level)	3
Major Elective (MEC)	(300-400 Level)	3	Major Elective (MEC)	(300-400 Level)	3
Gen Ed Lab (DSNL)		4	ENGL39X (FSPW)		3
Global Engagement	(College Requirement)	3	Gen Ed (DSHS)		3
Elective		3	Elective		3
	Total Credits	16		Total Credits	15
Year 4					
RELS408 (MCC; DSSP)	Capstone Seminar	3	Major Elective (MEC)	(300-400 Level)	3
Electives		11	Electives		12
	Total Credits	14		Total Credits	15
Total Credits: 120					

Major and General Education Overview

Category	Credits	Code
Major Requirements: 30 Credits		
Major Foundations Courses	12	MFC
Major Elective Courses	15	MEC
Major Capstone Course	3	MCC
Courses may be used to fulfill General Education requirements (see below).		
General Education Requirements: 40 Credits Minimum		
Fundamental Studies: 15 Credits		
Fundamental Studies Academic Writing	3	FSAW
Fundamental Studies Professional Writing	3	FSPW
Fundamental Studies Oral Communication	3	FSOC
Fundamental Studies Mathematics	3	FSMA
Fundamental Studies Analytic Reasoning[2]	3	FSAR
[2] If a student passes an Analytic Reasoning course that requires a Fundamental Studies Math course as a prerequisite, then the Fundamental Studies Math course is considered to be fulfilled (e.g., students who place into and pass a calculus course, which counts for FSAR, do not need to take a less advanced Math course to fulfill the FSMA requirement).		
Distributive Studies: 25 Credits		
Distributive Studies Natural Sciences	3	DSNS
Distributive Studies Natural Science Lab Course[3]	4	DSNL
Distributive Studies History and Social Sciences	6	DSHS
Distributive Studies Humanities	6	DSHU
Distributive Studies Scholarship in Practice[4]	6	DSSP
[3] A second DSNL course can fulfill the DSNS course requirement. [4] Students learn and practice skills of critical evaluation and participate in the process of applying knowledge in the pursuit of a tangible goal. At least one course must be outside of the major.		
I-Series Courses: 6 Credits [5] The signature courses of the UMD General Education program, I-Series courses investigate a significant issue in depth and demonstrate how particular disciplines and fields of study address problems.		
I-Series Course	6	SCIS
[5] I-Series credits may be double-counted with courses taken for the Distributive Studies requirement.		
Diversity: 4-6 Credits[6]		
Diversity Understanding Plural Societies[7] Courses examine how diverse cultural and ethnic groups co-exist.	3-6	DVUP
Diversity Cultural Competence Courses help students develop skills to succeed in a diverse world.	0-3	DVCC
[6] These credits may be double counted with courses taken for the Distributive Studies requirement. [7] Students may take either two DVUP courses or one DVUP course and one DVCC course.		

BOARD OF REGENTS

UNIVERSITY SYSTEM of MARYLAND

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: New Academic Program Proposal:
University of Maryland, College Park: Doctor of Public Health

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, November 5, 2019

SUMMARY: The University of Maryland proposes to establish a Doctor of Public Health, a professional practice doctoral degree that is recognized as a terminal degree for high-level leaders in the field of public health. Admitted students must have at least three years of public health practice experience and have a Master of Public Health, Master of Health Administration, or an equivalent degree. The program will develop health professionals who are competent in understanding the health needs of populations and qualified to design, implement, and evaluate programs and policies aimed at improving the public's health.

The program will be offered online in a semester-based format with an additional requirement that students spend two one-week periods per year on campus in January and August. The curriculum consists of 44 total credits: 13 core credits, 16 specialization credits, and 15 culminating experience credits. The 13 core credits focus on leadership, communication, policy, and quantitative methods. The 16 specialization credits focus on executive leadership in public health. The program will not require a dissertation, but a 15-credit culminating experience that will focus on a public health challenge facing a public health organization. Students will, under faculty mentorship, complete at least one project addressing a public health challenge facing an organization. In the Doctoral Capstone (12 credits), students will complete a field-based doctoral project designed to influence public health programs, policies, or systems.

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

FISCAL IMPACT: No additional funds are required. The programs can be supported by the projected tuition and fees revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from University of Maryland, College Park to offer the Doctor of Public Health.

COMMITTEE RECOMMENDATION:		DATE: November 5, 2019
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

UNIVERSITY OF MARYLAND
OFFICE OF THE PRESIDENT

Main Administration Building
College Park, Maryland 20742
301.405.5803 TEL 301.314.9560 FAX

September 24, 2019

Chancellor Robert L. Caret
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Caret:

I am writing to request approval for a new Doctor of Public Health program, located within our School of Public Health. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

The proposal was endorsed by the appropriate faculty and administrative committees, and was recommended for approval by the University Senate at its meeting on September 12, 2019. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

Wallace D. Loh
President

MDC
cc: Antoinette Coleman, Associate Vice Chancellor for Academic Affairs
Mary Ann Rankin, Senior Vice President and Provost
Boris Lushniak, Dean, School of Public Health

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

x	New Instructional Program
	Substantial Expansion/Major Modification
	Cooperative Degree Program
	Within Existing Resources, or
	Requiring New Resources

University of Maryland, College Park
Institution Submitting Proposal

Public Health
Title of Proposed Program

Doctor of Public Health	**Fall 2020**
Award to be Offered	Projected Implementation Date
1214.05	**51.2201**
Proposed HEGIS Code	Proposed CIP Code
School of Public Health	Dr. Robert Gold
Department in which program will be located	Department Contact
301-405-2517	rsgold@umd.edu
Contact Phone Number	Contact E-Mail Address
Signature of President or Designee	9-27-2019 Date

A. Centrality to the University's Mission and Planning Priorities

Description. As the flagship campus of the University System of Maryland, the mission of the University of Maryland, College Park (UMD) is committed to providing excellent teaching, research, and public service within a supportive, respectful and inclusive environment. As one of the country's first land-grant institutions, UMD uses its strengths in partnership with state, federal, private, and non-profit sectors to promote economic development and improve quality of life in the State of Maryland. The proposed program leading to a Doctor of Public Health (DrPH) program aligns with this mission. The DrPH is an advanced professional degree designed for public health practitioners, and the program proposed here will focus on the practical application of public health principles for senior-level administrators through a curriculum centered on leadership in public health.

Relation to Strategic Goals. The proposed DrPH program speaks directly to Objective 5 of those for Graduate Education identified in UMD's most recent mission statement, which is to "expand professional graduate programs that are nationally recognized for excellence in their curricula, their contributions to the practice of the professions, and for their spirit of innovation and creativity." The School of Public Health is proposing a schoolwide DrPH with the potential for several areas of emphasis. The first of these focuses on Executive Leadership in Public Health and will be administered through the Department of Behavioral and Community Health. We anticipate a relatively small cohort size per concentration, growing to 12 students admitted annually as the program is developed.

Funding. Resources for the new program will be drawn from tuition revenue, from the School of Public Health, and from reallocated funds through the Office of the Provost.

Institutional Commitment. The program will be administered by the School of Public Health and UMD's Office of Extended Studies, which provides streamlined administrative support for professional graduate programs across the campus.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

Need. In the modern era of public health, often referred to as Public Health 3.0, there exists a call to action to "boldly expand the scope and reach of public health to address all factors that promote health and well-being…"[1] which now also includes social determinants of health as well as economic factors, education, environment, violence and other societal influences. As public health challenges become more complex, requiring comprehensive systems approaches, the next generation of leaders must be multi-skilled practitioners to address entrenched problems locally, nationally, and around the world. In the last 15 years, the DrPH as a credential has grown in importance as it has become clear that there is an increased need for senior public health leaders educated in advocacy, communication, community and cultural orientation, critical analysis, leadership, management, professionalism and ethics, and policy analysis and development. Demand has thus also continued to grow: data from the Association of Schools and Programs of Public Health (ASPPH) indicate a growth in doctoral degree conferral of 302% between 1992 and 2016.[2]

[1] DeSalvo, K. B., O'Carroll, P. W., Koo, D., Auerbach, J. M., & Monroe, J. A. (2016). Public Health 3.0: Time for an Upgrade. *American journal of public health*, *106*(4), 621–622. doi:10.2105/AJPH.2016.303063

[2] Leider, J.P., Plepys, C.M., Castrucci, B.C. et al. (2018). Trends in the Conferral of Graduate Public Health Degrees: A Triangulated Approach. *Public Health Reports*. Volume: 133 issue: 6, page(s): 729-737

State Plan. The proposed DrPH program aligns with strategies 8 and 11 in the *Maryland State Plan for Postsecondary Education*.[3] Strategy 8 focuses on developing partnerships to support workforce development. The development of this DrPH program is grounded in calls from the public health community for additional training for emerging leaders in the field. Anecdotally, the foremost question fielded by our faculty at the largest annual meeting of public health practitioners over the last three years is when the School will offer a DrPH program. Strategy 11 of the Plan calls for a culture of risk-taking and experimentation. The hybrid model described below will combine the best of executive education strategies with excellent pedagogy in online courses, leading to a convenient and accessible format for working professionals, but also a cohort structure that promotes a learning community and a substantive capstone experience of direct relevance to education in public health practice.

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

The University sits at the nexus of public health employment in the US in all sectors – State, federal, private, and nonprofit. More than 84,000 federal workers employed by Health and Human Services reside in the National Capital Region (NCR).[4] The NCR also has the highest percentage, 26%, of workers employed by nonprofit organizations of any region in the US with 68% of all nonprofit private sector employment falling in the health care and social assistance category.[5] The third largest employment sector in Maryland is education and health services, which has shown consistent annual growth greater than 3% over the last 10 years, according to the Bureau of Labor and Statistics (USBLS)[6][7]. USBLS identifies 26 of 818 jobs that are growing faster than average and will require Master's or higher at entry level; of those, 4 of 26 would be categorized as Public Health but not Healthcare/Medicine. This does not account for those positions that would require a doctoral degree for competitive promotion opportunities. Government sector jobs are also growing at faster than average rate with the majority of employment opportunity in the NCR. The six schools with accredited hybrid DrPH programs as well as those with in-residence programs have seen a steady increase in applications and enrollments since ASPPH published guidelines for DrPH curricula in 2009.

D. Reasonableness of Program Duplication

Two other programs in the state offer DrPH degrees, but neither emphasize interdisciplinary public health leadership and strategy for combatting complex emerging and anticipated public health issues.

- The Bloomberg School of Public Health at Johns Hopkins University, a private institution, offers a DrPH in 4-6 years. The School requires a full year of coursework in a specialty track in addition to the core courses and follows a more traditional qualifying exam and dissertation route akin to a PhD program.
- The School of Community Health and Policy at Morgan State University offers a generalized DrPH with advanced courses required in each of the five foundational public health domains, electives, three internships, and a dissertation. The program is taught entirely in person over the course of four years

[3] Maryland Higher Education Commission. (2017): *Maryland State Plan for Postsecondary Education.*
[4] Governing. *Federal Employees By State* (2019). https://www.governing.com/gov-data/federal-employees-workforce-numbers-by-state.html
[5] Lester M. Salamon and Chelsea L. Newhouse, "The 2019 Nonprofit Employment Report," *Nonprofit Economic Data Bulletin no. 47*. (Baltimore: Johns Hopkins Center for Civil Society Studies, January 2019). Available at ccss.jhu.edu
[6] Bureau of Labor Statistics *Occupational Outlook Handbook* (Last Updated September 2019). https://www.bls.gov/ooh/home.htm
[7] Bureau of Labor Statistics *Occupational Employment Statistics* (Last Updated September 2019). https://www.bls.gov/oes/current/oessrcst.htm

for full-time students. The program does not require a Master's degree for admission and does not have a leadership focus embedded within the curriculum.

The proposed program will be primarily taught online, with a focus on Executive Leadership in Public Health. The expected student will be an experienced public health practitioner with at least 3 years of experience in roles of increasing responsibility and leadership, and will have already earned a Master's degree, either a Master of Public Health, a Master of Health Administration, or another relevant credential. It is expected that applicants to the proposed program will be working full time and will be able to complete all requirements of the DrPH within three years. An internship will be required and a capstone project will be the culminating scholarship requirement as opposed to a more conventional research-based dissertation.

E. Relevance to Historically Black Institutions (HBIs)

The program offered by Morgan State University through their School of Community Health and Policy is more of a generalist degree program than that proposed here. According to the website, "The Public Health Program offers the Doctor of Public Health (DrPH) generalist specialization which provides its students with research, policy making, program planning, and cultural skills. Graduates are competent in the development and implementation of health promotion and disease prevention programs which support behavior change at the community, family, and individual levels." The existing Morgan State University program and the proposed UMD program are designed to support students with very different characteristics, interests, and required career entry points. Those students who may be interested in a more generalist DrPH and in entering a program earlier in their career would be able to matriculate to Morgan State University's program, in which they would advance their overall knowledge in the five domains of public health plus a chosen specialization based on available electives.

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

Of note is that Morgan State University's DrPH program uses a fully face-to-face delivery, whereas the program proposed here is a blended approach, with most coursework online. As discussed above, the proposed program is not expected to have an impact on the uniqueness or institutional identity of any Maryland HBI.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

Curricular Development. The programs within UMD's School of Public Health (SPH) are accredited by the Council on Education for Public Health (CEPH). In its most recent accreditation standards, CEPH has outlined a substantial change in its thinking regarding professional doctoral programs, calling for a DrPH with a focus on leadership skills. The School of Public Health initiated a year-long investigation into existing programs, enrollment levels, and curricular emphases, and from this developed a strategy that aligns with CEPH's vision and the School's expertise. In parallel with the program development, the UMD Graduate School commissioned a small team, led by the Associate Dean in the School of Public Health, to establish policies and criteria for professional doctoral programs that are aligned with the requirements of CEPH and other professional accrediting bodies.

The program will be offered in a hybrid format, with most of the coursework online but with an additional requirement that students spend two one-week periods per year on campus (in January and August). This hybrid format and cohort structure promotes a learning community for full-time students, who would be able to complete the program in three years. The curriculum consists of 44 total credits beyond the Master's

degree: 13 core credits, 16 specialization credits, and 15 culminating experience credits. The core credits focus on leadership, communication, policy, and quantitative methods. The initial specialization credits focus on executive leadership in public health; the School plans to develop and add more specializations after the program is established. The culminating experience requires two courses: one (3 credits) focused on a project that addresses a public health challenge facing an organization; the second focused on a 12-credit doctoral capstone experience in which students complete a field-based project designed to influence public health programs, policies, or systems. Student must demonstrate a synthesis of all competencies in the program and complete both a written deliverable and an oral defense.

Faculty Oversight. The program will be overseen by a program director within the dean's office of the School of Public Health. The core courses will be taught by faculty from across the School. The specific focus of Executive Leadership in Public Health will be overseen by faculty in the department of Behavioral and Community Health, with a local director for online program administration. A graduate program advisory committee will provide guidance on overall curricular content and pedagogy. Appendix A has a listing of faculty involved in the program along with their credentials.

Educational Objectives and Learning Outcomes. There are eight primary competencies of the DrPH program. These encompass all of the CEPH competencies required to acquire and maintain accreditation as well as those specific to the School of Public Health and to the department of Behavioral and Community Health.

1. Profession & Science of Public Health. Define communities and identify and assess relevant population health needs.

Explain public health history, philosophy and values.
Identify the core functions of public health and the 10 Essential Services.
Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
Explain the critical importance of evidence in advancing public health knowledge.

2. Factors Related to Human Health. Analyze and theorize the influences of social context and behavior on health.

Explain effects of environmental factors on a population's health.
Explain biological and genetic factors that affect a population's health.
Explain behavioral and psychological factors that affect a population's health.
Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.
Explain how globalization affects global burdens of disease.
Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g. One Health).

3. Data & Analysis. Apply relevant qualitative and quantitative tools and concepts.

Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels.
Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.

Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health.

4. Leadership, Management & Governance. Enhance leadership skills through experiential coursework and reflection.

Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners.
Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.
Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems.

5. Create a strategic plan. Apply public health theory and experiential evidence to develop and manage program and institutional strategies.

Facilitate shared decision making through negotiation and consensus-building methods.
Create organizational change strategies.
Propose strategies to promote inclusion and equity within public health programs, policies and systems.
Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.
Propose human, fiscal and other resources to achieve a strategic goal.
Cultivate new resources and revenue streams to achieve a strategic goal.

