UNIVERSITY SYSTEM
of **MARYLAND**

Board of Regents ~ Committee on Education Policy and Student Life

Tuesday, March 14, 2023 ~ 9:30 a.m.

Zoom Details to be Provided to Committee
Public Listen-Only Access: 1-443-353-0686 ~ Conference ID: 397 158 234

Public Session Agenda

Action Items

1. Academic Program Proposals:

    a. Frostburg State University: B.S. Environmental Science

    b. Towson University: Ph.D. Autism Studies

    c. Towson University: Ph.D. Business Analytics

    d. University of Baltimore: M.S. Counseling Psychology

    e. University of Baltimore: M.S. Industrial and Organizational Psychology

Information Items

2. Campus Safety and Security: Report and Panel

3. Update: Civic Engagement and Civic Education

4. Regional Higher Education Centers as Innovation Hubs

Action Item

5. Motion to Adjourn and Reconvene in Closed Session

UNIVERSITY SYSTEM
of **MARYLAND**

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Academic Program Proposal:
Frostburg State University: Bachelor of Science in Environmental Science

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 14, 2023

SUMMARY: The departments of Biology and Geography at Frostburg State University seek to establish an interdisciplinary Bachelor of Science program in Environmental Science (ENSC) to replace the suspended Environmental Analysis and Planning major. The proposed program in Environmental Science re-organizes existing courses into a curriculum that better serves students in developing a multidisciplinary pathway towards degree completion in a critical field of study.

The proposed ENSC program at FSU is important as a regional resource for the preparation of environmental professionals in the state of Maryland, specifically the Western Maryland region. Providing an undergraduate environmental studies program anchored in the Appalachian region of Maryland is essential to creating opportunities for environmental adaptation, mitigation, and remediation in this ecologically unique region of the state. This need for a regionally focused, broadly applicable environmental studies program is mirrored by the fact that the University of Maryland Center for Environmental Science has established its research and graduate education programs at the Appalachian Laboratory in Frostburg. The proposed program also meets University System of Maryland goals to increase STEM degrees awarded annually (to 11,000) and meets workforce demands for graduates with environmental knowledge and skills.

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

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

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Frostburg State University to offer a Bachelor of Science in Environmental Science.

COMMITTEE RECOMMENDATION:	DATE: March 14, 2023
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Frostburg State University
Institution Submitting Proposal

Environmental Science
Title of Proposed Program

Bachelor's Degree	**Fall 2023**
Award to be Offered	Projected Implementation Date
042001	**030101**
Proposed HEGIS Code	Proposed CIP Code
Geography	**Dr. Richard Russo**
Department in which program will be located	Department Contact
301-687-4053	**rarusso@frostburg.edu**
Contact Phone Number	Contact E-Mail Address
Ronald Nowaczyk	**2/24/23**
Signature of President or Designee	Date
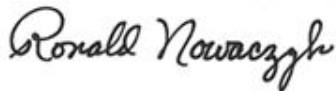
FROSTBURG STATE UNIVERSITY

One University. A World of Experiences.

February 24, 2023

Dr. Jay A. Perman, Chancellor
University System of Maryland
701 E. Pratt Street
Baltimore, MD 21202

Dear Chancellor Perman,

The departments of Biology and Geography at Frostburg State University seek to establish an interdisciplinary Environmental Science (ENSC) major to replace the suspended Environmental Analysis and Planning major. Additional proposals will be submitted to discontinue the Environmental Science concentration within the Biology major and the Environmental Science concentration within the Earth Sciences major. To summarize the changes that will be submitted to MHEC in multiple proposals:

- discontinue the Environmental Analysis and Planning major that is currently in suspension
- discontinue the Environmental Science Concentration in the Biology major
- discontinue the Environmental Science Concentration within the Earth Science major
- replace these with a new major in Environmental Science

The creation of an Environmental Science major will provide students with an academic degree program that addresses many current societal challenges. This proposal elevates environmental studies and science in our curriculum from their more obscure positions as concentrations in other majors.

Proposal Type:	New Academic Program
Proposal Title:	Environmental Science
Award Level:	Bachelor of Science Degree
CIP:	030101
HEGIS:	042001

We would appreciate your support for the new Environmental Science program that utilizes existing resources and leverages careful planning across departments to meet the needs of our students and aligns with the *2022 Maryland State Plan for Higher Education*. If you have any questions, please do not hesitate to contact me or our Associate Vice President for External Relations & Fiscal Affairs, Dr. Sara-Beth Bittinger, at sbittinger@frostburg.edu.

Sincerely,

Traki L. Taylor

Traki L. Taylor, Ph. D.
Provost and Vice President for Academic Affairs

pc: Dr. Darlene Brannigan Smith, Interim Associate Vice Chancellor for Academic Affairs, USM
Dr. Sara-Beth Bittinger, Associate Vice President for External Relations & Fiscal Affairs, FSU
Dr. Michael Mathias, Dean of the College of Liberal Sciences, FSU

**GUIDELINES FOR PROPOSING
NEW ACADEMIC DEGREE PROGRAMS, NEW STAND-ALONE CERTIFICATE PROGRAMS, AND
SUBSTANTIAL MODIFICATIONS**

A. <u>Centrality to Institutional Mission and Planning Priorities:</u>

1. *Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.*

   The proposed major in Environmental Science re-organizes existing courses into a curriculum that better serves students in developing a multidisciplinary pathway towards degree completion in a critical field of study. The proposed major will replace the suspended Environmental Analysis and Planning major as well as the current Environmental Science concentrations in Biology and Earth Sciences.

   The program supports Frostburg's mission because its curriculum directly addresses the institutional focus on regional and statewide economic and workforce development, civic responsibility, sustainability, and preparing graduates to meet the challenges of a complex and changing global society.

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

   As a reorganization of pre-existing courses and offerings, this proposed major is already aligned with many of FSU's strategic goals. Specifically, it aligns with the following elements of the FSU Strategic Plan:

I. Focus learning on both the acquisition and application of knowledge.

    A. Ensure students acquire the essential knowledge and skills needed to succeed – by providing a multidisciplinary approach that is critical to addressing environmental challenges, with tracks for the future scientist and policymaker.

    B. Infuse applied learning throughout the FSU curriculum – by continuing the tradition of hands-on laboratory activities and field-based activities that are key opportunities in the application of knowledge using appropriate tools and techniques.

II. Provide engaging experiences that challenge our students to excel.

    A. Integrate effective career and professional development into the student experience – by the inclusion of a Professional Pathways course into the core of the program, coupled with increased emphasis on internship placements.

III. Expand regional outreach and engagement.

    B. Provide opportunities for student engagement to address community needs in the region – by continuing the use of the region's environmental assets as an "outdoor

classroom" for our students and connecting them with local organizations and employers which are addressing local environmental concerns.

IV. Align university resources - human, fiscal, and physical - with strategic priorities.

C. Ensure academic programs meet student and workforce expectations – by preparing graduates to develop preparation for careers in the environmental sector, which includes a range of science and policy-based approaches.

3. *Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in Section L.)*

This program makes use of existing faculty and institutional resources. New courses in the program will be covered by the re-allocation of current teaching responsibilities (e.g., replacing a section of BIOL 149 or GEOG 103 with ENSC 150). The curriculum will be implemented without additional costs.

4. *Provide a description of the institution's commitment to a] ongoing administrative, financial, and technical support of the proposed program, and b] continuation of the program for a period of time sufficient to allow enrolled students to complete the program.*

The university already has an institutional commitment to a curriculum in environmental science and sustainability studies through the permanent faculty lines in content areas in this program.

B. Critical and Compelling Need as Identified in the 2022 State Plan for Higher Education:

1. *Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the state in general based on one or more of the following: a] the need for the advancement and evolution of knowledge; b] societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, or c] the need to strengthen and expand the capacity of historically black institutions to provide high quality and unique education programs.*

"Sustaining the Environment into the Future" is a key element of Maryland's 2019 State Development Plan (*A Better Maryland*). The proposed ENSC program supports the preparation of the next generation of Maryland's green workforce, which will help the state reach its visions of environmental protection and resource conservation and stewardship that are embedded in the state's development plan.

Frostburg State University serves a student population that includes many individuals who have been educationally disadvantaged in their preparation for higher education because of racial and/or economic barriers. According to the National Center for Educational Statistics, 46% of FSU's students are non-white or multiracial and 42% are Pell grant recipients. Additionally, an Environmental Science major at FSU has the potential to expand

educational opportunities for disadvantaged students, in a critical field, at the regional and state levels.

2. *Provide evidence that the perceived need is consistent with the 2022 Maryland State Plan for Higher Education (MSP-HE)*

The proposed Environmental Science program aligns with the MSP-HE's priorities 5 and 6:

- Priority 5 -- *Maintain the commitment to high-quality postsecondary education in Maryland* – Frostburg's proposed ENSC program builds on existing institutional strengths in the natural and physical sciences. This program can serve as a conduit to the newly approved, joint FSU-UMCES Master's in Environmental Management (MEM) degree program. The MEM program is designed to close the equity gap in the undergraduate to graduate pipeline for environmental professionals in the state.

- Priority 6 -- *Improve systems that prevent timely completion of an academic program* – The ENSC program permits flexibility in meeting requirements, allowing students to find their most successful pathway through the curriculum towards degree completion. It replaces the Environmental Analysis and Planning degree program that was very prescriptive (19 out of 25 courses were pre-determined), requiring 84-88 credits to complete. The ENSC program is 60-68 credits. Also, this proposal includes an articulation agreement with Hagerstown Community College's A.S. in Environmental Studies. Together, this proposed program will help reduce the time to degree and bring more graduates with Environmental Science to the workforce in Western Maryland and the state.

C. **Quantifiable Evidence & Documentation of Market Supply & Demand in the Region & State:**

1. *Describe potential industry or industries, employment opportunities, and expected level of entry for graduates of the proposed program.*

According to the Bureau of Labor Statistics, the industries that are the greatest employers of environmental scientists and specialists are: State Government; Management, Scientific, and Technical Consulting Services; Local Government; Architectural, Engineering, and Related Services; and Federal Government. Graduates of the ENSC program will be ready for entry-level environmental science or policy positions with these and other employers.

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

The Bureau of Labor and Statistics' (BLS) occupational outlook for "Environmental Scientists and Specialists" does not necessarily capture the entire range of occupations for which a graduate of the ENSC program might be "job-ready," but it provides a look at the core demand for such graduates at the national level. According to the BLS, the

Washington DC metro area has the third highest number of such positions in the country, after the New York and Sacramento metro areas.

Quick Facts: Environmental Scientists and Specialists	
2021 Median Pay ?	$76,530 per year $36.79 per hour
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2020 ?	87,100
Job Outlook, 2020-30 ?	8% (As fast as average)
Employment Change, 2020-30 ?	7,300

https://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm

3. *Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.*

The BLS estimates an average of 9,700 environmental scientists and specialist job openings per year in the decade 2020 to 2030. In addition to the core job market demand for environmental scientists and specialists, graduates of the ENSC program might start out in related occupations. Environmental Science and Protection Technicians often only need an Associate degree, but many such positions also require a bachelor's degree.

Related Occupations

ᐱ All 10 displayed

- 11-9199.11 Brownfield Redevelopment Specialists and Site Managers
- 19-2041.01 Climate Change Policy Analysts
- 19-1031.00 Conservation Scientists
- 13-1041.01 Environmental Compliance Inspectors
- 17-3025.00 Environmental Engineering Technologists and Technicians
- 17-2081.00 Environmental Engineers
- 19-2041.02 Environmental Restoration Planners
- 19-4042.00 Environmental Science and Protection Technicians, Including Health ☀ Bright Outlook
- 19-2043.00 Hydrologists
- 19-2041.03 Industrial Ecologists

U.S. Department of Labor by the National Center for O*NET Development
https://www.onetonline.org/link/summary/19-2041.00

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

In the most recent data available from the National Center for Educational Statistics (AY2018-2019), there were 6,650 Bachelor's degrees awarded in Environmental Studies and 7,000 awarded in Environmental Science. While the NCES does not provide projections for degrees by field, it does project a 3% increase from AY 2016-2017 to AY 2028-2029 in undergraduate degrees conferred.

https://nces.ed.gov/programs/digest/d20/tables/dt20_318.30.asp?current=yes
https://nces.ed.gov/programs/PES/section-6.asp#3

D. <u>Reasonableness of Program Duplication</u>

1. *Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.*

There are Environmental Science/Studies undergraduate degree programs at the following USM institutions: Salisbury University, Towson University, University of Baltimore, University of Maryland Baltimore County, University of Maryland College Park, and University of Maryland Eastern Shore. The Office of the Provost at Towson University sent Frostburg a collegial letter of support in December 2022:

"A new undergraduate program in Environmental Science at Frostburg State is likely to have similarities with the ENVS undergraduate program at TU. Our ENVS colleagues do not object to, or oppose, your program and support having an environmentally focused undergraduate degree in western Maryland. However, they think it is important that when your full proposal is submitted for consideration, it includes a detailed description of TU's existing undergraduate ENVS program."

To that end, Towson's website describes its Environmental Science and Studies program as one that:

Prepares students to enter a range of environmental careers in which they will make a difference as scientists, policy makers, industry representatives and citizens. Graduates also go on to advanced studies, professional training programs, and positions in business, industry and government. Students in the environmental science and studies major take courses in geography, biology, chemistry, political science, geology, economics, health science and philosophy, taught by faculty from many colleges within the university. Students in this major select the environmental science concentration or the environmental studies concentration.

There are Environmental Science/Studies undergraduate degree programs at the following non-USM institutions in Maryland: Goucher College, Hood College, Johns Hopkins University, McDaniel College, Mount Saint Mary's University, Stevenson University, St. Mary's College, and Washington College.

The proposed ENSC program at Frostburg State University will be the only bachelor's degree in Environmental Science in Western Maryland and the surrounding Appalachian region of Maryland. Thus, the program serves a distinct and non-competitive geographic and ecological region in the state.

2. *Provide justification for the proposed program.*

Preparation in the environmental sciences is critical in many professions as well as fundamental to one's role as an informed citizen. The fundamental importance of environmental science is one reason why nearly every higher-education institution offers academic programs and/or coursework in this interdisciplinary field.

The proposed ENSC program at FSU is important as a regional resource for the preparation of environmental professionals in the state of Maryland, specifically the Western Maryland region. Providing an undergraduate environmental studies program anchored in the Appalachian region of Maryland is essential to creating opportunities for environmental adaptation, mitigation, and remediation in this ecologically unique region of the state. This need for a regionally focused, broadly applicable environmental studies program is mirrored by the fact that the University of Maryland Center for Environmental Science has established its research and graduate education programs at the Appalachian Laboratory in Frostburg.

The creation of a major in Environmental Science would provide students with the choice of an academic degree program that addresses many challenges society currently faces. This proposal elevates environmental science in FSU's curriculum from their more obscure positions as concentrations in other majors. Additionally, it replaces the suspended Environmental Analysis and Planning major, which was too prescriptive and dependent on faculty expertise that is no longer housed in the departments of Biology and Geography. The proposed program also meets University System of Maryland goals to increase STEM degrees awarded annually (to 11,000) and meets workforce demands for graduates with environmental knowledge and skills.

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

1. *Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBIs.*

Frostburg State University's fall 2020 student population was 29% Black or African American and 5% multiracial. In the 2020 Census, 32% of Marylanders were Black or African American (alone or in combination). Thus, any program at FSU might have an impact on programs at HBIs in the sense that non-HBIs in Maryland are seeking to recruit students from all demographic groups.

Of Maryland's four HBIs, only the University of Maryland Eastern Shore has a comparable undergraduate program. The geographic distance between FSU and UMES also reduces the likelihood of direct impacts on enrollment. While seeking to diversify the student population in the STEM disciplines at FSU, the proposed ENSC program is not designed to challenge the implementation or maintenance of the program at UMES.

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

1. *Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.*

   The proposed ENSC program at FSU should have no impact on the identity or unique mission of Maryland's HBIs. Environmental Science and Studies degrees are found at many state and private universities in Maryland. The program curriculum and likely student enrollment do not undermine the institutional identities or missions of any of Maryland's HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. *Describe how the proposed program was established, and also describe the faculty who will oversee the program.*

   The Environmental Studies proposal is the product of discussions to streamline environmental programs offerings at FSU and to better address the needs of students and the post-graduation job market. It replaces a suspended Environmental Analysis and Planning program and two Environmental Science concentrations, one in Biology and the other in Earth Sciences. The ENSC program will be jointly managed by a committee of faculty from the departments of Biology and Geography, with the chairs of those two departments responsible for representing the program at the institutional level.

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

   Objective

   The Environmental Science program aims to produce graduates who, with their knowledge of the natural sciences, will be able to apply analytical, communication, and problem-solving skills to protect ecological and human health in a range of professional and environmental settings.

   Learning Outcomes

   Upon completion of the Environmental Science major, students should be able to:

   I.   Demonstrate a professional level understanding of the Earth's environmental systems, including the functional interaction of the atmosphere, hydrosphere, lithosphere, and biosphere *(Linked to Institutional Learning Goals 1 and 3)*

   II. Demonstrate knowledge and appreciation of the intrinsic worth of ecological processes and communities *(Linked to Institutional Learning Goals 3 and 4)*

III. Demonstrate success in hands-on, inquiry-based laboratory investigations, experimentation and/or field work. *(Linked to Institutional Learning Goals 1, 2, and 3)*

IV. Demonstrate effective use of diverse methods in the analysis of textual, laboratory, and/or field data to communicate information about the environment in writing, oral presentations, and/or visual representations *(Linked to Institutional Learning Goal 2)*

V. Demonstrate an understanding of effective environmental solutions through a knowledge of environmental policies and informed positions on current local, regional, and global environmental issues *(Linked to Institutional Learning Goal 3 and 4)*

3. *Explain how the institution will a] provide for assessment of student achievement of learning outcomes in the program; b] document student achievement of learning outcomes in the program.*

 a] The primary program assessment mechanism will be a capstone portfolio in which the student will outline and compose a series of narrative documents detailing knowledge and skills achieved as an Environmental Science major. In support of this narrative, the student will assemble a portfolio of examples of their coursework in the major. The narratives and supporting examples must demonstrate that the student has achieved proficiency in the five identified learning objectives. At least two coursework examples must be cited as supporting evidence for each objective. The narratives and supporting examples will be evaluated by a committee of three faculty members in the program.

 b] Student achievement of learning outcomes will be documented in annual reports to the Office of Assessment and Institutional Research.

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

 See Appendix A

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

 The departments of Biology and Geography request that ENSC 150 (Introduction to Environmental Science) to be a course that satisfies one of the two-course requirement in FSU's "Modes of Inquiry GEP C: The Natural Sciences." Other introductory courses in the program (GEOG 103, BIOL 149, CHEM 201) will also satisfy this requirement as well as one of the two course requirements in GEP E: The FSU Colloquia by these additional courses in the Natural Sciences. MATH 109 and 119 will also satisfy the university's Core Skills in Mathematics requirement.

 Other FSU general education requirements can be met through course selection that follows student interests and academic advising.

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

   N/A

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

   N/A

8. *Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management systems, availability of academic support services and financial aid resources, and costs and payment policies.*

   Program specific requirements will be listed in the FSU Undergraduate Catalog and first-year/transfer student advisors will have access to up to date 8 semester plans for the program (see Appendix B). The program's website will provide links to these resources as well as program check-sheets for students and their advisors. Course-specific technology skills will be communicated through pre-requisites detailed in the Undergraduate Catalog. The other elements addressed in this item are not unique to the proposed ENSC program and are provided by existing university staff in the administrative offices or by university faculty through course syllabi.

9. *Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and services available.*

   The Environmental Science program will receive the same advertising, recruiting, and admissions materials that all other major programs receive from various units at Frostburg State University, via multiple avenues and media platforms.

H. Adequacy of Articulation

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

   The proposed ENSC program at FSU is designed to facilitate future articulation agreements with community colleges in Maryland. Specifically, the new ENSC 150 (Introduction to Environmental Science) course consists of three-credits of lecture and one credit laboratory, providing a seamless way for students at many of Maryland's community colleges who offer this course to start completing the core requirements of the ENSC program at their two-year institution. This proposal includes an articulation agreement with the A.S. Environmental Studies program at Hagerstown Community College (Appendix C).

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11)

1. *Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.*

   The ENSC faculty are accomplished academic professionals with evidence of effective classroom instructional design and performance as well as active scholarship in their fields. Faculty teaching in the program include:

Biology

Name	Appt & Rank	Degree and Field	Course(s)
Dr. Franklin Hughes	Assistant Professor, tenure-track (FT)	DC, Chiropractic	BIOL 149
Dr. Cody Kent	Assistant Professor, tenure-track (FT)	PhD, Ecology and Evolutionary Biology	BIOL 149, 406, 414
Dr. Thomas Lambert	Professor, tenured (FT)	PhD, Forestry	BIOL 423
Dr. Hongqi Li	Professor, tenured (FT)	PhD, Biology	BIOL 161, 313
Dr. Kumudini Munasinghe	Assistant Professor, tenure-track (FT)	PhD, Biology	BIOL 304
Dr. David Puthoff	Professor, tenured (FT)	PhD, Biology	BIOL 149, 403
Dr. Richard Raesly	Professor, tenured (FT)	PhD, Biology	BIOL 160, 417, 420, 422, 425, 426
Dr. William Seddon	Professor, tenured (FT)	PhD, Biology	BIOL 149
Dr. Thomas Serfass	Professor, tenured (FT)	PhD, Wildlife & Fisheries Science	BIOL 230, 450
Dr. Kate Sheehan	Assistant Professor, tenure-track (FT)	PhD, Wildlife & Fisheries Biology	ENSC 150, BIOL 309, 340, 411, 430
Ms. Clara Thiel	Lecturer, non-tenure-track (FT)	MS, Applied Ecology & Conservation Biol.	BIOL 328, 405, 409, 425

Chemistry

Name	Appt & Rank	Degree and Field	Course(s)
Dr. Matthew Crawford	Associate Professor, tenured (FT)	PhD, Chemistry	CHEM 311, 312, 320
Dr. Holly Curie	Associate Professor, tenured (FT)	PhD, Chemistry	CHEM 201, 202
Dr. Katie Gares	Lecturer, non-tenure-track (FT)	PhD, Chemistry	CHEM 201, 311, 312
Dr. Robert Larivee	Professor, tenured (FT)	PhD, Chemistry	CHEM 320, 341
Dr. Fayan Meng	Lecturer, non-tenure-track (FT)	PhD, Chemistry	CHEM 201, 202
Dr. Frederick Senese	Professor, tenured (FT)	PhD, Chemistry	CHEM 201, 420, 460

Geography

Dr. Phillip Allen	Associate Professor, tenured (FT)	PhD, Quaternary Science	GEOG 103, 207, 208, 340, 441, 475, 477, 482, 483
Dr. Tianna Bogart	Associate Professor, tenured (FT)	PhD, Climatology	ENSC 150, 485 GEOG 103, 205, 330, 380, 405, 469
Dr. Thomas Cadenazzi	Assistant Professor, tenure-track (FT)	PhD, Civil Engineering	GEOG 433
Ms. Tracy Edwards	Lecturer, non-tenure-track (FT)	MA, Geography	GEOG 103
Dr. Hai Lan	Assistant Professor, tenure-track (FT)	PhD, Geographical Sciences	GEOG 317, 380, 420
Mr. Adam Lewis	Lecturer, non-tenure-track (FT)	MEd, Education (Geography & History)	GEOG 103
Dr. Matthew Ramspott	Professor, tenured (FT)	PhD, Geography	ENSC 150, 485 GEOG 275, 413, 420
Ms. Jennifer Reynolds	Instructor, tenure-track (FT)	MA (ABD), Geography	GEOG 420, 430, 460, 473
Dr. Richard Russo	Associate Professor, tenured (FT)	PhD, Geography	GEOG 360
Dr. William Wetherholt	Associate Professor, tenured (FT)	PhD, Geography	GEOG 310, 420, 452

2. *Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidence-based best practices, including training in a] pedagogy that meets the needs of the students; b] learning management systems; c] evidence-based practices for distance education, if offered.*

The university frequently offers online and face-to-face training opportunities for pedagogical improvement, including the annual Center for Teaching Excellence workshop and conference in January. Faculty supporting this major will also frequently complete training and webinars to stay current in the technology and software changes in the field.

J. Adequacy of Library Resources

1. *Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.*

The Lewis J. Ort Library provides thousands of resources related to the disciplines that contribute to the proposed ENSC program. Accreditation program reviews of majors such as Biology, Earth Sciences, and Geography have demonstrated the adequacy of library resources in environmental studies. The library licenses electronic resources that provide access to full-text articles, statistical data, and reference material, including Academic Search Complete. There are approximately 37,000 full text journals, magazines, and newspapers available through the total number of databases subscribed to by the library. The scope of these resources ranges from trade journals and newspapers to scholarly research. The library's OneSearch and Research Port search systems provide access to databases and other electronic resources through the Internet to all currently registered FSU students, faculty and staff on a 24 hour/7-day basis. Materials comprising the library's

collection may be searched using its online catalog, catalogUSMAI, as well as OneSearch. A cooperative sharing program between USM institutions provides students, faculty, and staff with borrowing privileges for circulating print materials from any USM library. Additionally, interlibrary loan capabilities extend these privileges to libraries throughout the United States.

K. Adequacy of Physical Facilities, Infrastructure and Institutional Equipment

1. *Provide an assurance that physical facilities, infrastructure and instructional equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in STEM fields.*

Recent Middle States program reviews for programs in the departments of Biology, Chemistry and Geography have shown that the physical facilities and instructional infrastructure adequately support program learning objectives and student preparation for post-graduation careers and graduate study.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

The budget assumes a 3 percent increase annually. The program will be offered using existing faculty and resources at FSU. For the budget tables on the last page:

Table 1 Narrative

1. Reallocated Funds: Three full-time faculty will have 0.25 of their time relocated to teaching new courses in the program, representing 0.75 FTE.
2. Tuition/Fee Revenue: Under Tuition and Fee Revenue the assumptions include an increase in enrollment from 11 in year one to 22 in year five (a doubling), with 10% of students from out-of-state. Tuition increases of 3 % annually.
3. Grants, Contracts & Other External Sources: N/A
4. Other Sources: N/A
5. Total: Tuition and Fee Revenue the assumptions include 90% Maryland residents and 10% out-of-state and a 3% annual increase in tuition and fees.

Table 2 Narrative

1. Faculty: FSU is reallocating 25% of three full-time faculty (.075 FTE) to teach new courses in the program.
2. Administrative and Support Staff: N/A
3. Equipment and Library: N/A
4. New or Renovated Space: N/A
5. Other Expenses: N/A
6. Total: The budget assumes a 3 percent increase annually in tuition and fees. No additional financial resources are required.

Environmental Studies Major					
TABLE 1: RESOURCES					
	FY2023	FY2024	FY2025	FY2026	FY2027
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	47,922	49,360	50,840	52,366	53,937
2. Tuition/Fee Revenue	122,724	126,405	182,203	214,643	276,246
(c + g below)	0	0	0	0	0
a. Number of F/T Students In-state	10	10	15	15	20
a. Number of F/T Students Out-of-state	1	1	1	2	2
b. Annual Tuition/Fee Rate In-state	9,804	10,098	10,401	10,713	11,034
b. Annual Tuition/Fee Rate Out-of-state	24,684	25,425	26,188	26,974	27,783
c. Total F/T Revenue (a x b)	122,724	126,405	182,203	214,643	276,246
d. Number of P/T Students In-State	0	0	0	0	0
d. Number of P/T Students Out-of-State	0	0	0	0	0
e. Credit Hour Rate In-State	286	295	304	313	322
e. Credit Hour Rate Out-of-State	612	630	649	668	688
f. Annual Credit Hours	24	24	24	24	24
g. Total P/T Revenue In & Out-of-State	0	0	0	0	0
(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)	170,646	175,765	233,043	267,009	330,183
TABLE 2: EXPENDITURES					
	FY2023	FY2024	FY2025	FY2026	FY2027
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	47,922	49,360	50,840	52,366	53,937
a. # FTE	0.75	0.75	0.75	0.75	0.75
b. Total Salary	47,922	49,360	50,840	52,366	53,937
c. Total Benefits	0	0	0	0	0
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. # FTE	0.00	0.00	0.00	0.00	0.00
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 – 7)	47,922	49,360	50,840	52,366	53,937
Surplus	122,724	126,405	182,203	214,643	276,246
ASSUMPTIONS:					
Based on incoming new students.					
If current students, revenue & expenses would					
be less or flat.					
Three FT Faculty at 25% FTE. Reallocated.					
Approx. 12 credits per semester.					
Increase enrollment until 4th year, then flat.					