6. Policy & Programs. Assess the functions, capacities, management and governance of governmental, international and non-state organizations.

Design a system-level intervention to address a public health issue.
Integrate knowledge of cultural values and practices in the design of public health policies and programs.
Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis.
Propose interprofessional team approaches to improving public health.

7. Education & Workforce Development. Plan health education/communication programs.

Assess an audience's knowledge and learning needs.
Deliver training or educational experiences that promote learning in academic, organizational or community settings.
Use best practice modalities in pedagogical practices.

8. UMD SPH-specific Program Competencies. Promote and protect the health and well-being of communities throughout Maryland, the nation, and the world through engagement in transdisciplinary research, teaching, and service from within a biopsychosocial framework.

Build organizational capacity to envision and select strategies to address acute problems.
Utilize principles of media advocacy to communicate the public health mission, values, objectives, and priorities to all intended audiences.
Utilize principles of social marketing and health education to communicate routinely with target audiences regarding public health needs, objectives, accomplishments, and critical or crisis-related information.
Identify escalating public health issues and guide or mediate action to avoid crisis levels.
Identify and analyze policy issues and alternatives related to selected public health problems.

Institutional assessment and documentation of learning outcomes. Learning outcome assessments are detailed in Appendix C for each competency and subcomponent.

Course requirements. The table below contains a sample program of study. Specific course information is included in Appendix B.

First Year	Second Year	Third Year
Summer I – 1 credit (in person)	Summer II – 4 credits	Summer III – 3 credits
Introduction to Successful Online Learning (0) HLTH 609 - Journal Club: Foundations of Leadership (1)	HLSA 723 - Health Policy Analysis and Advocacy (3) HLTH 709 - Leadership Seminar: Strategic Planning in Public Health (1) (in person)	HLTH 829 - Doctoral Capstone Proposal (3) Qualifying Exams – Advance to Candidacy
Fall I – 5 credits	Fall II – 6 credits	Fall III – 3 credits
EPIB 651 - Applied Regression Analysis (3) SPHL 705 - Transformational Leadership and Systems Thinking (2)	HLTH 625 - Community Assessment Through Qualitative Methods (3) Elective (3) [e.g. implementation science, disabilities studies, health communication, health literacy]	HLTH 829 - Doctoral Capstone (3)
Winter I – 2 credits (in person)	Winter II – 3 credits (in person)	Winter III – 3 credits
HLTH 709 - Leadership Seminar: Designing the DrPH Capstone (1) HLTH 709 - Leadership Seminar: Grant & Scholarly Writing (1)	HLTH 609 - Journal Club: Big Data and Predictive Analytics (1) SPHL 706 - Leadership in Crisis (2)	HLTH 829 - Doctoral Capstone (3)
Spring I – 6 credits	Spring II – 5 credits	Spring III – 3 credits
HLTH 720 - Crisis Management and Risk Communication (3) HLTH 711 - Advanced Research Methods in Health (3)	HLTH 790 - Leadership in Action Field Experience (3) HLTH 609 Journal Club: Understanding Role of Technology in Public Health Practice and Communication (1) HLTH 709 - Leadership Seminar : Evidence-Based Practice/Practice-Based Evidence (1)	HLTH 829 - Doctoral Capstone (3) Doctoral Capstone Defense

General Education. N/A

Accreditation or Certification Requirements. The School of Public Health and all of its academic programs are accredited by the Council on Education in Public Health (CEPH). The School's accreditation was reaffirmed in 2015 for a seven-year term.

Other Institutions or Organizations. No contracts with another institution or non-collegiate organization for this program are anticipated at the start of the program. Collaborations with other USM institutions may be considered over time.

Student Support. Students enrolled in this program will have access to all the resources necessary in order to succeed in the program and make the most of the learning opportunity. Courses will be delivered through the university's ELMS learning management system. Appendix D contains more detail regarding online delivery and student support. Students will have an academic advisor within the department of Behavioral and Community Health.

Marketing and Admissions Information. The program will be clearly and accurately described in the university website and be marketed at university recruiting events. Administrative support for the program will be provided centrally by the Office of Extended Studies, which maintains a web site for all of its professional and continuing education degree programs. Marketing materials will be developed in collaboration with the School of Public Health.

New students will be admitted during the fall semester. Applicants must meet the minimum admission criteria as established by the Graduate School, which include a 4-year baccalaureate degree from a regionally accredited U.S. institution, or an equivalent degree from a non-U.S. institution and a 3.0 GPA (on a 4.0 scale) in all prior coursework. Additionally, the School of Public Health will require applicants to have a Master of Public Health, Master of Health Administration, or other relevant master's degree along with at least three years of experience in public health practice. Students will be expected to provide a statement of goals as well as a transcript and GRE scores.

H. Adequacy of Articulation

Admission to the DrPH requires a Master of Public Health, Master of Health Administration, or other relevant master's degree along with several years of work experience in the field of public health. UMD offers an online Master of Public Health in Public Health Policy and Practice that would be an excellent starting point for the DrPH. UMD also offers a post-baccalaureate certificate in Principles of Public Health that covers core graduate-level competencies identified by the accrediting body.

I. Adequacy of Faculty Resources

Program faculty. Faculty expertise will be drawn from across the School of Public Health, and most specifically from the department of Behavioral and Community Health (BCH). Faculty biographies for those currently expected to teach in the program are in Appendix A.

Faculty training. The University offers numerous opportunities for faculty training and support in the classroom, through the Teaching and Learning Transformation Center (TLTC), workshops by the Office of Faculty Affairs, and by the Division of Information Technology's Learning Technology Design group. Both the TLTC and the Learning Technology Design group also provide workshops and support in pedagogy and technology for online delivery.

J. Adequacy of Library Resources

The University of Maryland Libraries has conducted an assessment of library resources required for this program. The assessment concluded that the University Libraries are able to meet, with its current resources, the curricular and research needs of the program.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

Existing facilities, infrastructure, and equipment are adequate to support this program. Classroom space will be required for up to two weeks each summer and winter term but will not be required during the fall and spring semesters. Online instructional resources are available to all students through the university's learning management system (ELMS, based on Canvas), and most of the courses resources and well as communication tools will be available through this site. Scholarly materials are typically available electronically through the University Libraries. All students have access to the UMD email system.

L. Adequacy of Financial Resources

Resources for the new program will be drawn from existing instructional resources in the School and the department, from tuition and fee revenue, and from an initial investment of reallocated funds from the University to support new hiring of professional track faculty and administrative personnel. The program is designed to be self-sustaining after three years. The program will require the development of only four new courses and will otherwise draw on existing curricula within the School.

See Tables 1 and 2 for a five-year estimate of resources and expenditures.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (http://www.president.umd.edu/policies/2014-i-600a.html). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (https://www.irpa.umd.edu/Assessment/LOA.html). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (http://www.president.umd.edu/policies/2014-ii-120a.html). Since 2005, the University has used an online course evaluation instrument that standardizes course evaluations across campus. The course evaluation has standard, university-wide questions and also allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

The University as a whole has many ongoing strategies to recruit and retain underrepresented minority students with participation by all academic units. The School and BCH faculty are a diverse group committed to recruiting, retaining, and graduating a diverse student body. For the last 5 years, BCH has consistently admitted a diverse graduate student body (>50% underrepresented minorities). Many of the faculty focus their research efforts on issues that impact health disparities and will use their networks of colleagues and professional organizations to continue to recruit a diverse pool of applicants. This includes ongoing participation in the annual meeting of the American Public Health Association (APHA), advertising in the Nation's Health (APHA newsletter), announcements on public health listserv lists, and engaging with local Departments of Health to connect with current public health professionals.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

See Appendix D for supplemental information related to the online aspects of this program offering.

Table 1: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	$133,000	$271,320	$276,746	$282,281	$287,927
a. #FTE	1.0	2.0	2.0	2.0	2.0
b. Total Salary	$100,000	$204,000	$208,080	$212,242	$216,486
c. Total Benefits	$33,000	$67,320	$68,666	$70,040	$71,441
2. Admin. Staff (b+c below)	$93,100	$142,443	$145,292	$148,198	$151,162
a. #FTE	1.0	1.5	1.5	1.5	1.5
b. Total Salary	$70,000	$107,100	$109,242	$111,427	$113,655
c. Total Benefits	$23,100	$35,343	$36,050	$36,771	$37,506
3. Total Support Staff (b+c below)	$33,250	$67,830	$69,187	$105,855	$107,973
a. #FTE	0.5	1.0	1.0	1.5	1.5
b. Total Salary	$25,000	$51,000	$52,020	$79,591	$81,182
c. Total Benefits	$8,250	$16,830	$17,167	$26,265	$26,790
4. Graduate Assistants (b+c)	$0	$0	$0	$0	$0
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Stipend	$0	$0	$0	$0	$0
c. Tuition Remission	$0	$0	$0	$0	$0
5. Materials & Supplies	$300	$1,500	$17,400	$17,550	$20,700
6. Marketing	$25,000	$22,000	$21,000	$21,000	$21,000
7. Equipment	$20,000	$20,000	$10,000	$10,000	$10,000
8. Library	$5,000	$5,000	$5,000	$5,000	$5,000
9. New or Renovated Space	$0	$0	$0	$0	$0
10. Other Expenses: Operational Expenses	$25,000	$25,000	$25,000	$25,000	$25,000
TOTAL (Add 1 - 10)	**$334,650**	**$555,093**	**$569,625**	**$614,885**	**$628,761**

Table 2: Resources

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Reallocated Funds					
2. Tuition/Fee Revenue (c+g below)	$154,000	$381,150	$567,567	$644,334	$705,966
a. #FT Students	10	20	32	34	36
b. Annual Tuition/Fee Rate	$15,400	$19,058	$17,736	$18,951	$19,610
c. Annual FT Revenue (a x b)	$154,000	$381,150	$567,567	$644,334	$705,966
d. # PT Students					
e. Credit Hour Rate	$1,100	$1,155	$1,213	$1,273	$1,337
f. Annual Credit Hours					
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	$200,000	$200,000	$0	$0	$0
TOTAL (Add 1 - 4)	**$354,000**	**$581,150**	**$567,567**	**$644,334**	**$705,966**

APPENDIX A: FACULTY AND ORGANIZATION

Faculty biographies can be found on the School of Public Health web site at http://sph.umd.edu/faculty. Listed below are courses in the program that the faculty member has taught. SPHL705, SPLH706, HLTH720, HLTH790, and HLTH709 are all new courses for which teaching assignments have not been made. Any faculty person listed below would be able to teach HLTH829, the Doctoral Capstone course.

Core Faculty and Advisory personnel drawn from multiple departments

James Butler, DrPH Health Services Administration; Associate Professor and Associate Director, Maryland Center for Health Equity. Full-time.

Craig Fryer, DrPH Sociomedical Sciences; Associate Professor and Associate Director, Maryland Center for Health Equity. Full-time. HLTH609.

Robert Gold, DrPH Public Health Practice, PhD Health Education/Computer Science; Professor and Director of Educational Innovation. Chair of the department of Behavioral and Community Health. Full-time.

Xin He, PhD Statistics; Associate Professor. Full-time. EPIB651.

Donna Howard, DrPH Behavioral Sciences and Health Education; Associate Professor. Full-time. HLTH609.

Dylan Roby, PhD Public Policy; Associate Professor. Full-time. HLSA723.

Additional Supporting Faculty for Executive Leadership in Public Health concentration:

Elizabeth Aparicio, PhD Social Work; Assistant Professor. Full-time. HLTH625.

Amelia Arria, PhD Epidemiology; Professor, Director, Center on Young Adult Health and Development and Director, Office of Planning and Evaluation. Full-time.

Kenneth Beck, PhD Social Psychology; Professor and Associate Chair of Academics, Department of Behavioral and Community Health. Full-time.

Bradley Boekeloo, PhD Health Policy and Management; Professor and Director, Preventive Research Center. Full-time.

Barbara Curbow, PhD Social Psychology; Professor. Full-time. HLTH609.

Sharon Desmond, PhD Health Education; Associate Professor and Community Engagement Committee Chair. Full-time.

Robert Feldman, PhD Social Psychology; Professor and Director, Post-Doctoral Program of the Tobacco Center of Regulatory Science. Full-time.

Kerry Green, PhD Health Policy and Management; Associate Professor. Full-time. HLTH711.

Cheryl Knott, PhD Applied/Experimental Psychology; Professor and Director, CHAMP (Community Health Awareness, Messages, and Prevention) Lab and Co-Director, Center for Health Behavior Research. Full-time.

APPENDIX B: COURSE DESCRIPTIONS

SPHL705, SPLH706, HLTH720, HLTH790, and HLTH709 are all new courses that have not yet gone through the campus's course approval process and therefore are not listed in the Graduate Catalog. The courses will go through the campus review process when the program is approved.

Summer I

Introduction to Successful Online Learning: This course will include an introduction to the UMD School of Public Health, faculty expectations for this online DrPH and students will receive tips to help them be more successful online learners. [no credit]

HLTH 609 Journal Club – Foundations of Leadership: This journal club will encourage students to explore leadership types, recognize their leadership style and discuss current and past public health leaders. [1cr]

Fall I

EPIB 651 Applied Regression Analysis: An introduction to important statistical methods used in public health research, including nonparametric hypothesis testing, ANOVA, simple and multiple linear regression, logistic regression, and categorical data analysis. [3cr] Prerequisite: graduate level introduction to Biostatistics course with minimum grade of B-

SPHL 705 Transformational Leadership and Systems Thinking: Transformational leadership is the term often used to describe a leadership style where an individual works with others to identify needed change, create a vision to guide the change, and then execute the change in partnership with a team of committed members. This course will explore this leadership style and will introduce the importance of systems thinking; a critical skill necessary to build programs and policies that are aware of and prepared for unintended consequences. [2cr]

Winter I

HLTH 709 Leadership Seminar: Designing the DrPH Capstone: This seminar will provide an opportunity for students to work with UMD faculty to organize their capstone outline. [1cr]

HLTH 709 Leadership Seminar: Grant and Scholarly Writing: This seminar provides practical examples and exercises to enable students to become more effective writers. Topics include principles of good writing, the format of a peer-reviewed manuscript, grant writing, and ethical issues in scientific publications. [1cr]

Spring I

HLTH 720 Crisis Management and Risk Communication: This course will draw from lessons learned during recent and past public health emergencies and consider research in the field of crisis management and risk communication. The course will include a focus on vulnerable populations and the use of technology and social media for disaster preparedness. [3cr]

HLTH 711 Advanced Research Methods in Health: This course will explore quantitative techniques, advanced research methods and design issues. [3cr]

Summer II

HLSA 723 Health Policy Analysis and Advocacy: Examination of the politics of the health policy process, including the effects of American political structure and institutions; economic and social factors; interest

groups, classes, and social movements; media and public opinion, and other factors. The emphasis is both on understanding how public policy is made as well as how to influence the process. Students will learn about (1) how health policy is developed, adopted, and implemented, (2) the political, institutional, economic, social, and other factors that influence and shape the process, and (3) the basic approaches and tools of strategic advocacy. [3cr] Prerequisite: graduate level introduction to health policy

HLTH 709 Leadership Seminar - Strategic Planning for Public Health (a hybrid course): This course will begin in-person but will continue online as students end the course with a proposal to conduct a strategic plan to address a critical public health or leadership related issue within their own organization or affiliate institution. [1cr]

Fall II

HLTH 625 Community Assessment Through Qualitative Methods: This course covers major paradigms in qualitative inquiry, an overview of the process of qualitative research, and an introduction to several qualitative research methods, including grounded theory, ethnography, phenomenology, and content analysis. Students will collect, transcribe, analyze, and present qualitative data using interview and analytic techniques. [3cr]

Winter II

HLTH 609 Journal Club – Big Data and Predictive Analytics: This journal club will explore how big data is organized, analyzed, and interpreted. The discussion will include insights to real-world public health problems and future questions. [1cr]

SPHL 706 Leadership in Crisis: This course on leadership will focus on the development of a case study examining a critical public health challenge and approaches by leaders to address the challenge. [2cr]

Spring II

HLTH 609 Journal Club – Understanding the Role of Technology in Public Health Practice and Communication: This journal club will encourage students to explore understand the basic tools and building blocks of health informatics and how it is applied to public health practice. [1cr]

HLTH 790 Leadership in Action: Under the mentorship of their faculty advisor, students will create a strategic plan to address a public health challenge facing their organization or a partnering organization. [3cr]

The practicum requires the student to establish learning objectives that involve at least three of the program competencies and result in a deliverable that both demonstrates attainment of program competencies and is meaningful for the organization to advance public health practice.

The practicum, learning objectives, and deliverables must be approved in advance by the program director. The practicum deliverable must incorporate a reflective component, which describes the student's personal or professional reactions to their applied experience and that will be included in the portfolio used in the mid-program review for advancement to candidacy.

HLTH 709 Leadership Seminar – Evidence-based Practice/Practice-Based Evidence: The goal of practice-based research is to move the knowledge derived from research to creation, through dissemination, and to application to assure the translation and uptake of relevant science into evidence based best practices (Source: ASPPH). This journal club will discuss the opportunities and challenges of this strategy for public health. [1cr]

Summer III
HLTH 829 Doctoral Capstone Hours: Students develop, implement, and finalize capstone work and set a date for their defense with committee members. [3cr]

In maintaining the key differentiators between a DrPh and PhD in Public Health, the culminating Capstone should be project based. The candidate should complete a field-based doctoral project that is designed to influence programs, policies, or systems applicable to public health practice. The doctoral project should demonstrate synthesis of all competencies in the DrPH. It will include both a written deliverable and an oral defense.

Based on the candidate's long-term goals, the Capstone project format should be flexible without reducing expectation of rigor. The Capstone project should demonstrate the application of doctoral level research skills to a problem or issue of significance to public health leadership.

Thus, an acceptable DrPH Capstone project written deliverable may include, but is not limited to:

- Carefully designed plan, developed with stakeholder input, intended to address a complex public health problem of strategic importance to public health; should include identification of long-term aims and interests associated with selected public health issue and the means of achieving them
- Combine translational research with an understanding of the role of leadership in creating an implementation plan to improve the public's health; should use an explicit methodology and study design that is clearly specified and specifically designed to address the problem selected

As planning is a basic leadership skill, candidates are expected to create a work plan for completing the Capstone. The work plan should outline major tasks, time frames and milestones, including how the committee will review the work along the way.

Fall III
HLTH 829 Doctoral Capstone Hours: Students work on all components of capstone. [3cr]

Winter III
HLTH 829 Doctoral Capstone Hours: Students work on all components of capstone. [3cr]

Spring III
HLTH 829 Doctoral Capstone Hours: Students work on all components of capstone. [3cr]

APPENDIX C: LEARNING OUTCOMES ASSESSMENT PLAN

Competency	Course Appropriate	Specific Requirements
Profession & Science of Public Health.		
Explain public health history, philosophy and values.	Covered by Admission Requirements – Current MPH and 3 – 5 years professional experience	
Identify the core functions of public health and the 10 Essential Services11.		
Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.		
List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.		
Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc..		
Explain the critical importance of evidence in advancing public health knowledge.		
Factors Related to Human Health.		
Explain effects of environmental factors on a population's health.	Covered by Admission Requirements – Current MPH and 3 – 5 years professional experience	
Explain biological and genetic factors that affect a population's health.		
Explain behavioral and psychological factors that affect a population's health.		
Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.		
Explain how globalization affects global burdens of disease.		
Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health).		
Data & Analysis.		
Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels.	HLTH 711 Advanced Research Methods in Health HLTH 625 Community Assessment Through Qualitative Methods	Examinations Class projects
Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.	HLTH 711 Advanced Research Methods in Health	Examinations Written proposal

Competency	Course Appropriate	Specific Requirements
	HLTH 625 Community Assessment Through Qualitative Methods	
Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health.	EPIB 651 Applied Regression Analysis	Examinations
Leadership, Management & Governance.		
Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners.	HLTH 709 Leadership Seminar - Grant and Scholarly Writing HLTH 609 Journal Club – Foundations of Leadership	Course project
Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.	HLTH 720 Crisis Management and Risk Communication: SPHL 706 Leadership in Crisis	Course assignments Case study project
Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems.	HLTH 609 Journal Club - Foundations of Leadership HLSA 723 Health Policy Analysis and Advocacy HLTH 829 Doctoral Capstone	Course examinations Capstone
Create a strategic plan.		
Facilitate shared decision making through negotiation and consensus-building methods.	HLTH 709 Strategic Planning in Public Health HLTH 790 Leadership in Action Field Experience	Required readings and examinations Completion of individual strategic plan for a community stakeholder
Create organizational change strategies.		
Propose strategies to promote inclusion and equity within public health programs, policies and systems.		
Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.		
Propose human, fiscal and other resources to achieve a strategic goal.		
Cultivate new resources and revenue streams to achieve a strategic goal.		
Policy & Programs.		
Design a system-level intervention to address a public health issue.	HLTH 829 Doctoral Capstone	Capstone
Integrate knowledge of cultural values and practices in the design of public health policies and programs.	SPHL 705 Transformational Leadership and Systems Thinking	Examinations Course projects

Competency	Course Appropriate	Specific Requirements
	HLTH 790 Leadership in Action Field Experience	
Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis.	HLSA 723 Health Policy Analysis and Advocacy SPHL 706 Leadership in Crisis	Required readings and examinations
Propose interprofessional team approaches to improving public health.	SPHL 705 Transformational Leadership and Systems Thinking	Required readings and examinations
Education & Workforce Development.		
Assess an audience's knowledge and learning needs.	HLTH 790 Leadership in Action Field Experience	Required readings and examinations Course assignments
Deliver training or educational experiences that promote learning in academic, organizational or community settings.	HLTH 790 Leadership in Action Field Experience	Required readings and examinations Course assignments
Use best practice modalities in pedagogical practices.	SPHL 705 Transformational Leadership and Systems Thinking	Required readings and examinations

Appendix D

The Maryland Higher Education Commission

Change in Program Modality Request Form

Institutions may change an approved program's modality.

An institution of higher education that has received approval to operate a program in the state of Maryland may add, change, suspend, or discontinue a program modality if the institution provides advance notice to the Commission in accordance with COMAR 13B.02.03.29 and COMAR 13B.02.03.22

An institution's notice to the Commission shall include:

Provide the program's title and degree level:

Title of program: Public Health
Degree level: Doctoral
Degree: Doctor of Public Health

Provide the program's HEGIS and CIP code:

Suggested Hegis: 1214.05
Suggested CIP: 51.2201

Provide a description of, and rationale for, the addition, change, suspensions, or discontinuation of program modality:

The proposed program will be offered mainly in a distance education format except for an additional requirement that students spend two one-week periods per year on campus (in January and August).

Provide an affirmation that the program's most recently approved curriculum and objective are coherent, cohesive, and comparable, regardless of program modality:

The proposed program's curriculum and objectives are coherent, cohesive, and would comparable to an entirely face-to-face program. See proposal for more information.

Provide the planned implementation date of the addition, change, suspension, or discontinuation of program modality:

Fall 2020.

For any suspension or discontinuation of a program modality;

Provide the number of students enrolled in the program who are using that program modality and their expected graduation dates:

N/A

Provide a plan that covers each of the students using the program's modality to ensure that:

The student's time to completion of the program is not increased;
Students and faculty continue to have access to course material, student services, and academic support for the duration of the program.

Appendix A of the proposal provides a sample plan for students moving through the program to completion. UMD's learning management system, ELMS, will be available to faculty and students throughout the duration of the program. UMD's Learning Technology Design Services office provides training and support to faculty for designing and teaching online courses. Students will have access to course material through ELMS and student support services from both School of Public Health advisors and Office of Extended Studies administrators.

Please submit the coversheet and Program Modality Request form to the Secretary via postal mail or electionally to acadprog.mhec@maryland.gov

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Proposal for University of Maryland Eastern Shore to Use Standardized Tests as an Optional Criterion for Admission

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, November 5, 2019

SUMMARY: The University of Maryland Eastern Shore seeks exception to the *BOR Policy III-4.00 – Policy on Undergraduate Admissions* to conduct a one-year pilot study using standardized tests as an optional criterion for admission for first-year students whose overall high school minimum grade point averages of 3.4, to begin effective Fall 2020. The policy change would still require all students to submit their test scores, even if they are not used as admissions criteria.

A growing body of research demonstrates that high school grade point average is a much better predictor of college success than a student's SAT or ACT score (Kurlaender, M., & Cohen, K., 2019). Educators also increasingly recognize that this practice helps them be more accessible and equitable in their admissions practices. In addition, schools that have gone test-optional report higher student retention and graduation rates than peer institutions that do not use this practice.

Through less reliance on standardized scores, UMES will be able to identify students whose high school performance demonstrates their potential for college success. Based on a review of UMES' first year students' academic performance, the data show that high school GPA is a much stronger predictor of both academic success and failure than the SAT. Students with higher high school grades and lower SAT scores had a higher rate of success and fewer failures. Conversely, students with higher SAT scores and lower grades exhibited poorer performance and succeed at a lower rate as reflected in the *UMES First-Year Success and Failure by SAT and High School GPA, 2014-2018* found in Appendix B of the proposal as follows. Additionally, the demographics of first-generation students, the populations from which UMES draws a majority of its student body, further compels UMES to develop more holistic admissions policies.

Results of the one-year pilot study will be presented to the Committee in Fall 2021.

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

FISCAL IMPACT: No additional funds are required. The proposal can be supported by the projected tuition and fees revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Maryland Eastern Shore to use Standardized Tests as an Optional Criterion for Admission.

COMMITTEE RECOMMENDATION:		DATE: November 5, 2019
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

UNIVERSITY OF MARYLAND EASTERN SHORE
Office of the President

Proposal for University of Maryland Eastern Shore
Using Standardized Tests as an *Optional* Criterion for Admission

Submitted by Heidi M. Anderson, President (October 16, 2019)

Proposal
The University of Maryland Eastern Shore seeks exception to the *BOR Policy III-4.00 – Policy on Undergraduate Admissions*[1] to conduct a one-year pilot study using standardized tests as an optional criterion for admission for first-year students whose overall high school minimum grade point averages of 3.4, to begin effective Fall 2020. *It is important to note, that this policy change would still require all students to submit their test scores, even if they are not used as admissions criteria*.

Exception for the pilot study is requested of the University System of Maryland's Board of Regents because the current policy states: "A score on a nationally standardized examination such as the SAT or ACT is required of all applicants who have graduated from high school." If the pilot is approved, annual reports will be provided by October 15, 2021 to the Education Policy Committee comparing retention rates and UMES grade point averages for both groups of first-year students. Graduation rates for two student cohorts will be assessed for the first two entering classes in 2024, 2025, and 2026 (four, five, and six-year graduation marks).

Changing perspectives on standardized tests as indicators of college success
A growing body of research (Kurlaender, M., & Cohen, K., 2019) demonstrates that high school grade point average is a much better predictor of college success than a student's SAT or ACT score. The National Center for Fair and Open Testing (2007) reports that use of standardized testing is not only a poor predictor of a student's college performance, but that it also adversely impacts access to education for otherwise qualified aspiring students. Educators also increasingly recognize that this practice helps them be more accessible and equitable in their admissions practices. Finally, schools that have gone test-optional report higher student retention and graduation rates than peer institutions that do not use this practice.

Changes in the SAT over the last decade resulted in marked declines in national scores, with Maryland students experiencing a more significant drop than other states until 2017. From 2009 - 2016 the national average SAT composite declined by 16 points overall, the Maryland average SAT composite declined by 21 points (See Appendix A: *Comparison of Fall 2009 -2018 Mean SAT Scores - Maryland and Nationally*). Notably Maryland's composite scores rose 100 points by 2018, surpassing the national average by 13 points. The major shift in both Maryland and national scores have been attributed to the content, format, and scoring changes made to the SAT in 2016.

The extraordinary shift in test scores over a two-year period can be seen as another piece of evidence that the SAT tests are an imperfect admissions metric. Through less reliance on standardized scores, UMES will be able

[1] *BOR Policy III-4.00* Approved by the Board of Regents, January 11, 1990; Revised October 4, 1996; Revised October 5, 2001

to identify students whose high school performance demonstrates their potential for college success. Additionally, the demographics of first-generation students, the populations from which UMES draws a majority of its student body, further compels UMES to develop more holistic admissions policies.

Admissions Practices at Peer Institutions

Currently, over 1000 accredited colleges and universities have some form of test-optional admissions policy (e.g. University of Delaware, George Mason University, Loyola of Maryland, and Salisbury University). Four of UMES' HBCU peer institutions are currently test-optional. These institutions all use a high school ranking or GPA cut-off to determine when applicants' standardized test scores are considered optional, though they differ on the level at which they enact their test-optional policies:

HBCU Test-optional Peers	
University	**Test-Optional Criteria**
Alcorn State University	**3.2 GPA**
Hampton University	**3.3 GPA or Top 10%**
Prairie View A&M University	**Top 10%**
Virginia State University	**3.0 GPA**

Data from Hampton and Virginia State Universities illustrate the ways in which test-optional practices have affected their first-year enrollment and retention rates since 2015:

Entering Freshmen Cohort			
	Fall 2015	Fall 2016	Fall 2017
Hampton	930	1278	1018
Va State	765	1024	1145

Retention Rates			
	Fall 2015	Fall 2016	Fall 2017
Hampton	76%	80%	78%
Va State	73%	74%	71%

Based on a review of UMES' first year students' academic performance, we find that high school GPA is a much stronger predictor of both academic success and failure than the SAT. Students with higher high school grades and lower SAT scores had a higher rate of success and fewer failures. Conversely, students with higher SAT scores and lower grades did more poorly and succeed at a lower rate. (See Appendix B: *UMES First-Year Success and Failure by SAT and High School GPA, 2014-2018*)

UMES proposed practices and benefits

The UMES proposed practices are as follows:

- High school students who submit completed applications, and whose overall high school GPA is at or above a 3.4, receive expedited admission to the University.
- Students who wish to be considered for acceptance into the honors program, select majors, and NCAA teams will still have their SAT or ACT scores considered as part of their application package.

- ***All students must still submit standardized test scores, even if they are not used as admission criteria.***

Benefits to UMES students: In addition to potentially greater retention and graduation rates, UMES applicants would also likely benefit from:

- Decreased cost of college application materials. Currently, if not requested at test registration, the College Board solicits a fee each time a student requests a score report sent to a university
- Being able to submit materials that best represent themselves and their potential for success such as High School Transcripts, Faculty Letters of Recommendations, Research Experience, and Community Service.
- Relieving some of the stigma and anxiety that can come from lower standardized test scores.

As an institution, becoming test-optional allows UMES:

- To be in line with national admissions best-practices, adopted by many institutions across higher education (George Washington University, Hampton University, Old Dominion University, Temple University, etc.).
- To align with the recruitment tactics of UMES' Middle States Peers.
- To remain competitive with recruitment and admission of students from highly targeted underrepresented and underserved communities.
- To remain true to its access mission by evaluating students' potential for success more holistically by utilizing additional materials such as High School Transcripts, Faculty Letters of Recommendations, Research Experience, and Community Service.

Objectives and Evaluation
Using the SAT-optional admissions policy, UMES expects to continue progress with *Managing For Results* benchmarks. All are dependent on measures in admissions like application rates, admissions ratios, yield rates, percent in top of high school classes and test score averages. Other indicators that should benefit from improved prediction of success are retention rates, graduation rates and improved academic performance. Annual reports will be provided by October 15 to the Education Policy Committee comparing retention rates and UMES grade point averages for both groups: eligible first-year students excluding their scores with those submitting SAT or ACT scores. Graduation rates for each entering first-year class, beginning in 2020, will be assessed at the four, five, and six-year marks.

Implementation of Change
It is our goal for this proposal to receive consideration in time for the December 2019 Board of Regents meeting. Approval would allow UMES to accept students under this policy for Fall Semester 2020. As always, applicants will continue to be informed of our institutional values and the importance of our student-centered admissions process.

References:

Kurlaender, M., & Cohen, K. (2019). Predicting College Success: How Do Different High School Assessments Measure Up? Policy Analysis for California Education, PACE.