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15)

2. *Discuss procedures for evaluating courses, faculty and student learning outcomes.*

   Faculty members at Frostburg State University are evaluated annually by a peer evaluation process that includes student evaluation of instruction data for each course. The student evaluation instrument is common to all courses at FSU and is administered by the Office of Assessment and Institutional Research.

   Student learning outcomes for the program will be assessed on an annual basis in ENSC 485 (Environmental Science Capstone), using a portfolio-based rubric linked to the established student learning outcomes for the program.

2. *Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.*

   All academic programs at FSU undergo an intensive program review every seven years as required by the University System of Maryland and the Middle States Commission on Higher Education. This review covers educational and cost effectiveness, assessment of learning outcomes (based on mechanisms described above), and adequacy of human, capital, and fiscal resources as well as an external reviewer's report on program strengths and weaknesses.

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

N. Consistency with the State's Minority Student Achievement Goals
(As outlined in COMAR 13B.02.03.05)

1. *Discuss how the proposed program addressed minority student access & success, and the institution's cultural diversity goals and initiatives.*

   COMAR 13B.02.03.05 calls for the "expansion of educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education." The proposed ENSC program is open to all FSU undergraduates without restriction. Currently (fall 2022), FSU's undergraduate student population is 36% minority and 35% Pell Grant recipients, showing that the institution supports the educational goals of minority and economically disadvantaged students of all backgrounds.

Frostburg State University affirms its commitment to a campus environment which values human diversity and respects individuals who represent that diversity. Fostering diversity and respect for difference is a fundamental goal of higher education, ranking among the highest priorities of this institution.

Beyond the institutional commitment to diversity, equity, and inclusion, the Environmental Science program will serve all students who enroll in its courses and seek to reduce the retention and graduation gaps between minority and non-minority students. Faculty on the program steering committee will have ongoing conversations about how course content and assignments can better support the holistic development of minority students by focusing on the sources used, cases studies profiled, and voices heard in lectures, assignments, and readings. Senior students will be paired with newly declared majors to act as mentors and role models. The program will seek financial support for peer-mentoring from the FSU Foundation and both internal and external grants. The program will work actively with state and national efforts to increase minority representation in STEM programs and careers to place out students in competitive internships and programs.

O. Relationship to Low Productivity Programs Identified by the Commission

1. *If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.*

   The proposed Environmental Studies program seeks to replace the low-productivity Environmental Analysis and Planning (EVAP) program that is currently in suspension and was also a joint program between the departments of Biology and Geography. Some faculty connected to the EVAP program have either retired or moved on to other institutions. The credit-heavy and prescriptive EVAP program had an adequate number of students enrolled, but those students often had to switch to a related major for degree completion, which explains the low-productivity in degrees awarded in EVAP.

   While current faculty in Biology and Geography are fewer in number, they do support the coursework in the proposed ENSC program. Since courses also serve students in other programs offered by these departments, any redistribution of resources would be internal to departments which will cover the two new ENSC courses included in the proposal.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

   N/A

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

N/A

APPENDIX A. Proposed Major: Environmental Science (60-68 credits)

Required Program Core (11 courses / Credits: 39-40)

ENSC Core (6 credits)
ENSC 150   Intro to Environmental Science [new 4 credit lab course]
ENSC 485   Environmental Science Capstone [new]

BIOL Core (12 credits)
BIOL 149
BIOL 160 or 161
BIOL 340

CHEM Core (8 credits)
CHEM 201
CHEM 202

GEOG Core (7-8 credits)
GEOG 103
GEOG 205 or 207

MATH Core (6 credits)
MATH 109
MATH 119

Advanced Electives (5 courses / Credits: 15 to 20)

In consultation with advisor, choose 5 courses across at least two disciplines that align with career and/or graduate education goals:

BIOL 230, 304, 309, 313, 328, 403, 405, 406, 409, 411, 412, 414, 417, 420, 422, 423, 425, 426, 430, 439, 450, 456, 460
CHEM 311 & 312, 320, 341, 420, 460
GEOG 208, 275, 300, 317, 330, 340, 360, 380, 405, 406, 413, 420, 430, 433, 441, 445, 452, 460, 469, 473, 475, 477, 492

Senior Research Experience (or two additional advanced electives / Credits: 6 to 8)

GEOG 482 and GEOG 483
or
BIOL 493 and/or BIOL 494 (to equal 6 credits)

Students will be encouraged to complete a minor in: Biology, Chemistry, Climate Science, Earth Science, Forestry, Geography, Sustainability Studies

Course descriptions for courses included in the ENSC program.

ENSC courses

ENSC 150 – Introduction to Environmental Science (4cr): An introduction to the systems science that seeks to identify and analyze natural and human-made problems in the natural environment. Includes a survey of fundamental concepts such as ecosystems and biodiversity, energy transfer, land and water use, energy resources, pollution, and global change. Application of science skills and practices. Three hrs. lecture, 2 hrs. lab. Every semester. GEP Group C.

ENSC 485 – Environmental Science Capstone (2cr): Creation of a portfolio comprised of examples of student work and an associated narrative demonstrating achievement of the established learning goals for the Environmental Science major. Professional development exercises: access information on career opportunities, resumes, cover letters. 2cr. lecture

BIOL courses

BIOL 149 – General Biology I (4cr): Biological principles and concepts. The life processes, development and relationship among organisms. Three hrs. lecture, 2 hrs. lab. Every semester. GEP Group C.

BIOL 160 – General Zoology (4cr): Biology of animals and evolution of animal diversity. Study of ecological interactions among animals and their physicochemical and biological environments. Three hrs. lecture, 2 hrs. lab. Required for biology majors. Every semester. Prerequisite: BIOL 149.

BIOL 161 – General Botany (4cr): Botanical concepts and principles about algae and land plants. Emphasis on their origin, evolution, classification of major groups with typical life cycles and characteristics, general morphology and physiology of vascular plants, and plant ecology. Required for biology majors. Three 1-hr. lectures, one 2-hr. lab. Every semester. Prerequisite: BIOL 149.

BIOL 230 – Wildlife Techniques (3cr): Study and management of wildlife species. Capture, marking, physiological indices, food habits and nutrition, sex and age, population and habitat analysis. Current management practices. Two hrs. lecture, 3 hrs. lab. Fall. Not open to students who have credit for former BIOL 330. Prerequisite: BIOL 149

BIOL 304 – Microbiology (4cr): Microorganisms, especially their form, structure, reproduction, physiology, metabolism, and identification, will be studied with emphasis on their distribution in nature, their beneficial and detrimental effects on humans, and the physical and chemical changes they make in the environment. Two hrs. lecture and two 2-hr. labs. Every semester. Prerequisites: BIOL 149 with a "C" or better. Co-requisite: CHEM 201 or CHEM 150.

BIOL 309 – General Entomology (4cr): Identification, morphology, physiology, development, geological history, ecology and control of insects. Two hrs. lecture, two 2-hr. labs. Fall, odd-numbered years. Prerequisite: BIOL 160.

BIOL 313 – Plant Evolution and Diversity (4cr): Origin, evolution and diversity of algae, bryophytes, ferns, gymnosperms and angiosperms. Comparative study of life history, morphology and of representatives of major groups. Two 1-hr. lectures, two 2-hr. labs. Spring of odd-numbered years. Prerequisite: BIOL 161.

BIOL 328 – Economic Botany (3cr): Study of plants and the link between plant structure and human's use of plants. Students will gain an understanding of the form and function of the plant body; plant nomenclature; history of plant use; origins of economically important plants; use of flowers and fruits for food and other purposes; use of roots, stems and leaves for food and other purposes. One hr. lecture, one 4-hr. lab. Spring, odd-numbered years. Recommended: BIOL 128 and 161.

BIOL 340 – General Ecology (4cr): Environmental relationships of plants and animals. Field laboratory experience. Measuring environmental variables in terrestrial and aquatic ecosystems. Two hrs. lecture, one 4-hr. lab. Every semester. Prerequisites: BIOL 160 or 161; CHEM 201; MATH 109/209

BIOL 403 – Plant Physiology (4cr): Higher-plant growth and differentiation. Case-study method. Topics include general differentiation, photometabolism, translocation and water relations. Three hrs. lecture, 3 hrs. lab. Fall of even-numbered years. Prerequisite: BIOL 161.

BIOL 405 – Dendrology (3cr): Collection, identification and study of native and introduced woody plants in summer and winter conditions. One hr. lecture, one 4-hr. lab. Fall. Prerequisite: BIOL 161.

BIOL 406 – Ornithology (4cr): Anatomy, physiology, behavior, ecology and evolution of birds. Laboratory emphasis on identification of regional birds at the species and family level. Two hrs. lecture, one 4-hr. lab. Binoculars required. Spring. Prerequisite: BIOL 149 or BIOL 160.

BIOL 409 – Plant Taxonomy (3cr): Classification of flowering plants, gymnosperms and ferns. Emphasis on collection, identification and preparation of herbarium specimens. One hr. lecture, one 4-hr. lab. Spring. Prerequisite: BIOL 161

BIOL 411 – Invertebrate Zoology (4cr): Structure, physiology, life history and natural history of invertebrate groups. Emphasis on local fauna. Two hrs. lecture, two 2-hr. labs. Spring, odd-numbered years. Prerequisite: BIOL 160

BIOL 412 – General Parasitology (4cr): Principles of parasite structure, function, life cycles and host-parasite relationships. Two hrs. lecture, two 2-hr. labs. Spring, odd-numbered years. Prerequisites: BIOL 160, CHEM 202.

BIOL 414 -- Quantitative Analysis of Vertebrate Populations (3cr): A survey of quantitative techniques used to describe, analyze and model vertebrate wildlife population phenomena and interactions between populations. Two hrs. lecture, one 3-hr. lab. Fall. Prerequisites: MATH 120 or a course in calculus, MATH 109/209; BIOL 160 or 161

BIOL 417 – Ichthyology (3cr): The study of fishes, with emphasis on structure and function, development, behavior, ecology and systematics. Two hrs. lecture, one 2-hr. lab. Fall, even-numbered years. Prerequisite: upper-class standing in biology or wildlife/fisheries management

BIOL 420 – Fish Management and Culture (3cr): Contemporary problems in fisheries management. The study of fish culture; alternatives of commercial harvest and culture. Field trips. Three hrs. lecture. Spring, odd-numbered years. Prerequisite: senior or graduate standing, MATH 109/209 or permission of instructor.

BIOL 422 – Herpetology (3cr): The structure, behavior, ecology, evolution and taxonomy of amphibians and reptiles. Laboratory emphasis on identification, anatomy and ecology of local species; techniques of collecting, estimating population sizes, home ranges. Two hrs. lecture, one 3-hr. lab. Spring. Prerequisite: BIOL 160

BIOL 423 – Mammalogy (4cr): the structure, taxonomy, behavior, ecology, evolution and public health significance of mammals, and history of the science of mammalogy. Laboratory emphasizes anatomy, identification, capture techniques, habitat analysis, and home-range and population characterization. Three hrs. lecture, one 3-hr. lab. Fall. Prerequisite: BIOL 160 or permission of instructor.

BIOL 425 – Forest Ecology and Conservation (3cr): The investigation of forest ecology, management, conservation, policy, research and history. Silviculture, stand dynamics, stand improvement, reforestation, soils, disturbances and natural pests and pathogens. Investigation of interrelated patterns and processes of forest communities. Forest products and measurements. Many field trips to measure, study and understand local forests. Two hrs. lecture, one 2-hr. lab. Fall. Prerequisite: BIOL 161.

BIOL 426 – Vertebrate Zoology (4cr): The biology of vertebrates: origin, evolution, classification, structure, ecology, reproduction. Identification of regional examples. Three hrs. lecture, one 2-hr. lab. Spring, even numbered years. Prerequisite: BIOL 160.

BIOL 430 – Introductory Limnology (4cr): Inland waters; physical, chemical, and biological aspects. An overview of hydrobiology. Laboratory emphasis on basic analysis of data from aquatic environments. Two hrs. lecture, two 2-hr. labs. Fall, odd numbered years. Prerequisite: BIOL 340.

BIOL 439 – Environmental Toxicology (3cr): Interdisciplinary study of the major classes and properties of pollutants, ecotoxicology testing methods and their effects on living organisms and the ecosystem. Two hrs. lecture, two hrs. lab. Variable. Prerequisites: BIOL 149 and CHEM 202.

BIOL 450 – Ecology and Management of Wildlife Populations (3cr): Study of the factors that determine the distribution and abundance of wildlife populations and current management practices used to manipulate wildlife populations. Two-three field trips will be used to gain knowledge of regional management practices. Three hrs. lecture. Fall. Prerequisites: BIOL 340, and one from 406, 423 or 426.

BIOL 456 – Advanced Microscopy (4cr): Principles and techniques of light microscopy and scanning electron microscopy. Preparation of biological specimens for light microscopy (including immunofluorescence) and scanning electron microscopy. Two hrs. lecture, two 2-hour labs. Spring, odd-numbered years. Prerequisite: cumulative GPA 3.0 or higher, BIOL 304 or 404, or permission of instructor.

BIOL 460 – Forestry Field Practice (3cr): A field-oriented overview of basic forestry. Includes field dendrology, silvics, elements of surveying and mapping, orienteering, log scaling, silviculture, timber cruising, and wildlife techniques. Numerous field trips to regional forests. Summer Session, odd-numbered years. 1 cr. lecture, 2 cr. lab. Prerequisites: BIOL 405 and BIOL 425.

BIOL 493 – Advanced Biology Research (3cr): Original student research mentored by a faculty member that will involve literature searches, experimental design, and analysis. Poster presentation methods and results at local, regional or national meeting required as final product. Department of Biology Chair approval before registration for the course. Repeatable for a maximum of 9 credits. Only 3 credits of this course can be used as a Biology elective. Variable. Prerequisite: permission of instructor.

BIOL 494 – Field Experiences in Biological Sciences (2-6cr): Work experience related to the student's major. Faculty sponsor, project approval and final report by the student required. Variable. Repeatable for maximum of 12 credits. Prerequisites: biology, wildlife & fisheries, or interpretive biology and natural history majors only; junior or senior standing.

CHEM Courses

CHEM 201 – General Chemistry I (4cr): Atomic and molecular structure, theories of covalent and ionic bonding, chemical reactions, states of matter, gas laws, solutions, reaction rates, stoichiometry and thermochemistry. Two hrs. lecture, 2 hrs. discussion and one 2-hr. lab. Every semester. You cannot earn credit for both CHEM 101 and 201. Prerequisite: placement at Math Level II. Corequisite: MATH 102/119, placement at Math Level III or higher or permission of instructor. GEP Group C.

CHEM 202 – General Chemistry II (4cr): Acid-base concepts, equilibria, thermodynamics, electrochemistry, reaction rates, coordination compounds, and organic, nuclear, and descriptive chemistry. Three hrs. lecture, one 3-hr. lab. Every semester. You cannot earn credit for both CHEM 102 and 202. Prerequisites: CHEM 201 and MATH 102/119.

CHEM 311 – Organic Chemistry I (3cr): Chemistry of the compounds of carbon. Classes and nomenclature of compounds, structure, reactions, mechanisms, spectroscopy, and stereochemistry. Three hrs. lecture. Every semester. Not open to students who have credit for former CHEM 301. Prerequisites: CHEM 202 or equivalent. Corequisite: CHEM 312.

CHEM 312 – Organic Chemistry I Laboratory (1cr): Introduction to techniques of experimental organic chemistry: separations, purifications, spectroscopy, mechanistic analysis. One 3-hr. lab. Every semester. Not open to students who have credit for former CHEM 301. Prerequisite: CHEM 202 or equivalent. Corequisite: CHEM 311.

CHEM 320 – Quantitative Analytic Chemistry (4cr): Theory, methods and treatment of data pertaining to chemical analysis. Gravimetric, volumetric, potentiometric, electroanalytical and spectrophotometric applications in the laboratory. Three hrs. lecture, one 3-hr lab. Fall. Prerequisites: CHEM 202, MATH 120 or equivalent or permission of instructor.

CHEM 341 – Introduction to Geochemistry (4cr): Intro to chemical systems and processes of Earth; basic chemistry principles applied to environmental processes, including, but not limited to distribution of elements, chemical reactions, and geochemical cycles. Applying geochemistry techniques to investigate and examine natural and human-impacted environments. Two hrs. lecture, one 3-hr. lab. Spring. Also offered as GEOG 341. Prerequisite: CHEM 202

CHEM 420 – Environmental Chemical Analysis (4cr): Explores applications of wet chemical, electroanalytical (potentiometric and amperometric), spectroscopic (UV-Vis, spectrofluorimetry and AA) and chromatographic (HPLC, GC, GCMS, TLC) techniques for standard and trace analyses of water, soil, and tissue materials. Emphasis on application of standard protocols, development of experimental technique and sample preparation. Two 3 hr. lectures/lab. Spring, even-numbered years. Prerequisites: CHEM 202.

CHEM 460 – Environmental Chemistry (3cr): An investigation into the chemical nature of the environment. Development of the chemical interactions found in the atmosphere, hydrosphere, lithosphere, and biosphere. Energy and energy usage are also discussed. Three hrs. lecture. Variable. Prerequisites: CHEM 202 and any of the following: BIOL 430, GEOG 432, CHEM 320 or 420.

GEOG Courses

GEOG 103 – Physical Geography (4cr): Earth-sun relations, map reading and interpretations, landforms, elements of weather and climate, and climate regions. Three hrs. lecture and 2 hrs. lab. Every semester. GEP Group C.

GEOG 205 – Descriptive Meteorology (3cr): Aspects of the atmosphere, weather variables and measurement, radiation, clouds and precipitation, atmospheric stability, air masses and severe weather. Principles of weather forecasting. Also offered as PHSC 205. Spring. GEOG 103 recommended.

GEOG 207 – Physical Geology and Geomorphology (4cr): A process-oriented approach to develop a fundamental understanding of geology and geomorphology. Experiential laboratory and field experiences of subsurface and surficial interactions with tectonic, hydrologic and atmospheric processes. At least one field trip will be required. Three hrs. lecture and 2 hrs. lab. Not open to students who have credit for former GEOG 307. Fall.

GEOG 208 – Earth System History (4cr): Chronology of the Earth's history from hypothesized origins through the Holocene. Paleography, paleotectonics, and floral and faunal evolution. Lab study of sediments, fossils as indicators of rock age and environment, and geologic maps and structure sections. One field trip may be required. Three hrs. lecture and 2 hrs. lab. Not open to students who have credit for former GEOG 308. Spring.

GEOG 275 – Fundamentals of Geographic Data Handling (3cr): Exploring sources, characteristics and types of geospatial data. Discussion of techniques for manual and automated handling of geographically referenced information. Two hrs. lecture and 2 hrs. lab. Every semester.

Prerequisites or co-requisites: GEOG 103 (or 113) and MATH 109/110, or MATH 119 or Math 220 or a higher-level math course or placement at Math Level III, or permission of instructor. Tech. fluency

GEOG 317 – Principles of Geographic Information Science (4cr): An examination of the basic theory, concepts, data structures, operations and applications of geographic information systems (GIS) as a science. Lectures supplemented by computer-based laboratory exercises. Three hrs. lecture and 2 hrs. lab. Fall. Prerequisites: GEOG 275 or permission of instructor. GEOG 310 recommended.

GEOG 330 – Global Climate Change (3cr): What causes Earth's climate to change? is one of the most important questions of our time. This course includes the evaluation of the natural and anthropogenic factors that cause a change in global and regional climates. Modern climate changes, future climate scenarios, policy, and mitigation strategies will also be explored. Spring, even numbered, years. Prerequisites: GEOG103/113

GEOG 340 -- Soil: Genesis, Nature and Characterization (3cr): Origin and processes of soil formation, change with time and environmental factors including use, identification and delineation on the landscape, and interpretation and usage of soil surveys. Two hrs. lecture and 2 hrs. lab./field session. Not open to students who have credit for former GEOG 440. Fall. Prerequisite: GEOG 207 completion or co-registration strongly recommended.

GEOG 360 – Food Systems (3cr): Geographic examination of the production, distribution and consumption of food. Cultural and spatial foundations of the global food system and its impacts on human and natural systems. Sustainable food systems. Fall, odd-numbered years.

GEOG 380 – Research Methods in Geography (3cr): Examines qualitative and quantitative methods for handling geo-spatial data. Design of geographic research, approaches to data collection and synthesis, inferential and descriptive geo-spatial statistics, application of statistical software, and presentation of findings. Two hrs. lecture and 2 hrs. lab. Spring. Prerequisites: GEOG 275 and 9 hrs. of geography or permission of instructor.

GEOG 405 – Physical Climatology (3cr): Overview of the physical processes that define Earth's global climate. Movement of energy and water throughout the climate system, global circulation, distribution of climate types, natural and anthropogenic controls of climate, land-atmosphere interactions, spatial and temporal patterns, climate variability and change, and analysis of climate data. Two hrs. lecture and 2 hrs. lab. Fall. Prerequisite: GEOG 103/113 and placement at Math Level 2 or above, or a C or better in a credit bearing mathematics course, or permission of instructor.

GEOG 406 – Management and Conservation of Natural Resources (3cr): Current problems associated with the use and misuse of natural resources. Fall. Prerequisites: GEOG 103/113 and GEOG 104/114 or GEOG 110 or permission of instructor.

GEOG 413 – Remote Sensing - Image Interpretation (3cr): Fundamental principles of remote sensing and image interpretation applications in geography; the remote sensing process,

Earth surface energy/matter interactions, photogrammetry basics, color theory and digital image display, introductory digital image processing and a survey of image types including panchromatic, color-infrared, multispectral, thermal and radar. Two hrs. lecture and 2 hrs. lab. Fall. Prerequisite: GEOG 275 or permission of instructor.

GEOG 420 – Topics in Mapping and Geospatial Sciences (3cr): A project-based course covering advanced topics in the mapping sciences and geospatial intelligence. Topics may include digital image processing, advanced cartographic design and/or geospatial analyses. Two hrs. lecture/discussion and 2 hrs. lab per week. May be repeated for up to 6 hours provided the topics are different. Spring. Prerequisites: GEOG 275, GEOG 310, GEOG 317, and GEOG 413 or permission of instructor.

GEOG 430 – Surface Water Hydrology (4cr): Physical principles governing occurrence and movement of water, including precipitation, evaporation and transpiration, runoff, infiltration, soil water movement, and stream channel morphology. Lab/field experience with stream gauging, infiltration measurement, soil hydraulic conductivity, flow frequency analysis and related phenomena. Human influence on surface water hydrology. Three hrs. lecture and 2 hrs. lab. Spring. Prerequisite: GEOG 103/113 or permission of instructor.

GEOG 433 – Surveying and Field Techniques (3 cr): Theory of measurements, computation and instrumentation; field work, use of Global Positioning Systems (GPS) and compilation of topographic base maps; evaluation of errors; profiling, grading, slope and grade stakes. Fieldwork will include the use of a variety of instruments. One hr. lecture and 4 hrs. lab. Variable. Recommended: GEOG 275.

GEOG 441 – Soil Analysis (3cr): Physical and chemical characteristics of soils as they relate to suitability for plant growth and reproduction. Laboratory and field testing of soil and soil-forming material. Physical properties of soil, moisture relationships, organic matter content and chemical constituents. Two hrs. lecture and 2 hrs. lab/field session. Fall. Prerequisite: GEOG 340 or permission of instructor.

GEOG 445 – Biogeography (3cr): Patterns of plant and animal distributions in the landscape are stressed and are considered in light of historical, environmental and biotic influences. Historical development of contemporary regional distributions, survey of world biomes and the importance of disturbance and human-induced changes on biotic distributions are considered. Variable. Prerequisite: GEOG 103 (or 113) or BIOL 149. BIOL 340 is recommended.

GEOG 452 – Rural Geography (3cr): Issues related to rural places, including population, livelihoods, environmental concerns, and trends. Topics may include exploration of rural geography concepts and research; examination of social, cultural, and environmental issues for rural areas and small towns; and concerns related to sustainability of rural livelihoods and communities. Spring, even-numbered years.

GEOG 460 – Natural Hazards in the Physical Environment (3cr): Study of hazards to human society arising from wind, water and earth either independently or from human activities.

Perception, prevention and mitigation of hazards; spatial distribution and impact on global populations. Fall. Prerequisite: GEOG 103 or permission of instructor.

GEOG 469 – Principles of Atmospheric Science (3cr): Introduction to forecasting, weather models, and physical dynamics of the atmosphere. Large-scale processes and horizontal flow, small-scale processes and the vertical dimension, Newton's laws of Motion, conservation of mass and energy, radiation, thermodynamics, and angular momentum. Spring of odd numbered years. Prerequisite: GEOG 205/PHSC 205 or GEOG405 and placement at Math Level 2 or above, or a C or better in a credit-bearing mathematics course, or permission of instructor

GEOG 473 – Environmental Law (3cr): A survey of federal and state environmental laws and regulations. History and role of environmental regulation related to air and water pollution, waste disposal and resource development. Fall.

GEOG 475 – Advanced Geomorphology (3cr): Investigation of the synergy between the processes of aeolian (wind), hydrologic (water), tectonic (geologic) and the cyrosphere (snow and ice) that shape the surface of the Earth. Exploration and classification of landforms of laboratory and field date utilizing and undertaking techniques such as; geomorphological mapping, sedimentology, environmental evidence and numeric models. Field trips to apply and practice data collection methodologies are required. Two hrs. lecture, 2 hrs. lab. Spring, odd-numbered years. Prerequisites: GEOG 207 or 208 or permission of instructor.

GEOG 477 – Advanced Geology (3cr): An in-depth examination of the Earth's origin, interior, and crustal materials; the geologic processes which have built up, deformed, weathered, and eroded the crust throughout deep time: the environmental interrelationships between humans and geologic processes and resources. By examining relating evidence of geologic processes, it is possible to examine the factors that initiate, drive and determine planetary evolution. Field component required. Two hrs. lecture, 2 hrs. lab. Spring, even-numbered years. Prerequisite GEOG 207 or permission of the instructor.

GEOG 482 – Senior Project I (3cr): First stage of the Senior Project, preparation and development of project design, identification of appropriate research methods, detailed project plan, initial background research (literature review) and preliminary data collection. Presentation in written report. Graded A/F. Every semester. Prerequisite: Senior standing, minimum 15 hours of geography, GEOG 380 or permission of instructor.

GEOG 483 – Senior Project II (3cr): Concluding stage of the Senior Project. Collection, presentation, analysis, interpretation, discussion and conclusions of original research by written thesis and oral exhibition. Graded A/F. Every semester. Prerequisite: GEOG 482.

GEOG 492 – Internship: Research in Geography (3cr): Academic component of internship. Requires co-registration in 495. Graded A-F. Every semester, summer.

MATH Courses

MATH 109 – Elements of Applied Probability and Statistics (3cr): For the non-math major; less rigorous than MATH 380. Elementary probability theory; collection, organization and analysis of data; descriptive statistics; the normal and binominal distributions; introduction to inferential statistics; and applications. Every semester. Prerequisite: a passing score on the Mathematics Placement test administered by the University or DVMT 095. MAY NOT BE USED TO SATISFY THE REQUIREMENTS FOR A MAJOR OR MINOR IN MATHEMATICS. MAY BE USED TO FULFILL CORE SKILL 3.

MATH 119 – College Algebra (3cr): Functions and their graphs, inverse functions, solutions of equations and inequalities, polynomial and rational functions, exponential and logarithmic functions, systems of equations and matrices. Every semester. Prerequisite: A passing score on the Mathematics Placement Test administered by the University or a grade of B or better in DVMT 100.