National Center for Fair and Open Testing (2007). *SAT I: A Faulty Instrument For Predicting College Success.* https://www.fairtest.org/satvalidity.html, accessed on October 13, 2019

Appendix A: ***Comparison of Fall 2009 - 2018 Mean SAT Scores - Maryland and Nationally***

UNIVERSSITY OF MARYLAND EASTERN SHORE

Comparison of Fall 2009-Fall 2018 Mean SAT Scores - Maryland and Nationally

Year	Maryland Composite	National Composite	Difference Between MD & Nation
2009	1001	1017	-16
2010	1007	1017	-10
2011	1001	1011	-10
2012	999	1010	-11
2013	997	1010	-13
2014	987	1010	-23
2015	984	1006	-22
2016	980	1002	-22
2017	1060	1060	0
2018	1080	1067	13

Source: Maryland Higher Education Commission Data Book

sn/fa/ja/oirpa/10-12-2019

Appendix B: University of Maryland Eastern Shore First-Year Success and Failure by SAT and High School GPA

All Fall 2014 Freshmen by SAT & High School GPA and UMES GPA = 3 and Above (Success)

# Student	# UMES GPA>=3.0	% Success	SAT Quartile Range	High School GPA Quartile Range
56	6	10.71%	Bottom 0-25% Quartile	Bottom 0-25% Quartile
57	7	12.28%	Bottom 0-25% Quartile	Bottom 25-50% Quartile
43	10	23.26%	Bottom 0-25% Quartile	Top 50-75% Quartile
32	6	18.75%	Bottom 0-25% Quartile	Top 75-100% Quartile
45	6	13.33%	Bottom 25-50% Quartile	Bottom 0-25% Quartile
61	7	11.48%	Bottom 25-50% Quartile	Bottom 25-50% Quartile
66	16	24.24%	Bottom 25-50% Quartile	Top 50-75% Quartile
39	17	43.59%	Bottom 25-50% Quartile	Top 75-100% Quartile
42	9	21.43%	Top 50-75% Quartile	Bottom 0-25% Quartile
30	4	13.33%	Top 50-75% Quartile	Bottom 25-50% Quartile
40	12	30.00%	Top 50-75% Quartile	Top 50-75% Quartile
42	22	52.38%	Top 50-75% Quartile	Top 75-100% Quartile
26	2	7.69%	Top 75-100% Quartile	Bottom 0-25% Quartile
23	9	39.13%	Top 75-100% Quartile	Bottom 25-50% Quartile
33	15	45.45%	Top 75-100% Quartile	Top 50-75% Quartile
58	40	68.97%	Top 75-100% Quartile	Top 75-100% Quartile
693	188	27.13%		

All Fall 2014 Freshmen by SAT & HS GPA with UMES GPA Below 2.0 (Failure)

# Student	# UMES GPA <2.0	% Failure	SAT Quartile Range	High School GPA Quartile Range
56	23	41.07%	Bottom 0-25% Quartile	Bottom 0-25% Quartile
57	16	28.07%	Bottom 0-25% Quartile	Bottom 25-50% Quartile
43	7	16.28%	Bottom 0-25% Quartile	Top 50-75% Quartile
32	9	28.13%	Bottom 0-25% Quartile	Top 75-100% Quartile
45	12	26.67%	Bottom 25-50% Quartile	Bottom 0-25% Quartile
61	14	22.95%	Bottom 25-50% Quartile	Bottom 25-50% Quartile
66	13	19.70%	Bottom 25-50% Quartile	Top 50-75% Quartile
39	3	7.69%	Bottom 25-50% Quartile	Top 75-100% Quartile
42	12	28.57%	Top 50-75% Quartile	Bottom 0-25% Quartile
30	7	23.33%	Top 50-75% Quartile	Bottom 25-50% Quartile
40	7	17.50%	Top 50-75% Quartile	Top 50-75% Quartile
42	5	11.90%	Top 50-75% Quartile	Top 75-100% Quartile
26	8	30.77%	Top 75-100% Quartile	Bottom 0-25% Quartile
23	5	21.74%	Top 75-100% Quartile	Bottom 25-50% Quartile
33	2	6.06%	Top 75-100% Quartile	Top 50-75% Quartile
58	3	5.17%	Top 75-100% Quartile	Top 75-100% Quartile
693	146	21.07%		

All Fall 2015 Freshmen by SAT & High School GPA and UMES GPA = 3 and Above (Success)

# Student	# UMES GPA>=3.0	% Success	SAT Quartile Range	High School GPA Quartile Range
92	6	6.52%	Bottom 0-25% Quartile	Bottom 0-25% Quartile
98	9	9.18%	Bottom 0-25% Quartile	Bottom 25-50% Quartile
87	18	20.69%	Bottom 0-25% Quartile	Top 50-75% Quartile
45	16	35.56%	Bottom 0-25% Quartile	Top 75-100% Quartile
54	6	11.11%	Bottom 25-50% Quartile	Bottom 0-25% Quartile
63	8	12.70%	Bottom 25-50% Quartile	Bottom 25-50% Quartile
48	9	18.75%	Bottom 25-50% Quartile	Top 50-75% Quartile
46	17	36.96%	Bottom 25-50% Quartile	Top 75-100% Quartile
55	6	10.91%	Top 50-75% Quartile	Bottom 0-25% Quartile
36	6	16.67%	Top 50-75% Quartile	Bottom 25-50% Quartile
37	10	27.03%	Top 50-75% Quartile	Top 50-75% Quartile
59	32	54.24%	Top 50-75% Quartile	Top 75-100% Quartile
28	4	14.29%	Top 75-100% Quartile	Bottom 0-25% Quartile
37	11	29.73%	Top 75-100% Quartile	Bottom 25-50% Quartile
49	18	36.73%	Top 75-100% Quartile	Top 50-75% Quartile
70	47	67.14%	Top 75-100% Quartile	Top 75-100% Quartile
904	223	24.67%		

All Fall 2015 Freshmen by SAT & HS GPA with UMES GPA Below 2.0 (Failure)

# Student	# UMES GPA <2.0	% Failure	SAT Quartile Range	High School GPA Quartile Range
92	46	50.00%	Bottom 0-25% Quartile	Bottom 0-25% Quartile
98	27	27.55%	Bottom 0-25% Quartile	Bottom 25-50% Quartile
87	22	25.29%	Bottom 0-25% Quartile	Top 50-75% Quartile
45	7	15.56%	Bottom 0-25% Quartile	Top 75-100% Quartile
54	24	44.44%	Bottom 25-50% Quartile	Bottom 0-25% Quartile
63	32	50.79%	Bottom 25-50% Quartile	Bottom 25-50% Quartile
48	14	29.17%	Bottom 25-50% Quartile	Top 50-75% Quartile
46	13	28.26%	Bottom 25-50% Quartile	Top 75-100% Quartile
55	27	49.09%	Top 50-75% Quartile	Bottom 0-25% Quartile
36	14	38.89%	Top 50-75% Quartile	Bottom 25-50% Quartile
37	9	24.32%	Top 50-75% Quartile	Top 50-75% Quartile
59	7	11.86%	Top 50-75% Quartile	Top 75-100% Quartile
28	13	46.43%	Top 75-100% Quartile	Bottom 0-25% Quartile
37	10	27.03%	Top 75-100% Quartile	Bottom 25-50% Quartile
49	8	16.33%	Top 75-100% Quartile	Top 50-75% Quartile
70	6	8.57%	Top 75-100% Quartile	Top 75-100% Quartile
904	279	30.86%		

All Fall 2016 Freshmen by SAT & High School GPA and UMES GPA = 3 and Above (Success)

# Student	# UMES GPA>=3.0	% Success	SAT Quartile Range	High School GPA Quartile Range
18	3	16.67%	Bottom 0-25% Quartile	Bottom 0-25% Quartile
31	6	19.35%	Bottom 0-25% Quartile	Bottom 25-50% Quartile
36	14	38.89%	Bottom 0-25% Quartile	Top 50-75% Quartile
24	14	58.33%	Bottom 0-25% Quartile	Top 75-100% Quartile
29	4	13.79%	Bottom 25-50% Quartile	Bottom 0-25% Quartile
19	4	21.05%	Bottom 25-50% Quartile	Bottom 25-50% Quartile
14	2	14.29%	Bottom 25-50% Quartile	Top 50-75% Quartile
16	8	50.00%	Bottom 25-50% Quartile	Top 75-100% Quartile
30	2	6.67%	Top 50-75% Quartile	Bottom 0-25% Quartile
22	6	27.27%	Top 50-75% Quartile	Bottom 25-50% Quartile
18	4	22.22%	Top 50-75% Quartile	Top 50-75% Quartile
29	18	62.07%	Top 50-75% Quartile	Top 75-100% Quartile
22	5	22.73%	Top 75-100% Quartile	Bottom 0-25% Quartile
12	2	16.67%	Top 75-100% Quartile	Bottom 25-50% Quartile
22	8	36.36%	Top 75-100% Quartile	Top 50-75% Quartile
27	17	62.96%	Top 75-100% Quartile	Top 75-100% Quartile
369	117	31.71%		

All Fall 2016 Freshmen by SAT & HS GPA with UMES GPA Below 2.0 (Failure)

# Student	# UMES GPA <2.0	% Failure	SAT Quartile Range	High School GPA Quartile Range
18	7	38.89%	Bottom 0-25% Quartile	Bottom 0-25% Quartile
31	9	29.03%	Bottom 0-25% Quartile	Bottom 25-50% Quartile
36	9	25.00%	Bottom 0-25% Quartile	Top 50-75% Quartile
24	4	16.67%	Bottom 0-25% Quartile	Top 75-100% Quartile
29	9	31.03%	Bottom 25-50% Quartile	Bottom 0-25% Quartile
19	3	15.79%	Bottom 25-50% Quartile	Bottom 25-50% Quartile
14	2	14.29%	Bottom 25-50% Quartile	Top 50-75% Quartile
16	1	6.25%	Bottom 25-50% Quartile	Top 75-100% Quartile
30	11	36.67%	Top 50-75% Quartile	Bottom 0-25% Quartile
22	4	18.18%	Top 50-75% Quartile	Bottom 25-50% Quartile
18	3	16.67%	Top 50-75% Quartile	Top 50-75% Quartile
29	6	20.69%	Top 50-75% Quartile	Top 75-100% Quartile
22	9	40.91%	Top 75-100% Quartile	Bottom 0-25% Quartile
12	4	33.33%	Top 75-100% Quartile	Bottom 25-50% Quartile
22	3	13.64%	Top 75-100% Quartile	Top 50-75% Quartile
27	2	7.41%	Top 75-100% Quartile	Top 75-100% Quartile
369	86	23.31%		

All Fall 2017 Freshmen by SAT & High School GPA and UMES GPA = 3 and Above (Success)

# Student	# UMES GPA>=3.0	% Success	SAT Quartile Range	High School GPA Quartile Range
53	6	11.32%	Bottom 0-25% Quartile	Bottom 0-25% Quartile
32	5	15.63%	Bottom 0-25% Quartile	Bottom 25-50% Quartile
28	7	25.00%	Bottom 0-25% Quartile	Top 50-75% Quartile
12	1	8.33%	Bottom 0-25% Quartile	Top 75-100% Quartile
26	4	15.38%	Bottom 25-50% Quartile	Bottom 0-25% Quartile
39	7	17.95%	Bottom 25-50% Quartile	Bottom 25-50% Quartile
35	10	28.57%	Bottom 25-50% Quartile	Top 50-75% Quartile
31	16	51.61%	Bottom 25-50% Quartile	Top 75-100% Quartile
27	4	14.81%	Top 50-75% Quartile	Bottom 0-25% Quartile
32	4	12.50%	Top 50-75% Quartile	Bottom 25-50% Quartile
39	11	28.21%	Top 50-75% Quartile	Top 50-75% Quartile
24	13	54.17%	Top 50-75% Quartile	Top 75-100% Quartile
19	5	26.32%	Top 75-100% Quartile	Bottom 0-25% Quartile
18	7	38.89%	Top 75-100% Quartile	Bottom 25-50% Quartile
22	11	50.00%	Top 75-100% Quartile	Top 50-75% Quartile

48	28	58.33%	Top 75-100% Quartile	Top 75-100% Quartile
485	139	28.66%		

All Fall 2017 Freshmen by SAT & HS GPA with UMES GPA Below 2.0 Failure)

# Student	# UMES GPA <2.0	% Failure	SAT Quartile Range	High School GPA Quartile Range
53	22	41.51%	Bottom 0-25% Quartile	Bottom 0-25% Quartile
32	12	37.50%	Bottom 0-25% Quartile	Bottom 25-50% Quartile
28	6	21.43%	Bottom 0-25% Quartile	Top 50-75% Quartile
12	3	25.00%	Bottom 0-25% Quartile	Top 75-100% Quartile
26	14	53.85%	Bottom 25-50% Quartile	Bottom 0-25% Quartile
39	8	20.51%	Bottom 25-50% Quartile	Bottom 25-50% Quartile
35	7	20.00%	Bottom 25-50% Quartile	Top 50-75% Quartile
31	4	12.90%	Bottom 25-50% Quartile	Top 75-100% Quartile
27	13	48.15%	Top 50-75% Quartile	Bottom 0-25% Quartile
32	12	37.50%	Top 50-75% Quartile	Bottom 25-50% Quartile
39	6	15.38%	Top 50-75% Quartile	Top 50-75% Quartile
24	3	12.50%	Top 50-75% Quartile	Top 75-100% Quartile
19	4	21.05%	Top 75-100% Quartile	Bottom 0-25% Quartile
18	3	16.67%	Top 75-100% Quartile	Bottom 25-50% Quartile
22	3	13.64%	Top 75-100% Quartile	Top 50-75% Quartile
48	3	6.25%	Top 75-100% Quartile	Top 75-100% Quartile
485	123	25.36%		

All Fall 2018 Freshmen by SAT & High School GPA and UMES GPA = 3 and Above (Success)

# Student	# UMES GPA>=3.0	% Success	SAT Quartile Range	High School GPA Quartile Range
33	3	9.09%	Bottom 0-25% Quartile	Bottom 0-25% Quartile
47	2	4.26%	Bottom 0-25% Quartile	Bottom 25-50% Quartile
28	5	17.86%	Bottom 0-25% Quartile	Top 50-75% Quartile
16	7	43.75%	Bottom 0-25% Quartile	Top 75-100% Quartile
35	6	17.14%	Bottom 25-50% Quartile	Bottom 0-25% Quartile
37	3	8.11%	Bottom 25-50% Quartile	Bottom 25-50% Quartile
33	10	30.30%	Bottom 25-50% Quartile	Top 50-75% Quartile
16	9	56.25%	Bottom 25-50% Quartile	Top 75-100% Quartile
24	10	41.67%	Top 50-75% Quartile	Bottom 0-25% Quartile
19	3	15.79%	Top 50-75% Quartile	Bottom 25-50% Quartile
34	14	41.18%	Top 50-75% Quartile	Top 50-75% Quartile
27	14	51.85%	Top 50-75% Quartile	Top 75-100% Quartile

21	4	19.05%	Top 75-100% Quartile	Bottom 0-25% Quartile
17	6	35.29%	Top 75-100% Quartile	Bottom 25-50% Quartile
23	11	47.83%	Top 75-100% Quartile	Top 50-75% Quartile
52	33	63.46%	Top 75-100% Quartile	Top 75-100% Quartile
462	140	30.30%		

All Fall 2018 Freshmen by SAT & HS GPA with UMES GPA Below 2.0 (Failure)

# Student	# UMES GPA <2.0	% Failure	SAT Quartile Range	High School GPA Quartile Range
33	11	33.33%	Bottom 0-25% Quartile	Bottom 0-25% Quartile
47	12	25.53%	Bottom 0-25% Quartile	Bottom 25-50% Quartile
28	7	25.00%	Bottom 0-25% Quartile	Top 50-75% Quartile
16	1	6.25%	Bottom 0-25% Quartile	Top 75-100% Quartile
35	9	25.71%	Bottom 25-50% Quartile	Bottom 0-25% Quartile
37	10	27.03%	Bottom 25-50% Quartile	Bottom 25-50% Quartile
33	2	6.06%	Bottom 25-50% Quartile	Top 50-75% Quartile
16	1	6.25%	Bottom 25-50% Quartile	Top 75-100% Quartile
24	5	20.83%	Top 50-75% Quartile	Bottom 0-25% Quartile
19	5	26.32%	Top 50-75% Quartile	Bottom 25-50% Quartile
34	3	8.82%	Top 50-75% Quartile	Top 50-75% Quartile
27	1	3.70%	Top 50-75% Quartile	Top 75-100% Quartile
21	5	23.81%	Top 75-100% Quartile	Bottom 0-25% Quartile
17	3	17.65%	Top 75-100% Quartile	Bottom 25-50% Quartile
23	1	4.35%	Top 75-100% Quartile	Top 50-75% Quartile
52	1	1.92%	Top 75-100% Quartile	Top 75-100% Quartile
462	77	16.67%		

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Report: Intercollegiate Athletics FY 2019 Academic Summary

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, November 5, 2019

SUMMARY: The BOR Policy on Intercollegiate Athletics (V-2.10) requires institutions to submit reports to inform the Board of the academic and financial status of the athletic programs. In addition to status updates being made to the Board's Committee on Finance and Committee on Education Policy and Student Life, the Board's Workgroup on Intercollegiate Athletics (ICA) exists to deeply explore the wide range of ICA issues.

Today, Regent Barry Gossett (chair of the ICA Workgroup) will deliver the ICA FY 2019 Academic Summary Report, which reviews the student-athlete academic measures discussed by the Workgroup during FY 2019 for USM's institutions with Division I athletics. The summary includes the aggregated synthesis for the measures required by the policy and includes comparisons about the preparedness of incoming student-athletes, their ongoing academic success, and their graduation rates. A summary of the current NCAA APR status is provided. Due to small squad size and the potential to individually identify students, only summary information is presented publically. The regents, however, are privy to detailed information when requested.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only		DATE: November 5, 2019
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

ICA FY 2019 Academic Summary Report
Board of Regents' Committee on Education Policy and Student Life
November 5, 2019

Student athletes are first and foremost students, and it is the expectation of the Board of Regents that their academic performance and progress will be comparable to that of non-athletes.

This report summarizes the student-athlete academic measures discussed by the University System of Maryland (USM) Board of Regents' Intercollegiate Athletics (ICA) Workgroup during FY 2019. Due to small squad size and the potential to individually identify students, only summary information is presented. The following summary includes the aggregated synthesis for the measures required by the Policy on Reports on Intercollegiate Athletics (V-2.10) and includes comparisons about the preparedness of incoming student athletes as measured by high school GPA and SAT scores, their ongoing academic success ("mid-year performance" indicators), and their graduation rates. Finally, the report concludes with a summary of the current NCAA APR status.

Summary of Academic Performance by Institution

Coppin State University

Admission:
Student-athlete men and women tend to be admitted with similar or better preparedness than their non-athlete counterparts. With only a few exceptions, the athletes' campus averages for high school GPA and SAT are at or above the average for non-athletes.

Mid-Year Performance:
For all sports, the average GPA and credit hour completion of student-athletes are above the campus averages and are similar to the team GPAs and credit hour completion from FY 2018.

Graduation Rates:
The average graduation rate of men student-athletes is above the student body peer mean (54% vs 19%). Additionally, the average graduation rate of women student-athletes is above the student body peer mean (76% vs 26%).

Towson University

Admission:
Student-athlete men and women tend to be admitted with similar preparedness as their campus peers. Men student-athletes' 3.50 HS GPA and 1141 SAT average, and women student-athletes' 3.71 HS GPA and 1140 SAT are essentially equal to the campus men's and women's averages, respectively.

Mid-Year Performance:
The average 3.17 GPA and 13.5 credit hour completion of student-athletes are above the campus average 3.01 GPA and 13.3 credit hours completed.

Graduation Rates:
Both men and women student-athletes' graduation rates are above the student body peer mean (79% vs 71% for men; 81% vs 74% for women).

University of Maryland, Baltimore County

Admission:

Admission data for student-athlete men and women are not significantly different than that of campus men and women. Student-athlete men averaged 3.50 HS GPA and 1235 SAT while their campus counterparts averaged 3.80 HS GPA and 1290 SAT. The data for women student-athletes were even more similar, with athletes averaging 3.90 HS GPA and 1220 SAT as compared to the campus women who averaged 3.97 HS GPA and 1270 SAT.

Mid-Year Performance:

The average 3.11 GPA and 14.5 credit hour completion of student-athletes is above campus averages (3.02 & 13.3).

Graduation Rates:

Men student-athletes' graduation rates were slightly below their student body peer mean (72% vs 74%). Women student-athletes' graduation rates were above their student body peer mean (76% vs 74%).

University of Maryland, College Park

Admission:

Student-athlete men and women tend to be admitted with lower preparedness than their non-athlete peers. The men student-athletes' averages of 3.64 HS GPA and 1214 SAT were below the campus men averages of 4.27 HS GPA and 1400 SAT. Similarly, the student-athletes women averages of 3.87 HS GPA and 1205 SAT were below campus women averages of 4.31 HS GPA and 1348 SAT.

Mid-Year Performance:

All sports reported 2.90 average GPA and 13.4 credit hour completion for students-athletes, which were below the campus averages of 3.20 GPA and 14.2 credit hours completed.

Graduation Rates:

Men student-athletes' graduation rates were below their student body peer mean (67% vs 85%). Similarly, women student-athletes' graduation rates were below their student body peer mean (83% vs 89%).

University of Maryland Eastern Shore

Admission:

Student-athlete men and women tend to be admitted with similar or better preparedness. Student-athlete men (3.10 HS GPA and 1034 SAT) were slightly higher than non-athlete men (2.87 HS GPA and 969 SAT), and student-athlete women (3.44 HS GPA and 1099 SAT) were also slightly higher than non-athlete women (2.98 HS GPA and 957 SAT).

Mid-Year Performance:

For UMES sports, the average credit hour completion of student-athletes met or exceeded the campus averages of 2.78 GPA and 13 credit hours completed.

Graduation Rates:

Men student-athletes' graduation rates are above their student body peer mean (40% vs 33%). However, women student-athletes' graduation rates are below their student body peer mean (42% vs 50%). These rates at are affected by athletes who leave in good standing but do not graduate from UMES.

Summaries
The following tiers represent broad categories of where like-student groups clustered.

Academic Preparedness
Tier 1 (3.80+ HS GPA & 1270+ SAT)
- UMCP Regular Admits
- UMBC Regular Admits

Tier 2 (3.50+ HS GPA & 1140-1240 SAT)
- Towson Regular Admits
- UMCP Athletes
- UMBC Athletes
- Towson Athletes

Tier 3 (2.50+ HS GPA & 880-1100 SAT)
- UMCP/UMBC/TU Special Admits
- All Coppin Students
- All UMES Students

Average 6-Year Graduation Rate for Cohorts Beginning in Fall 2012 and Graduating by Spring 2018
Tier 1 (67%-89% At or Above USM Averages)
- UMCP Men & Women
- Towson Men & Women
- UMBC Men & Women
- Towson Men & Women Athletes
- Towson Women Special Admits
- UMBC Men & Women Athletes
- UMCP Men & Women Athletes
- Coppin Women Athletes

Tier 2 (54%-61% Near USM Averages)
- UMBC Men Special Admits
- UMCP Women Special Admits
- Towson Men Athletes Special Admit
- Coppin Men Athletes

Tier 3 (50% or Below)
- Coppin Men and Women
- UMES All
- UMCP Men Special Admits

Academic Progress Rate Summary

The Academic Progress Rate (APR) measures the academic achievement of Division I teams during each academic term. Each student-athlete earns one point for staying in school and one point for being academically eligible. A team's total points are divided by points possible and multiplied by 1,000 to produce the team's APR. A 930 APR predicts about a 50% graduation rate. Teams falling below an APR of 930 face sanctions ranging from scholarship reductions to more severe penalties.

In Summer 2019, the NCAA published the APR scores by sport based on the outcome of FY 2018. Following are highlights of those scores for USM Division I institutions:

- Coppin State University
    - Multi-year APR scores for most sports were above NCAA minimums. Three sports – Women's Cross Country, Women's Track, and Women's Softball – were below the 930 four-year average minimum.
    - Nine of the 12 sports reported a single-year score below 930.
    - Academic plans are in place to improve retention for some teams and academic eligibility for others.
- Towson University
    - All APR scores are above NCAA minimums.
    - Multi-year APR scores range from 961 (Women's Volleyball) to 1000 (Women's Cross Country, Gymnastics, and Women's Tennis).
- UMBC
    - All APR scores are above NCAA minimums.
    - Multi-year APR scores range from 952 (Baseball) to 996 (Women's Swimming).
- UMCP
    - All APR scores are above NCAA minimums.
    - Multi-year APR scores range from 943 (Men's Soccer) to 1000 (Women's Tennis).
- UMES
    - All APR scores are above NCAA minimums.
    - Multi-year APR scores range from 932 (Men's Basketball) to 1000 (Men's and Women's Golf).
    - UMES continues to improve student-athlete retention to bolster APR scores.

Most USM sports will be eligible for post-season competition when the teams finish in the 2019-2020 season. The Intercollegiate Athletics Workgroup expects the institutions to monitor and alert the Board of Regents should any academic or retention issues negatively impact the APR of any specific sport. This expectation has been met, and the institutions keep the regents informed about progress towards meeting the NCAA minimum standards. Since the ICA Workgroup has instituted regular and ongoing review, the APR scores have been steadily increasing, and the regents have been made aware of potential problems well in advance of major issues developing.

The ICA Workgroup and USM ICA staff meet three times each year with the institutional athletics offices. Additionally, the USM ICA staff maintains communications with the institutions outside of those meetings, especially when institution-specific issues require attention. The USM and its Board of Regents will continue to monitor academic progress and its impact on the NCAA APR scores in the interim and fully expect continued academic success for student-athletes.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Update: William E. Kirwan Center for Academic Innovation

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, November 5, 2019

SUMMARY: The USM's William E. Kirwan Center for Academic Innovation was established in June 2013 to enhance and promote the System's position as a national leader in higher education academic innovation. The Center's charge is to capitalize on recent findings from the learning sciences and the capabilities of emerging technologies to increase access, affordability, and outcomes of higher education. We are bringing together academic change leaders from across the System to identify ways we might improve the success of students, evaluate the feasibility of these approaches, share our findings, and scale-up and sustain promising models.

Working at the System level has been vital to the impact that the Center has had to date. Our position allows us to leverage the collective strengths of our diverse institutions, which are working together to support innovation across the USM. From this vantage point we have been able to:

1. Create a collaborative environment to support innovation both among the USM institutions and across the State of Maryland;
2. Incubate initiatives aimed at catalyzing change;
3. Remove barriers that block progress; and
4. Lead the national conversation on academic transformation.

Dr. MJ Bishop, Director of the Kirwan Center, will share an update on the Center's progress since her last report.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION: Information Only		DATE:November 5, 2019
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Report on the Workload of the USM Faculty – Academic Year 2018-2019

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, November 5, 2019

SUMMARY: At this meeting, the Committee will review the annual report on the workload of the USM faculty. This year's report (AY 2018-2019) is the first of a 3-year transition between reports generated under the earlier policy and reports that will reflect the format of the new policy which was passed by the Board of Regents in June 2019.

As in the past, the report summarizes faculty workload, which includes teaching, research, and service activities at all USM degree-granting institutions with tenured or tenure-track faculty. For the first time this year, however, it reflects the move away from reporting course units to reporting credit hours produced instead. Key findings include:

- Overall, total credit hours produced by faculty is keeping pace with total student enrollment.
- Over the five years since 2013-14, credit hours produced by tenured/tenure track faculty is down -4.9% while credit hours produced by full-time, non-tenure track instructional faculty is up by 24.2%.
- The number of bachelor's degrees awarded continues to increase while four-year graduation rates have also improved this year to the best performance since this measure was first tracked.
- Faculty publication and scholarship continue at high levels.
- Faculty secured over $1.46 billion in research funding, representing a 2.63% gain over last year.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

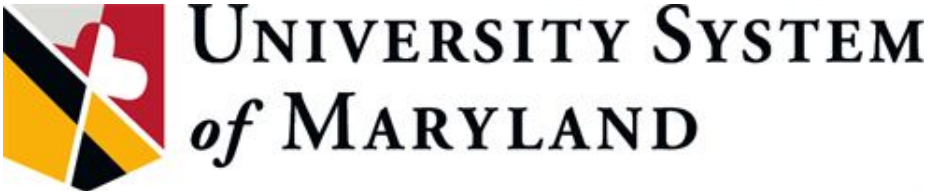
CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only	DATE: November 5, 2019
BOARD ACTION:	DATE:

SUBMITTED BY:	Joann Boughman	301-445-1992	jboughman@usmd.edu
	Ellen Herbst	301-445-1923	eherbst@usmd.edu

REPORT ON THE WORKLOAD OF THE USM FACULTY

Academic Year 2018-2019



Submitted to the Board of Regents Committee on Education Policy and Student Life
November 5, 2019

Office of the Senior Vice Chancellor for Academic and Student Affairs
Office of the Vice Chancellor of Administration and Finance

REPORT ON THE WORKLOAD OF THE USM FACULTY
Academic Year 2018-2019

SUMMARY
Key findings of this year's report include:

- Overall, total credit hours produced by faculty is keeping pace with total student enrollment. In the five years since 2013-14, USM enrollment has increased by 1.5% and USM total credit hours produced has increased by 1.4% (see Table 2).

- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty account for 66% of all credit hours produced (up 2% from last year), with part-time and other faculty accounting for 29% and 6% respectively (see Table 3).

- However, over the five years since 2013-14, credit hours produced by tenured/tenure track faculty is down -4.9% while credit hours produced by full-time, non-tenure track instructional faculty is up by 24.2%.

- The number of credits produced by part-time faculty (adjuncts, etc.) is down by -3.9% for the same period (see Table 3). The number of part-time faculty employed by the institutions has decreased by -2.37% from 2017-2018 and by -0.38% from 2013-2014 (see Table A-4).

- The number of bachelor's degrees awarded continues to increase. There was USM record 20,255 bachelor's degrees awarded in the most recent year, 236 more than last year and 780 more than five years earlier (see Table 4).

- Four-year graduation rates have improved this year to the best performance since this measure was first tracked (see Table 5a). Six-year graduation rates have also increased (see Table 5b).

- Faculty publication and scholarship continue at high levels (see Table 7) and faculty secured over $1.46 billion in research funding, representing a 2.63% gain over last year (Table 8).

INTRODUCTION

An annual report has been provided to the University System of Maryland (USM) Board of Regents since 1994 that synthesizes and scores faculty workload activities, with a major emphasis on instructional activities. This report provides summary data on faculty activity at USM degree-granting institutions for the academic year 2018-2019.

Governing Policies

The USM policies governing faculty workload are designed to ensure maximum accountability, while providing individual campuses high levels of flexibility to deploy faculty in the most effective and efficient way possible. The primary USM Board of Regents policy governing faculty workload is II-1.25 POLICY ON FACULTY WORKLOAD AND RESPONSIBILITIES.[1]

The main purpose of this policy is to promote optimal performance by the USM institutions in meeting the needs and expectations of its students and other stakeholders and to provide mechanisms that will ensure public accountability for that performance, particularly as it relates to faculty work. However, since this policy was initially developed in 1994, the nature of faculty work related to instruction has evolved to include much more than just classroom teaching. As a result, the "course unit" metric reported previously was requiring an increasing number of exemptions and workarounds to establish equivalencies with the various academic innovations our institutions are embracing. This policy was, therefore, amended in June 2019 to improve reporting accuracy and coverage, align with current practice, and incentivize policy goals around student success by eliminating the course unit metric and rely, instead, on credit hours to measure teaching productivity.

This year's report (AY 2018-2019) is the first of a 3-year transition between reports generated under the earlier policy and reports that will reflect the format of the new policy. It reflects the move away from reporting course units to reporting credit hours produced instead. It does not yet, however, incorporate teaching data from UMB, UMGC, UB's School of Law, UB's Merrick School of Business, SU's Perdue School of Business, TU's College of Business & Economics, and any other departments and colleges that had been exempted from previous year's reports. Data on instruction from those institutions/divisions will be included starting with next year's report. Further, as the institutions' data collection capacities become more sophisticated, this report will incorporate additional measures to illustrate the extent to which faculty are meeting standard workload expectations with respect to their contributions to student success, as well as their disciplines, and the institution/system.

Definitions[2]

This report combines various faculty activities and different types of faculty employees into relatively broad categories. The metrics for these activities and the types of faculty are defined below.