APPENDIX B. – 8-Semester Plan for Environmental Science (ENSC) Major

Semester 1 - Fall				
	Credits	Major	Other	GEP
ENGL 101 – First-Year Composition	3			CS1
ENSC 150 – Intro Env Science	4	X		C
MATH 119 – College Algebra	3	X		CS3
ORIE 101 – Intro. to Higher Education	1		X	
GEP Fine & Performing Arts	3			A
Semester Total	14			

Semester 2 - Spring				
	Credits	Major	Other	GEP
GEOG 103 – Physical Geography	4	X		C
BIOL 149 – General Biology	4	X		C
IDIS/SUST 155 – First-Year FSU Colloq.	3			E
GEP Humanities	3			B
GEP Social Science (GEOG 104 rec.)	3			D
Semester Total	17			

Semester 3 - Fall				
	Credits	Major	Other	GEP
CHEM 201	4	X		C
GEOG 205 or 207	3/4	X		
MATH 119	3	X		CS3
GEP Humanities	3			B
GEP Social Science	3			D
Semester Total	16/17			

Semester 4 - Spring				
	Credits	Major	Other	GEP
CHEM 202	4	X		
BIOL 160 or 161	4	X		
Advanced ENSC Elective 1	3/4	X		
GEP Identity & Difference	3			F
Elective	3			
Semester Total	14/15			

Semester 5 - Fall				
	Credits	Major	Other	GEP
BIOL 340	4	X		
Advanced ENSC Elective 2	3/4	X		
Advanced ENSC Elective 3	3/4	X		
ENGL 3xx – Advanced Writing	3			CS2
Elective	3			
Semester Total	16/17			

Semester 6 - Spring				
	Credits	Major	Other	GEP
Advanced ENSC Elective 4	3/4	X		
Advanced ENSC Elective 5	3/4	X		
Elective (300-400)	3			
Elective (300-400)	3			
Elective (300-400)	3			
Semester Total	15/17			

Semester 7 - Fall				
	Credits	Major	Other	GEP
Senior ENSC Req 1	3	X		
Elective (300-400)	3			
Elective (300-400)	3			
Elective (300-400)	3			
Elective	3			
Semester Total	15			

Semester 8 - Spring				
	Credits	Major	Other	GEP
Senior ENSC Req 2	3	X		
ENSC 485 Capstone	2	X		
Elective (300-400)	3			
Elective (300-400)	3			
Elective	3			
Semester Total	14			

Total Credits: 121 to 126

Appendix C: Articulation Agreement (see attached document)

UNIVERSITY SYSTEM
of **MARYLAND**

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

TOPIC: Academic Program Proposal:
Towson University: Doctor of Philosophy (Ph.D.) in Autism Studies

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 14, 2023

SUMMARY: Towson University (TU) seeks approval to create a Doctor of Philosophy (Ph.D.) program in Autism Studies. This innovative Ph.D. program will be housed in the College of Health Professions' Institute for Well-Being and draws from faculty expertise across the institution, including the Colleges of Education, Health Professions, and Liberal Arts. TU's proposed Ph.D. program in Autism Studies is designed to strengthen graduates' research skills while deepening their knowledge and perspectives on autism. This four-year, full-time program will draw from interdisciplinary experts, including practitioners, educators, and researchers who work with autism-related issues in their fields.

Students in the Ph.D. program will have the opportunity to become proficient in various research methodologies and apply these to pressing questions and topics within their own disciplines and across disciplines. They will collaborate with expert faculty, as well as external partners, as they deepen their research acumen and investigate significant issues related to autism and neurodiversity. The proposed doctoral degree requires successful completion of comprehensive exams, a dissertation with oral defense, and 60 credits, with 15 credits on the interdisciplinary foundation of autism, 18 credits on research and research methods, nine credits of cognate (self-selected courses across disciplines to deepen understanding of chosen topics), and 18 credits of dissertation study. TU possesses the necessary faculty expertise and financial, administrative, technical, and other infrastructure resources to adequately support the program.

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

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

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Towson University to offer the Doctor of Philosophy (Ph.D.) program in Autism Studies.

COMMITTEE RECOMMENDATION:	DATE: March 14, 2023
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

TU TOWSON UNIVERSITY

—

Kim E. Schatzel, Ph.D.
President

Office of the President

8000 York Road
Towson, MD 21252-0001

December 22, 2022

Jay Perman, M.D.
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Perman:

Towson University seeks your review and approval to offer a **Doctor of Philosophy (Ph.D.) in Autism Studies** in accordance with the Code of Maryland Regulations (COMAR) 13B.02.03.06.

The proposed program's innovative curriculum and interdisciplinary approach is designed to strengthen graduates' research skills while deepening their knowledge and perspectives on autism, thereby helping to address an area of significant national need.

If you have any questions or require additional information, please contact Rhodri Evans, Assistant Provost for Assessment, Accreditation and Compliance, at rhodrievans@towson.edu or by phone at 410-704-3312.

Thank you in advance for your review.

Sincerely,

Kim Schatzel, Ph.D.
President

KS/rjme
cc: Dr. Darlene Smith, Interim Associate Vice Chancellor, Academic and Student Affairs, USM
Dr. Melanie L. Perreault, Provost and Executive Vice President for Academic and Student Affairs
Dr. Clare N. Muhoro, Associate Provost for Academic Affairs
Dr. Sidd Kaza, Associate Provost for Research and Dean of Graduate Studies
Dr. Lisa Plowfield, Dean, College of Health Professions

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Towson University
Institution Submitting Proposal

Autism Studies
Title of Proposed Program

Doctor of Philosophy	**Fall 2023**
Award to be Offered	Projected Implementation Date

1299.02	**30.9999**
Proposed HEGIS Code	Proposed CIP Code

Institute for Well-Being	**Dr. Lisa Plowfield**
Department in which program will be located	Department Contact

410-704-2132	**lplowfield@towson.edu**
Contact Phone Number	Contact E-Mail Address

	12/22/22
Signature of President or Designee	Date

TU TOWSON UNIVERSITY

A PROPOSAL FOR A PH.D. IN AUTISM STUDIES AT TOWSON UNIVERSITY

Table of Contents

1

TU TOWSON UNIVERSITY

2

TU **TOWSON UNIVERSITY**

A. Centrality to Institutional Mission Statement and Planning Priorities

A1. Program Description and Alignment with Institutional Mission

Towson University (TU) submits this proposal to create a Doctor of Philosophy (Ph.D.) program in Autism Studies. This innovative Ph.D. program will be housed in the TU College of Health Professions' Institute for Well-Being (IWB) and draw from faculty expertise across campus. Specifically, the program will involve the Colleges of Education, Health Professions, and Liberal Arts, where faculty from multiple fields study the developmental course of autism across the lifespan at individual, family, and community levels. In addition, this program will be supported by autism-focused resources at TU, including: (1) the Hussman Center for Adults with Autism, with a focus on socialization and work-skills development programs; (2) the Speech and Language Center at the IWB, which addresses growth, development and social needs of individuals across the lifespan; (3) the Occupational Therapy Center at the IWB, which enhances skill development and participation in valued life roles; (4) the College of Education's Connections Immersion and Training Classroom, which serves children and their families in the Family Engagement Program; (5) the College of Education's Reading Clinic; and (6) the College of Liberal Arts' Research Collaborative with the Maryland State Department of Education.

TU's proposed Ph.D. program in Autism Studies is designed to strengthen graduates' research skills while deepening their knowledge and perspectives on autism. This four-year, full-time program will draw from interdisciplinary experts across TU, including practitioners, educators, and researchers who work with autism-related issues in their fields. Students in the Ph.D. program in Autism Studies will have the opportunity to become proficient in various research methodologies and apply these to pressing questions and topics within their own disciplines and across disciplines. They will collaborate with expert faculty, as well as external partners, as they deepen their research acumen and investigate significant issues related to autism and neurodiversity, which (as the proposal outlines) is an area of significant national need.

The National Institute of Mental Health describes autism as a neurological and developmental condition affecting how people interact with others, communicate, learn, and behave. Practitioners, educators, and researchers tend to approach autism from their own disciplinary perspectives. Recognizing the interconnectedness between the wealth of professionals who address autism-related issues, the proposed Ph.D. program in Autism Studies will provide essential connections across disciplines to advance research and leadership. In fact, this approach is integral to the program's design.

Rigorous coursework in statistical analysis, qualitative methods, and applied research will also prepare graduates to undertake studies in pursuit of autism research advancement. Students in the program will likely come from various educational backgrounds, including speech-language pathology, occupational therapy, education, child life, rehabilitation science, social services, public health, political science, school psychology, psychology, and family studies.

3

TU TOWSON UNIVERSITY

The proposed doctoral degree requires successful completion of 60 credits, with 15 credits of coursework on the interdisciplinary foundation of autism, 18 credits of coursework on research and research methods, nine credits of cognate (i.e., self-selected courses across disciplines to deepen understanding of chosen topics), and 18 credits of dissertation study. Students will complete comprehensive exams at the end of the second year of study. The dissertation will allow for either a traditional format or an alternative format requiring the submission of three manuscripts in the area of study (including one manuscript on dissertation study findings) to peer-reviewed journals. The program seeks to admit approximately seven students each fall.

The proposed Ph.D. program in Autism Studies is consistent with TU's mission to "foster intellectual inquiry and critical thinking, preparing graduates who will serve as effective leaders for the public good." The program also aligns with TU's commitment to "academic excellence, interdisciplinary study, research and public service." This program will capitalize on TU's expertise in autism and will prepare researchers to explore broad and deep perspectives on autism with a unique emphasis on original research contributing to interdisciplinary, cutting-edge knowledge.

A2. Strategic Goals Alignment and Affirmation of Institutional Priority

TU's 2020-2030 Strategic Plan identifies as a key goal the development of "new master's and doctoral programs in accordance with regional demand and institutional mission." The creation of this novel and much-needed doctoral program will enhance TU's reputation as a national leader in higher education, committed to interdisciplinary study and academic excellence. With this new doctoral program, the first of its kind in the University System of Maryland and state of Maryland, and one of only a few similar programs in the nation, TU will be better positioned to achieve R2 status and emphasize its position as an anchor institution in the region and state. Thus, TU's leadership considers the program's implementation an institutional priority.

Furthermore, the proposed Ph.D. program in Autism Studies responds to TU's goal to capitalize on "new facilities in STEM and health professions to develop new, high-demand academic programs that support state and national workforce needs." This innovative program, housed in the College of Health Professions (CHP) and its new facilities, responds to growing interest in autism and workforce demand in autism-related fields. The proposed program will not only contribute to academia by preparing much-needed future researchers, educators, health professionals, and social scientists, but will also contribute to the research literature through the work of students and faculty. Graduates from the proposed program will contribute to the growing understanding of autism and expanding evidence base in areas related to diagnosis, intervention, and advocacy.

The proposed Ph.D. program in Autism Studies would help TU reach its goal to "substantially increase grant activities and scholarly output, utilizing the full spectrum of student, staff, and faculty expertise." There is extensive autism expertise at TU, across the Colleges of Health Professions, Education, and Liberal Arts, and in the Hussman Center for

4

Adults with Autism at the IWB. The proposed program brings this interdisciplinary expertise together to offer a unique opportunity for students and faculty to collaborate through scholarly activities and enhanced interdisciplinary research outcomes in autism.

This proposed research-intensive doctoral program together with TU's large, diverse student body and a committed faculty composed of highly capable and productive scholarly educators support the institution's drive to preeminent recognition as a national leader in higher education.

A3. Five-year Funding Plan

This Ph.D. program will be funded with TU R2 investment funding and reallocated support from across the university, as this program is built on already existing graduate courses and faculty expertise. During the internal university review and approval process for new academic programs, funds have been committed from the Division of Academic Affairs in dialogue with TU Administration and Finance. Resources and expenditures anticipated for the first five years are presented in Section L, Tables 1 and 2. Graduate student stipends, modest library and operational support, and four new faculty lines will be dedicated to the growth and development of this program during the initial five years. As faculty and student research grow, grant funds are expected to supplement university funding and be invested in the proposed program.

A4. Institutional Commitment

As outlined above, the proposed Ph.D. program is integral to the university's new research-driven mission and strategic vision, and thus TU is committed to its successful implementation.

TU has a rich infrastructure to support new academic programs. Administrative support for the program will be managed from within CHP with staff who are familiar with, understand, and manage graduate education and the needs of graduate students. TU's Office of Graduate Studies will also support administrative and operational needs for graduate program directors, guidance and review of student progression and success, graduate faculty status designations, and marketing. As indicated above and presented in Section L, financial support has been committed and will be reviewed annually to ensure sufficiency. Technical support is part of the University's infrastructure and will come from the Office of Technology Services. Further, technical support will also come directly from the colleges as they have dedicated staff for website development, computer technology needs and classroom support.

TU is committed to student success; students admitted are provided with sufficient time for program completion. Doctoral students are provided up to 10 years to complete their degree. TU anticipates, however, that faculty mentors and advisors will guide students in this program, and full-time completion is expected within four years from admission and matriculation.

5

TU TOWSON UNIVERSITY

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

B1. Program Demand and Need

The need to prepare researchers, educators, and policy makers in the area of autism is critical. The Centers for Disease Control reported the autism prevalence rate's increase from 6.7 per 1,000 children in 2000 to 23.0 per 1,000 children in 2018, illustrated in Figure 1 below.[1] This increased prevalence has overwhelmed school districts, mental health services, adult service agencies, and other systems in the region, state, and beyond. The increasing numbers of individuals and families experiencing autism, particularly with co-occurring or complex conditions (e.g., intellectual disability, mental health conditions), has intensified the need for research, policy, and programming that meet the complex and multifaceted needs of this population. Expertise in autism-related research methods to explore evidence-based interventions, educational approaches, and population needs are among some of the most critical areas for knowledge advancement and research in our state, region, and beyond.

Figure 1: Prevalence of Autism in the U.S.
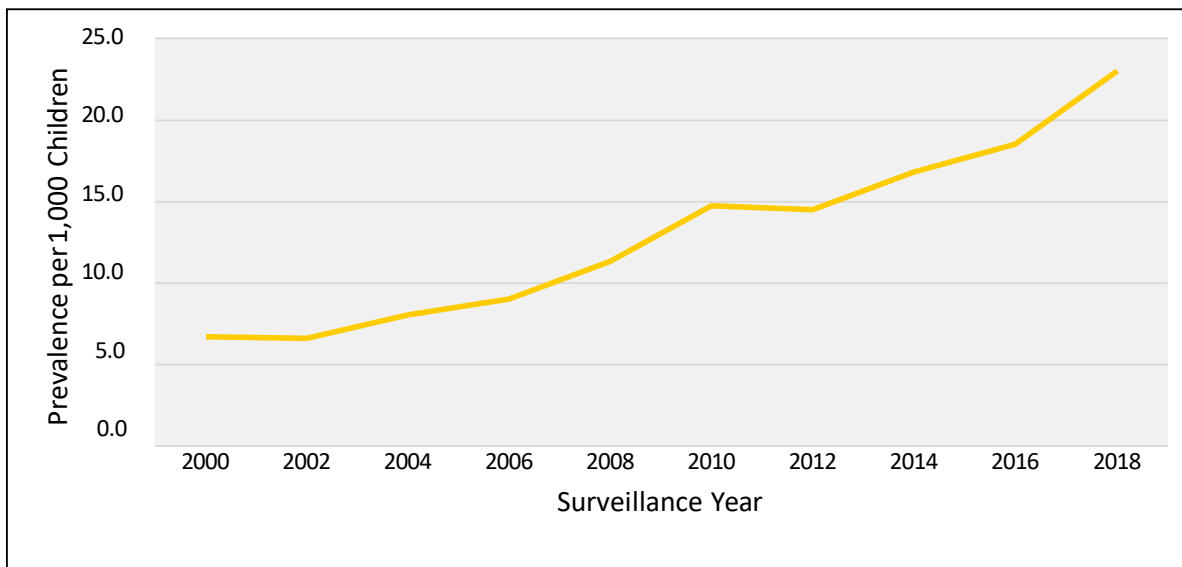
Sources: Centers for Disease Control and Prevention, RESI

B2. Alignment with Maryland State Plan for Higher Education

One of the three goals outlined in the new 2022 Maryland State Plan for Higher Education is to "promote and implement practices and policies that will ensure student success." Embedded within this overarching goal is the priority (Priority 5) to "maintain the commitment to high-quality postsecondary education in Maryland." The highly interdisciplinary nature of the proposed Ph.D. in Autism Studies—which TU envisages will

---

[1] "Data & Statistics on Autism Spectrum Disorder," Centers for Disease Control and Prevention, accessed June 6, 2022, https://www.cdc.gov/ncbddd/autism/data.html.

6

TU TOWSON UNIVERSITY

attract graduates of Maryland's postsecondary institutions (including HBIs) with degrees in speech-language pathology, occupational therapy, education, child life, rehabilitation science, social services, public health, political science, school psychology, psychology, and family studies—addresses the Priority 5 action item by identifying an "innovative" field of study. Moreover, the collaborative nature of the program, in which students will be able to engage with multiple colleges and units within TU and interact with practitioners, educators, and researchers, supports the Priority 5 action item of providing practical "real world" experiences.

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

C1. Pipeline and Employment Opportunities

Although programs exist in the state that provide certifications and applied training in special education and autism studies, there are currently no doctoral programs specifically focused on autism studies available in Maryland.

The pipeline of students likely to pursue TU's Ph.D. program in Autism Studies will draw from many different disciplines including, but not limited to, speech-language pathology, occupational therapy and occupational science, education, child life, rehabilitation science, social services, public health, political science, school psychology, psychology, and family studies. The proposed Ph.D. program will draw students who are professionals committed to investigating and expanding knowledge about autism, effective service provision, and impacts on families and communities.

Students completing the proposed Ph.D. program in Autism Studies at TU would be well-equipped to pursue a variety of employment opportunities that require a research doctoral degree. TU expects that, over time, six to seven students would graduate from the program annually to fill the demand for these advanced roles. These could include positions within the National Institute of Mental Health in Bethesda and the Kennedy Krieger Institute in Baltimore. Occupations pursued by graduates of the Ph.D. program may include, but are not limited to, special education consultant, autism specialist, data scientist, health scientist researcher and administrator, post-secondary professor, and autism research coordinator.

Due to the specialized nature of the positions for which applicants with a doctoral degree would align, representative data for these professional subsets are difficult to obtain. However, Figure 2 below shows a sampling of potential occupations for which graduates of the proposed Ph.D. program would be compatible.

C2. Market Demand

See Figure 2 for expected vacancies in careers aligning with the research and professional training included in the proposed Ph.D. in Autism Studies. All the selected occupations are projected to exceed the Maryland average growth rate of 10 percent between 2018 and 2028. Additionally, every occupation has a higher average wage than Maryland's average

7

TU TOWSON UNIVERSITY

of $65,900 across all occupations. The demand for tenure-track positions with a Ph.D. degree in Autism Studies is projected to increase significantly across fields as autism prevalence and attention to the field continue to grow.

C3. Anticipated Vacancies and Training Needs

Figure 2: Select Related Occupations and Characteristics for Maryland

Occupation	Annual Mean Wage, 2021	2018-2028	
		Projected Growth	Projected Annual Openings
Post-secondary Assistant Professor in Relevant Fields (Education, Health Specialties, Social Work, Psychology)	$80,000	14-15%	870
Medical and Health Services Managers	$135,870	20%	1,750
Training and Development Managers	$130,050	11%	180
Data Scientists	$117,660	11%	20
Clinical and Counseling Psychologists	$93,330	23%	270
Occupational Therapists	$86,460	29%	330
Speech-Language Pathologists	$85,850	33%	300
Instructional Coordinators	$79,470	15%	258
Educational, Guidance, and Career Counselors and Advisors	$72,730	16%	940

Sources: O*Net, RESI, U.S. Bureau of Labor Statistics, Projections Central

In terms of training needs, TU's proposed Ph.D. program in Autism Studies would not only provide in-depth instruction through interdisciplinary experts, but also include statistical analysis and methodology training that equips students to conduct high-level research on autism. Additionally, the advanced nature of the degree program would allow graduates to pursue other roles that require a doctoral degree, such as program administration, leadership, and research, among others.

C4. Projected Supply of Prospective Graduates

As indicated above, there are very few similar programs at the doctoral level in the nation and none in the state of Maryland – the University of Maryland's Ph.D. in Special Education is included as the closest in the state in terms of content. Information related to the most relevant programs in the state and nationwide is provided below. Some of the comparable programs in other states utilize an apprentice model that allows them to accept a small number of new students per year. TU anticipates admitting approximately seven students into the Ph.D. program each fall and that most students will complete the degree in four years.

8

TU TOWSON UNIVERSITY

Figure 3: Similar Programs in Maryland and Across the Nation

Fall New Enrollment in Similar Programs						
Institution	Program Name	2017	2018	2019	2020	2021
University of Maryland	Ph.D. in Special Education	8	3	0	2	2
University of Texas, Austin	Ph.D. in Autism and Developmental Disabilities	6	10	13	11	9
University of North Texas	Ph.D. in Intellectual Disability/Autism	1	3	6	3	3
Columbia University	Ph.D. in Applied Sciences of Learning and Special Education with a Focus in Intellectual Disability/Autism	1	2	1	2	2

D. Reasonableness of Program Duplication

D1. Similar Programs

Although there are several programs in the region that offer a master's degree or graduate certificate in autism (see Appendix A for more information about these programs), none of the programs identified contain the advanced doctoral-level research training required of TU's program, and there are no comparable Ph.D. (or any other type of doctoral degree award) programs that Towson's proposed program would duplicate. As seen in Figure 3 above, there are very few Ph.D. programs that focus on Autism Studies across the nation, such as those offered by Columbia University, University of Texas at Austin, and University of North Texas. Cambridge College Boston has a program with some overlap in content (Applied Behavior Analysis with a Specialization in Autism Intervention), but it is conducted through a distance-learning model and has a specific focus on one category of autism intervention.

D2. Program Justification

This type of advanced degree provides students with the expert knowledge and tools required to pursue roles in research and leadership to improve systems and practices in education, health care, and related fields, while also contributing to changes in culture and improvement of outcomes, among other opportunities. Additionally, by utilizing interdisciplinary experts in the planned curriculum, students will gain a broad scope of knowledge across diverse fields of employment. These methods will help to ensure that students are able to effectively investigate key research areas across a diverse range of settings and content areas.

9

TU **TOWSON UNIVERSITY**

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

None of the four HBIs in the state of Maryland offer doctoral programs similar to the Ph.D. program in Autism Studies proposed here. Interested and qualified students who graduate from a variety of high-demand programs at Maryland HBIs (e.g., social work, vocational rehabilitation counseling, education, special education, family studies, health professions) would provide a pipeline for this program and may apply to the proposed Ph.D. program to further their education in autism studies and research. As such, the program has the potential to enhance the demand for relevant programs at Maryland's HBIs.

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

As indicated above, there are no programs currently offered at the doctoral level in autism studies at any of Maryland's four HBIs. Consequently, given the specialized subject-area and doctoral-level focus of the proposed Ph.D. degree, TU does not anticipate that its implementation will impact the uniqueness and institutional identities and missions of HBIs.

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

G1 Program Development and Faculty Oversight

The curriculum for the Ph.D. program in Autism Studies was developed by faculty from the College of Health Professions, the College of Education, and the College of Liberal Arts (see Figure 5), drawing upon faculty members' expertise in autism and program development. Through an iterative and collaborative process, courses and content areas were discussed by the interdisciplinary team and reviewed for relevance to the proposed degree program and its learning outcomes. The faculty who will oversee the program are identified in Section I1; they are tenured and tenure-track faculty with expertise in a wide range of disciplines that investigate and address issues of autism.

G2. Educational Objectives and Learning Outcomes

The educational objectives of TU's proposed Ph.D. in Autism Studies are to prepare students to become proficient in various research methodologies while deepening their knowledge and perspectives on autism, such that graduates of the program will be able apply these research skills and content knowledge to pressing questions and topics within their own disciplines and across disciplines.

The following are the proposed learning outcomes for students who enroll in the Ph.D. program in Autism Studies:

1. Develop substantive core research-based knowledge in the field of autism and a related discipline (e.g., education, occupational therapy, sociology).
2. Apply interdisciplinary research-based perspectives and practices to promote collaboration and innovation in the field of autism research and practice.
3. Master methodologies required to evaluate and conduct independent research.

10

TU TOWSON UNIVERSITY

4. Design and conduct original research in the field of autism.
5. Demonstrate the ability to effectively communicate research findings and autism knowledge more generally to professionals and laypeople.

G3. Assessment and Documentation of Student Learning Outcomes

TU's Office of Assessment within the Division of Academic Affairs coordinates the assessment of student learning outcomes. Assessment of student learning occurs at the course, program and institutional levels and involves academic and co-curricular activities. The Office of Assessment works collaboratively with faculty and staff to support analysis and research of TU's curriculum, courses, departments, and programs to improve student learning through effective, faculty and staff-driven assessment of academic programs and student learning outcomes achievement.

Specifically, the Office of Assessment provides information and resources for assessment, maintains the technological infrastructure to support academic assessment, supports faculty and programs through workshops and consultation, and assists with collection, analysis, and distribution of institutional and programmatic assessment data.

The proposed Ph.D. in Autism Studies will employ a variety of assessment measures appropriate at the doctoral level to assess student learning, including (but not limited to) course papers, presentations, comprehensive examinations, and preparation of a dissertation and oral defense. Figure 4 maps assessment activities to specific learning outcomes.

Figure 4. Assessment of Learning Outcomes

Learning Outcome	Assessment Method
1. Develop substantive core research-based knowledge in the field of autism and a related discipline such as education, occupational therapy, or sociology.	*Measure 1: Grade on final presentation in Autism in Children course (SPED 620, IDHP 621)* *Measure 2: Grade on final paper in second-year Cognate course* *Measure 3: Successful completion of Comprehensive Exams*
2. Apply interdisciplinary research-based perspectives and practices to promote collaboration and innovation in the field of autism.	*Measure 1: Grade on team project in Laws, Policy, Ethics, and Advocacy course (IDHP 741, PSYC 791, SPED 765)* *Measure 2: Grade on debate in first-year Seminar course (IDHP 650)* *Measure 3: Successful completion of interdisciplinary courses across at least two colleges in the university*
3. Master methodologies required to evaluate and conduct independent research.	*Measure 1: Final grade on Quantitative Methods course (OCTH 610, EDUC 790)* *Measure 2: Final grade on Qualitative Methods course (OSC 890, GEOG 620, EDUC 791)*

11

TOWSON UNIVERSITY

Learning Outcome	Assessment Method
4. Design and conduct original research in the field of autism.	*Measure 1: Grade on dissertation proposal* *Measure 2: Grade on mentored dissertation progress*
5. Demonstrate the ability to effectively communicate research findings and autism knowledge more generally to professionals and laypeople.	*Measure 1: Grade on Grant Writing course (PRWR 619)* *Measure 2: Grade on final teaching demonstration in teaching and presentation research course (e.g., SPED 604)*

Achievement of student learning outcomes will be documented in a variety of ways. For example, grades earned at the individual assignment and course level will be documented in TU's learning management system (Blackboard), while the final approved version of the dissertation will be submitted to the Office of Graduate Studies and archived in TU's library. More generally, assessment data will be recorded, archived, and tracked over time by the program director, who can draw on the expertise and resources of TU's Office of Assessment for assistance. Assessment data will be disseminated annually to program faculty and to CHP's Associate Dean for Academic Affairs, who has overall responsibility for assessment within the college, for consideration in the context of program improvement.

G4. Program Requirements

This Ph.D. program is a 60-credit hybrid program following completion of a master's degree in a related field of study. Full-time study is planned understanding, however, that part-time study will be available. Courses will be taught in-person on the main TU campus and through virtual educational platforms. Admitted students will be offered fellowship or research assistantship support so they can focus on research during their studies.

Required courses will be divided into four major areas of study: Interdisciplinary Foundations of Autism (Core), Research and Research Methods, Cognate, and Dissertation Study. See below for a program outline, with course descriptions included in Appendix B and a year-by-year program of study in Appendix C.