- *Credit Hours:* Courses are measured in credit hours based on time in classroom (for example, three hours of class contact each week multiplied by the total students enrolled in a course). The sum of the credit hours from all classes taught by an individual faculty member is used as a key metric of faculty instructional productivity.
- *Course Exceptions:* Faculty members are excused from specific teaching duties for a variety of reasons. These may include research, instruction-related assignments, administrative and service duties, sabbaticals, or illness. Exceptions are applied in various calculations to illustrate the work activities of faculty and to determine whether institutions are meeting their instructional workload goals.
- *Full-time Tenured/Tenure-Track Faculty:* This includes all persons (except department chairs) holding tenured and tenure-track positions who are classified as faculty. In addition to teaching, tenured and

[1] Other policies that clarify specific issues or relate to the faculty workload include: II-1.19 UNIVERSITY OF MARYLAND SYSTEM POLICY ON THE COMPREHENSIVE REVIEW OF TENURED FACULTY and II-1.05 POLICY ON THE EMPLOYMENT OF FULL-TIME, NON-TENURE TRACK INSTRUCTIONAL FACULTY IN THE UNIVERSITY SYSTEM OF MARYLAND.

[2] Definitions for purposes of this report may vary somewhat from definitions used in the institutions' data collection process.

tenure-track faculty are also responsible for a large portion of the central faculty missions on campus including service and research.

- *Full-time, Non-Tenure Track Instructional Faculty:* This includes all full-time instructional faculty who are not on the tenure track. Unlike tenured/tenure-track faculty, these individuals' primary responsibility is for teaching and other duties in support of instructional activity.
- *Core Instructional Faculty:* When combined, full-time tenured/tenure-track faculty and full-time, non-tenure track instructional faculty make up an institution's core instructional faculty. These faculty members are responsible for the main activities of teaching and managing the instructional activity of the institutions.
- *Part-Time Faculty:* This category includes emeritus, adjunct and affiliated faculty, all part-time faculty, and non-departmental administrators (deans, assistant deans, etc.) who taught during the academic year.
- *Other Faculty:* This category reflects all other faculty, including department chairs, full-time non-tenure track research or public service faculty, and teaching assistants.

MEASURES OF FACUTLY CONTRIBUTIONS TO STUDENT SUCCESS

Because student success is the central focus of our degree-granting institutions, the primary measure of instructional productivity in this report is expressed in terms of credit hours produced. Additional student outcomes with respect to enrollments and graduation rates are also presented here as a measure of the faculty's contributions to student success.

Credit Hour Measures

Production of credit hours is the prescribed measure in the revised policy on faculty workload for evaluating instructional activity and effectiveness of faculty. Credit hours are the sum of the course hours of all the students taking a class. For example, a 3-credit course with ten students produces thirty credit hours. The reported credit hours include instructional, research, and sabbatical course exceptions, as defined above.

Total Credit Hour Production by Institution

Total credit hour production per institution (includes all faculty types and instructional levels) over the academic years since 2013-14 is reported in Table 1, below. The number and percent of 1-year change since 2017-18 and the 5-year change since 2013-14 are also reported.

Table 1. One-year (2018-19 vs. 2017-18) and 5-year (2018-19 vs. 2013-14) Change in Total Credit Hours Produced

							1-year change		5-year change	
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	#	%	#	%
BSU	128,336	126,225	121,580	130,328	141,908	142,389	481	0.3%	14,053	11.0%
CSU	70,559	68,287	71,361	73,302	72,329	72,014	-315	-0.4%	1,455	2.1%
FSU	105,334	124,447	126,599	121,206	121,392	112,865	-8,528	-7.0%	7,531	7.1%
SU	199,966	208,478	200,511	205,456	209,529	207,673	-1,856	-0.9%	7,707	3.9%
TU	472,989	477,122	472,248	462,548	464,834	471,472	6,638	1.4%	-1,517	-0.3%
UB	66,675	66,374	65,189	63,592	58,362	49,534	-8,828	-15.1%	-17,141	-25.7%
UMBC	315,634	317,452	322,899	322,225	317,416	321,734	4,317	1.4%	6,099	1.9%
UMCP	845,244	854,228	853,867	895,625	887,875	889,605	1,730	0.2%	44,361	5.2%
UMES	113,696	115,829	115,731	103,346	93,939	83,779	-10,160	-10.8%	-29,917	-26.3%
Total	**2,318,432**	**2,358,442**	**2,349,985**	**2,377,628**	**2,367,585**	**2,351,065**	**-16,520**	**-0.7%**	**32,633**	**1.4%**

Source: USM Report on Faculty Teaching Workload

Table 2, below, provides a general sense of whether the number of total credit hours produced by the institution is keeping pace with total enrollment. While there was virtually no change in overall USM fall headcount enrollment over the last year (0.0%) there was a slight drop in overall USM total credit hour production (-0.7%) between 2018-19 and 2017-18. However, over the last five years since 2013-14, overall USM fall headcount enrollment has increased by 1.5% and USM total credit hours produced has roughly paralleled that enrollment trend with a 1.4% increase. As can be seen in Table 2, however, fluctuations in enrollment and credit hour production for specific institutions has varied.

Table 2. One-year and 5-year Change in Fall Headcount Enrollment and Total Credit Hours Produced

	1-year change (2018-19 vs. 2017-18)		5-year change (2018-19 vs. 2013-14)	
	Enrollment	**Total Credit Hours**	**Enrollment**	**Total Credit Hours**
BSU	2.8%	0.3%	13.6%	11.0%
CSU	-5.4%	-0.4%	-19.1%	2.1%
FSU	-1.9%	-7.0%	-3.3%	7.1%
SU	-1.7%	-0.9%	-0.9%	3.9%
TU	1.0%	1.4%	1.9%	-0.3%
UB	-9.4%	-15.1%	-22.7%	-25.7%
UMBC	0.8%	1.4%	-1.0%	1.9%
UMCP	1.7%	0.2%	10.5%	5.2%
UMES	-8.5%	-10.8%	-24.3%	-26.3%
Total	**0.0%**	**-0.7%**	**1.5%**	**1.4%**

Sources: USM Report on Faculty Teaching Workload and USM Institutional Research Information System (IRIS)

Credit Hour Production by Faculty Type

Table 3 illustrates the degree to which different types of faculty are responsible for the production of credit hours. Core instructional faculty (tenured/tenure-track and full-time, non-tenure track instructional faculty) account for 66% of all credit hours produced (up 2% from last year). Of note, overall tenured/tenure-track faculty and part-time faculty are producing fewer credit hours compared to five years ago (-4.9% and -3.9% respectively), while full-time, non-tenure track instructional faculty are producing over 24% more. Specific institutions do differ from this trend.

Table 3. Percentage of Credit Hours Produced by Faculty Type and 5-Year Percent Change (2018-19 vs. 2013-14)

	Tenured/Tenure Track		Full-time Non-Tenure Track Instructional		Part-time		Other	
	% of total	**% 5yr change**	**% of total**	**% 5yr change**	**% of total**	**% 5yr change**	**% of total**	**% 5yr change**
BSU	35%	-8.2%	16%	4.1%	44%	31.6%	5%	58.0%
CSU	56%	1.0%	2%	-21.9%	35%	6.0%	7%	2.7%
FSU	62%	13.5%	12%	16.6%	20%	-8.4%	6%	-9.3%
SU	54%	2.7%	21%	19.5%	20%	1.5%	4%	-25.4%
TU	37%	-2.8%	27%	6.5%	34%	-1.9%	1%	-15.1%
UB	43%	-12.9%	14%	-10.4%	40%	-38.8%	3%	-24.5%
UMBC	30%	-9.2%	31%	14.0%	35%	4.8%	5%	-8.7%
UMCP	36%	-8.7%	31%	56.3%	24%	-7.2%	9%	-7.5%
UMES	49%	-12.7%	23%	-31.4%	24%	-43.2%	4%	-2.2%
Overall	**40%**	**-4.9%**	**26%**	**24.2%**	**29%**	**-3.9%**	**6%**	**-7.5%**

Source: USM Report on Faculty Teaching Workload

Note: Other faculty (including department chairs, non-tenure-track research or public service faculty, and teaching assistants) account for 6% of the credit hours produced.

Average Credit Hour Production for Core Instructional Faculty

Table 4, which reports average credit hour production for all core instructional faculty, indicates that USM average credit hours produced has increased slightly with three of the nine institutions producing more credit hours in 2018-19 as compared to 2017-18. Overall credit hour production is down slightly, however, for the five-year period since 2013-14.

Table 4. Trends in Average Credit Hours Generated by All Core Faculty

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
BSU	573	422	475	482	410	438
CSU	298	311	313	306	295	330
FSU	477	476	482	411	418	397
SU	565	528	537	518	529	518
TU	427	442	434	419	420	414
UB	407	402	380	377	384	367
UMBC	497	465	475	482	470	456
UMCP	542	521	517	525	509	567
UMES	701	615	637	585	671	655
USM Average	**499**	**465**	**472**	**456**	**456**	**460**

Source: USM Report on Faculty Teaching Workload

Instructional Workload at the University of Maryland, Baltimore

The Maryland General Assembly requires the USM to include information regarding the workload of the University of Maryland, Baltimore in the faculty workload report each year. UMB applies a different set of standards for judging faculty instructional workload that are more appropriate for its professional schools. UMB reports that 95% of all core faculty met or exceeded the institution's standard faculty instructional workload. When compared to previous years, this represents a consistent level of attainment.

Student Outcomes

While credit hours are one measure of faculty production, student outcomes --such as number of degrees awarded and graduation rates-- are also useful indicators of faculty contributions to student success. While an increase or decrease in the number of degree recipients can reflect a number of factors such as the institution's growth in enrollment and their level of success in retaining students to graduation, students' ability to graduate in a timely fashion is also dependent on the efficiency and productivity of the faculty, the quality of advising, and the appropriateness of course offerings.

The number of graduating students has risen in recent years and is at the highest level yet achieved by the USM. Table 5 displays the number of degree recipients at USM institutions for the last five years. USM also continues to see overall progress in student time-to-degree. Table 6a illustrates changes in the four-year graduation rates and Table 6b documents changes in the six-year graduation rates. Although graduation rates reflect only part of the larger picture (and transfers are not included), they are a useful measure of student success.

Table 5. Trends in the Undergraduate Degrees Awarded (FY 2014 to FY 2019)

	2014	2015	2016	2017	2018	2019
BSU	741	801	832	713	781	826
CSU	478	416	464	421	399	378
FSU	1011	1,032	964	1,060	1,027	1,078
SU	1899	1,935	1,982	2,026	1,873	1,805
TU	4291	4,422	4,428	4,628	4,609	4,619
UB	665	694	721	755	711	615
UMBC	2250	2,432	2,521	2,572	2,578	2,658
UMCP	7279	7,166	7,253	7,292	7,559	7,768
UMES	585	577	574	514	482	508
Overall	**19,199**	**19,475**	**19,739**	**19,981**	**20,019**	**20,255**

Source: USM Institutional Research Information System (IRIS)

Table 6a. Four-Year Graduation Rate by Entering Year

	2010	2011	2012	2013	2014	2015
BSU	13%	15%	16%	16%	17%	18%
CSU	6%	9%	9%	12%	12%	12%
FSU	23%	27%	29%	27%	27%	27%
SU	49%	50%	50%	52%	49%	49%
TU	44%	45%	46%	45%	47%	49%
UB	12%	8%	15%	17%	18%	22%
UMBC	34%	36%	40%	39%	42%	43%
UMCP	65%	63%	66%	66%	65%	69%
UMES	17%	20%	22%	21%	21%	15%
All USM	**43%**	**44%**	**46%**	**46%**	**47%**	**48%**

Source: USM Institutional Research Information System (IRIS)
Note: Percentages reflect graduation anywhere in USM for all First-time Full-time Freshmen

Table 6b. Six-Year Graduation Rate by Entering Year

	2008	2009	2010	2011	2012	2013
BSU	37%	44%	41%	42%	46%	46%
CSU	18%	19%	20%	23%	21%	25%
FSU	55%	61%	55%	56%	57%	57%
SU	72%	74%	74%	76%	71%	74%
TU	70%	73%	72%	74%	75%	72%
UB	48%	38%	36%	34%	41%	44%
UMBC	66%	65%	66%	65%	68%	71%
UMCP	85%	86%	86%	85%	86%	87%
UMES	41%	37%	42%	42%	44%	46%
All USM	**66%**	**69%**	**68%**	**70%**	**70%**	**72%**

Source: USM Institutional Research Information System (IRIS)
Note: Percentages reflect graduation anywhere in USM for all First-time Full-time Freshmen

MEASURES OF FACULTY CONTRIBUTIONS TO THEIR DISCIPLINES AND SERVICE

Table 7, below, is a summary of the scholarship and service activity of the USM faculty from degree-granting institutions (including UMB). During the 2018-2019 academic year, USM faculty published 674 books and over 12,500 peer-reviewed articles. Faculty also participated in over 14,000 professional presentations and creative activities combined. The average USM faculty member spent almost twelve days in public service to businesses, government, schools, and non-profit organizations.

Table 7. Scholarship and Service of the USM Faculty (Academic Year 2018-2019)

	Number of Books Published	Number of Refereed Publications	Number of Non-Refereed Publications	Number of Creative Activities	Number of Professional Presentations	Days in Public Service per FTEF
Comprehensive						
BSU	1	42	44	25	110	10.29
CSU	1	94	59	35	56	16.02
FSU	14	114	77	238	189	10.2
SU	30	312	140	152	483	12.97
TU	59	702	312	1165	775	11.0
UB	9	131	54	16	89	7.2
UMES	16	123	85	145	283	10.77
Research						
UMB	267	5324	898	901	3784	9.39
UMBC	22	697	137	302	1343	6.4
UMCP[3]	255	5,249	1,734	1,939	6,907	24.3
Overall	**674**	**12788**	**3540**	**4918**	**14019**	**11.9**

Source: USM Report on Faculty Teaching Workload

Note: Includes tenured/tenure track, department chairs, and full-time non-tenure track instructional and research faculty from all departments for the entire institution.

External Funding

Securing external funding for research and other activities is an important aspect of faculty work and is often seen as a proxy measure for research productivity. It is also used as a criterion for ranking institutions nationally, supports the creation and transfer of new technologies, contributes to the economic development of critical areas in Maryland, provides community services to underserved populations, feeds into the creation of new curriculum and course development and, most importantly, assures that students receive their instruction from faculty members who are recognized as being at the cutting edge of their disciplines. Although USM faculty are primarily responsible for their campus' external funding levels, not all external funding is attributable to tenured/tenure-track faculty. Staff and other research faculty also attract external dollars.

Table 8 records the level of external funding received by USM institutions, as reported by each institution's Office of Sponsored Programs. Throughout the 2017-2018 academic year, the USM was awarded over $1.46 billion in external awards. This represents a 2.63% increase from the 2017-2018 academic year.

[3] Because UMCP is implementing a new faculty activity reporting application, they were unable to provide this data in time for this report. Therefore, the data reported here are from the 2017-18 Faculty Workload report.

Table 8. External Funding per Institution (FY 2014 – FY 2019)

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Comprehensive						
BSU	$7,484,576	$8,786,813	$7,988,546	$8,750,023	$10,025,960	$9,870,789
CSU	$6,909,264	$6,815,776	$5,850,572	$7,765,864	$6,524,176	$8,250,738
FSU	$3,051,879	$6,975,842	$3,279,980	$7,818,382	$2,041,543	$3,564,730
SU	$4,954,735	$4,882,812	$4,584,488	$5,760,833	$5,141,941	$8,032,505
TU	$14,311,642	$17,729,843	$16,789,859	$10,439,414	$12,953,604	$14,724,204
UB	$5,877,016	$7,399,317	$7,729,907	$10,582,279	$13,698,053	$14,813,294
UMES	$17,421,188	$21,224,282	$17,827,443	$19,728,418	$15,601,754	$16,750,307
UMGC	$53,091,189	$51,321,961	$52,172,670	$51,111,131	$54,782,797	$57,041,537
Research						
UMB	$499,223,928	$497,918,281	$494,477,177	$553,170,320	$664,599,070	$664,120,371
UMBC	$67,231,628	$71,134,098	$76,215,884	$92,193,683	$77,180,308	$79,741,464
UMCP	$475,232,842	$545,633,305	$554,177,223	$509,225,382	$538,013,239	$566,559,047
UMCES	$22,903,823	$24,508,834	$24,815,908	$24,739,098	$26,833,197	$21,424,116
Overall	$1,177,693,710	$1,264,331,164	$1,265,909,657	$1,301,284,827	$1,427,395,642	$1,464,893,102

Source: Annual Extramural Awards Survey, "Total Less Other USM"

SUMMARY

This report provided summary data on faculty workload for the University System of Maryland for the 2018-2019 academic year in the areas of faculty contributions to student success, their disciplines, and service activities.