- **Interdisciplinary Foundations of Autism (Core)** (15 credits): These courses will cover topics related to autism across the lifespan, including diagnosis, intervention, and transitions to adulthood and beyond.
    - **First-year Seminar** (3 credits; *IDHP 650 Historical and Current Perspectives of Autism)*
    - **Family Collaboration** (3 credits; sample courses: *SPED 605 Working with Families of Students with Disabilities, FMST 601 Applied Family Relationships, FMST 610 Family-Professional Collaboration)*
    - **Autism in Children** (3 credits; sample courses: *IDHP 621 Contemporary Issues for Infants and Children on the Autism Spectrum, SPED 620 Educating Students with Autism Spectrum Disorders)*
    - **Autism in Teens and Adults** (3 credits; sample courses: *IDHP 623 Contemporary Issues for Adolescents and Adults on the Autism Spectrum, SPED 629 Transition for Students with ASD Across the Lifespan)*

12

- o **Laws, Policy, Ethics, and Advocacy** (3 credits; sample courses: *IDHP 741 Ethical and Legal Issues in Clinical Practice, PSYC 790 Ethical, Legal and Professional Issues in Psychology, SPED 765 Leading Change in Autism: Advocacy, Law and Education Policy)*
- **Research and Research Methods** (18 credits): These courses will address quantitative methods and statistics, qualitative methods, applied research, and grant writing, with the opportunity for electives in areas such as program evaluation. Along with the applied research course, students will complete an early research project to prepare them for the dissertation process.
  - o **General Research Methods** (3 credits; sample courses: *OCTH 613 Advanced Research Methods in Occupation-Based Practice, EDUC 789 Research Methods, Design, and Analysis)*
  - o **Quantitative Methods** (3 credits; sample courses: *OCTH 610 Data Analysis in Occupation-Based Research and Evidence-Based Practice, EDUC 790 Advanced Measurements and Statistics in Education)*
  - o **Qualitative Methods** (3 credits; sample courses: *OSC 890 Qualitative Research: Occupation and Life Narrative, GEOG 620 Qualitative Methods, EDUC 791 Advanced Qualitative Research Methods)*
  - o **Grant Writing** (3 credits; sample courses: *PRWR 619 Grant and Community Writing)*
  - o **Applied Research** (3 credits; sample courses: *FMST 620 Project in Family Focused Program Development (mixed methods action research), FMST 615 Applied Research Methods in Family Science, WMST 609 Applied Research Methods and Skills I, SPED 604 Action Research in Special Education)*
  - o **Self-selected Research Course** (3 credits; sample courses: *FMST 880 Graduate Project in Family Studies, PSYC 615 Introduction to Research Methods in Counseling, PSYC 687 Advanced Experimental Design I, PSYC 688 Advanced Experimental Design II, PSYC 689 Multivariate Analysis, PSYC 691 Independent Investigation in Psychology, PRWR 619 Grant and Community Writing, OSC 770 Special Topics in Occupational Science)*
- **Cognate** (9 credits): Students select courses that allow them to develop interdisciplinary breadth and depth of autism-related knowledge and research in their area of study. Examples of cognate areas may include intellectual disabilities, neurodiversity, cultural and disability studies, family studies, and mental health.
  - o *Sample Courses*
    IDHP 641 Communication, Behavior, and Participation Linkages for People on the Autism Spectrum
    IDHP 642 Program Design and Implementation in Autism
    PSYC 611 Developmental Psychology
    PSYC 622 Advanced Multicultural Psychology
    PSYC 722 Advanced Multicultural Counseling
    GEOG 652 Geographies of Health

13

SOSC 606 Sociological Insight
SOSC 609 Developmental Human Learning: A Lifespan Approach
SPED 621 Formal and Informal Assessment Techniques for Students with ASD
SPED 622 Social Thinking and Connectedness for Students on the Autism Spectrum
SPPA 600 Language Development and Disorders from Birth through Preschool
SPPA 606 Language Development and Disorders in School-Age Children SPPA 615 Autism Spectrum Disorders and Speech-Language Pathology SPPA 710 Written Language Development and Disorders
SPPA 714 Augmentative and Alternative Communication HLTH 619 Management of Post-Acute Care Services HLTH 657 Health Advocacy Across Service Settings

- **Dissertation Study** (18 credits): These credits will span the development, proposal, data collection, analysis, writing, and defense of the dissertation project. Students will register for dissertation credits in their college of focus.

In addition to their course of study, students will obtain teaching and leadership experience in autism studies; this may be completed as a graduate assistantship, during the cognate courses, or through an individualized opportunity that reflects the experience of the student.

Students will each be matched with a faculty mentor(s) based on their area of interest and research focus. The faculty mentor(s) will serve as the Dissertation Chair(s). Dissertation committees will consist of a minimum of four faculty members with graduate faculty status, including the Dissertation Chair(s). At least two academic departments must be represented on this interdisciplinary committee.

G5. General Education Requirements

Not applicable.

G6. Specialized Accreditation and Certification

Not applicable.

G7. Outside Contracts

Not applicable.

G8. Program Information Assurances

A handbook will be offered to all incoming students outlining the Ph.D. in Autism Studies' policies, curriculum, requirements, expectations, technology, campus supports and resources, and financial aid details. Students will provide a signature assuring review and comprehension of the handbook's contents prior to the start of coursework. For

14

TU **TOWSON UNIVERSITY**

prospective student information, this handbook will also be available on the program website.

G9. Advertising, Recruiting, and Admissions Materials Assurances

TU regularly reviews its advertising, recruiting, and admissions materials to ensure that they clearly and accurately represent the program and services available, and that there is consistency across different modes of communication such as the TU website, the academic catalog, other print and online promotional materials, etc. More specifically, a tenured or tenure-track faculty member will be appointed as program director. Working in collaboration with the Office of Graduate Studies, the program director will oversee recruitment, communicate with prospective students, and monitor student progress during their time in the program. As noted above, a student handbook will be available on the website to provide clear and accurate program information. An admissions committee of interdisciplinary faculty members will conduct annual evaluation of applications and issue admissions decisions using a pre-established framework based on existing doctoral program guidelines at TU.

H. Adequacy of Articulation

Not applicable.

I. Adequacy of Faculty Resources

I1. Quality of Program Faculty

TU's faculty for the proposed Ph.D. Program in Autism Studies are interdisciplinary and are housed in various departments and colleges across campus, including the College of Health Professions, College of Education, and College of Liberal Arts. The figure below shows the faculty with autism-related and other relevant expertise and consists of four full professors, five associate professors, four assistant professors, and three new tenure-track faculty. All tenured and tenure-track faculty have earned a doctoral degree in relevant disciplines and conduct research in areas relevant to autism studies. The faculty have been productive in producing high quality and high impact research and are committed to interdisciplinary education and practice. See Figure 5 below for additional information about the faculty, their fields of study, and sample courses they could teach. Note that all faculty could serve as mentors and/or dissertation committee members. Additional interdisciplinary faculty will teach courses on methods and cognate areas.

15

TOWSON UNIVERSITY

Figure 5. Faculty Resources

Faculty Name	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full- or Part-time)	Sample Courses Faculty Could Teach
Existing Faculty					
Connie Anderson[1]	1.0	Ph.D./Sociology and Marriage and Family Therapy	Associate Professor	Full-time	• *IDHP 621 Contemporary Issues for Infants and Children on Autism Spectrum* • *IDHP 623 Contemporary Issues for Adolescents and Adults on Autism Spectrum* • *IDHP 641 Communication, Behavior and Participation Linkages for People on the Autism Spectrum* • *IDHP 642 Program Design and Implementation in Autism* • *IDHP 650 Historical and Current Perspectives of Autism*
Briella Chen[2]	1.0	Ph.D./Special Education	Assistant Professor	Full-time	• *SPED 604 Action Research in Special Education* • *SPED 620 Educating Students with Autism Spectrum Disorders* • *SPED 622 Social Thinking and Connectedness for Students on the Autism Spectrum*
Kelly Coburn[1]	1.0	Ph.D./Speech-Language Pathology	Assistant Professor	Full-time	• *SPPA 615 Autism Spectrum Disorders and Speech-Language Pathology* • *SPPA 714 Augmentative and Alternative Communication*
Patty Rice Doran[2]	1.0	Ed.D./Special Education	Professor	Full-time	• *SPED 621 Formal and Informal Assessment Techniques for Students with ASD* • *SPED 765 Leading Change in Autism: Advocacy, Law and Education Policy*

16

TOWSON UNIVERSITY

Faculty Name	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full- or Part-time)	Sample Courses Faculty Could Teach
Karen Eskow[3]	1.0	Ph.D./Social Work	Professor	Full-time	• *FMST 601 Applied Family Relationships* • *FMST 610 Family-Professional Collaboration* • *FMST 620 Project in Family Focused Program Development* • *FMST 880 Graduate Project in Family Studies*
Maria Fracasso[3]	1.0	Ph.D./Psychology	Professor	Full-time	• *OSC 997 Dissertation Research*
Amanda Ginter[3]	1.0	Ph.D./Family Science	Associate Professor	Full-time	• *FMST 601 Applied Family Relationships* • *FMST 610 Family-Professional Collaboration* • *FMST 620 Project in Family Focused Program Development* • *FMST 880 Graduate Project in Family Studies*
Kay Holman[2]	1.0	Ph.D./Special Education	Associate Professor	Full-time	• *SPED 604 Action Research in Special Education* • *SPED 620 Educating Students with Autism Spectrum Disorders* • *SPED 605 Working with Families of Students with Disabilities*
Greg Knollman[2]	1.0	Ph.D./Special Education	Assistant Professor	Full-time	• *SPED 629 Transition for Students with ASD Across the Lifespan* • *SPED 765 Leading Change in Autism: Advocacy, Law and Education Policy*
Beth Merryman[1]	1.0	Ph.D./ Policy Sciences	Professor	Full-time	• *OSC 997 Dissertation Research*
Danika Pfeiffer[1]	1.0	Ph.D./Speech-Language Pathology	Assistant Professor	Full-time	• *SPPA 710 Written Language Development and Disorders* • *SPPA 600 Language Development and Disorders: Birth-Five*

17

TU TOWSON UNIVERSITY

Faculty Name	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full- or Part-time)	Sample Courses Faculty Could Teach
S. Craig Rush[3]	1.0	Ph.D./School Psychology	Associate Professor	Full-time	• *PSYC 622 Advanced Multicultural Psychology* • *PSYC 611 Developmental Psychology*
Kaitlyn Wilson[1]	1.0	Ph.D./Speech-Language Pathology	Associate Professor	Full-time	• *IDHP 650 Historical and Current Perspectives of Autism* • *SPPA 615 Autism Spectrum Disorders and Speech-Language Pathology*
New Faculty					
Assistant/ Associate Professor, College of Health Professions	1.0	Ph.D./Autism Research	Assistant/ Associate Professor	Full-time	TBD
Assistant/ Associate Professor, College of Education	1.0	Ph.D./Special Education	Assistant/ Associate Professor	Full-time	TBD
Assistant/ Associate Professor, College of Liberal Arts	1.0	Ph.D./ Interdisciplinary Studies	Assistant/ Associate Professor	Full-time	TBD

[1] Faculty from the College of Education
[2] Faculty from the College of Health Professions
[3] Faculty from the College of Liberal Arts

I2. Ongoing Faculty Training

The Faculty Academic Center of Excellent at Towson (FACET) is Towson University's faculty development center. FACET's mission is to support an inclusive and collaborative faculty community and foster a culture of excellence in scholarship and teaching. FACET supports faculty through a combination of programs, resources, funding, and access to partners across campus. All faculty have access to programs, workshops, meetings, and conferences to support pedagogy that meets the needs of students. Working in collaboration with the Office of Technology Services, FACET also recommends, reviews, and provides programs to support faculty development and advancing skills with Blackboard, TU's learning management system. FACET provides one-on-one or small group, virtual or face-to-face meetings with an instructional design team, who also perform course reviews. Faculty may attend open meetings as well as request consultation from FACET staff.

18

TU TOWSON UNIVERSITY

J. Adequacy of Library Resources

Towson University's Cook Library (https://libraries.towson.edu) is prepared to support an interdisciplinary Ph.D. program in Autism Studies through synchronous and asynchronous instruction, point-of-need reference consultations, and the provision and curation of specialized resources. TU affiliates in the program have access to over 44 health and medicine subject-specific databases, including bibliographic, reference, and image resources, over 11,000 journal subscriptions within health and biological sciences domains, and an extensive collection of books and e-books to support evidence-based practice, with an already substantial initial collection of over 500 books and e-books on the subject of autism. Cook Library databases such as MEDLINE, CINAHL Plus with Full Text, PsycINFO, and ERIC index important autism journals such as the *Journal of Autism and Developmental Disorders*, *Autism Research*, and *Autism & Developmental Language Impairments*.

In addition to a dedicated subject specialist liaison librarian, CHP is supported by specialized, health-related research guides, such as 'Planning for Your Literature Review in the Health Professions' (https://towson.libguides.com/expert-reviews), 'Searching for Evidence in the Health Professions' (https://towson.libguides.com/searching-for-evidence), 'Research Impact' (https://towson.libguides.com/research-metrics), and a YouTube channel with videos to support searching and methods research (https://www.youtube.com/channel/UCMqAATLPshn8Znip6E3QMSw). Towson University students and faculty have access to on-demand chat and a 24/7 study space in the Cook Library Building.

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

K1. Assurance of Physical Facilities, Infrastructure and Equipment

TU's existing physical facilities, infrastructure and instructional equipment are sufficient to support the needs of the program. The proposed Ph.D. program will be housed in the College of Health Professions and its Institute for Well-Being. TU is currently constructing a $185 million, 240,000 square foot CHP building with estimated completion in summer 2024. This building will allow for high-tech simulation and instruction, and include a 350-seat auditorium, 19 collaborative classrooms, and over 20 collaborative lab/research spaces to strengthen interprofessional education and scholarship. Additional unique spaces include an activities of daily living lab, a pediatric lab, a therapy garden for educational purposes, and a makerspace.

Additional space for applied research related to autism will be available at the IWB, which is home to the Hussman Center for Adults with Autism. Staff and faculty offices, classrooms, and research labs will be housed in existing CHP and IWB spaces until the transition to the new CHP building in 2024. Additional interdisciplinary faculty offices and research labs will be housed in their existing, established spaces in their respective college buildings.

19

TU TOWSON UNIVERSITY

K2. Assurance of Distance Learning Resources

While most courses will be delivered on the main TU campus via face-to-face instruction, the university is able to support distance education. During the COVID-19 pandemic, Towson University expanded its resources and expertise in delivering services to support distance education. The program will rely on FACET for such expertise and all students will be assured access to TU's institutional e-mail system and Blackboard learning platform.

L. Adequacy of Financial Resources with Documentation

With a formal shift in university mission to recognize research as a core component, Towson University is investing in doctoral research programs in areas of faculty specialization and research. The Ph.D. in Autism Studies has adequate resources to meet the needs of this interdisciplinary program. This degree program will be funded with existing resources, new graduate student funding, University R2 investment funds, and reallocated faculty effort from the College of Education, College of Health Professions, and the College of Liberal Arts. The majority of graduate courses already exist in focused areas such as special education, autism studies, occupational therapy, and psychology. A minimum of four faculty FTEs and part-time administrative staff support will be reallocated to support this program (Table 1. Resources).

Expenditures for the program include four faculty FTEs, to include three tenure-track research faculty and one lecturer who will support research faculty teaching in the program. Faculty hires will occur during Years 1 through 4 of the proposed program. In addition to faculty resources, graduate assistantships for full-time doctoral students, library resources, marketing, and faculty scholarship travel funds are requested (Table 2. Expenditures). As the program unfolds, Towson University anticipates the University's commitment to and investment in the strategic goal of achieving R2 Carnegie Classification and tuition and fees to provide adequate funding support.

20

TU TOWSON UNIVERSITY

TABLE 1: RESOURCES					
Resources Categories	**(Year 1)**	**(Year 2)**	**(Year 3)**	**(Year 4)**	**(Year 5)**
1. Reallocated Funds	**$324,320**	**$721,073**	**$942,259**	**$970,528**	**$999,644**
a. Reallocated Funds-Faculty Support[1]	$187,650	$450,986	$530,874	$546,801	$563,205
b. Reallocated Funds-Admin Staff Support[1]	$11,120	$11,454	$11,797	$12,151	$12,516
c. Reallocated Funds-University R2 Investment[2]	$125,550	$258,633	$399,588	$411,576	$423,923
2. Tuition/Fee Revenue[3,4]	**$130,909**	**$243,733**	**$365,400**	**$380,074**	**$395,323**
Number of Full-time Students	7	14	21	21	21
In-State	5	10	15	15	15
Out of State	2	4	6	6	6
Annual Tuition Rate In-State[4]	$12,024	$12,505	$13,005	$13,525	$14,066
Annual Tuition Rate Out of State[4]	$24,912	$25,908	$26,945	$28,023	$29,144
Subtotal Tuition	$109,944.00	$200,130	$297,360	$309,360	$321,900
Annual Fees - University Fees	$20,965	$43,603	$68,040	$70,714	$73,423
3. Grants, Contracts & Other Sources	**$0**	**$0**	**$0**	**$0**	**$0**
4. Other Sources	**$0**	**$0**	**$0**	**$0**	**$0**
TOTAL (Add 1 - 4)	**$455,229**	**$964,806**	**$1,307,659**	**$1,350,602**	**$1,394,967**

[1]Re-allocated funds are based on incumbent faculty FTEs dedicated to program with salary and fringe rates. Salary and fringe rates increase by three percent annually.

[2] University funds will be reallocated and invested in this program to support of the TU strategic priority to achieve R2 Carnegie Classification.

[3]Student enrollments are calculated at 75 percent in-state and 25 percent out-of-state. It is anticipated that all students will enroll on a full-time basis.

[4]Tuition and fees increase by four percent annually.

21

TU TOWSON UNIVERSITY

TABLE 2: PROGRAM EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses (b + c below)	**$90,350**	**$225,111**	**$367,876**	**$519,004**	**$534,573**
a. #FTE	1.0	2.0	3.0	4.0	4.0
b. Total Salary[1]	$65,000	$161,950	$264,659	$373,384	$384,585
c. Total Benefits (39% fringe rate)[1]	$25,350	$63,161	$103,217	$145,620	$149,988
2. Total Administrative Staff Expenses (b + c below)	**$0**	**$0**	**$0**	**$0**	**$0**
a. #FTE	0	0	0	0	0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
3. Total Support Staff Expenses (b + c below)	**$0**	**$0**	**$0**	**$0**	**$0**
a. #FTE	0	0	0	0	0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
4. Equipment	**$0**	**$0**	**$0**	**$0**	**$0**
5. Library[2]	**$62,500**	**$31,800**	**$33,708**	**$35,730**	**$37,874**
6. New or Renovated Space	**$0**	**$0**	**$0**	**$0**	**$0**
7. Other Expenses (a + b + c + d + e below)	**$235,570**	**$469,254**	**$718,306**	**$741,763**	**$766,028**
a. Travel	$9,000	$9,000	$9,000	$9,000	$9,000
b. Program Support/Operating	$5,000	$7,500	$10,000	$10,000	$10,000
c. Marketing	$5,000	$5,000	$5,000	$5,000	$5,000
d. Tuition Waiver	$80,976	$168,430	$262,751	$273,261	$284,191
e. Student Stipends[3]	$135,594	$279,324	$431,555	$444,502	$457,837
TOTAL (1-7)	**$388,420**	**$726,165**	**$1,119,890**	**$1,296,497**	**$1,338,475**

[1]Salaries/costs increase by three percent per year.

[2] One-time funding of $32,500 with yearly ongoing subscriptions of $30,000; ongoing subscription costs increase by six percent annually.

[3]Doctoral student assistantships (two fellowships; five research assistantships per program cohort).

22

TU TOWSON UNIVERSITY

M. Adequacy of Provisions for Evaluation of Program

M1. Procedures for Evaluating Courses, Faculty and Student Learning Outcomes

Course evaluations takes place primarily in two ways. The faculty review courses taught on an annual basis to determine strengths and concerns related to a course as well as to make sure that the content identified in the course syllabus is being covered. If a review indicates concerns or problems with a course, faculty work to develop strategies for addressing/rectifying problems. Additionally, student evaluation of courses takes place at the end of every semester. Using a tool developed by TU faculty that allows for quantitative and qualitative feedback, students can assess instructor performance (e.g., ability to communicate clearly; quality of student- instructor interaction; preparedness) and suggest "improvements" for a course.

Evaluation of faculty takes place using policies and procedures established by TU's promotion, tenure/reappointment and merit committees and occurs at the department, college, and university level. The main areas of evaluation include teaching, scholarship, and service. Tools used as part of the annual evaluation process include review of the individual's portfolio that includes, but is not limited to, the following:

- Evidence of scholarship (e.g., articles in scholarly journals; presentations at scholarly meetings).
- Service work.
- A synopsis of teaching related-activities (e.g., courses taught; new instructional procedures; interdisciplinary, diversity, international, and technology-related projects).
- Review of course syllabi.
- Peer teaching observation reports.
- Quantitative and qualitative student evaluation of instruction.

Section G3 outlines the various assessment measures that will employed throughout the program and shows their alignment with specific student learning outcomes. For the dissertation research courses, student achievement is assessed via the preparation and oral defense of the dissertation proposal and dissertation, whereas in the traditional instructor-led courses, assessment measures exist for each learning outcome. On an annual basis, specific learning outcomes are identified for assessment purposes. The program director, with the support of TU's Office of Assessment, will oversee the processes involved in the assessment of student learning outcomes, including collection and analysis of data, and creation of action plans, as necessary.

M2. Evaluation of Program Educational Effectiveness

The assessment of the program in relation to academic matters will be guided by the Office of Assessment and CHP's assessment committee, following established TU policies and procedures to collect and analyze data, including review of the program's assessment plan

23

TU TOWSON UNIVERSITY

to ensure that learning outcomes remain appropriate and students are meeting expectations.

On matters relating to retention, student and faculty satisfaction, cost-effectiveness, and other key performance indicators, the program and/or CHP work closely with multiple units within TU, such as the Office of the Provost, Enrollment Services, Student Services, etc., to review data on a regular basis (e.g., each semester or annually) and, when needed, develop action steps or plans to improve the program.

Additionally, TU will conduct a comprehensive evaluation of the Ph.D. program every seven years as part of the USM-mandated Periodic Review of Academic Programs process. The purpose of the review is to promote continuous program improvement and ensure that the needs of students are being met. Each program will prepare a self-study, engage an external reviewer to evaluate the program and identify strengths and areas for improvement, and submit a final report to the USM Board of Regents for review and approval.

N. Consistency with the State's Minority Student Achievement Goals

The proposed Ph.D. program aligns with TU's cultural diversity goals and its initiatives to create a more inclusive TU. With the diversity of faculty and student backgrounds from across the university and the interdisciplinary nature of the curriculum, the proposed program will allow for recruitment and retention of a diverse group of future leaders in autism studies. In addition, the program's focus on neurodiversity and the range of autism experiences aligns with TU's Goal 1.2.3 from the 2020-25 Diversity Strategic Plan to "increase student participation in faculty scholarship related to diversity, equity and inclusion." Furthermore, the proposed Ph.D. program inherently responds to Goal 3.1.2 to "foster a spirit of collaboration across units."

Additionally, because none of the HBIs in the state of Maryland offer Ph.D. programs like the proposed Ph.D. program in Autism Studies, this program will offer quality educational opportunities to graduates from these institutions from a variety of backgrounds and majors. Collaboration between TU and Maryland's HBIs in advertisement and recruitment for the proposed program will enhance the diversity of the program's student body and aligns with the state's goal to increase minority student achievement.

O. Relationship to Low Productivity Programs Identified by the Commission

Not applicable.

P. Adequacy of Distance Education Programs

Not applicable.

24

TU TOWSON UNIVERSITY

Appendix A. Relevant Program Summaries Towson

University

Post-Baccalaureate Certificate, Autism Studies Certificate

This certificate is aimed at a diverse group of individuals who are working with children and/or adults with ASDs (autism spectrum disorders) in a variety of settings (e.g., educational, healthcare, workplaces). Program curriculum includes topics on common ASD traits, "co-occurring conditions, epidemiology, evidence-based interventions, classroom and workplace strategies, family impact, research and key policy issues."[2] This 16-unit certificate is offered online through the College of Health Professions and typically takes one to two years to complete. In the 2020-2021 academic year, there were 21 students enrolled in this certificate program.[3]

Post-Baccalaureate Certificate, Autism Spectrum Disorder in the Classroom Certificate

This program is targeted to those currently teaching or professionals in a related field who want to increase their skills and knowledge to effectively work with students and families impacted by ASDs. Program curriculum includes completing application assignments that enable implementation of learned skills in the classroom, interacting with faculty and experts in ASDs, and engaging with community partners tasked with supporting individuals with ASDs and their families. This 15-unit certificate is offered through in-person courses from the College of Education.[4] In the 2020-2021 academic year, there were 12 students enrolled in this certificate program.[5]

Master's in Special Education, Teacher as Leader in Autism Spectrum Disorder Concentration

This master's degree specialization aims to equip graduates with expert knowledge on effective, evidence-based educational practices for students with ASDs. Students in this concentration will learn from faculty with extensive research and classroom experience with ASDs and gain effective strategies for interacting and collaborating with families, communities, and invested agencies. This 36-unit degree typically requires two to three years of in-person instruction to complete.[6] In the 2020-2021 academic year, there were a

---

[2] "Autism Studies Certificate," Towson University, accessed August 1, 2022, https://catalog.towson.edu/graduate/degree-certificate-programs/health-professions/autism-studies-certificate/#text.

[3] Towson University, "Duplicated Headcount of Graduate Students by College and Major: Fall Term 2016 Through 2021," 1.

[4] "Autism Spectrum Disorder in the Classroom Post-Baccalaureate Certificate," Towson University, accessed August 1, 2022, https://www.towson.edu/coe/departments/specialed/grad/autism-classroom-certificate/.

[5] Towson University, "Duplicated Headcount of Graduate Students by College and Major: Fall Term 2016 Through 2021," 1, accessed September 12, 2022, https://www.towson.edu/ir/documents/f_maj_hdct_dup_gr.pdf.

[6] "Teacher as Leader in Autism Spectrum Disorder Concentration," Towson University, accessed August 1, 2022, https://www.towson.edu/coe/departments/specialed/grad/special-education/autism/#:~:text=The%20program%20offers%20you%3A,students%20who%20are%20experienced%20teachers.

25

TU TOWSON UNIVERSITY

total of 140 graduate students enrolled in a Special Education master's degree program at Towson University (includes both Special Education Concentration and Teacher as a Leader in Autism Spectrum Disorder Concentration).[7]

University of Maryland, College Park

Graduate Certificate, Supporting Children with Intensive Behavior Needs

This certificate program is designed for educators who work with students who have intense behavioral needs and are aiming to increase their skills and knowledge to effectively work with students and families impacted by ASDs. Covered topics include the neuroscience of learning, principles of behavior change, school leadership, educational law, and team management.[8] Online courses are taught by faculty from both University of Maryland and Kennedy Krieger Institute, and the program also includes on-site educational opportunities at Kennedy Krieger Institute.[9, 10]

University of Maryland (Universities at Shady Grove, Rockville)

Master's in Special Education, Specialty in Autism Spectrum Disorders

This master's degree program is targeted to professionals who are aiming to increase their skills and knowledge to effectively work with students and families impacted by ASDs. Program curriculum includes learning primary and associated traits of individuals with ASDs and related developmental delays and disabilities; utilization of evidence-based methods to increase classroom, behavioral, and self-determination skills and classroom management; and gaining strategies for social and communication challenges.[11] Courses are presented in a combination of in-person, online, and hybrid formats.[12] In Fall 2021, a total of 77 students were enrolled in a University of Maryland Special Education graduate degree program (not exclusive to the Specialty in Autism Spectrum Disorders concentration).[13]

---

[7] Towson University, "Duplicated Headcount of Graduate Students by College and Major: Fall Term 2016 Through 2021," 1.

[8] "Supporting Children with Intensive Behavior Needs," University of Maryland, accessed September 12, 2022, https://academiccatalog.umd.edu/graduate/programs/support-children-Z137/#text.

[9] "Supporting Children with Intensive Behavior Needs," University of Maryland, accessed August 1, 2022, https://education.umd.edu/academics/programs/certificates/supporting-children-intensive-behavior-needs.

[10] Unable to obtain enrollment and/or graduation data for this certificate program.

[11] "M.Ed. in Special Education - Focus Autism," University of Maryland, The Universities at Shady Grove, accessed August 1, 2022, https://shadygrove.umd.edu/academics/degree-programs/med-special-education-focus-autism.

[12] "Special Education, Master of Education (M.Ed.), Specialty: Autism Spectrum Disorders - Off Campus," University of Maryland College of Education, accessed September 12, 2022, https://education.umd.edu/academics/programs/off-campus/special-education-master-education-med-specialty-program-non.

[13] "Number of Registered Majors," University of Maryland, accessed September 12, 2022, https://reports.umd.edu/tableaupublic/1804.

26

Johns Hopkins University

Graduate Certificate, Education of Students with Autism and Other Pervasive Developmental Disorders

This certificate program is targeted towards parents, teachers, and other individuals who work with and support those diagnosed with an ASD, particularly in kindergarten through 12th grade educational settings. This 18-credit program covers a range of topics including descriptive and diagnostic characteristics of ASDs, identifying and implementing evidence-based practices, and learning research methods to measure the effectiveness of these approaches. Additionally, students in the program will be able to use the results of their assessments to develop educational programs that increase positive skills and behaviors. This online program can be completed in one year over three semesters, however students have up to three years to complete the requirements.[14] In 2019 there were 6 students enrolled in this certificate program at Johns Hopkins University.[15]

Master's in Special Education, dual focus on Severe Disabilities with Emphasis in Autism Spectrum Disorders

This master's degree program aims to prepare teachers for working with students requiring specialized instruction and intensive support, including those with ASDs. Program curriculum includes focused training for teaching individuals with severe disabilities; classroom behavior management; relevant legal and federal requirements, using formal and informal assessments of student performance, and collecting and evaluating data to inform academic and behavioral decisions. This 36-credit master's degree takes between two and five years for students to finish in-person courses, and also requires the completion of an internship.[16] In 2019, there were 53 master's degrees in Special Education awarded by Johns Hopkins University across all specialties (not exclusively Severe Disabilities with Emphasis in Autism Spectrum Disorders).[17]

---

[14] "Graduate Certificate – Education of Students with Autism and Other Pervasive Developmental Disorders," Johns Hopkins School of Education, accessed August 1, 2022, https://education.jhu.edu/academics/gc_autism/.

[15] Maryland Higher Education Commission, "Trends in Enrollment by Program 2006-2019," 72, accessed September 13, 2022, https://mhec.maryland.gov/publications/Documents/Research/AnnualReports/2019EnrollbyProgram.pdf.

[16] "Master of Science in Special Education: Severe Disabilities with an Emphasis in Autism Spectrum Disorders," Johns Hopkins School of Education, accessed August 1, 2022, https://education.jhu.edu/academics/msse_severe/.

[17] Maryland Higher Education Commission, "Trends in Enrollment by Program 2006-2019," 75.

27

TU TOWSON UNIVERSITY

Appendix B. Descriptions of Course Options in Program Outline

EDUC 789 Research Methods, Design, and Analysis

Provides an overview of the philosophical and epistemological underpinnings of research methods, as well as an introduction to the theory and practice of qualitative, quantitative, and mixed methods. Prepares students to complete advanced coursework in qualitative and quantitative research methods and applications.

EDUC 790 Advanced Measurements and Statistics in Education

An advanced statistics course for doctoral students focusing on using multivariate statistics in educational research designs. Course covers statistical analyses ranging from multiple regressions, canonical correlation through multivariate analysis of variance and covariance, as well as discriminate function analysis. Advanced skills of experimental and nonexperimental designs, and uses of contemporary statistics software will be developed.

EDUC 791 Advanced Qualitative Research Methods

Focus on developing in-depth knowledge and skills in the use of qualitative methodology. Designed for doctoral students and includes philosophical foundations of qualitative inquiry, building the conceptual framework for a study, the methodological issues of research design, issues of validity and logic, as well as data analysis and representation. Through intense reading and writing, students will examine the advances and challenges presented by recent developments and new applications in qualitative research methodology.

FMST 601 Applied Family Relationships

Course explores the fundamental components of the development and maintenance of family relationships. Students will critically analyze various perspectives and techniques of interpersonal relationships and will apply knowledge through case analysis. Content will include topics such as conflict resolution, intimacy and distance in relationships, relationship enhancement and maintenance, and exploration of family stories through case analysis.

FMST 610 Family-Professional Collaboration

Problem-based learning from a multidisciplinary perspective to enhance professional and family collaboration.

FMST 615 Applied Research Methods in Family Science

Program evaluation methodology for assessment of practice of human services.

28

FMST 620 Project in Family Focused Program Development

Exploration of complex relationships in family program development, and student involvement in a family focused service-learning project. Students will conduct initial field exploration to identify a focus area that could benefit from creative family programming.

FMST 880 Graduate Project in Family Studies

Implementation and documentation of a research project specific to child life or administration of child life programs or family involvement in a practice setting.

GEOG 620 Qualitative Methods

Exploration of qualitative methods in geography. Basic principles of research design, ethical and procedural considerations.

GEOG 652 Geographies of Health

Interrelationship between health and our social and physical environments. Emphasis on geographic approaches to inequalities in health, well-being and care.

HLTH 619 Management of Post-Acute Care Services

Examination of the long-term care industry, including relevant political and regulatory structures, issues of access, availability, and other managerial challenges of working with post-acute care populations.

HLTH 657 Health Advocacy Across Service Settings

Study of skills and knowledge to advocate for vulnerable populations, including experience in the investigation of complaints and relevant interview processes.

IDHP 621 Contemporary Issues for Infants and Children on the Autism Spectrum

Theoretical and applied perspectives of current issues related to infants and children on the autism spectrum; family concerns; and considerations of educational, community, and home contexts.

IDHP 623 Contemporary Issues for Adolescents and Adults on the Autism Spectrum

Overview of theoretical and applied perspectives of current issues related to adolescents and adults on the autism spectrum with a primary focus on person-centered strategies and evidence-based practice.

29

TU TOWSON UNIVERSITY

IDHP 641 Communication, Behavior, and Participation Linkages for People on the Autism Spectrum

An analysis and application of positive communication and behavioral management strategies to promote social participation and inclusion of people on the autism spectrum.

IDHP 642 Program Design and Implementation in Autism

Program needs assessment, design, and evaluation for people on the autism spectrum to support participation in educational, work, home, and community settings.

IDHP 650 Historical and Current Perspectives of Autism

Explores historical and current perspectives of autism. The course will cover the evolution of ideas surrounding autism etiology, treatment, education, and advocacy.

IDHP 741 Ethical and Legal Issues in Clinical Practice

Provides interdisciplinary exploration of legal and ethical issues in clinical practice, research, administration, and teaching. Includes emphases on cultural diversity, truth-telling, informed consent, confidentiality, accountability, reimbursement pressures, new technologies/treatments, end-of-life care, licensure, practice, and ethics.

OCTH 610 Data Analysis in Occupation-Based Research and Evidence-Based Practice

In depth examination of quantitative and qualitative data in health-related literature and application of data analysis procedures in occupation-based research.

OCTH 613 Advanced Research Methods in Occupation-Based Practice

Application of qualitative and quantitative research methods.

OSC 770 Special Topics in Occupational Science

Explore topics of special interest in occupational science theory and research.

OSC 890 Qualitative Research: Occupation and Life Narrative

Qualitative methods used in the study of occupation and other related social sciences.

OSC 895 Applied Project

Design and implementation of an applied research project in occupation that has the potential to be developed into a dissertation topic.

TU TOWSON UNIVERSITY

OSC 997 Dissertation Research

Design, implementation and documentation of focused study of applied occupation in community systems.

PRWR 619 Grant and Community Writing

Theory and practice of writing grant proposals, fundraising, and writing as social action for communities and non-profits. Includes the study of rhetoric and writing as it applies to nonprofits, civic engagement, advocacy, etc.

PSYC 611 Developmental Psychology

Psychological structures and functions in human development across the life span. Both theoretical and research approaches are presented.

PSYC 615 Introduction to Research Methods in Counseling

Principal methods of behavioral research emphasizing concepts rather than statistical procedures. Preparation of counselors to evaluate methods, designs, and results of counseling research.

PSYC 622 Advanced Multicultural Psychology

Promotion of cultural awareness and understanding of relevant theories, terminology and techniques for communicating and working with individuals of diverse backgrounds.

PSYC 687 Advanced Experimental Design I

Treatment of descriptive and inferential statistical methods and design considerations.

PSYC 688 Advanced Experimental Design II

Treatment of advanced analysis of variance designs and related techniques.

PSYC 689 Multivariate Analysis

Multivariate statistical methods useful in behavioral scientific research. Topics: correlation, regression, factor analysis, discriminate analysis.

PSYC 691 Independent Investigation in Psychology

An opportunity for graduate students to undertake research problems according to their interest and training under the direction of a faculty member.

PSYC 722 Advanced Multicultural Counseling

Self-awareness, theoretical, assessment and treatment issues in the areas of multicultural counseling.

31

TU TOWSON UNIVERSITY

PSYC 790 Ethical, Legal and Professional Issues in Psychology

Treatment of ethical, legal and professional issues related to the practice of school, clinical and counseling psychology.

SOSC 606 Sociological Insight

Theories, methods and substantive issues in sociology. Consideration of recent advances in sociological research.

SOSC 609 Developmental Human Learning: A Lifespan Approach

Provides graduate students with basic theories, historical development and application of scientific methods to human learning.

SPED 604 Action Research in Special Education

Structured reflection of an action research project completed within a classroom, school, or district with a review of fundamental concepts and practices in special education research.

SPED 605 Working with Families of Students with Disabilities

The role of the family system and the impact of having a child with a disability on that system. Practice in strategies for effective communication and family support.

SPED 620 Educating Students with Autism Spectrum Disorders

Provides an in-depth introduction into the characteristics, assessment methods, and instructional issues related to educating a student with an autism spectrum disorder in the classroom.

SPED 621 Formal and Informal Assessment Techniques for Students with ASD

Information related to both formal and informal assessment for students with autism spectrum disorders. Participants will improve observation skills, learn administration procedures, interpret assessment results, and improve programming.

SPED 622 Social Thinking and Connectedness for Students on the Autism Spectrum

Theories and research on social development, social communication, social connectedness, and instructional techniques for individuals on the autism spectrum.

SPED 629 Transition for Students with ASD across the Lifespan

Practical application of legal requirements for preparing students with autism spectrum disorder for transition across the lifespan including from early childhood services to school age supports from class to class, school to school, into employment, post-secondary and adult settings, including prevocational and vocational methodologies, student-centered planning and interagency linkages.

32

SPED 765 Leading Change in Autism: Advocacy, Law and Education Policy

Federal and state laws, policies and regulations guiding provision of services for students with autism and related conditions; advocacy in fostering legal, policy and educational change.

SPPA 600 Language Development and Disorders from Birth through Preschool

Theoretical and applied aspects of normal, delayed, and disordered language development in children ages 0 to 5 with an emphasis on family-centered assessment and intervention practices.

SPPA 606 Language Development and Disorders in Children

Characteristics of language disorders, assessment and intervention techniques for children and adolescents including the culturally linguistically different and specific disorder populations.

SPPA 615 Autism Spectrum Disorders and Speech-Language Pathology

Information for speech-language pathologists to assess, treat, and support individuals with autism spectrum disorders in speech, language, and social communication.

SPPA 710 Written Language Development and Disorders

Language theory and application for the development of written language skills in children. Assessment and intervention within the classroom curriculum.

SPPA 714 Augmentative and Alternative Communication

Compensatory or augmentative use of various nonspeech communication modes with persons whose impairments prevent effective verbal communication.

WMST 609 Applied Research Methods and Skills I

How to interpret, evaluate, and conduct research about women and gender issues in organizations and society, using the computer, the Internet, and statistical software for accessing and producing information.

33

TOWSON UNIVERSITY

Appendix C. Program of Study

Year	Fall	Spring	Summer	Credits
1	• **First-year Seminar: Historical and Current Perspectives of Autism (3)** • **Autism in Children Course (3)** • *General Research Methods (3)*	• **Autism in Teens and Adults Course (3)** • **Laws, Policy, Ethics and Advocacy Course (3)** • *Quantitative Methods (3)*		18
2	• **Family Collaboration Course (3)** • *Qualitative Methods (3)* • <u>Cognate Course #1 (3)</u>	• *Applied Research (with early research project defense) (3)* • <u>Cognate Course #2 (3)</u> • <u>Cognate Course #3 (3)</u>	Comprehensive Exams • *Grant Writing (3)*	21
3	• *Research Elective (3)* • Dissertation (3) (Identify Topic and Advisor)	• Dissertation (6) (Literature Review, Proposal)		12
4	• Dissertation (6) (Research, Analysis)	• Dissertation (3) (Analysis, Writing, Defense)		9
Core in bold, *Research and Research Methods in italics*, <u>Cognate underlined</u> **TOTAL CREDITS**				**60**

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Academic Program Proposal:
Towson University Doctor of Philosophy (Ph.D.) in Business Analytics

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 14, 2023

SUMMARY: Towson University (TU) seeks approval to establish a Doctor of Philosophy (Ph.D.) in Business Analytics. This program will be housed in the College of Business and Economics, which is accredited by the Association to Advance Collegiate Schools of Business and will be the first of its kind in the University System of Maryland and the State of Maryland.

The proposed Ph.D. degree is a full-time research program that prepares graduate students, who are motivated to pursue an academic and research career, to be scholarly educators with two areas of research emphasis: supply chain management and technology management. The program aims to provide students with research methodologies to develop innovative and independent research and with instructional opportunities to effectively teach business analytics courses based on cutting-edge technologies as independent instructors.

The degree requires a minimum of 60 credits: nine credits in interdisciplinary foundations of business management; 15 credits in research methods; 12 credits for seminars in business analytics research, including six credits in research seminars related to the declared area of research emphasis; and 24 credits in dissertation research. The program will be delivered on TU's main campus, with most courses taught face-to-face and a small number delivered via a hybrid instructional mode. TU possesses the necessary faculty expertise and financial, administrative, technical, and other infrastructure resources to adequately support the program.

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

FISCAL IMPACT: No additional funds are required. The program can be supported by projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Towson University to offer the Doctor of Philosophy (Ph.D.) in Business Analytics.

COMMITTEE RECOMMENDATION:	DATE: March 14, 2023
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

TOWSON.EDU

TU
TOWSON
UNIVERSITY

—

Kim E. Schatzel, Ph.D.

President

Office of the President

8000 York Road
Towson, MD 21252-0001

January 17, 2023

Jay Perman, M.D.
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Perman:

Towson University seeks your review and approval to offer a **Doctor of Philosophy (Ph.D.) in Business Analytics** in accordance with the Code of Maryland Regulations (COMAR) 13B.02.03.06.

This full-time research program is designed to prepare scholarly educators specializing in supply chain management and technology management. The program aims to provide students with research methodologies to develop innovative and independent research and with instructional opportunities to effectively teach business analytics courses based on cutting-edge technologies.

If you have any questions or require additional information, please contact Rhodri Evans, Assistant Provost for Assessment, Accreditation and Compliance, at rhodrievans@towson.edu or by phone at 410-704-3312.

Thank you in advance for your review.

Sincerely,

Kim Schatzel, Ph.D.
President

KS/rjme

cc: Dr. Darlene Smith, Interim Associate Vice Chancellor, Academic and Student Affairs, USM
       Dr. Melanie L. Perreault, Provost and Executive Vice President for Academic and Student Affairs
       Dr. Clare N. Muhoro, Associate Provost for Academic Affairs
       Dr. Sidd Kaza, Associate Provost for Research and Dean of Graduate Studies
       Dr. Judy Harris, Interim Dean, College of Business & Economics

O **410.704.2356**   F **410.704.3488**
presidentsoffice@towson.edu
www.towson.edu

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

X   New Instructional Program

        Substantial Expansion/Major Modification

        Cooperative Degree Program

X   Within Existing Resources, or

        Requiring New Resources

Towson University

Institution Submitting Proposal

Business Analytics

Title of Proposed Program

Doctor of Philosophy

Award to be Offered

Fall 2023

Projected Implementation Date

0503.00

Proposed HEGIS Code

52.1302

Proposed CIP Code

Department of Business Analytics and Technology Management

Department in which program will be located

Dr. Chaodong Han

Department Contact

410-704-4658

Contact Phone Number

chan@towson.edu

Contact E-Mail Address

Signature of President or Designee

1/17/23

Date

TU **TOWSON**
UNIVERSITY

A PROPOSAL FOR A PH.D. IN BUSINESS ANALYTICS PROGRAM AT TOWSON UNIVERSITY

Table of Contents

TU TOWSON UNIVERSITY

2

TU TOWSON UNIVERSITY

A. Critical Centrality to Institutional Mission and Planning Priorities

A1. Program Description and Alignment with Institutional Mission

Towson University (TU) submits this proposal to create a Doctor of Philosophy (Ph.D.) in Business Analytics program, which will be housed in the Association to Advance Collegiate Schools of Business (AACSB)-accredited College of Business and Economics (CBE), and which will be the first of its kind in the University System of Maryland (USM) and the State of Maryland.

The Ph.D. in Business Analytics program is a full-time research program that prepares graduate students, who are motivated to pursue an academic and research career, to be scholarly educators with two areas of research emphasis: supply chain management and technology management. The program aims to provide students with research methodologies to develop innovative and independent research and with instructional opportunities to effectively teach business analytics courses based on cutting-edge technologies as independent instructors. Admitted students will be offered financial support, a mixture of fellowships and research/teaching assistantships, to cover their tuition and stipends so that students can focus on research during their studies.

The degree requires a minimum of 60 credits: nine credits in interdisciplinary foundations of business management; 15 credits in research methods; 12 credits for seminars in business analytics research, including six credits in research seminars related to the declared area of research emphasis; and 24 credits in dissertation research. The program will be delivered on TU's main campus, with most courses taught face-to-face and a small number delivered via a hybrid instructional mode.

The establishment of a new research-focused Ph.D. degree program in Business Analytics fully aligns with TU's new expanded mission statement, which the USM Board of Regents approved in September 2022. TU's mission statement now includes a greater emphasis on research and provides the authority to grant research doctoral degrees, paving the way for the university's ongoing pursuit to achieve an R2-Doctoral Carnegie Classification.

A2. Strategic Goals Alignment and Affirmation as an Institutional Priority

Towson University's 2020-2030 Strategic Plan embraces a vision for a bolder and brighter future through academic excellence, which includes the goal of developing selective new doctoral programs that meet regional needs and align with the institution's mission. More specifically, the program will support TU's mission and strategic plan goals to increase the institution's commitment to graduate student research and prepare more students to be academics and researchers in high-need areas such as business/data analytics, where there is a growing need for qualified scholarly educators. The launch of this and other new doctoral programs will serve as a key driver for TU to

TU TOWSON UNIVERSITY

achieve a high research activity Carnegie status and thus the university administration considers its implementation an institutional priority.

A3. Five-Year Funding Plan

Towson University plans to allocate funds to support the Ph.D. program for the first five years as follows: $417,137 in Year 1, $654,207 in Year 2, $898,755 in Year 3, $1,143,592 in Year 4, and $1,143,910 in Year 5 (see Table L2 – Expenses for a detailed breakdown of the anticipated expenditures needed to implement the program). While the program will primarily be delivered by existing tenured and tenure-track faculty, the Provost's Office has approved one new tenure-track position to support program implementation.

A4. Institutional Commitment

As outlined above, the proposed Ph.D. program is integral to the university's new research-driven mission and strategic vision, and TU's commitment to the program is evident in the funding allocated to support the program's implementation over a five-year period (see section L for further details).

The Ph.D. in Business Analytics program already has most of the necessary administrative and technical supports and physical facilities in place to operate successfully. The Department of Business Analytics and Technology Management that will house the degree is well-established at TU and can draw upon 12 tenured or tenure-track faculty to teach in the program and serve as dissertation advisers, etc. (see section I for a listing of faculty who will teach in the program). Additionally, the department intends (with the college and central administration's endorsement) to hire one tenure-track faculty position in year one to help implement the program (see sections I and L.2 for further details).

The administrative support expenses needed to support the program are minimal, and the department is not seeking any capital investments or specialized facilities, since current classroom/office space in CBE will suffice. At the institutional level, the Office of Technology Services is able to provide comprehensive technical assistance to faculty and students, while the only program-specific technology supports required are computer desks for students. Beyond the aforementioned new faculty position, other major expenditures relate to student expenses (stipends, tuition remission, and conference attendance/travel).

TU is committed to student success; students admitted are provided with sufficient time for program completion. Doctoral students are provided up to 10 years to complete their degree. TU anticipates, however, that faculty mentors and advisors will guide students in this program, and full-time completion is expected within four years from admission and matriculation.

4

TU TOWSON UNIVERSITY

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

B1. Program Demand and Need

The field of business/data analytics cuts across all sectors of the new data-driven ("big data") economy, which is rooted in the STEM (science, technology, engineering, and mathematics) disciplines, and in which Maryland is celebrated as a national leader. A number of colleges and universities across the State have started to offer a variety of innovative programs in business/data analytics at the undergraduate and graduate levels to prepare students to work with analytical tools and technologies in this data-driven economy. However, there are no such programs currently offered at the doctoral level in Maryland. Consequently, TU's proposed Ph.D. in Business Analytics will fill an existing market gap in higher education in Maryland, serving as the culminating degree for students pursuing doctoral degree in this field, and thereby helping to address the need for advancement and evolution of knowledge. Furthermore, in producing highly trained scholarly educators, Towson will create a cadre of graduates able to serve as faculty in business, management, data science as well as other business/data analytics programs offered elsewhere in the State, and who, in turn, will help prepare students for rewarding employment and career success in the new data-driven economy.

B2. Alignment with Maryland State Plan for Higher Education

One of three goals outlined in the new 2022 Maryland State Plan for Higher Education is to "promote and implement practices and policies that will ensure student success." Embedded within this overarching goal is the priority (Priority 5) to "maintain the commitment to high-quality postsecondary education in Maryland." The goal of this doctoral program is to transform graduate students into scholarly educators, which fully aligns with Priority 5. As indicated above, business/data analytics lies at the cutting-edge of the new data-driven economy, and thus this proposed degree offering addresses the Priority 5 action item by identifying "innovative fields of study." Moreover, doctoral students enrolled in the program will be provided with pedagogical training and teaching assistantship opportunities and will be required to work with faculty mentors to present their independent research at national/international academic conferences and publish in high quality academic journals. These activities support the Priority 5 action item of providing practical "real world" experiences.

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

C1. Employment Opportunities

The proposed Ph.D. program will prepare graduates primarily for postsecondary faculty positions in the field of business/data analytics. There is a growing need for trained

5

scholarly educators to conduct research and teach in these degree programs which, in turn, will produce graduates to work in the big data economy.

Framework for Market Study

The following framework guides the current market study:
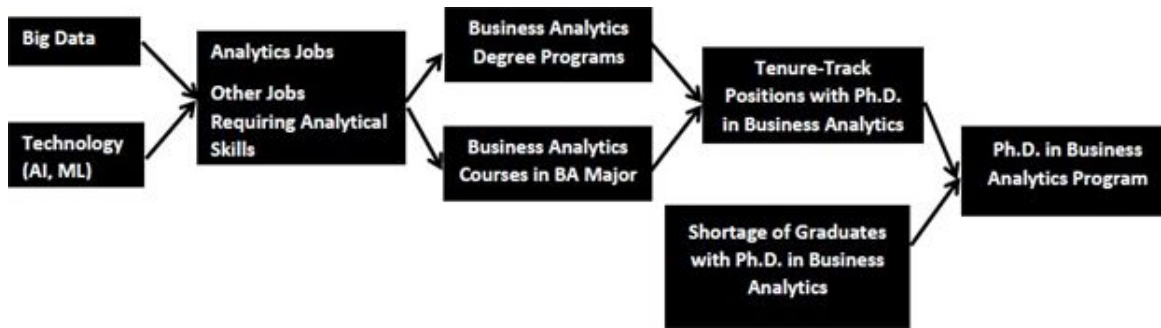
The underlying assumption is that the big data economy enabled by advanced technologies (e.g., machine learning, artificial intelligence) has created a demand for new jobs in business analytics or transformed traditional jobs requiring analytical skills. The U.S. Bureau of Labor Statistics (2021) reported that approximately 63,000 people were employed nationwide in the occupation category of data analytics, including business intelligence analyst, data analyst, business analyst and data scientist. As of May 2020, such data analytics occupations are projected to grow by 32% in 2030 (reaching 83,000 positions).[1] However, this is likely an underestimate of the demand for talent in data analytics since non-data analyst jobs increasingly also require data analytics skills.

A 2017 IBM report estimated that job roles which require data analytics skills would reach 2.72 million in the United States by 2020, including an increase in demand for data-driven decision makers.[2] In order to lead analytics teams or craft a company's digital strategy, executives will need a foundational understanding of data and analytics as well. A 2018 McKinsey study showed that the job demand gap for business analytics ranged from 140,000 to 190,000.[3]

To educate the new workforce, colleges and universities have started to integrate business analytics courses in their curriculum or to offer new programs in business analytics, leading to an increasing demand for tenure-track positions with Ph.D. in

---

[1] U.S. Bureau of Labor Statistics, Occupational Employment and Wages, May 2020. https://www.bls.gov/oes/current/oes152098.htm (accessed on October 16, 2022).

[2] IBM (2017), IBM Predicts Demand for Data Scientists Will Soar 28% by 2020. https://www.forbes.com/sites/louiscolumbus/2017/05/13/ibm-predicts-demand-for-data-scientists-will- soar-28-by-2020/?sh=6a37bd447e3b (accessed on October 18, 2022).

[3] McKinsey Co. (2018), *Analytics Comes of Age*. https://www.mckinsey.com/~/media/McKinsey/Business%20Functions/McKinsey%20Analytics/Our%20Insights/Analytics%20comes%20of%20age/Analytics-comes-of-age.ashx (accessed on October 18, 2022).

6

TU TOWSON UNIVERSITY

Business Analytics. Meanwhile, the supply of graduates with Ph.D. in Business Analytics has lagged behind and resulted in a shortage of qualified educators in business analytics for years to come.

C2. Market Demand and Training Needs

A systematic study published in *Issues in Information Systems* (IIS, 2021), was conducted on formal business analytics degree programs offered by all 535 U.S. AACSB-accredited business schools. The study found that no business school offered a formal degree program in business analytics in 2014.[4] Seven years later, 348 out of 535 U.S. AACSB-accredited business schools (65 percent) were offering degree programs in business analytics either at the undergraduate or graduate level, or both (not including business analytics certificates or minor programs). For even those business schools that do not offer degree programs in business analytics, at least one business analytics course is required for the most popular undergraduate major – business administration. The study also reported that a total of 1,540 faculty were assigned to teach in business analytics programs, 1,075 of whom held a Ph.D. degree.

According to the 2021 IIS study, the AACSB annual reports showed the demand for tenure-track assistant professor positions in AACSB-accredited business schools as follows:

Year	2019	2020	2021
No. of Tenure-Track Positions Posted by AACSB Schools	64	90	121
Annual Growth Rate in Demand		41%	34%

The statistics reported in the 2021 IIS study are an underestimate for the number of programs in business analytics offered and the overall demand for tenure-track faculty positions, since non-AACSB-accredited business schools were not included in the study. It is estimated that approximately 25-30 percent of all business schools in the United States are AACSB-accredited. Therefore, there are at least 1,200 other business schools in the United States which may be accredited by other accreditation bodies or not accredited at all. At the lower end of estimates, the demand for tenure-track (or equivalent) assistant professor positions at all non-AACSB-accredited business schools is likely to be at least double the demand by all AACSB-accredited business schools.

C3. Anticipated Vacancies and Training Needs

Given the current high growth rates of demand for tenure-track (or equivalent) assistant professor positions, TU assumes a modest annual growth rate for the period 2021-2028

---

[4] Zheng, Hameed, Lavoie & Sendall (2021). An Overview of Current Business Analytics Programs across US AACSB Schools, *Issues in Information Systems*, 22 (2), pp. 306 – 317.

TU TOWSON UNIVERSITY

and projects the number of tenure-track assistant professor position needed for all U.S. business schools as follows:

Year	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
No. of Tenure-Track Asst. Prof. Positions Posted in AACSB-Accredited Business Schools	**64**	**90**	**121**	145	167	192	211	232	244	256
Estimated No. of Tenure-Track Asst. Prof. Positions in Non-AACSB-Accredited Business Schools	128	180	242	290	334	384	422	464	488	512
Estimated Total No. of Positions	192	270	363	435	500	576	633	697	732	768
Estimated Annual Growth Rates for 2022-2028		**41%**	**34%**	20%	15%	15%	10%	10%	5%	5%

Using the number of tenure-track assistant professor vacancies posted by AACSB-accredited business school for Years 2019, 2020 and 2021 as a baseline, TU estimates that the number of tenure-track (or equivalent) assistant professors positions needed by all U.S. business schools, including AACSB-accredited and non AACSB-accredited schools, may have reached 363 in 2021. The projected number of tenure-track positions for business analytics may exceed 768 by 2028, when the first cohort of graduates from TU's proposed Ph.D. in Business Analytics goes to the job market.

In terms of training needs, the program will prepare scholarly educators with research expertise in fields such as economic theory, data analytics, machine learning, supply chain management, and management information systems. Meanwhile, business schools have an increasing demand for instructors who are trained in the discipline of business analytics and equipped with innovated teaching pedagogies.

C4. Projected Supply of Prospective Graduates

Per the MHEC program enrollment database, a number of colleges and universities have started to offer programs related to business/data analytics. Enrollment has increased dramatically over the period 2017-2021.