While there are variations across institutions, production of credit hours is keeping pace with overall enrollment trends, suggesting there are sufficient numbers of courses available for students to graduate in a timely fashion. This is further substantiated by the fact that the number of degrees awarded continues to rise and four-year and six-year graduation rates continue to improve.

The data indicate that teaching responsibilities continue to shift, but less-so over to part-time faculty as is commonly thought and more-so over to full-time, non-tenure track instructional faculty whose primary responsibility is for teaching.

At the same time, non-instructional productivity in the form of scholarship and service remained at a very high level. External research funding rose again in the last year to over $1.46 billion in the last year.

APPENDIX A: FACULTY PROFILE

USM Faculty Complement

This appendix provides an overview of the faculty complement at USM institutions included in this report. In 2018-2019, the USM had an instructional complement of 7,576 faculty. Table A-1 provides a detailed breakdown of these faculty by tenure status, and full or part time employment status.

Table A-1. USM Faculty Profile (Academic Year 2018-2019)

	Tenured/ Tenure Track	Full Time Non-Tenure Track Instructional	Part-time	All Faculty
BSU	120	85	203	408
CSU	111	7	132	250
FSU	204	34	129	367
SU	346	98	236	680
TU	603	306	833	1742
UB	144	41	210	395
UMBC	397	145	291	833
UMCP	1379	463	772	2614
UMES	150	54	83	287
Overall	**3,454**	**1,233**	**2,889**	**7,576**

Source: USM Institutional Research Office (MHEC EDS)

Tenured and Tenure-Track Faculty

The total number of tenured and tenure-track faculty decreased slightly from 2017-2018 to 2018-2019. Table A-2 displays the number of tenured/tenure-track faculty at each institution and the 1-year and 5-year percent change in number of that category of faculty.

Table A-2. Tenured/Tenure Track Faculty

	2013-2014	2017-2018	2018-2019	1-Year Change in Tenured/Tenure Track	5-Year Change in Tenured/Tenure Track
BSU	153	126	120	-4.76%	-21.57%
CSU	128	112	111	-0.89%	-13.28%
FSU	214	208	204	-1.92%	-4.67%
SU	311	347	346	-0.29%	11.25%
TU	591	596	603	1.17%	2.03%
UB	167	153	144	-5.88%	-13.77%
UMBC	381	403	397	-1.49%	4.20%
UMCP	1377	1397	1379	-1.29%	0.15%
UMES	153	149	150	0.67%	-1.96%
Overall	**3,475**	**3,491**	**3,454**	**-1.06%**	**-0.60%**

Source: USM Institutional Research Office (MHEC EDS)

Full-time Non-Tenure Track Instructional faculty

The total number of full-time, non-tenure track instructional faculty increased dramatically in recent years. In the period from 2013-2014 through 2018-2019, the numbers increased by 191 or about 18%. Table A-3 displays the number of full-time, non-tenure track instructional faculty at each institution and the 1-year and 5-year percent change in number of that category of faculty.

Table A-3. Full-Time Non-Tenure Track Instructional Faculty

	2013-2014	2017-2018	2018-2019	1-Year Change in Non-Tenure Track	5-Year Change in Non-Tenure Track
BSU	75	87	85	-2.30%	13.33%
CSU	16	9	7	-22.22%	-56.25%
FSU	38	41	34	-17.07%	-10.53%
SU	98	87	98	12.64%	0.00%
TU	279	308	306	-0.65%	9.68%
UB	30	35	41	17.14%	36.67%
UMBC	127	147	145	-1.36%	14.17%
UMCP	317	431	463	7.42%	46.06%
UMES	62	60	54	-10.00%	-12.90%
Overall	**1042**	**1205**	**1233**	**2.32%**	**18.33%**

Source: USM Institutional Research Office (MHEC EDS)

Part-time Faculty

Finally, part-time faculty continue to play an important role in instruction at USM institutions. The number of part-time faculty decreased by -2.37% from 2017-2018 and by -0.38% from 2013-2014. Table A-4 displays the number of part-time faculty at each institution and the 1-year and 5-year percent change in number of part-time faculty.

Table A-4. Part-Time Faculty

	2013-2014	2017-2018	2018-2019	1-Year Change in Part-Time	5-Year Change in Part-Time
BSU	212	231	203	-12.12%	-4.25%
CSU	144	125	132	5.60%	-8.33%
FSU	140	141	129	-8.51%	-7.86%
SU	252	230	236	2.61%	-6.35%
TU	784	807	833	3.22%	6.25%
UB	233	233	210	-9.87%	-9.87%
UMBC	270	291	291	0.00%	7.78%
UMCP	715	803	772	-3.86%	7.97%
UMES	150	98	83	-15.31%	-44.67%
Overall	**2,900**	**2,959**	**2,889**	**-2.37%**	**-0.38%**

Source: USM Institutional Research Office (MHEC EDS)

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Report: Opening Fall 2019 Enrollment and FY 2020 Estimated FTE

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, November 5, 2019

SUMMARY: This report provides an overview of preliminary fall 2019 undergraduate, graduate and first-professional enrollment for USM and each campus. In addition, based on the credit hour enrollment of the fall 2019 students, a fiscal year 2020 FTE estimate is included.

In total, USM enrollment decreased (-3,969) for a preliminary total of 172,454 students. The total FY 2020 131,410 FTE is estimated to be -1,156 lower than last fiscal year. The enrollment decreases are across the system except for Salisbury University and the University of Maryland, Baltimore.

The report highlights other trends and provides data about enrollment over the past 10 years.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only		DATE: November 5, 2019
BOARD ACTION:		DATE:
SUBMITTED BY: Ellen Herbst	301-445-1923	eherbst@usmd.edu
Joann A. Boughman	301-445-1992	jboughman@usmd.edu

FALL 2019
OPENING ENROLLMENT
AND
FY 2020 ESTIMATED FTE
REPORT

Office of Institutional Research, Data & Analytics
Administration and Finance
University System of Maryland Office
November 2019

Fall 2019 Opening Enrollment & Updated FY 2020 FTE Estimate

Enrollment Report Background

The purpose of this annual report is to provide the Board of Regents the fall headcount enrollment attainment and full-time equivalent (FTE) enrollment estimate for the current fiscal year as requested in *the Board of Regents III-4.10 - Policy on Enrollment*. The data are compiled from mandatory Maryland Higher Education Commission (MHEC) preliminary enrollment and the University System of Maryland (USM) credit hour collections. Enrollment and FTE data are important for both fiscal and enrollment management decision making. Enrollment projections were submitted last spring, and this report represents the first opportunity to compare the accuracy of the institutional enrollment projections, one year out, to the actual enrollments. Similarly, campuses submit FTE estimates in the annual operating budget request. Again, this is the first opportunity to compare campus' estimated FTE, as submitted in the budget request, to the FTE enrollment achieved in the fall.

Enrollment highlights, followed by comparisons of preliminary enrollment to projected enrollment, and FTE estimate to budget estimate, are summarized. For additional information, please contact Chad Muntz, Assistant Vice Chancellor of Institutional Research, Data & Analytics at the USM at cmuntz@usmd.edu (301-445-2737).

Enrollment Highlights and Trends

For the first time since 2013, the preliminary fall enrollment decreased. Preliminary Fall 2019 headcount enrollment at the USM campuses was down from Fall 2018 by nearly 4,000 students. An estimated 172,454 students were enrolled this fall. Excluding UMGC, USM's total enrollment was down about 2,200 students. (See Table A, Appendix Tables 1 & 5).

- The estimated FY 2020 FTE is an estimated 131,410, a decrease of -1,156 over FY 2019. Excluding UMGC, USM's FTE was 96,640, a decrease of -982 over FY 2019 (See Table B).

- The largest institutional enrollment decrease was at University of Maryland Global Campus (-1,735), and most of the decrease were part-time students (-1,624) (See Table 5).

- Although USM first-time, full-time undergraduate students decreased -5.3%, the cohort remained above 14,000 for the third straight year. Most of the decreases were at UMCP (-695) and Towson (-201). However, Salisbury (+182), UMGC (+93), Coppin (+40), UMES (+7) and FSU (+4) all increased the size of their first-time, full-time cohorts (See Tables 3).

- Across the system, undergraduate enrollment was lower (-2,865). The undergraduate decreases were at and UMGC (-868), FSU (-556), UB (-472), UMES (-364), UMCP (-251), UMBC (-200) and Towson (-199). Only Coppin (+21) and Salisbury (+36) increased (See Table 2 & 5).

- Graduate enrollment was down -1,104 students. Most of the decrease in graduate enrollment was at UMGC (-867), UMCP (-206), and UB (-93). Frostburg (+93), Salisbury (+14), UMB (+81), UMBC (+35) increased (See Table 2 and Table 5).

- Total enrollment of 11,781 at the USM's Historically Black Institutions (HBIs) decreased (-470) compared to Fall 2018. Except for CSU undergraduate, enrollment was lower for both undergraduate and graduate at all campuses. The total combined enrollment for the USM HBIs have decreased nearly 2,000 students over the past 10 years. (See Tables 4 & 5).

Fall 2019 Opening Enrollment & Updated FY 2020 FTE Estimate

Fall 2019 Enrollment VS Enrollment Projections

Each spring the USM submits to the Board of Regents a ten-year enrollment projection. Based on information provided by the universities, the enrollment projection includes the enrollment changes expected for the next ten fall semesters (beginning this year with Fall 2019) at each USM institution. Table A compares the Fall 2019 enrollment to the projections submitted by the institutions in Spring 2019, as well as the Fall 2018 actual enrollment.

Table A. The University System of Maryland
Fall 2019 Enrollment Compared to Enrollment Projections

				Change Over	
	Fall 2018 Actual	Fall 2019 Enrollment Projection	Fall 2019 Actual Enrollment	Fall 2019 Projection	Fall 2018 Actual
				Fall 19 Preliminary- Fall 19 Projection	Fall 19 Preliminary - Fall 18 Actual
BSU	6,320	6,406	6,171	-235	-149
CSU	2,738	2,741	2,724	-17	-14
FSU	5,294	5,365	4,831	-534	-463
SU	8,567	8,700	8,617	-83	50
TU	22,923	23,130	22,709	-421	-214
UB	5,041	4,808	4,476	-332	-565
UMB	6,777	6,764	6,827	63	50
UMBC	13,767	13,918	13,602	-316	-165
UMCP	41,200	41,375	40,743	-632	-457
UMES	3,193	3,138	2,886	-252	-307
UMGC	60,603	61,209	58,868	-2,341	-1,735
USM	176,423	177,554	172,454	-5,100	-3,969

Source--USM Enrollment Projections; MHEC EIS and S-7 updated 10-9-19

Across the System, enrollment was lower than projected. The exception was UMB. The largest campus enrollment variations between the Fall 2019 enrollment and the Spring enrollment projections occurred at UMGC (-2,341), UMCP (-632), and FSU (-534). Not only did the USM not achieve the 1,131 projected growth, the total enrollment was lower at all campuses except for SU and UMB compared to last year.

Fall 2019 Opening Enrollment & Updated FY 2020 FTE Estimate

FY 2020 Full-Time Equivalent (FTE) Student Estimate

Full-time equivalent (FTE) students are calculated from the actual credit hour enrollment of the students. The table below provides an estimated FY 2020 FTE for each USM institution calculated from the Fall 2019 semester credit hour enrollment. The annualized FTE estimate uses a conservative methodology that calculates the proportion of Spring to Fall credit hours by level for each institution for recent fiscal years. The USM estimate is then compared with each institution's submitted Fall FY 2020 budget projections and FY 2019 actuals. Table B displays the FY 2019 actual FTE, the FY 2020 Budgeted FTE, and the current FY 2020 Estimate.

Table B. The University System of Maryland
FY 2020 USM FTE Estimate

				Change Over	
	FY 2019 Actual FTE	**FY 2020 Budgeted FTE**	**FY 2020 Annualized ESTIMATED FTE**	**FY 2020 Budget**	**FY 2019 Actual**
			Per Fall 2019 Credit Hour Enrollment	FY20 Estimate-FY20 Budget	FY 20 Estimate - FY 19 Actual
BSU	5,090	5,090	5,093	3	3
CSU	2,141	2,181	2,191	10	50
FSU	4,207	4,176	4,130	-46	-76
SU	7,728	7,842	7,755	-87	28
TU	18,947	18,920	18,869	-51	-78
UB	3,323	3,059	2,966	-93	-356
UMB	6,908	6,843	6,933	90	25
UMBC	11,324	11,160	11,099	-61	-225
UMCP	34,017	34,250	33,923	-327	-95
UMES	2,938	2,882	2,680	-202	-258
UMGC	35,944	35,338	35,770	432	-174
USM	132,565	131,741	131,410	-331	-1,156

Estimated FTE updated from Fall 2019 actual credit hours of enrollment and USM/Campus estimates

FY 2020 Budgeted FTE from the Performance Measures/Performance Indicators (Annual Budget Submission to DBM)

Source--Credit Hours of Enrollment by Term/Level

Although the headcount enrollment was nearly 4,000 less than last fall, the total credit hours generated did not decrease proportionately. The FY 2020 FTE Estimate is expected to be about 1,100 less than FY 2019 and close the FY 2020 Budgeted FTE. The FY 2020 FTE Estimate at BSU, CSU, FSU, SU, TU, UMB, and UMCP is estimated to be within 100 FTE of last year. UB, UMBC, UMES, and UMGC are estimated to have more than 100 FTE loss compared to FY 2019.

Fall 2019 Opening Enrollment & Updated FY 2020 FTE Estimate

Tables

TABLE 1
UNIVERSITY SYSTEM OF MARYLAND
CHANGES IN HEADCOUNT ENROLLMENT*
FALL 2018-2019

	Fall 2018/2019 Headcount Change		
	Headcount	2018	from 2018
Bowie State University	6,171	(149)	-2.4%
Coppin State University	2,724	(14)	-0.5%
Frostburg State University	4,831	(463)	-8.7%
Salisbury University	8,617	50	0.6%
Towson University	22,709	(214)	-0.9%
University of Baltimore	4,476	(565)	-11.2%
University of Maryland, Baltimore	6,827	50	0.7%
University of Maryland, Baltimore County	13,602	(165)	-1.2%
University of Maryland, College Park	40,743	(457)	-1.1%
University of Maryland Eastern Shore	2,886	(307)	-9.6%
University of Maryland Global Campus*	58,868	(1,735)	-2.9%
USM Total	**172,454**	**(3,969)**	**-2.2%**

Source: MHEC EIS (2010-2019)

TABLE 1b
UNIVERSITY SYSTEM OF MARYLAND
CHANGES IN HEADCOUNT ENROLLMENT
EXCLUDING UMGC*
Fall 2018-2019

	Fall 2018/2019 Headcount Change		
	Headcount	2018	from 2018
Bowie State University	6,171	(149)	-2.4%
Coppin State University	2,724	(14)	-0.5%
Frostburg State University	4,831	(463)	-8.7%
Salisbury University	8,617	50	0.6%
Towson University	22,709	(214)	-0.9%
University of Baltimore	4,476	(565)	-11.2%
University of Maryland, Baltimore	6,827	50	0.7%
University of Maryland, Baltimore County	13,602	(165)	-1.2%
University of Maryland, College Park	40,743	(457)	-1.1%
University of Maryland Eastern Shore	2,886	(307)	-9.6%
USM Total	**113,586**	**(2,234)**	**-1.9%**

Source: MHEC EIS (2010-2019)

'*Beginning in FY 2015, all UMGC online courses are administered and counted as stateside. Beginning in FY 2016, upon approval by the Middle States Commission on Higher Education for a status change of the overseas locations, all UMGC courses, irrespective of geographic location and instructional modality, are reported as a single, worldwide figure for the institution as a whole. Beginning in FY 2017, all UMCP Freshmen Connection Spring admits who attend the Fall semester are included in the Fall headcount.

TABLE 2
ENROLLMENT BY STUDENT LEVEL AND STATUS*
Fall 2010-2019

Student Level & Status	Fall 2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Undergraduates										
Full-Time: N	76,950	78,693	79,384	79,654	82,667	83,179	85,092	86,361	86,685	85,135
%	50.4%	50.5%	51.0%	52.0%	51.0%	50.6%	49.5%	49.3%	49.1%	49.4%
Part-Time: N	31,633	32,562	32,290	31,446	37,628	39,656	45,306	46,881	48,441	47,126
%	20.7%	20.9%	20.8%	20.5%	23.2%	24.1%	26.3%	26.8%	27.5%	27.3%
Total: N	108,583	111,255	111,674	111,100	120,295	122,835	130,398	133,242	135,126	132,261
%	71.2%	71.4%	71.8%	72.5%	74.3%	74.7%	75.8%	76.1%	76.6%	76.7%
Graduate/First-Professional										
Full-Time: N	17,104	17,603	17,920	17,678	17,739	17,734	17,731	17,653	17,653	17,358
%	11.2%	11.3%	11.5%	11.5%	11.0%	10.8%	10.3%	10.1%	10.0%	10.1%
Part-Time: N	26,894	26,913	26,009	24,540	23,966	23,930	23,867	24,281	23,644	22,835
%	17.6%	17.3%	16.7%	16.0%	14.8%	14.5%	13.9%	13.9%	13.4%	13.2%
Total: N	43,998	44,516	43,929	42,218	41,705	41,664	41,598	41,934	41,297	40,193
%	28.8%	28.6%	28.2%	27.5%	25.7%	25.3%	24.2%	23.9%	23.4%	23.3%
All Students										
Total	**152,581**	**155,771**	**155,603**	**153,318**	**162,000**	**164,499**	**171,996**	**175,176**	**176,423**	**172,454**

Source: MHEC EIS (2010-2019)

Note: Percentages are % of total headcount for each fall term.

'*Beginning in FY 2015, all UMGC online courses are administered and counted as stateside. Beginning in FY 2016, upon approval by the Middle States Commission on Higher Education for a status change of the overseas locations, all UMGC courses, irrespective of geographic location and instructional modality, are reported as a single, worldwide figure for the institution as a whole. Beginning in FY 2017, all UMCP Freshmen Connection Spring admits who attend the Fall semester are included in the Fall headcount.

TABLE 3
TRENDS IN ENROLLMENT OF FIRST-TIME FULL-TIME UNDERGRADUATES*
Fall 2010-2019

First-Time Full-Time Undergraduates

Institution	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	One-Year % Change	Five-Year % Change
BSU	671	573	477	625	594	559	958	1,075	898	801	-10.8%	34.8%
CSU	525	478	425	353	267	242	383	383	389	429	10.3%	60.7%
FSU	1,028	825	814	889	957	931	829	774	735	739	0.5%	-22.8%
SU	1,253	1,246	1,230	1,241	1,144	1,186	1,328	1,326	1,285	1,467	14.2%	28.2%
TU	2,428	2,536	2,463	2,747	2,711	2,708	2,750	2,735	2,990	2,789	-6.7%	2.9%
UB	155	155	215	236	226	137	138	107	76	40	-47.4%	-82.3%
UMBC	1,499	1,416	1,547	1,653	1,616	1,543	1,518	1,759	1,777	1,692	-4.8%	4.7%
UMCP	3,925	3,989	3,893	4,011	4,128	3,934	4,543	5,178	6,021	5,326	-11.5%	29.0%
UMES	944	748	882	604	756	1,011	698	560	501	508	1.4%	-32.8%
UMGC	150	158	157	87	175	149	192	131	132	225	70.5%	28.6%
USM	**12,578**	**12,124**	**12,103**	**12,446**	**12,574**	**12,400**	**13,337**	**14,028**	**14,804**	**14,016**	**-5.3%**	**11.5%**
MD H.S. Grads**	68,659	67,579	68,046**	67,601**	65,968**	64,586**	63,747**	62,010**	63,485**	62,688**		

Source: MHEC Preliminary Opening Fall Enrollment (2019) and EIS (2010-2018) Public and non-public high school graduates data -WICHE

**The 2012-2019 actual Maryland high school graduates is currently not available; WICHE estimates used.

'*Beginning in FY 2015, all UMGC online courses are administered and counted as stateside. Beginning in FY 2016, upon approval by the Middle States Commission on Higher Education for a status change of the overseas locations, all UMGC courses, irrespective of geographic location and instructional modality, are reported as a single, worldwide figure for the institution as a whole. Beginning in FY 2017, all UMCP Freshmen Connection Spring admits who attend the Fall semester are included in the Fall headcount.

TABLE 4
HISTORICALLY BLACK INSTITUTIONS
ENROLLMENT TRENDS
Fall 2010-2019

Year	Undergraduate	Graduate	Total	% Change Total
Fall 2010	11,666	2,252	13,918	0.5%
Fall 2011	11,609	2,321	13,930	0.1%
Fall 2012	11,168	2,319	13,487	-3.2%
Fall 2013	10,808	2,356	13,164	-2.4%
Fall 2014	10,710	2,397	13,107	-0.4%
Fall 2015	10,725	2,278	13,003	-0.8%
Fall 2016	10,495	2,017	12,512	-3.8%
Fall 2017	10,555	1,976	12,531	0.2%
Fall 2018	10,267	1,984	12,251	-2.2%
Fall 2019	9,943	1,838	11,781	-3.8%

Source: MHEC EIS (2010-2019)

TABLE 5
ENROLLMENT TRENDS BY INSTITUTION*
Fall 2010-2019

	Undergraduates		Graduates/First Prof.		Total	Annual	% of
Institution	Full-Time	Part-Time	Full-Time	Part-Time	Headcount	% Change	USM
Bowie State University							
Fall 2010	3,709	692	409	768	5,578	-0.7%	4%
Fall 2011	3,669	783	402	754	5,608	0.5%	4%
Fall 2012	3,493	790	396	742	5,421	-3.3%	3%
Fall 2013	3,521	837	453	750	5,561	2.6%	4%
Fall 2014	3,675	781	513	726	5,695	2.4%	4%
Fall 2015	3,533	782	474	641	5,430	-4.7%	3%
Fall 2016	3,939	772	412	546	5,669	4.4%	3%
Fall 2017	4,389	798	409	552	6,148	8.4%	4%
Fall 2018	4,421	887	463	549	6,320	2.8%	4%
Fall 2019	4,329	898	476	468	6,171	-2.4%	4%
Coppin State University							
Fall 2010	2,599	699	134	368	3,800	0.0%	2%
Fall 2011	2,368	927	155	363	3,813	0.3%	2%
Fall 2012	2,442	685	142	343	3,612	-5.3%	2%
Fall 2013	2,251	669	133	330	3,383	-6.3%	2%
Fall 2014	2,046	638	151	298	3,133	-7.4%	2%
Fall 2015	2,007	661	137	303	3,108	-0.8%	2%
Fall 2016	1,888	619	133	299	2,939	-5.4%	2%
Fall 2017	1,854	653	150	236	2,893	-1.6%	2%
Fall 2018	1,765	597	121	255	2,738	-5.4%	2%
Fall 2019	1,804	579	113	228	2,724	-0.5%	2%
Frostburg State University							
Fall 2010	4,544	322	247	357	5,470	1.6%	4%
Fall 2011	4,372	359	234	464	5,429	-0.7%	3%
Fall 2012	4,253	378	264	526	5,421	-0.1%	3%
Fall 2013	4,192	511	216	554	5,473	1.0%	4%
Fall 2014	4,228	687	209	521	5,645	3.1%	3%
Fall 2015	4,176	785	238	557	5,756	2.0%	3%
Fall 2016	4,141	743	243	549	5,676	-1.4%	3%
Fall 2017	3,849	876	176	495	5,396	-4.9%	3%
Fall 2018	3,805	833	205	451	5,294	-1.9%	3%
Fall 2019	3,413	669	236	513	4,831	-8.7%	3%

TABLE 5
ENROLLMENT TRENDS BY INSTITUTION*
Fall 2010-2019

	Undergraduates		Graduates/First Prof.		Total	Annual	% of
Institution	Full-Time	Part-Time	Full-Time	Part-Time	Headcount	% Change	USM
Salisbury University							
Fall 2010	7,103	603	272	419	8,397	2.4%	6%
Fall 2011	7,304	588	298	416	8,606	2.5%	6%
Fall 2012	7,323	646	288	400	8,657	0.6%	6%
Fall 2013	7,374	630	291	348	8,643	-0.2%	6%
Fall 2014	7,350	647	354	419	8,770	1.5%	5%
Fall 2015	7,148	701	403	419	8,671	-1.1%	5%
Fall 2016	7,250	611	489	398	8,748	0.9%	5%
Fall 2017	7,191	591	520	412	8,714	-0.4%	5%
Fall 2018	7,081	569	516	401	8,567	-1.7%	5%
Fall 2019	7,090	596	530	401	8,617	0.6%	5%
Towson University							
Fall 2010	15,560	1,969	1,285	3,026	21,840	3.1%	15%
Fall 2011	15,590	1,927	1,266	2,681	21,464	-1.7%	14%
Fall 2012	15,852	2,136	1,200	2,772	21,960	2.3%	14%
Fall 2013	16,588	2,191	1,198	2,522	22,499	2.5%	15%
Fall 2014	16,575	2,232	1,115	2,363	22,285	-1.0%	14%
Fall 2015	16,768	2,281	1,078	2,157	22,284	0.0%	14%
Fall 2016	16,893	2,305	1,081	2,064	22,343	0.3%	13%
Fall 2017	17,106	2,490	1,068	2,041	22,705	1.6%	13%
Fall 2018	17,350	2,468	1,035	2,070	22,923	1.0%	13%
Fall 2019	17,209	2,410	1,017	2,073	22,709	-0.9%	13%
University of Baltimore							
Fall 2010	1,924	1,302	1,495	1,780	6,501	3.8%	4%
Fall 2011	1,944	1,313	1,456	1,693	6,406	-1.5%	4%
Fall 2012	2,012	1,414	1,446	1,686	6,558	2.4%	4%
Fall 2013	2,061	1,465	1,396	1,596	6,518	-0.6%	4%
Fall 2014	2,089	1,396	1,295	1,642	6,422	-1.5%	4%
Fall 2015	2,056	1,288	1,235	1,650	6,229	-3.0%	4%
Fall 2016	1,995	1,227	1,153	1,608	5,983	-3.9%	3%
Fall 2017	1,716	1,233	1,084	1,532	5,565	-7.0%	3%
Fall 2018	1,470	1,099	1,039	1,433	5,041	-9.4%	3%
Fall 2019	1,192	905	997	1,382	4,476	-11.2%	3%

TABLE 5
ENROLLMENT TRENDS BY INSTITUTION*
Fall 2010-2019

	Undergraduates		Graduates/First Prof.		Total	Annual	% of
Institution	Full-Time	Part-Time	Full-Time	Part-Time	Headcount	% Change	USM
University of Maryland, Baltimore							
Fall 2010	533	239	4,439	1,138	6,349	-0.5%	4%
Fall 2011	509	222	4,518	1,144	6,393	0.7%	4%
Fall 2012	559	169	4,544	1,096	6,368	-0.4%	4%
Fall 2013	549	197	4,479	1,059	6,284	-1.3%	4%
Fall 2014	571	221	4,392	1,092	6,276	-0.1%	4%
Fall 2015	620	246	4,325	1,138	6,329	0.8%	4%
Fall 2016	704	201	4,463	1,114	6,482	2.4%	4%
Fall 2017	718	211	4,514	1,260	6,703	3.4%	4%
Fall 2018	702	207	4,500	1,368	6,777	1.1%	4%
Fall 2019	695	183	4,399	1,550	6,827	0.7%	4%
University of Maryland Baltimore County							
Fall 2010	8,830	1,380	1,140	1,538	12,888	0.1%	8%
Fall 2011	9,051	1,522	1,136	1,490	13,199	2.4%	8%
Fall 2012	9,371	1,582	1,134	1,550	13,637	3.3%	9%
Fall 2013	9,508	1,628	1,191	1,581	13,908	2.0%	9%
Fall 2014	9,653	1,726	1,189	1,411	13,979	0.5%	9%
Fall 2015	9,592	1,651	1,160	1,436	13,839	-1.0%	8%
Fall 2016	9,484	1,658	1,167	1,331	13,640	-1.4%	8%
Fall 2017	9,543	1,691	1,126	1,302	13,662	0.2%	8%
Fall 2018	9,623	1,637	1,205	1,302	13,767	0.8%	8%
Fall 2019	9,436	1,624	1,257	1,285	13,602	-1.2%	8%
University of Maryland, College Park							
Fall 2010	24,841	2,081	7,095	3,624	37,641	1.2%	25%
Fall 2011	24,697	2,129	7,536	3,269	37,631	0.0%	24%
Fall 2012	24,486	2,052	7,788	2,921	37,247	-1.0%	24%
Fall 2013	24,522	2,136	7,677	2,937	37,272	0.1%	24%
Fall 2014	25,027	2,029	7,911	2,643	37,610	0.9%	23%
Fall 2015	25,410	2,033	8,091	2,606	38,140	1.4%	23%
Fall 2016	26,350	2,122	8,094	2,517	39,083	2.5%	23%
Fall 2017	27,708	2,160	8,107	2,546	40,521	3.7%	23%
Fall 2018	28,501	2,261	8,102	2,336	41,200	1.7%	23%
Fall 2019	28,390	2,121	7,877	2,355	40,743	-1.1%	24%

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ENROLLMENT TRENDS BY INSTITUTION*
Fall 2010-2019

	Undergraduates		Graduates/First Prof.		Total	Annual	% of
Institution	Full-Time	Part-Time	Full-Time	Part-Time	Headcount	% Change	USM
University of Maryland Eastern Shore							
Fall 2010	3,658	309	302	271	4,540	2.4%	3%
Fall 2011	3,536	326	365	282	4,509	-0.7%	3%
Fall 2012	3,449	309	441	255	4,454	-1.2%	3%
Fall 2013	3,171	359	430	260	4,220	-5.3%	3%
Fall 2014	3,192	378	442	267	4,279	1.4%	3%
Fall 2015	3,291	451	485	238	4,465	4.3%	3%
Fall 2016	2,918	359	397	230	3,904	-12.6%	2%
Fall 2017	2,573	288	414	215	3,490	-10.6%	2%
Fall 2018	2,360	237	370	226	3,193	-8.5%	2%
Fall 2019	2,096	237	344	209	2,886	-9.6%	2%
University of Maryland Global Campus - Stateside							
Fall 2010	3,649	22,037	286	13,605	39,577	6.0%	26%
Fall 2011	5,653	22,466	237	14,357	42,713	7.9%	27%
Fall 2012	6,144	22,129	277	13,718	42,268	-1.0%	27%
Fall 2013	5,917	20,823	214	12,603	39,557	-6.4%	26%
Fall 2014	8,261	26,893	168	12,584	47,906	21.1%	30%
Fall 2015	8,578	28,777	108	12,785	50,248	4.9%	31%
Fall 2016	9,530	34,689	99	13,211	57,529	14.5%	33%
Fall 2017	9,714	35,890	85	13,690	59,379	3.2%	34%
Fall 2018	9,607	37,646	97	13,253	60,603	2.1%	34%
Fall 2019	9,481	36,904	112	12,371	58,868	-2.9%	34%
University System of Maryland - Totals (Stateside)							
Fall 2010	76,950	31,633	17,104	26,894	152,581	2.6%	100%
Fall 2011	78,693	32,562	17,603	26,913	155,771	2.1%	100%
Fall 2012	79,384	32,290	17,920	26,009	155,603	-0.1%	100%
Fall 2013	79,654	31,446	17,678	24,540	153,318	-1.5%	100%
Fall 2014	82,667	37,628	17,739	23,966	162,000	5.7%	100%
Fall 2015	83,179	39,656	17,734	23,930	164,499	1.5%	100%
Fall 2016	85,092	45,306	17,731	23,867	171,996	4.6%	100%
Fall 2017	86,361	46,881	17,653	24,281	175,176	1.8%	100%
Fall 2018	86,685	48,441	17,653	23,644	176,423	0.7%	100%
Fall 2019	85,135	47,126	17,358	22,835	172,454	-2.2%	100%

'*Beginning in FY 2015, all UMGC online courses are administered and counted as stateside. Beginning in FY 2016, upon approval by the Middle States Commission on Higher Education for a status change of the overseas locations, all UMGC courses, irrespective of geographic location and instructional modality, are reported as a single, worldwide figure for the institution as a whole. Beginning in FY 2017, all UMCP Freshmen Connection Spring admits who attend the Fall semester are included in the Fall headcount.