TOWSON UNIVERSITY

School Name	Degree Level	PGM-CD	Program Name	CIP	2017	2018	2019	2020	2021
Capitol Technology University	BACHELORS	50701	DATA SCIENCE	307001	0	3	3	5	5
Capitol Technology University	MASTERS	50301	BUSINESS ANALYTICS & DATA SCIENCE -	521302	0	3	5	3	3
Frostburg State University	POST BACCALAUREATE CERTIFICATE	50603	BUSINESS ANALYTICS	520201	0	0	0	1	1
Goucher College	BACHELORS	179900	INTEGRATIVE DATA ANALYTICS	300801	0	0	1	5	5
Johns Hopkins University	MASTERS	50603	BUSINESS ANALYTICS & RISK MNGT	521399	59	82	164	210	280
Johns Hopkins University	MASTERS	220703	DATA ANALYTICS AND POLICY	450102	89	110	108	46	132
Johns Hopkins University	MASTERS	170200	DATA SCIENCE	270501	97	179	249	347	456
Johns Hopkins University	POST BACCALAUREATE CERTIFICATE	220703	DATA ANALYTICS AND POLICY	450102	13	20	16	7	7
Johns Hopkins University	POST-MASTERS CERTIFICATE	170200	DATA SCIENCE	270501	0	1	0	0	0
Loyola University Maryland	BACHELORS	70202	DATA SCIENCE	110401	0	7	19	21	32
Loyola University Maryland	MASTERS	70201	DATA SCIENCE	110401	23	29	34	44	35
McDaniel College	MASTERS	50700	DATA ANALYTICS	521301	0	0	0	22	68
McDaniel College	POST BACCALAUREATE CERTIFICATE	50701	DATA ANALYTICS	521301	0	4	2	0	0
Mount St. Mary's University	BACHELORS	79900	DATA SCIENCE	307001	0	0	0	3	7
Mount St. Mary's University	POST BACCALAUREATE CERTIFICATE	79900	DATA SCIENCE	270599	0	0	0	2	0
Salisbury University	BACHELORS	170101	DATA SCIENCE	307001	0	0	0	9	13
Univ. of MD Global Campus	MASTERS	50300	DATA ANALYTICS	521302	363	329	296	273	255
Univ. of MD Global Campus	POST BACCALAUREATE CERTIFICATE	50301	FOUNDATIONS IN BUSINESS ANALYTICS	521302	18	17	22	17	10
Univ. of MD, College Park	BACHELORS	59903	OPERATIONS MGMT AND BUSINESS ANALYT	521301	85	120	135	163	166
Univ. of MD, College Park	MASTERS	50300	BUSINESS ANALYTICS	521302	74	161	209	201	214
					821	1065	1263	1379	1689

The total enrollment in various data/business analytics or closely related programs at the bachelor's, post-baccalaureate certificate, master's, and post-master's certificate level across Maryland totaled 1,689 as of fall 2021 (up from 821 enrollments statewide as of fall 2017), and a number of these programs have seen significant growth in the past five years. Note that not all programs offering business/data analytics tracks under traditional majors may be captured by the MHEC database. It has become popular that some analytics courses are required in schools without formal degrees in business analytics. TU anticipates that the programs listed in the above table will serve as a pipeline to the proposed Ph.D. degree and that TU will enroll six new doctoral students each year in the first five years of the program.

D. Reasonableness of Program Duplication

D1. Similar Programs

Per TU's research, no university in the State of Maryland currently offers a full-time, research-focused Ph.D. program in business analytics that prepares graduates for an academic career. Arguably, the closest program to TU's proposed degree is Capital Technology University's (CTU) 54-credit Ph.D. program in Business Analytics and Data Science. However, CTU's program, which was approved by MHEC in 2015, is "designed to prepare accomplished professionals for senior positions in either public or private sectors," and "to enable professionals from the field to understand and evaluate the scope and impact of decision sciences and associated technology from the institutional as well as from an industry and global perspective." CTU's program is delivered online and taught by working professionals in the field (https://www.captechu.edu/degrees-and-programs/doctoral-degrees/business-analytics-and-data-science-phd).

9

TU **TOWSON UNIVERSITY**

In contrast, TU's proposed program will be taught through a mix of face-to-face and online instructional modes by full-time tenured or tenure-track faculty with Ph.D. degrees and is a research-focused program designed to prepare students to pursue an academic career as scholarly educators.

	Fall Enrollment in Similar Programs					
Institution	Program Name	Year 1 (2017)	Year 2 (2018)	Year 3 (2019)	Year 4 (2020)	Year 5 (2021)
Capitol Technology University	Ph.D. in Business Analytics & Data Science	41	40	44	41	39

Source: MHEC Trends in Enrollment Data by Program

	Degrees Awarded in Similar Programs					
Institution	Program Name	Year 1 (2017)	Year 2 (2018)	Year 3 (2019)	Year 4 (2020)	Year 5 (2021)
Capitol Technology University	Ph.D. in Business Analytics & Data Science	0	2	9	8	8

Source: MHEC Trends in Degrees and Certificates by Program

D2. Program Justification

U.S. business schools have not started to provide Ph.D. degree programs in business analytics until recent years. A recent survey of the AACSB database shows that only 149 U.S. AACSB-accredited business schools offered full-time doctoral programs, and only 42 of which offered doctoral degrees in areas related to business analytics.[5] There are a number of Ph.D. programs in data science programs offered outside of business schools. According to a 2019 *Harvard Business Review* article, however, quantitative and analytic skills are considerably more valuable when combined with business know-how, which helps data analysts identify patterns, develop insights, and empathize with users, who are managers and decision makers across their organizations.[6] Given the cycle of four-to-five years to earn a typical Ph.D. degree, there is a severe shortage of graduate students with Ph.Ds. in business analytics, and graduates with doctoral

---

[5] AACSB (2022). AACSB Accredited Schools.
https://www.aacsb.edu/accredited?searchTerm=Ph.D.+in+Business+Analytics&countries=united-states&educations=doctoral&formats=full-time (accessed on August 15, 2022)
[6] Stobierski, Tim (2019). The Advantages of Data-Driven Decision-Making, Harvard Business Review.
https://online.hbs.edu/blog/post/data-driven-decision-making (accessed on August 16, 2022)

10

TU TOWSON
UNIVERSITY

degrees in business analytics obtained from an AACSB-accredited business school are likely to become very attractive in the academic job market.

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

Based on TU's research, none of the four HBIs located in the State of Maryland currently offer a doctoral program in business analytics, data analytics or a related discipline. Therefore, TU does not anticipate its proposed Ph.D. degree will negatively impact the implementation or maintenance of high-demand programs at HBIs. Instead, TU's program could attract HBI graduates seeking to pursue doctoral studies in the field of business/data analytics and ultimately prepare scholars to teach and conduct research at HBIs in related disciplines

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

As indicated above, there are no programs currently offered at the doctoral level in business analytics, data analytics or a related discipline at any of Maryland's four HBIs. Consequently, given the specialized subject-area and doctoral-level focus of the proposed Ph.D. in Business Analytics, TU does not anticipate that its implementation will have an impact on the uniqueness and institutional identities and missions of HBIs.

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

G1. Program Establishment and Oversight

The Ph.D. in Business Analytics curriculum was developed by faculty within the Department of Business Analytics and Technology Management in CBE, drawing upon the market data presented above and faculty expertise in business analytics methodologies and the areas of research focus, including supply chain management and technology management. The program receives support from other departments across TU. Additionally, the Department of Economics within CBE will contribute one fundamental methods course (ECON 601 Introduction to Econometrics) and the Department of Marketing within CBE will contribute one course in interdisciplinary foundations of business management (MKTG 770 Marketing Analytics and Metrics). Outside CBE, the Department of Computer and Information Systems and the Department of Mathematics will contribute another methodology course in the area of data mining and machine learning (COSC 757 Data Mining, COSC 760 Big Data Analytics or MATH 547 Statistics for Risk Modeling).

The program proposal was vetted through a rigorous review and approval process involving the department, college, TU's academic senate, and the Provost's Office and engaging both faculty and administrators.

A tenured or tenure-track faculty member will be appointed as program director, responsible for recruitment, communication with prospective students and student

11

TU TOWSON
UNIVERSITY

progress during their studies. The program director may rotate on a three-year term. The program director will be supported by the chair of the Department of Business Analytics and Technology Management.

G2. Program Educational Objectives and Learning Outcomes

The Ph.D. in Business Analytics program is a full-time, research program that prepares graduate students, who are motivated to pursue an academic and research career, to be scholarly educators with two areas of research emphasis: supply chain management and technology management. The primary educational objectives of the program are to train students in research methodologies, enabling them to develop innovative and independent research, and provide students instructional opportunities to effectively teach business analytics courses based on cutting-edge technologies as independent instructors.

Students who complete the program are expected to demonstrate the following learning outcomes:

1. Master methodologies required to evaluate and conduct independent research.
2. Develop substantive core knowledge in their area of research emphasis.
3. Design and conduct original research in their area of research emphasis.
4. Demonstrate the ability to effectively communicate the results of their research.
5. Demonstrate the ability to teach undergraduate or graduate level courses as an independent instructor.

G3. Assessment and Documentation of Student Learning Outcomes

The program will employ a variety of assessment measures appropriate at the doctoral level to assess student learning, including (but not limited to) course papers, presentations, comprehensive examinations, and preparation of a dissertation and oral defense. The table below maps specific assessment activities to specific learning outcomes.

Assessment of Learning Outcomes

Learning Outcomes	Assessment
Develop substantive core knowledge in an area of research emphasis	Course grades and assignments; comprehensive exams
Master methodologies required to evaluate and conduct research	Course grades and assignments; comprehensive exams
Design and conduct original research in an area of research emphasis	Submissions to peer reviewed journals Dissertation preparation
Demonstrate the ability to effectively communicate the results of their research	Conference presentations Oral defense of dissertation

12

TOWSON UNIVERSITY

Learning Outcomes	Assessment
Demonstrate the ability to teach undergraduate or graduate level courses as an independent instructor	Course evaluations Doctoral peer evaluations

Achievement of student learning outcomes will be documented in a variety of ways. For example, grades earned at the individual assignment and course level will be documented in TU's learning management system (Blackboard), while the final approved version of the dissertation will be submitted to the Office of Graduate Studies and archived in TU's library. Student conference presentations and journal publications will be recorded and reported by program director to the department. More generally, assessment data will be recorded, archived, and tracked over time by the program director, who can draw on the expertise and resources of TU's Office of Assessment for assistance. Assessment data will be disseminated to program and department faculty, as well as to CBE's assessment committee, for review annually for consideration in the context of program improvement and consistent with best practices.

In addition to course-based assessment data, course evaluation data collected and analyzed will provide an indirect data source to measure student achievement of learning outcomes.

G4. Program Requirements and Course Descriptions G4.1

Admissions Requirements

Admission to the program will be highly competitive. Minimum requirements include official transcripts showing a 3.0 cumulative GPA (on a scale of 4.0) for all undergraduate and graduate course worked completed, a master's degree, three letters of recommendation, statement of research plan, demonstrated strong quantitative, analytical and communication skills, and GRE or GMAT scores. An admissions committee comprised of tenured and tenure-track faculty members will be responsible for evaluation of applications and admission decisions.

G4.2 General Requirements

Students enrolled in the program will be required to satisfy the following requirements:

1. Earn a minimum of 60 credits: nine credits in interdisciplinary foundations of business management; 15 credits in research methods; 12 credits for seminars in business analytics research, including six credits in research seminars related to the declared area of research emphasis; and 24 credits in dissertation research.
2. Form a doctoral advisory committee by the end of the first year after admission, comprising three tenured or tenure-track faculty members. The chair of the committee must be a member of the graduate faculty and the Business Analytics and Technology Management department. The doctoral advisory committee will approve the student's program of study and guide the student's research activities.

13

3. Pass a written qualifying exam on the foundational course subjects prior to being admitted to candidacy.
4. Develop and defend a dissertation proposal.
5. Complete and successfully defend a dissertation based on timely and original research in declared area of emphasis: supply chain management or technology management.
6. Attend and present own research at national or international research conferences.

G4.3 Program of Study

Interdisciplinary Foundations of Business Management (9 credits):

- MKTG 770 Marketing Analytics and Metrics (3)
- EBTM 720 Supply Chain Analytics (3)
- EBTM 760 Business Data Warehousing (3)
  - or COSC 760 Big Data Analytics (3)

Research Methods (15 credits):

- ECON 601 Introduction to Econometrics (3)
  - or MATH 646 Regression Analysis (3)
- COSC 757 Data Mining (3)
  - or MATH 547 Statistics for Risk Modeling (3)
- EBTM 719 Introduction to Business Research (3)
- EBTM 739 Survey Research (3)
- EBTM 749 Decision Analytics (3)

Research Seminars in Business Analytics (6 credits)

- ETBM 729 - Seminar in Empirical Business Research (3)
- EBTM 772 - Seminar in Machine Learning for Business Analytics (3)

Research Seminars in Area of Research Emphasis (6 credits) (select one option):

Supply Chain Management Emphasis (6 credits)

- EBTM 751 Seminar in Supply Chain Research I (3)
- EBTM 752 Seminar in Supply Chain Research II (3)

or Technology Management Emphasis (6 credits)

- EBTM 761 Seminar in Management Information Systems Research I (3)
- EBTM 762 Seminar in Management Information Systems Research II (3)

Dissertation Research (24 credits):

- EBTM 997 Dissertation Research

14

TU TOWSON UNIVERSITY

Each student will be matched with a faculty mentor (or mentors) for their chosen area of research emphasis. The faculty mentor(s) shall serve as the dissertation chair or co-chairs. The dissertation committee consists of a minimum of four tenured or tenure-track faculty members with graduate faculty status including the dissertation.

G4.4 Example Study Plan

	Fall	**Spring**	**Summer**
Year 1	• ECON 601 Introduction to Econometrics or MATH 646 Regression Analysis • EBTM 719 Introduction to Business Research • MKTG 770 Marketing Analytics and Metrics	• EBTM 720 Supply Chain Analytics • EBTM 729 Seminar in Empirical Business Research • EBTM 760 Business Data Warehousing or COSC 760 Big Data Analytics	

Year 2	• EBTM 739 Survey Research
	• COSC 757 Data Mining or MATH 547 Statistics for Risk Modeling
	• Research Emphasis
	  o EBTM 751 Seminar in Supply Chain Research I
	  o or EBTM 761 Seminar in Management Information Systems Research I
		• EBTM 749 Decision Analytics
		• EBTM 772 Seminar in Machine Learning for Business Analytics
		• Research Emphasis
		  o EBTM 752 Seminar in Supply Chain Research II
		  o or EBTM 762 Seminar in Management Information Systems Research II
			Comp. Exams
			
			Admission to Candidacy

Year 3	• EBTM 997 Dissertation Research - 6 credits each semester; 12 credits per year • Students work with advisors to identify dissertation topics, collect data, develop methodologies, and conduct analysis • Defend dissertation proposal		
Year 4	• EBTM 997 Dissertation Research - 6 credits each semester; 12 credits per year • Defend dissertation • Journal manuscript preparation and submissions		

G4.5   Course Descriptions

EBTM 719   Introduction to Business Research

Introduces fundamentals of business research methods, including the formulation of research questions, qualitative and quantitative research methods, structure of a business research paper, main databases and software packages for business research, citation styles and reference management, business research ethics, research grant writing, main business academic journals, particularly in the fields of information systems and business analytics. Students learn how to make the lifecycle of a paper publication. 3 credits.

15

TU TOWSON UNIVERSITY

EBTM 720   Supply Chain Analytics

Addresses analytics applied in different stages of supply chain and focuses on how technology is used to collect and analyze data to support decision making in the supply chain. Topics include supply chain decision support systems, supply chain optimization technologies, supply chain intelligence, supply chain visibility and collaborative technologies, and other emerging supply chain technologies. 3 credits.

EBTM 729   Seminar in Empirical Business Research

Reviews and extends knowledge and applications of regression models in empirical business research. Covers design and specifications of regression models to address research questions. Other topics include reporting and interpreting regression results, mediation models, moderation models, non-linear effects, instrumental variables, and generalized regression models concerning panel data. 3 credits.

EBTM 739   Survey Research

Focuses on survey research and structural equation modeling. Topics include survey instrument design, survey data collection, issues associated with survey research and testing for non-response bias and common method variance, assessment of reliability, convergent and discriminant validity, measurement model analysis, structural model analysis, mediation analysis, moderation analysis, latent growth curve model, among others. Students to learn and practice structural equation modeling tools (AMOS and SmartPLS) through hands-on labs. 3 credits.

EBTM 749   Decision Analytics

Provides a broad foundation in decision models and techniques used in industry and research for technical and managerial problems. Focuses on applications of techniques as well as interpretations of results. Covers both quantitative and qualitative methods, including decisions under multiple objectives, utility theory, influence and affinity diagrams, biases in probability assessment, risk and uncertainty management, defining decision attributes and alternatives, simulation, optimization, and stochastic modeling. 3 credits.

EBTM 751   Seminar in Supply Chain Research I

Surveys literature on supply chain research. Topics include supplier management, customer management, inventory management, lean manufacturing, logistics and distribution. Students are required to critique literature and submit a research proposal. 3 credits.

EBTM 752   Seminar in Supply Chain Research II

Reviews advanced topics in supply chain research, including supply chain sustainability, supply chain technologies and digital transformation, global supply chain, supply chain

16

disruption, supply chain risk management and other emerging topics in contemporary supply chain management. Students are required to collect data, build and test own research models, and complete a research paper. 3 credits.

EBTM 760   Business Data Warehousing

Covers fundamental technologies that improve the management of data within organizations: relational models, SQL, NoSQL, data warehouse architecture and design, visualization, master data management, and data preparation. Also introduces features of major cloud warehouse platforms and explores real-world case studies of data warehouse projects. 3 credits.

EBTM 761   Seminar in Management Information Systems Research I

Surveys contemporary research in information systems and introduces research methods used to address current issues and challenges related to information systems. Students are required to collect data, construct and test their own research models, and complete a research paper. 3 credits.

EBTM 762   Seminar in Management Information Systems Research II

Provides students with an in-depth understanding of research in the field of information systems and is primarily focused on understanding how information technologies have shaped society and businesses. Introduces key societal and business challenges related to digital technologies and systems. Students learn to critique relevant literature, identify their own research topics, and initiate research design. 3 credits.

EBTM 772   Seminar in Machine Learning for Business Analytics

Emphasizes hands-on data analysis experience. Covers various statistical methods and machine learning tools for analyzing large, complex real-world data in business and industry. Topics include advanced techniques in machine learning: nonparametric smoothing methods, generalized additive models (for nonlinearity), advanced tree methods (bagging, boosting, and random forests), advanced dimensionality reduction techniques (sparse principal component analysis), text mining, and sentiment analysis. Discusses recently developed techniques published in academic journals so students can learn to initiate their research questions and draft research proposal. 3 credits.

EBTM 997   Doctoral Dissertation Research

A requirement to maintain doctoral student status during the completion of Comprehensive Exam, Dissertation Proposal Defense and ultimately, Dissertation Defense. 1-6 credits.

COSC 757   Data Mining

This course provides students with an understanding of the field of data mining and knowledge discovery in data (KDD). Students will become familiar with the foundations

17

of data mining from a number of perspectives and will explore cutting-edge research in data mining published in academic journals and conferences. Students will also gain hands-on experience with data mining tools. 3 credits.

COSC 760   Big Data Analytics

Study of big data analytics, including the management of various public and private datasets from business, health care, multimedia, cyber-physical systems (CPS), Internet of Things (IoTs), and social media. Hands-on experience with managing the collection, ingestion, storage, analytics, and interpretation of big data using various cloud-based big data frameworks and NoSQL databases such as Hadoop, MongoDB, CouchDB, Elasticsearch, and Spark. Introduction to various big data analytics methods using distributed machine learning libraries. Current research and future trends in big data analytics from the current literature will be explored. 3 credits.

ECON 601   Introduction to Econometrics

The problem of testing economic theories against empirical data; the formulation and estimation of regression models; the use of the method of multiple regression in testing the various hypotheses of economic theories; serial correlation; the problem of identification; application of simultaneous equation model. 3 credits.

MATH 547   Statistics for Risk Modeling

The theory and applications of key statistics for risk modeling concepts and procedures including supervised versus unsupervised learning, regression versus classification, the common methods of assessing model accuracy, data checking and validation, generalized linear models, principal component analysis, decision tree models, bagging, boosting, and random forests, cluster analysis, K-means clustering, and hierarchical clustering. R or a similar software package is used for data analysis. 3 credits.

MATH 646   Regression Analysis

Theoretical and applied aspects of regression analysis including linear regression, generalized linear models, model selection, multicollinearity, leverage points, transformations, AIC, BIC, AICC, ANOVA tests, serially correlated errors, logistic regression, deviance, and simple models for stationary time series. 3 credits.

MKTG 770 Marketing Analytics and Metrics

Focuses on learning how to use various analytics tools: multivariate linear regression, logistic regression, principal component analysis, multidimensional scaling, clustering and classification, market basket analysis, choice modeling, conjoint analysis. Students will be expected to use state-of-the-art programming language to analyze real-world large data sets and make strategic recommendations for managerial actions. 3 credits.

18

TU TOWSON UNIVERSITY

G5. General Education Requirements

General education requirements do not apply to this program.

G6. Specialized Accreditation or Graduate Certification Requirements

There are no specialized accreditation or graduate certification requirements for this program and its students.

G7. Contracting

Contracting does not apply to this program.

G8. Program Information Assurances

Towson University will provide students and prospective students with clear and complete information about the program and the various supports/resources available to them through multiple mechanisms and in a timely manner.

Academic Unit	Documents / Information
University	University Catalog
College	College Program Catalog
Department / Program	Program Handbook, Program Brochure, Program Website, Department Website
Course	Syllabus
Academic Advisor	Academic Advising
Ph.D. Program Director	Advising / Information
Student Advisory Committee	Advising and Approves Study Plan

G9. Advertising, Recruiting, and Admissions Materials

TU regularly reviews its advertising, recruiting, and admissions materials to ensure that they clearly and accurately represent the program and services available, and that there is consistency across different modes of communication such as the TU website, the academic catalog, other print and online promotional materials, etc. More specifically, the Department of Business Analytics and Technology Management will provide much of the program material, which are written by faculty members for distribution. The program will be advertised at conference websites, such as Decision Sciences Institute (DSI) and INFOMRS.

H. Adequacy of Articulation

Not applicable.

19

TU **TOWSON UNIVERSITY**

I. Adequacy of Faculty Resources

I1. Faculty Summary

The Department of Business Analytics and Technology Management consists of nine tenured faculty, including three full professors and three associate professors, and three tenure-track assistant professors. All tenured and tenure-track faculty have earned a Ph.D. degree in disciplines including business analytics, operations/supply chain management, information systems, and industrial engineering. The Provost's Office has budgeted one tenure-track position to support this program. Two tenured faculty members from other departments (Economics and Marketing) in CBE, who also hold Ph.D. degree in relevant fields, will be teaching courses for this program as well. Meanwhile, the program is supported by two departments outside of CBE: the Department of Computer and Information Systems, which contributes COSC 757 Data Mining, and the Department of Mathematics, which contributes MATH 547 and MATH 646.

Department faculty have been productive in producing high quality and high impact research. Over the period AY2016-2021, a total of 17 peer reviewed journal articles were published in A or A* journals as identified by the Australian Business Dean's Council (ABDC) journal ranking list.

Faculty Name	FTE	Highest Degree Earned/Field of Study/Institution	Rank	Status	Proposed Courses Faculty Will Teach
Existing Faculty					
Cheng, Feng	1	Ph.D. in Supply Chain Management, Arizona State University	Assistant Professor	Full-time	EBTM 729 Seminar in Empirical Business Research EBTM 751/752 Seminars in Supply Chain Research
Han, Chaodong	1	Ph.D. in Supply Chain Management, University of Maryland, College Park	Full Professor / Department Chair	Full-time	EBTM 729 Seminar in Empirical Business Research EBTM 751/752 Seminars in Supply Chain Research

20

TU **TOWSON**
UNIVERSITY

Faculty Name	FTE	Highest Degree Earned/Field of Study/Institution	Rank	Status	Proposed Courses Faculty Will Teach
Li, Xiaolin	1	Ph.D. in Management Systems, Kent State University	Full Professor	Full-time	EBTM 739 Survey Research EBTM 761/762 Seminars in Management Information Systems Research
Mohamed, Mona	1	D.Sc. in Information Technology, Towson University	Assistant Professor	Full-time	EBTM 760 Business Data Warehousing
Nag, Barin	1	Ph.D. in Management Science, University of Maryland, College Park	Full Professor	Full-time	EBTM 749 Decision Analytics
Otto, James	1	Ph.D. in Management Information Systems, University of Kentucky	Associate Professor	Full-time	EBTM 760 Business Data Warehousing EBTM 761/762 Seminars in Management Information Systems Research
Parolia, Neeraj	1	Ph.D. in Business Administration, University of Central Florida	Associate Professor	Full-time	EBTM 760 Business Data Warehousing EBTM 761/762 Seminars in Management Information Systems Research
Pillutla, Sharma	1	Ph.D. in Operations Management, Syracuse University	Full Professor	Full-time	EBTM 749 Decision Analytics
Scala, Natalie	1	Ph.D. in Industrial Engineering, University of Pittsburgh	Associate Professor	Full-time	EBTM 720 Supply Chain Analytics EBTM 749 Decision Analytics

21

TU TOWSON UNIVERSITY

Faculty Name	FTE	Highest Degree Earned/Field of Study/Institution	Rank	Status	Proposed Courses Faculty Will Teach
Tomasi, Stella	1	Ph.D. in Management Information Systems, Temple University	Full Professor	Full-time	EBTM 760 Business Data Warehousing EBTM 761/762 Seminars in Management Information Systems Research
Yao, Dong	1	Ph.D. in Management Science, University of Wisconsin–-Milwaukee	Full Professor	Full-time	EBTM 749 Decision Analytics EBTM 719 Introduction to Business Research
Zhu, Xiaorui	1	Ph.D. in Business Analytics, University of Cincinnati	Assistant Professor	Full-time	EBTM 772 Seminar in Machine Learning for Business Analytics
Zhao, Yongchen	1	Ph.D. in Economics, State University of New York at Albany	Associate Professor	Full-time	ECON 601 Introduction to Econometrics
Chang, Hua	1	Ph.D. in Marketing, Drexel University	Associate Professor	Full-time	MKTG 770 Marketing Analytics and Metrics
New Faculty					
New Hire (starting Fall 2023)	1	Ph.D. in Business Analytics	Assistant Professor	Full-time	EBTM 772 Seminar in Machine Learning for Business Analytics EBTM 719 Introduction to Business Research

I2. Faculty Training

TU provides faculty with an abundance of resources related to evidence-based best practices in teaching. These resources, available for faculty across all ranks and titles, are available through the Provost's Office and also, for CBE faculty, through the college.

The [Faculty Academic Center of Excellence at Towson (FACET)](#), a unit under the Provost's Office, serves as a catalyst and model for using effective learning approaches that have the potential for transforming the quality of the academic experience for

22

faculty and students. Dissemination of information is available through in-person and online delivery methods in the form of special events, workshops, and seminars. The numerous and varied presentation topics provide insight and practical suggestions on effective teaching and learning at the university level.

In particular, FACET promotes an "on-demand" approach to pedagogical training, in which teaching resources are provided based on a recent needs assessment survey of faculty. Current areas in which all faculty can obtain readily accessible best practice teaching tools/pedagogical training include:

- Strategies for student engagement.
- Facilitating group work.
- Supporting students for success.
- The Scholarship of Teaching and Learning (SoTL): Guide to understanding and doing SoTL (Vanderbilt University).
- Open Educational Resources (OERs): Guide to finding, adapting, creating, and using OERs (Maryland Open-Source Textbook Initiative).
- Universal Design for Learning (UDL).

At the college-level, CBE provides professional development support for faculty through conference travel as well as faculty development offerings throughout the academic year. Faculty self-select attendance at professional, university, and college workshops.

Additionally, both FACET and TU's Office of Technology Services provide comprehensive training and technical assistance to faculty in support of the university's learning management system (LMS), Blackboard, which is a long-standing and widely utilized LMS. Faculty can draw upon a broad range of resources and undertake training on teaching best practices and pedagogy in relation to Blackboard regardless of whether they are teaching face-to-face, hybrid, and fully online courses.

J. Adequacy of Library Resources

The library resources available will be sufficient to meet the needs of students and faculty in the program. TU's Cook Library houses an extensive collection of materials relating to business and economics, including print and electronic books, online government documents, and a compilation of scholarly journals (print and electronic). The library provides access to over 20 economics-relevant databases such as EconLit, NBER, Business Source Complete, JSTOR, and SpringerLink.

Faculty and students can access the databases, catalogs, e-book content, and electronic journals from any location on campus through TU's secure wireless network as well as remotely through the Cook Library web page. Comprehensive lists of databases, electronic reference books, and journals in all formats are available through the Cook Library web page.

23

TU TOWSON UNIVERSITY

In addition to Cook Library, faculty and students have access to materials through reciprocal agreements at nearby Baltimore institutions as well as across USM affiliated institutions. Cook Library also provides access to resources in other libraries across the country. These materials can be requested for loan through standard interlibrary loan (ILL) services. As part of this service, faculty and students have access to RAPID ILL, a service customary at high research activity institutions. The current turnaround time for article requests is typically less than 48 hours.

Furthermore, CBE has subscription to CompuStat via WRDS and students in the program will have access to the following software: Stata, SAS, M Plus (CBE has it), Qualtrics, SPSS, SAP, and Mathematica.

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

The current physical facilities, infrastructure and instructional equipment are sufficient to support the needs of the program. There is existing office space in CBE that can be converted into doctoral student offices and TU's long-term master plan includes the construction of a new building to house the college. Additionally, Cook Library has a data studio and the department has launched a data analytics lab (sponsored by P&G Foundation) that students in the program can use.

L. Adequacy of Financial Resources with Documentation

L1. Table 1 – Program Resources and Narrative Rationale

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds	$328,577	$477,087	$662,595	$848,392	$848,710
2. Tuition/Fee Revenue (c + e below)	$88,560	$177,120	$236,160	$295,200	$295,200
a. Number of Full-time Students Enrolled	6	12	18	24	24
b. Credit Hour Tuition Rate (Weighted)	$660	$660	$660	$660	$660
c. Subtotal Tuition	$71,280	$142,560	$190,080	$237,600	$237,600
d. Fees per Credit Hour	$160	$160	$160	$160	$160
e. Subtotal Fees	$17,280	$34,560	$46,080	$57,600	$57,600
3. Grants, Contracts & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1–4)	$417,137	$654,207	$898,755	$1,143,592	$1,143,910

Reallocated Funds: Includes faculty and administrative staff expenses (Table 2: Program Expenditures: line items 1 and 2); equipment and travel expenses (Table 2: Program Expenditures: line items 4 and 7d); and student tuition remission and stipends (Table 2: Program Expenditures: line items 7b and 7c).

24

Tuition/Fee Revenue: Assumes six students are admitted in each fall semester: three in-state and three out-of-state in terms of state of residency. In-state tuition is $482 per credit hour; out of state tuition is $838 per credit hour. Weighted tuition is estimated at $660 per credit hour. It is anticipated that each student will take 18 credits in Years 1 and 2 and 12 credits in Years 3 and 4. In Year 3, six students will take 12 credits in dissertation research while 12 students will take 18 credits in coursework. In Year 4, 12 students will take 12 credits in dissertation research and 12 students will take 18 credits in coursework. Table 1 does not assume that students will enroll on a part-time basis since the proposed doctoral program is designed for full-time study.

Grants, Contracts and Other External Sources: While it is anticipated that students will have opportunities to join research projects and receive additional funding through grants and contracts while enrolled in the program, this is not guaranteed.

Other Sources: No other sources of revenue are anticipated.

25

TU TOWSON UNIVERSITY

L2. Table 2 - Program Expenditures and Narrative Rationale

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	$173,750	$180,700	$187,928	$195,445	$203,263
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	$125,000	$130,000	$135,200	$140,608	$146,232
c. Total Benefits	$48,750	$50,700	$52,728	$54,837	$57,031
2. Total Administrative Staff Expenses (b + c below)	$5,767	$5,767	$5,767	$5,767	$5,767
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Total Salary	$5,340	$5,340	$5,340	$5,340	$5,340
c. Total Benefits	$427	$427	$427	$427	$427
3. Total Support Staff Expenses (b + c below)	$0	$0	$0	$0	$0
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
4. Equipment	$7,500	$7,500	$7,500	$7,500	$0
5. Library	$0	$0	$0	$0	$0
6. New or Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses (b + c + d below)	$230,120	$460,240	$697,560	$934,880	$934,880
a. #Students Enrolled	6	12	18	24	24
b. Student Stipend	$160,712	$321,424	$482,136	$642,848	$642,848
c. Student Tuition Remittance	$69,408	$138,816	$208,224	$277,632	$277,632
d. Student Conferences and Travel	$0	$0	$7,200	$14,400	$14,400
TOTAL (1–7)	$417,137	$654,207	$898,755	$1,143,592	$1,143,910

Faculty: Assumes one new full-time tenure track faculty position (starting Year 1) with a four percent annual cost-of-living adjustment and 39 percent fringe benefit rate.

Administrative Staff: The Ph.D. program director will receive a summer stipend of $5,340 with an eight percent FICA for handling administrative tasks during the summer.

Support Staff: No additional support staff is needed.

Equipment: Student computer desks costing $1,250 for each incoming student. No additional expenses assumed beyond Year 4.

26

TU TOWSON UNIVERSITY

Library: No additional library expenditures are anticipated. The current subscriptions to database and journals offered by TU's Cook Library and CBE can be shared with the Ph.D. program.

New or Renovated Space: No additional facilities expenditures are anticipated.

Other Expenses: The program anticipates admitting six new students each year, who are expected to graduate in four years. Two fellowships ($35,000 in stipend for each recipient) and four 20-hour teaching assistantships ($22,678 in stipend for each recipient) have been budgeted for a duration of four years. The doctoral teaching/research tuition remittance rate is estimated at an in-state rate of $482 per credit hour per student per semester. Conference and travel expenses are budgeted at a rate of $1,200 for each student admitted to candidacy starting in Year 3.

M. Adequacy of Provisions for Evaluation of Program

M1. Procedures for Evaluating Courses, Faculty and Student Learning Outcomes

Course evaluation begins during the initial development of the course in the curricular review process. Course proposals are evaluated for:

- Appropriateness of course difficulty and workload.
- Effective assessment and grading practices in the course.
- Course syllabus consistency with the guidelines established by TU, which reflect best practices in course development.

These elements of a course are reviewed by the department, the CBE Curriculum Committee, and the University Curriculum Committee. The primary focus at the department level is to ensure course content accuracy and program alignment, the focus at the college and university level is to facilitate the production of quality course proposals. In addition, college and university level reviews include addressing any resource issues, determining if conflicts exist between departments/colleges.

Ongoing evaluation of courses takes place primarily in two ways, namely review by department faculty and student evaluation. The faculty review courses taught on an annual basis to determine strengths and concerns related to a course as well as to make sure that the content identified in the course syllabus is being covered. If a review indicates concerns or problems with a course, faculty work to develop strategies for addressing/rectifying problems. Student evaluation of courses takes place at the end of every semester. Using a tool developed by TU faculty that allows for quantitative and qualitative feedback, students can assess instructor performance (e.g., ability to communicate clearly; quality of student- instructor interaction; preparedness) and suggest "improvements" for a course.

Evaluation of faculty takes place using policies and procedures established by TU promotion, tenure/reappointment and merit committees and occurs at the department,

27

college, and university level. The main areas of evaluation include teaching, scholarship, and service. Tools used as part of the annual evaluation process include review of the individual's portfolio that includes, but is not limited to, the following:

- Evidence of scholarship (e.g., articles in scholarly journals; presentations at scholarly meetings).
- Service work.
- A synopsis of teaching related-activities (e.g., courses taught; new instructional procedures; interdisciplinary, diversity, international, and technology-related projects).
- Review of course syllabi.
- Peer teaching observation reports.
- Quantitative and qualitative student evaluation of instruction.

Section G3 outlines the various assessment measures that will employed throughout the program and shows their alignment with specific student learning outcomes. For the dissertation research courses, student achievement is assessed via the preparation and oral defense of the dissertation proposal and dissertation, whereas in the traditional instructor-led courses, assessment measures exist for each learning outcome. On an annual basis, specific learning outcomes are identified for assessment purposes. The program director will oversee the processes involved in the assessment of student learning outcomes, including collection and analysis of data, and creation of action plans, as necessary.

M2. Evaluation of Program Educational Effectiveness

The assessment of this program will be guided by the University's Office of Assessment, following established TU policies and procedures, including review of the program's assessment plan to ensure that learning outcomes remain appropriate and students are meeting expectations. CBE's assessment committee will also work with the University's Office of Assessment to collect, analyze, report on, and use data related to institutional effectiveness, accreditation, student success, satisfaction and retention, and campus performance against key benchmark indicators.

Furthermore, with CBE being accredited by AACSB, the program will be required to adhere to rigorous professional standards in order for the college to remain accredited.

Additionally, TU will conduct a comprehensive evaluation of the Ph.D. program every seven years as part of the USM-mandated Periodic Review of Academic Programs process. The purpose of the review is to promote continuous program improvement and ensure that the needs of students are being met. Each program will prepare a self-study, engage an external reviewer to evaluate the program and identify strengths and areas for improvement, and submit a final report to the USM Board of Regents for review and approval.

28

TU TOWSON UNIVERSITY

N. Consistency with the State's Minority Student Achievement Goals

TU has a strong record of a commitment to diversity, equity, and inclusion principles. This is evidenced by the fact that Towson is only one of a handful of universities in the country to have no achievement gap, meaning that underrepresented student groups achieve the same or better academic success as the entire student population. In 2020, the university introduced its inaugural Diversity Strategic Plan. The plan, "*A More Inclusive TU: Advancing Equity and Diversity (2020–25)*," is firmly grounded in the premise that TU's ongoing success is dependent on the university's capacity to shift perspectives and approaches and strategically place diversity, equity, and inclusion at the core of its mission.

The department anticipates recruiting students into the doctoral program from TU's diverse undergraduate population and as well as from Maryland's HBIs, since none of these institutions offer a comparable doctoral degree. In turn, graduates from TU's program could potentially be hired in the future as faculty at HBIs to teach in their undergraduate/master's/certificate programs in business/data analytics, thereby strengthening the capacity of HBIs.

Also specific to the context of the proposed Ph.D. program is TU's participation in recruitment at The PhD Project, an organization founded by the KPMG Foundation, Citibank, AACSB, and the Graduate Management Admission Council (GMAC) to advance workplace diversity by increasing diversity of business schools. While The PhD Project is focused on development of diverse faculty, similar strategies can be used to recruit and retain minority students in the Ph.D. in Business Analytics program. Additionally, The PhD Project continues support and resources with individuals as they become students in doctoral programs and later as faculty.

O. Relationship to Low Productivity Programs Identified by The Commission

Not applicable

P. Adequacy of Distance Education Programs

Not applicable. The vast majority of courses will be delivered on the main TU campus via face-to-face instruction. A small number of courses, including EBTM 720 and MKTG 770, are currently delivered in a hybrid mode: some class sessions are scheduled on campus face-to-face and some class sessions may be delivered as synchronous or asynchronous online. Through FACET, TU is able to assure that online courses meet quality standards and maintain academic rigor and faculty are certified to teaching online courses.

29

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Academic Program Proposal:
University of Baltimore: Master of Science (M.S.) in Counseling Psychology

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 14, 2023

SUMMARY: The University of Baltimore (UBalt) has offered a M.S. in Applied Psychology, which includes two areas of concentration (AOC), Counseling Psychology and Industrial and Organizational Psychology, for over 40 years. As the concentrations evolved, they shared fewer courses and changes to accreditation standards required additional course changes within the Counseling Psychology AOC. As a result, splitting the program into two distinct M.S. programs is the best course of action to fulfill the needs of current and future students. This proposal requests a discrete M.S. program in Counseling Psychology.

The proposed M.S. in Counseling Psychology will have the same mission as the existing Counseling Psychology AOC, which is to provide generalist training rooted in the scientist-practitioner model and is primarily designed for students interested in becoming licensed mental health counselors. The existing Counseling Psychology AOC has successfully achieved its goals, as 84% of license-eligible graduates over the past five years obtained mental health counselor licensure. Further, the Bureau of Labor Statistics (BLS) Occupational Outlook Projections estimate mental health counselor employment growth to be 22.1% from 2021 to 2031, and the Maryland State growth rate is projected to be 23.35%. The proposed program will train students to meet the present and future mental health needs of the region and the State, and UBalt is uniquely qualified to prepare and deliver the proposed curriculum.

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

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee 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 Master of Science in Counseling Psychology.

COMMITTEE RECOMMENDATION:	DATE: March 14, 2023
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

B
1925

February 8, 2023
Jay A. Perman, M.D.
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, Maryland 20783
Dear Dr. Perman,

The University of Baltimore currently offers a Master of Science degree in Applied Psychology with two active concentrations: Counseling Psychology (accredited by the Masters in Psychology and Counseling Accreditation Council - MPCAC) and Industrial-Organizational Psychology. Both concentrations have had excellent job placement records, but as they evolved, they shared fewer courses and evolving accreditation and market demands require the need to split them into two distinct academic programs. UBalt is requesting to split this program by adding two dedicated programs, the M.S. in Counseling Psychology and a M.S. Industrial-Organizational Psychology The proposal contained herein pertains to the Counseling Psychology program.

The current Applied Psychology - Counseling Psychology concentration is a 48-credit degree program. Students in this concentration are enrolled in either the Counseling Psychology Track, or one of two specializations (Practitioner Specialization or Science Specialization). Following degree completion, students in the Practitioner Specialization, accredited by MPCAC, transition into UBalt's Post-Master's Certificate in Professional Counseling Studies (CPCS) program, where they complete an additional 12 needed for licensure in Maryland.

In 2021, MPCAC announced that all accredited programs must transition to a 60-credit degree. Curricular approvals must be in place by June 2024 and the change fully implemented by September 2025. We propose to change the Practitioner Specialization from a 48-credit degree to a 60-credit degree. This will require a restructuring of the existing program so that all 60 credits are completed as part of the new M.S. in Counseling Psychology.

The proposed M.S. in Counseling Psychology will adhere to the same mission as the existing Applied Psychology - Counseling Psychology Concentration. The program is fully in line with the mission of the university, as well as that of MPCAC.

If you have any questions, please contact the Office of the Provost at 410.837.5243. Thank you for your review.

Sincerely,

Catherine Andersen

Catherine Andersen
Interim Provost
Encl.
cc: Darlene Smith, Interim Vice Chancellor for Academic Affairs USM

**Office of the Executive
Vice President and Provost**

**UNIVERSITY OF
BALTIMORE**

ubalt.edu

1420 N. Charles St.   T: 410.837.5244
Baltimore, MD 21201   F: 410.837.5249

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

The University of Baltimore
Institution Submitting Proposal

Counseling Psychology
Title of Proposed Program

MS	Fall 2023
Award to be Offered	Projected Implementation Date

2001-02	42.2803
Proposed HEGIS Code	Proposed CIP Code

Yale Gordon College of Arts and Sciences	Ron Castanzo, PhD – Associate Dean
Department in which program will be located	Department Contact

rcastanzo@ubalt.edu

410-837-1927	
Contact Phone Number	Contact E-Mail Address

2/8/2023

Catherine Andersen

Signature of President or Designee   **Date**

Proposed Master of Science in Counseling Psychology

The University of Baltimore

Founded in 1925, The University of Baltimore (UBalt) offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community. Its vision is to be the premier regional university for career advancement, where leaders grow, thrive and learn to apply their skills for solving local and global challenges. The University's central values are Student Growth and Success; Pursuit of Knowledge, Community and Civic Engagement; Diversity, Equity and Inclusion; Ethical Engagement; Affordability; and Responsible and Resourceful Stewardship.

UBalt has been offering a Master of Science degree in Applied Psychology since 1978. The program evolved over the decades as the field did, moving from the early areas of concentration: Biofeedback, Geropsychology, Psychotherapeutic Processes & Individualized Assessment, and Organizational/Personnel Psychology to the program it has offered for the past 25 years, with two active concentrations: Counseling Psychology (with a practitioner track now accredited by the Masters in Psychology and Counseling Accreditation Council) and Industrial-Organizational Psychology, which is a member of the Erasmus Plus Work, Organizational, and Personnel Psychology Programs consortium (with the Universities of Bologna, Valencia, Barcelona, and Coimbra). Both concentrations have had excellent job placement records, but as the concentrations evolved, they shared fewer courses in common and are now at the point of splitting into two distinct academic programs so that the programs can best fulfill the needs of current and future students.

This proposal requests a discrete Master of Science (MS) program in Counseling Psychology.

A.   Centrality to Institutional Mission and Planning Priorities

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

The stated mission of the University of Baltimore (UBalt) is to provide career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community. In the service of this mission, UBalt has offered a Master of Science (MS) in Applied Psychology, which includes two areas of concentration, Counseling Psychology and Industrial and Organizational Psychology, for over the last 40 years. The MS in Applied Psychology program prepares students for careers in counseling or industrial and organizational psychology, or for doctoral studies in these fields. To better help implement the mission of the university, we propose eliminating the MS in Applied Psychology, and create two separate programs in its place: a MS in Counseling Psychology and a MS in Industrial and Organizational Psychology (IOP). This document will specifically address the proposed MS in Counseling Psychology.

Presently, the Applied Psychology - Counseling Psychology concentration is a 48-credit degree program. Students in this concentration are enrolled in either the Counseling Psychology Track (i.e., the regular course sequence), or one of two specializations (the Practitioner Specialization or the

Science Specialization). Following degree completion, students in the Practitioner Specialization, which is accredited by the Master's in Psychology and Counseling Accreditation Council (MPCAC; a CHEA-recognized accrediting body), typically transition into UBalt's Post-Master's Certificate in Professional Counseling Studies (CPCS) program, where they complete an additional 12 credits so they can obtain the requisite 60 academic credits needed for licensure in the State of Maryland.

In 2021, MPCAC announced that all accredited programs must transition to a 60-credit degree. Appropriate curricular approvals must be in place by June 2024 and the change must be fully implemented by September 2025. Presently, only the Practitioner Specialization is accredited by MPCAC, therefore we propose to change the Practitioner Specialization from a 48-credit degree to a 60-credit degree. Under this change, students in the Practitioner Specialization would no longer be required to take the extra step of applying to, and transitioning into, the CPCS concentration after completing the MS. Although transitioning to a 60-credit program will not result in new or different course offerings than those that are currently provided, it will require a restructuring of the existing program so that all 60 credits are completed as part of the MS.

In light of these necessary changes and given the two current Applied Psychology concentrations share little coursework, we further propose to eliminate the shared Applied Psychology Program and create two new programs that are substantially based on the existing concentrations (please also see corresponding IOP Program Proposal).

Within the newly proposed MS in Counseling Psychology Program, which will be developed using existing courses offered through UBalt's Applied Psychology and Certificate in Professional Counseling Studies programs, we specifically propose the below changes to the existing structure. For additional reference, side-by-side tables depicting the current and proposed programs can be found in the attached excel spreadsheet.

MS in Counseling Psychology Program Level

• Eliminate Applied Psychology Program and create MS in Counseling Psychology Program in place of the existing Applied Psychology – Counseling Psychology Concentration
• New program will be a variable 48-60-credit degree consisting of one General Counseling Psychology Track (48 credits) and one Specialization (Practitioner; 60 credits)
• Modify admission requirements to be more consistent with general trends and expectations in the field of master's level mental health counseling training. Specifically, the following changes are proposed:
  ○ Eliminate the GRE requirement
  ○ Add a requirement that applications include completed vignette-based essay(s) on topics related to culture, diversity, and responses to clinical supervision

General Counseling Psychology Track
• 48-credit degree • Modify degree requirements to the existing Counseling Psychology Track in the following ways: ○ Remove the below courses as requirements:

▪ APPL 631: Intermediate Statistics for Behavioral Science
▪ APPL 632: Research Methods for Applied Psychology
  o Add the below courses as requirements:
    ▪ APPL 633: Research and Evaluation
    ▪ One Elective

Practitioner Specialization

• Expand the Practitioner Specialization from 48 credits to a 60-credit degree so it is aligned with MPCAC accreditation requirements
• Add the below courses as requirements:
  o APPL 621: Substance Abuse Counseling
  o APPL 626: Family Therapy
  o Any one of the following:
    ▪ APPL 616: Advanced Treatment Techniques
    ▪ APPL 662: Treatment of Trauma
    ▪ APPL 663: Treatment of Depressive Disorders
    ▪ APPL 666: Treatment of Anxiety Disorders
  o One Elective

Science Specialization Changes
• Eliminate the Science Specialization, which generally serves only a few students annually, each of whom could be equally (or better) served through the Counseling Psychology Track or the Practitioner Specialization.

The proposed MS in Counseling Psychology Program will adhere to the same mission as the existing Applied Psychology - Counseling Psychology Concentration, which is to provide generalist training rooted in the scientist-practitioner model and is designed for students interested in becoming licensed mental health counselors, as well as those interested in doctoral work in the helping professions. The program is fully in line with the mission of the university, as well as that of MPCAC, which strives to "promote master's degree level preparation in the practice of scientifically-based, culturally responsive counseling and psychological services that promote the public interest of all people."

2.   Program supports the institution's strategic goals and priorities

The mission of UBalt assures that the university's emphasis on career-oriented education attracts students with clear professional objectives and provides them with a broad foundation of knowledge to meet the rapidly changing conditions of today's work environment, as well as equipping them with the latest skills and techniques for productive careers in the public and private sectors. The Yale Gordon College of Arts and Sciences, which houses the MS in Applied Psychology Program (and will house the proposed MS in Counseling Psychology), seeks to train students in becoming reflective, skilled communicators, adept at addressing contemporary problems within an ethical framework and able to adapt to a changing world.

The proposed program aligns with these institutional goals. The program is "career-focused" in that it helps prepare students for careers as licensed mental health counselors and psychologists (when combined with doctoral level study in psychology). Students are engaged in the community and help contribute directly to the positive mental health of the community through their clinical work

as part of supervised field placement experiences at organizations across the region. The program's emphasis on diversity and multiculturalism is embedded throughout the curriculum, as are ethics and social justice advocacy.

Further, as part of its strategic plan, UBalt has identified five Signature Areas of Excellence. They include the following:

- Law, Justice and Public Affairs
- Business and Entrepreneurship
- Communication and Design
- Psychology, Health and Human Services
- Cybersecurity, Gaming and Technology

The proposed program is aligned with Signature Area 4: Psychology, Health and Human Services. The proposed program expands the offerings in the Psychology, Health and Human Services area as it ensures that an MPCAC accredited program will be represented within this area of excellence, aligns the program with a professional career pathway, and strengthens the university's academic reputation and strategic position.

3.   Five-Year Funding Plan

The MS in Applied Psychology has been in existence for over 40 years, the Practitioner Specialization was developed in 2014 (and accredited in 2022), and across the past five years, the Counseling Psychology Concentration has maintained an average annual student population of approximately 86 students. As noted previously, all classes in the proposed program are already offered through the MS in Applied Psychology or the Certificate in Professional Counseling Studies. It is expected that no new courses or sections will be required as a result of the proposed revised MS in Counseling Psychology Program that would replace the MS in Applied Psychology – Counseling Psychology Concentration.

4. Provide a description of the institution's a commitment to:
a)   ongoing administrative, financial, and technical support of the proposed program
b)   continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

The University of Baltimore remains committed to continuing this program, and the program recently completed and submitted to the University System of Maryland its latest 7-year program review. The Practitioner Specialization obtained MPCAC accreditation in 2022, and the university has fully supported the program in this endeavor and intends to continue to do so (including coverage of application fees, site visit fees, as well as annual fees during the period of accreditation). Further, in response to MPCAC accreditation stipulations, the university supported the creation of an additional lecturer position so that the program could add a Field Placement Coordinator. The program has four other full-time core faculty members, as well as an advisor dedicated to the program. Further, it is notable that after the departure of a counseling psychology faculty member in Spring 2022, the university demonstrated its continued support of the program by funding a new hire in Summer 2022, maintaining current faculty numbers. Finally, the goal of

transitioning the Practitioner Specialization from 48 credits to a 60-credit program is included in the College of Arts and Sciences 2022-2023 Academic Action Plan. Taken together, UBalt has been steadfast in its commitment to supporting the program and its continued success.

The proposed program will require no new courses as it is being created in place of the existing Applied Psychology Program – Counseling Psychology Concentration. As such, students may simply use existing courses to complete the program. Therefore, additional administrative, financial, and technical support of the program is not required, above and beyond the support already in place.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a)   The need for the advancement and evolution of knowledge

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

According to 2021 data from the National Alliance on Mental Illness (NAMI)[1], approximately 17% of adult Marylanders have a mental health condition. Increasing access to mental health care is critical need as there is approximately 1 mental health provider for every 400 Maryland residents[2] and 18% of the Maryland population lives in a community that is considered to not have enough mental health professionals. Further, 46% of adolescent Marylanders with depression did not receive any mental health care in the last year. Finally, according to Maryland's Behavioral Risk Factor Surveillance System data[3], racially minoritized individuals are significantly less likely to report having ever seen a provider for a mental health problem, despite equal or greater burden of mental health disorders in minoritized populations. Given the mental health needs of the region, and the voluminous data suggesting deficiencies in access to mental health care, particularly among minoritized populations, there is a clear demand and need for the program in terms of meeting present and future mental health needs of the region and the State.

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

The proposed program does not directly strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs, however it should be noted the proposal will have no adverse impact on the capacity of historically black institutions to provide such programs.

---

[1] https://www.nami.org/Advocacy/State-Fact-Sheets
[2] https://unitedwaynca.org/blog/mental-healthcare-access-by-state/
[3] http://www.marylandbrfss.org/cgi-bin/broker

2. Evidence that the perceived need is consistent with the 2022 Maryland State Plan for Higher Education

The 2022 State Plan for Higher Education, which identified goals and priorities using an "equity lens," states that in part because of the COVID-19 pandemic's toll on the general population's mental health, "[h]igher education will need to be responsive to this… [by] expanding programs that train mental health professionals" (MHEC, 2022, p. 24). Further the State Plan identified the importance of maintaining the commitment to high quality post-secondary education in Maryland, and that "[i]nstitutions should consider becoming more specialized in their current academic offerings as opposed to expanding offerings beyond existing programs (Goal 2: Student Success; Priority 5). The University of Baltimore has one of the state's most diverse student populations, and most students are from the greater Baltimore region. It is also a federally recognized Minority Serving Institution. The proposed program, which brings our existing Practitioner Specialization in line with MPCAC accreditation requirements, will expand opportunities for our diverse student body in their specialized path to becoming fully licensed mental health practitioners.

Another element of Goal 2, Priority 5, is the expansion and promotion of real-world experiences such as internships. Students complete a minimum of two field placement experiences in the program and all students in the Practitioner Specialization complete three semesters of field placement. These are intensive clinical training experiences that provide practice experience for students, help them apply classroom concepts to clinical care, and serve to cultivate professional relationships that lead to employment. For example, the Practitioner Specialization requires a minimum of 700 hours of supervised clinical experience across 3 semesters. Of the 700 hours required on-site and in direct support of clinical work, 280 hours (40%) are required direct clinical contact hours. Students undergo intensive supervision via a mentorship model with supervisors required to be licensed mental health practitioners. The structure of the field placement experience is consistent with MPCAC standards, as well as licensure requirements for professional counselors outlined by the Maryland Board of Health and statutes in neighboring states and the District of Columbia.

The State Plan also recommends both analyzing systems that impact how specific student populations access affordable and high-quality postsecondary education (Goal 1: Student Access; Priority 4), as well as improving systems that prevent timely completion of an academic program (Goal 2: Student Success; Priority 6) As the majority of classes are held in the late afternoon or evening, the MS in Counseling Psychology Program at UBalt is ideal for non-traditional students juggling multiple obligations and facing unique challenges that can hinder their success. Further, all students in the Counseling Psychology Program are assigned an individual faculty mentor who they are required to meet with at least annually. Mentors provide guidance on a variety of issues related to professional development, including licensure, career planning, and identifying internships the best meet student needs. Further, all students receive an individualized program of study from the program advisor, which supports their progression in the program and planning for a career.

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

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

The Counseling Psychology Program primarily prepares students for careers as licensed mental health counselors or for doctoral level study in psychology, and graduates of the proposed 60-credit Practitioner Specialization would meet all academic and clinical supervision requirements necessary to be licensed as a mental health counselor in Maryland[4] and numerous other states (including neighboring states and the District of Columbia) and hired as an entry-level counselor. Mental health counselors work in a variety of settings including community mental health clinics, hospitals, schools, universities, jails and prisons, and private practices, among others.

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

The Bureau of Labor Statistics (BLS) Occupational Outlook Handbook reports that in 2021, there were 351,000 jobs in the mental health counselor classification in the United States. Occupational outlook projections estimate employment growth among mental health counselors to be 22.1% from 2021 to 2031[5], which is considered much faster than average, and resulting in a net increase of 77,500 jobs. The growth rate in the State of Maryland during this period is projected to be similar to nationwide BLS projections, but slightly higher at 23.35%[6].

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

According to O*Net, mental health counselors are classified under Job Zone Five: Extensive preparation needed, and the occupation requires at least a master's degree. Annual job openings from 2020 to 2030 are projected to be 800 in the State of Maryland and 43,600 across the United States[7].

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

Recent internal data demonstrate there is both a robust supply of prospective students and graduates for the proposed program, and that the existing Applied Psychology - Counseling Psychology Concentration has been successful in achieving its goal of preparing students to become licensed mental health counselors following graduation. Across the past five years, average annual enrollment was 86 students. Further, enrollment has flourished since the onset of the COVID-19 pandemic, with an average annual enrollment of 97 students across the past three years. Across the

---

[4] https://health.maryland.gov/bopc/Pages/gradprofessional.aspx
[5] https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm
[6] https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml
[7] https://www.onetonline.org/link/localtrends/21-1014.00?st=MD

past five years, 84% of license-eligible graduates obtained mental health counselor licensure in Maryland as a Licensed Graduate Professional Counselor (LGPC) or Licensed Clinical Professional Counselor (LCPC), or their equivalent licensures in nearby states and districts. Further, 98% of program students passed the National Counselor Examination (NCE), a requirement for mental health counselor licensure, on the first attempt. In sum, program enrollment is robust, and the program is successful in preparing students for licensure as a professional counselor.

D. Reasonableness of Program Duplication:

1. *Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.*

While the MS in Applied Psychology – Counseling Psychology Concentration is one of four known counseling psychology programs in the State of Maryland, the practitioner specialization is just one of three programs in Maryland accredited by MPCAC. Frostburg State University offers a MPCAC accredited MS in Counseling Psychology, although given that Frostburg is 150 miles northwest of Baltimore and accepts fewer than 15 students each year, the two programs likely draw from different pools of student prospects. Towson University's MA in Psychology – Counseling Psychology Concentration is the only other MPCAC accredited program in the region, and thorough consideration of duplication with Towson's program is warranted. When considering the issue of program duplication, it is important to note the <u>proposed program aligns with offerings UBalt already provides and, again, adds no new courses</u>. Next, in some ways, the proposed program is less duplicative with Towson as compared to UBalt's existing Counseling Psychology Concentration. Specifically, the existing program includes practitioner and science specializations, similar to Towson's practitioner and research tracks. Given UBalt's Science Specialization has a similar aim and structure to Towson's Research Track, the proposed elimination of the Science Specialization would better distinguish the two programs. Finally, the UBalt program offers the vast majority of classes in the evenings, which is convenient for students who work during the day or are otherwise juggling multiple responsibilities. A large proportion of Towson's classes are offered during the mornings and afternoons, which suggests the two programs may draw from somewhat different pools of student prospects. Additionally, UBalt students are more racially and ethnically diverse than Towson's student body, further evidencing the different prospect pools of both institutions.

2. *Provide justification for the proposed program*

As previously discussed, UBalt's Applied Psychology – Counseling Psychology Concentration possesses robust student enrollments, and the program is successful in preparing students for licensure as a professional counselor. The Practitioner Specialization must transition to a 60-credit program to remain consistent with MPCAC accreditation requirements. In part because of this needed change, and following self-studies of both concentrations, the Applied Psychology Program as a whole has re-evaluated its structure and determined that splitting the concentrations into two separate programs (and eliminating the existing Science Specialization) is the optimal path forward. The IOP and Counseling Psychology concentrations presently share little coursework, have separate program directors, and they largely function as separate, yet collaborative, programs. Through a formal separation, we can recognize this reality and market our programs in a manner that is clearer and less confusing to prospective applicants.

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

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

Among Maryland's Historically Black Institutions (HBIs), the proposed UBalt program shares the most similarities with Bowie State University's MA in Mental Health Counseling. Like UBalt, Bowie's program also prepares students to become licensed mental health counselors. A primary distinction between the two programs is accreditation, and therefore each program's underlying philosophy and structure. The UBalt program is accredited by MPCAC, whereas Bowie's program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). While both accreditations allow one to fulfill requirements to become a professional counselor, MPCAC accredits master's in psychology programs (e.g., psychology, counseling psychology, etc.), whereas CACREP does not accredit psychology programs, but rather counseling and counselor education. These distinctions result in fundamental differences in program faculty fields of training, program structure, and professional identity. Further, as previously noted, it is important to again state the proposed program aligns with offerings UBalt already provides and, again, adds no new courses. Given these factors, including the fact these programs have been co-existing for years, we suggest the impact on Bowie State's MA program will be negligible.

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

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs

The present proposal is not believed to have any potential negative impact on the uniqueness and institutional identities and missions of HBIs. As noted above, among Maryland's HBIs, the UBalt Applied Psychology - Counseling Psychology Concentration shares the most similarities with Bowie State University's MA in Mental Health Counseling. However, given the differences in accreditation (CACREP for Bowie State and MPCAC for UBalt), and the resulting differences in domains such as program structure, training philosophy, and professional identity, the two programs are fundamentally unique.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program

The University of Baltimore has offered a Master of Science (MS) in Applied Psychology, which includes two areas of concentration, Counseling Psychology and Industrial and Organizational Psychology, for over 25 years, with the origins of the program going back four decades. The Practitioner Specialization of the Counseling Psychology Concentration, which is accredited by MPCAC, has been in existence since 2014. As MPCAC now requires the Practitioner Specialization to transition from 48 credits to a 60-credit degree, the current concentrations share little coursework, and following insights gleaned from IOP's recent program review, we are proposing to discontinue

the shared Applied Psychology Program, which will be replaced by the two new programs, both of which are substantially based on the existing concentrations. The Counseling Psychology program currently includes five core full-time program faculty (see Section I), and the program director is Dr. Courtney Gasser, PhD.

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

Program Mission Statement

The Counseling Psychology Program at the University of Baltimore (UBalt) adheres to a generalist training philosophy that is rooted in the scientist-practitioner model of training. The program is designed for students who are interested in becoming licensed mental health counselors, as well as those interested in doctoral work in the helping professions. Flexible curriculum offerings aim to support students who enter the program directly from undergraduate work, career changers, and working adults. The program prepares students for practice in multidisciplinary clinical settings such as hospital- and community-based mental health, private practice, school-based mental health, and substance abuse treatment facilities. Students prepare to provide a range of clinical and advocacy services in the counseling profession. The program focuses on education in professional identity and ethics, and contextual factors in developmental, vocational, educational, social, health, and mental health issues.

The curriculum emphasizes research and theory as they inform evidence-based practice, integrative theoretical treatment conceptualization, assessment and advanced treatment interventions. The common factors model is embedded in the program's clinical curriculum, emphasizing the importance of therapeutic relationships and strengths-based counseling interventions. The program infuses multicultural and social justice advocacy awareness in all coursework.

The faculty emphasizes self-awareness and self-reflection as a cornerstone of effective clinical practice. Students are challenged to enhance their professional development through self-reflection exercises embedded in coursework and by engaging in interpersonally oriented instruction and supervision. Students are guided to understand their own cultural biases and lenses as well as the inherent cultural/contextual nature of counseling work. The program requires experiential clinical training exercises in many courses, in addition to practice and internship requirements.

Program-Level Student Learning Outcomes

Upon graduating from the M.S. in Applied Psychology program, students will be able to:

- integrate theory and research knowledge appropriate to counseling psychology
- construct solutions for real-world problems in counseling psychology
- integrate knowledge and valuation of ethical principles and standards into the design and/or implementation of original plans
- integrate knowledge of and appreciation for cultural diversity and social justice into the creation and/or implementation of original plans.

3. Explain how the institution will:
a) provide for assessment of student achievement of learning outcomes in the program

The MS in Applied Psychology - Counseling Psychology Concentration has been actively engaged in assessment of learning outcomes for about a decade, and the proposed changes will have a limited effect on these practices. The program director oversees course data collection and program assessment procedures under the direction of the Associate Dean. Procedures for conducting program and individual course evaluations are conducted in accordance with a program assessment plan, which is required of every program at the University.

b) document student achievement of learning outcomes in the program

This assessment plan is documented in SharePoint where the University's assessment results are stored. Assessment of all program SLOs are conducted at least once every two years, and the data are used to make adjustments to the curriculum, then reassessed in the following year as part of the continuous improvement cycle. Consistent with MPCAC accreditation requirements, the results of program outcome assessment are available to students currently enrolled in the program, program faculty, institutional administrators and personnel in cooperating and associated agencies on our website.

This program participates in the USM Program Review process that includes a self-study process and external peer evaluation. The last review was submitted in 2021. Finally, as UBalt is accredited by the Middle States Commission on Higher Education, the overall assessment process at UBalt was reviewed during the most recent accreditation of the University in 2017.

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

List of Courses

APPL: 601 THE BIOLOGICAL BASIS OF BEHAVIOR (3) Surveys the current knowledge of the structure and function of the nervous system, with an emphasis on how this information contributes to understanding behavior and mental processes. Introduces neuroscience and demonstrates how different types of information are integrated in this interdisciplinary field. Students gain insight into how biochemical, anatomical, and physiological approaches contribute to the understanding of behavior and clinical phenomena. Addresses multicultural and social justice advocacy considerations.

APPL: 602 PROFESSIONAL IDENTITY, ETHICS, AND LEGAL ISSUES IN THE PRACTICE OF COUNSELING AND PSYCHOLOGY (3) Focuses on the development of professional identity, pathways to credentialing and licensure, and legal and ethical issues in professional counseling and psychology. Students examine professional organizations, credentialing bodies, and the ethical codes relevant to the practice of counseling and psychology. Emphasis on ethical standards of the

American Counseling Association and resolution of ethical dilemmas through the application of an ethical decision-making model. Addresses multicultural and social justice advocacy considerations.

APPL: 603 LEARNING AND COGNITION (3) Emphasizes the study of the major theories and models of human learning from the perspectives of both behaviorism and cognitive science. Includes an experiential overview of how people acquire, store and use information. Theoretical and empirical information is applied to the understanding of human behavior in a wide variety of settings. Address multicultural and social justice advocacy considerations as they relate to issues in human learning.

APPL 605: ADVANCED THEORIES OF PERSONALITY AND Counseling (3) An advanced exploration of theories regarding personality and counseling. Includes discussion of treatment implications and research related to each theory or therapy. Addresses multicultural and social justice advocacy considerations.

APPL 606: BASIC COUNSELING TECHNIQUES (3) An overview of the basic skills and techniques required for conducting counseling sessions, including multicultural and social justice considerations. Explores listening skills, relationship-building, intake, and ongoing assessment, etc. Basically, experiential in nature, with students engaging in self-reflective activities, practicing and evaluating counseling styles and abilities, and participating in varied classroom activities such as mock counseling role plays and/or interviews.

APPL 608: APPLIED ASSESSMENTS AND PROCEDURES (3) An exploration of current procedures employed in the evaluation of behavior within the context of multicultural and social justice factors. Focuses on the observation and interpretation of behavioral information and its relationship to choice of assessment procedures. Reviews representative measures of intellectual ability, achievement, aptitude, personality, and psychological motor functioning.

APPL 610: PSYCHOPATHOLOGY AND DIAGNOSIS (3) Examines issues in the epidemiology, diagnosis, and treatment of psychiatric disorders. Major attention is given to changing applied and theoretical perspectives in the light of contemporary research methodologies and findings. Addresses ethical, multicultural and social justice advocacy considerations in relation to psychiatric classification and diagnosis.

APPL 613: HUMAN DEVELOPMENT (3) Survey of the biological, psychological, and social changes that accompany the developmental process. Includes a study of the physical, intellectual, emotional, and social development of the individual from conception to death. Addresses multicultural and social justice advocacy considerations.

APPL 614: COMMUNITY PSYCHOLOGY (3) Provides an introduction to the central concepts, strategies, findings, and values of community psychology to help students develop broader perspectives on individual and community functioning and well-being. Explores the interdependence of individuals and their communities and environments, with foci on social issues and policies, underserved and marginalized groups, social justice and social change, and prevention of social and mental health problems. Emphasizes research and interventions at the level of small groups, organizations, institutions, and communities to reduce stress, enhance the quality of life, prevent emotional and behavioral disorders, and empower individuals and their communities.

APPL 616: ADVANCED TREATMENT TECHNIQUES (3) Examines the application of theoretically and empirically based change strategies in mental health counseling. Surveys several theoretical approaches to a variety of clinical problems, with an emphasis on empirically supported principles of change. Multicultural and social justice advocacy considerations in the application of behavioral change strategies are addressed. Includes applications to both children and adults.

APPL 617 PERSONALITY ASSESSMENT (3) Examines the rationale, psychometric properties and utility of some of the major personality assessments in use today within the context of multicultural and social justice considerations. Focuses primarily on objective measures of personality, but projective measures are introduced. Emphasis is given to the professional, ethical and cultural competency responsibilities associated with the assessment process and to administration and interpretation procedures.

APPL 618: INTELLECTUAL ASSESSMENT (3) Examines the theoretical background, rationale, and validity of the major assessments of intellectual abilities currently in use. Emphasizes the professional, ethical, multicultural, and social justice responsibilities associated with the assessment process and to administration and interpretation procedures.

APPL 619: PSYCHOLOGICAL ASSESSMENT (3) Examines the rationale and validity of the more predominant intelligence tests, projective measures, interest inventories, and personality measures currently in use. Focus also includes professional and ethical responsibilities associated with the assessment process and provides familiarity with administration and interpretation procedures.

APPL 620: INTRODUCTION TO CLINICAL NEUROPSYCHOLOGY (3) Survey of basic clinical neuropsychology, focusing on the psychometric foundations of different diagnoses based on the clinical presentation of human brain dysfunction. Discusses cognitive, behavioral, emotional, and social symptoms of the major neuropsychological disorders. Issues of assessment in impaired populations are addressed, including the provision of effective psychological services to the neuropsychologically impaired individual.

APPL 621 SUBSTANCE ABUSE COUNSELING (3) Provides a review of current literature regarding the etiology, psychology, risk factors, and social phenomena associated with substance (including alcohol) use and related disorders. Emphasizes evidence-based contemporary and traditional treatment methods employed by outpatient clinics and inpatient units. Addresses issues related to ethical, multicultural, and social justice advocacy considerations in the treatment of substance use disorders.

APPL 622: GROUP COUNSELING (3) An introduction to the theory and practice of group psychotherapy, including consideration of history and theory as well as practical considerations and clinical techniques. Explores ethical considerations for therapists who lead groups. Addresses multicultural and social justice advocacy considerations. Incorporates an experiential component into the class periods.

APPL 623: CAREER COUNSELING (3) Introduces the primary theories that explain how individuals make career choices and the specific strategies the counselor can use to help the client make informed career choices. Students gain exposure to specific instruments designed to assist in career decisions. Addresses multicultural and social justice considerations in career counseling.

APPL 625: MULTICULTURAL COUNSELING (3) Explores the impact of social phenomena, such as privilege and oppression, on cultural group membership and human development. Topics include race, ethnicity, gender, gender identity, sexual orientation, ability status, age, national origin, religion, socioeconomic status, and language. Examines multicultural counseling relationships and research, as well as social justice advocacy considerations for the practicing therapist. Self-reflection and experiential exercises raise awareness of self as a cultural being. Course knowledge is applied to out-of-class experiences as well as to psychological assessment, case conceptualization, and treatment planning.

APPL 626: FAMILY THERAPY (3) Presents an overview of various family therapy theories and techniques, including systems theory and family life-cycle development. Explores the integration of these techniques into the therapy process with couples and families. Special attention is given to specific issues, such as the impact of race, culture, and gender on a family therapeutic intervention.

APPL 627: CHILD AND ADOLESCENT THERAPY (3) Provides an understanding of the psychological disorders of childhood and adolescence. Covers the assessment, diagnosis, and treatment of a broad range of disorders that typically arise in childhood or adolescence and examines the factors that contribute to their development. Addresses multicultural and social justice advocacy considerations in working with children and adolescents.

APPL 628: COLLEGE COUNSELING (3) Provides an understanding of the issues and psychological problems of college students and how those issues and problems are treated in the college setting. Covers the assessment and treatment of disorders that characterize young adulthood

and the core knowledge and skills of college counselors and provides an orientation to college and university counseling centers. Addresses multicultural and social justice advocacy considerations for working with college students in a university setting.

APPL 629: SPECIAL TOPIC: TOPICS IN COUNSELING (3) Theoretical assumptions, techniques, and effectiveness of interventions associated with behavioral and psychological problems of the aged, alcoholics, sexual deviants, criminal offenders and/or problems encountered in marriage and family situations. Specific topic may vary from semester to semester. May be repeated for credit as course topic changes.

APPL 631: INTERMEDIATE STATISTICS FOR BEHAVIORAL SCIENCE (3) The logic of hypothesis testing and assumptions underlying its use are the framework for studying analysis of variance and covariance and multiple regression. These tools are learned in the context of application to psychological research. Students learn to complete statistical analyses using a microcomputer statistical package and to interpret the results.

APPL 632: RESEARCH METHODS FOR APPLIED PSYCHOLOGY (3) Builds on the fundamentals of research design and on knowledge of basic statistical techniques to provide a broad overview of the major research methods of applied psychological research. Students learn to frame inquiries and problems as research questions. The relative merits and drawbacks of the major research methods are explored. Students develop a research proposal to investigate an applied research question.

APPL 633: RESEARCH AND EVALUATION (3) Surveys methods used to investigate questions and acquire knowledge in counseling and psychology and provides students with the skills necessary to critically evaluate counseling and clinical research literature. Topics include principles and techniques of qualitative and quantitative models; needs assessment; program evaluation; ethical, multicultural and social justice considerations in the research process; and the role of the mental health counselor as a knowledgeable research consumer.

APPL 639: SPECIAL TOPICS: APPLIED STATISTICS (3) Study of one major statistical topic, such as multivariate statistics, structural equation modeling, meta-analysis, analysis of ordinal and categorical variables or nonparametric statistical techniques. Offered when student demand is sufficient and matches instructor interests. Topic may vary from semester to semester. May be repeated for credit as course topic changes.

APPL 661: DEATH, DYING, LOSS, AND GRIEF (3) Models of adjustment to loss and their application to counseling individuals and groups who have experienced significant loss through death, illness and injury, divorce, and major life transitions. Emphasis on issues related to death and dying (including social, psychological, and cultural factors that influence grieving). Also explores significant loss areas to which grief intervention perspectives and techniques can be applied.

APPL 662: TREATMENT OF TRAUMA (3) Exposes students to the current approaches to treatment of trauma being used by clinicians. Emphasizes the development and application of skills in conducting empirically-supported therapy for trauma-related conditions. Addresses issues in the ethical assessment and treatment of trauma-related conditions, including multicultural and social justice advocacy considerations.

APPL 663: TREATMENT OF DEPRESSIVE DISORDERS (3) Provides students with knowledge and skills in current evidence-based approaches to treatment of depressive disorders, as well as disorders that frequently co-occur with depression (e.g., anxiety, substance use, personality disorders). Emphasizes cognitive and cognitive-behavioral treatments, though other theoretical approaches are noted. Addresses ethical, multicultural and social justice advocacy considerations in the assessment and treatment of depression.

APPL 665: CLINICAL SUPERVISION (3) Provides didactic preparation in clinical supervision knowledge and skills. Emphasizes ethics, multiculturalism, social justice advocacy, supervisory relationship dynamics, models of supervision, modes of evaluation, supervision research, and tools to conduct effective clinical supervision with counselor trainees.

APPL 666: TREATMENT OF ANXIETY DISORDERS (3) Provides students with a theoretical and empirical understanding of the development, maintenance, and current evidence-based treatment of anxiety and related disorders, including cultural and social justice considerations. Emphasizes behavioral and cognitive-behavioral treatments, although other theoretical approaches are discussed as well.

APPL 703: PRACTICUM IN COUNSELING (3) Experience in the application of: behavioral change methods and skills, ethical and legal requirements, and multicultural competence and social justice advocacy in a clinical or counseling setting. The student 1) functions as a professional under the supervision and guidance of an on-site counselor, and 2) attends scheduled group supervision meetings on campus several times during the course of the semester. Students must complete arrangements for the experience with the practicum coordinator in the semester preceding enrollment.

APPL 704: PRACTICUM IN RESEARCH (3) Supervised participation in experimental studies designed by either the student or an individual approved by the instructor. A maximum of 6 credits may be applied toward the degree. Eligible for continuing studies grade.

APPL 705 PRACTICUM IN ASSESSMENT (3) Supervised experience in the use of assessment procedures in situations relevant to student interest and vocational goals. Students spend the equivalent of one day per week at an approved training site. A maximum of 6 credits may be applied toward the degree.

APPL 708: INTERNSHIP IN COUNSELING (1 - 3) Builds upon APPL 703 Practicum in Counseling, allowing students to practice and further integrate counseling skills, ethical and legal requirements, and multicultural competence and social justice advocacy in clinical or counseling settings. Students accrue at least 100 hours of supervised clinical experience for each credits taken. Students must complete arrangements for the experience with the practicum coordinator in the semester preceding enrollment.

APPL 779: DIRECTED STUDY IN APPLIED PSYCHOLOGY (1 - 3) The pursuit of independent work under the supervision of a faculty member. This work should relate to a topic not covered by the regular department offerings and may provide a basis for entrance into courses with special prerequisites. The student writes a proposal that is approved by the supervising faculty member and the graduate program director prior to registration. Prerequisites: completion of required core and approval prior to registration. Pass/fail grading. Eligible for continuing studies (CS) grade.

APPL 789: RESEARCH PROPOSAL DEVELOPMENT (3) Independent study in which the student develops a proposal for research founded in the literature and practice of applied psychology. The student must have the requisite skills for bringing the proposal to completion. The end product of the course is a research proposal that may be presented to the division as a thesis proposal. Course is NOT eligible for continuing studies grade. Pass/fail grading.

APPL 799: THESIS IN APPLIED PSYCHOLOGY (3 - 6) An independent and original research effort supervised closely by full-time faculty. It should be founded in the literature of applied psychology. The student is expected to demonstrate an ability to formulate research questions as testable hypotheses, to analyze data using appropriate research methods and design and statistical tools, and to present the entire work in a well-written document using APA style. The number of credits is determined when the proposal is approved. Eligible for continuing studies (CS) grade; otherwise grading is pass/fail.

Program Requirements:

No more than 6 credits with passing grades lower than B- can be applied to the degree. To maximize career opportunities, advisement is recommended when selecting electives. Various courses in applied psychology and other disciplines (criminal justice, management, human services administration, legal and ethical studies, negotiations and conflict management, public administration, and integrated design) are permitted as electives, though may not count toward fulfilling LCPC licensure requirements. However, a maximum of 12 credits outside the department are permitted, and such electives are subject to the approval of the program director.

General Counseling Psychology Track (48 credits)

Course	Title	Credits
Core Courses (36 Credits):		
APPL 601	The Biological Basis of Behavior	3

APPL 602	Ethics and Legal Issues in the Practice of Psychology	3
APPL 603	Learning and Cognition	3
APPL 605	Advanced Theories of Personality and Counseling	3
APPL 606	Basic Counseling Techniques	3
APPL 610	Psychopathology and Diagnosis	3
APPL 613	Human Development	3
APPL 622	Group Counseling	3
APPL 623	Career Counseling	3
APPL 625	Multicultural Counseling	3
APPL 633	Research and Evaluation	3
One of the Following:		
APPL 608	Applied Assessment Procedures	3
APPL 617	Personality Assessment	3
APPL 618	Intellectual Assessment	3
Supervised Field Placement Experience (6 Credits):		
APPL 703	Practicum in Counseling Psychology	6*
Electives (6 Credits):		
Students complete two elective courses for a total of six credits		6

* Must be taken for at least two semesters, for a total of 6 credits.
Note: All courses already exist in the Applied Psychology and Certificate in Professional Counseling Studies Graduate Programs.

Practitioner Specialization (60 credits)

Course	Title	Credits
Core Courses (36 Credits):		
APPL 601	The Biological Basis of Behavior	3
APPL 602	Ethics and Legal Issues in the Practice of Psychology	3
APPL 603	Learning and Cognition	3
APPL 605	Advanced Theories of Personality and Counseling	3
APPL 606	Basic Counseling Techniques	3
APPL 610	Psychopathology and Diagnosis	3
APPL 613	Human Development	3
APPL 622	Group Counseling	3
APPL 623	Career Counseling	3
APPL 625	Multicultural Counseling	3
APPL 633	Research and Evaluation	3
One of the Following:		
APPL 608	Applied Assessment Procedures	3
APPL 617	Personality Assessment	3
APPL 618	Intellectual Assessment	3

Supervised Field Placement Experience (9 Credits):		
APPL 703	Practicum in Counseling Psychology	3
APPL 708	Internship in Counseling Psychology	6*
Specialization Required Courses (9 Credits):		
APPL 621	Family Therapy	3
APPL 626	Substance Abuse Counseling	3
One of the Following:		
APPL 616	Advanced Treatment Techniques	3
APPL 662	Treatment of Trauma	3
APPL 663	Treatment of Depressive Disorders	3
APPL 666	Treatment of Anxiety Disorders	3
Electives (6 Credits):		
Students complete two elective courses for a total of six credits		6

* Must be taken for at least two semesters, for a total of 6 credits.
Note: All courses already exist in the Applied Psychology and Certificate in Professional Counseling Studies Graduate Programs.

Admissions Standards: For unconditional acceptance into the MS in Counseling Psychology program, applicants are expected to have:
- a bachelor's degree in psychology with a minimum cumulative grade point average of 3.0 from a regionally accredited college or university
- grades of B or better in psychology statistics and research methods courses
- a professional or academic letter of recommendation submitted on the student's behalf
- a statement of personal interest
- a vignette-based essay(s) on topics related to culture, diversity, and responses to clinical supervision

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

Not applicable

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

The Practicum specialization is accredited by MPCAC and thus conforms to the curriculum standards and requirements set forth by this organization. MPCAC accredited programs 1) should be identifiable as educating counseling and psychological service practitioners, using evidence-based counseling and psychological principles and theories as they apply to specific populations and settings; 2) must be the equivalent of at least 2 academic years of full-time study and 60 credits which must include supervised experience; 3) include significant supervised experiences with a minimum of 600 hours across at least 2 semesters; 4) the coursework should emphasize the

scientist-practitioner model; and 5) the program must demonstrate evidence of students' professional competence in 11 core domains via academic and applied experiences[8].

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

Not applicable

8.   Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

A program page is established on the UBalt website, and the program also operates a program-specific page on the Sakai Learning Management System (which will soon be converted to Canvas). Combined, both pages provide students with current information on curriculum, course and degree requirements, technology competence and other skills required for the degree, equipment requirements for the degree, and links to financial aid and tuition and fee costs. Also listed are student support services available to the wider university community.

Students in the Applied Psychology - Counseling Psychology Concentration are extensively advised at all levels, and these advising practices will continue in the newly proposed program. Following admission, all students meet with the program advisor, where they review the curriculum and degree requirements, and register for first-semester classes. All students then attend a program orientation, which consists of an in-person meeting with program faculty, as well as review of several asynchronous informational recordings (which are also posted on the program Sakai page). At (or prior to) orientation, students also submit a signed statement of agreement, indicating they have read and agree to standards and expectations outlined in the program manual and standards and expectations document (consistent with MPCAC requirements). Students undergo advising from several sources: the Program Director, Dr. Courtney Gasser; a program advisor located in the Dean's Office; and their assigned faculty mentor. Consistent with MPCAC standards, all students are assigned a faculty mentor, which is one of the five core program faculty, who they meet with a minimum of once a year, but often more frequently. In addition, students are provided with degree requirements sheets by their advisor, and guides to graduation are also available online through the program pages. Students can also access degree audit themselves through the MyUBALT portal.

Dr. Gasser and the advisor are the primary point of contact with the students on curriculum and degree requirements. They, along with their faculty mentor, may also provide students with referrals

---

[8] http://mpcacaccreditation.org/

to the academic support services provided by the Bogomolny Library, including tutoring services in math, writing, and other subjects. Further, information about academic support services is provided to students each year via email, and this information is also included in a syllabus supplement on course Sakai pages. Academic coaching and workshops are available, and all library academic support services are available both online and on campus. The Center for Excellence in Learning, Teaching and Technology (CELTT) provides a number of video guides for UBalt's Learning Management System (Sakai). All courses have a Sakai page, regardless of modality.

The University offers computer labs for students to use for free in the Bogomolny Library, the Student Center, and the Academic Center.

Faculty members all have a web page as well, where contact information is listed. Faculty office hours are identified on syllabi.

All such requirements are also part of the program's responsibilities through MPCAC accreditation, and UBalt's responsibilities through its Middle States regional accreditation.

9. *Provide assurance and any appropriate evidence that advertising , recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available*

Recruitment, advertising, and admissions materials clearly and accurately represent the proposed program and the services available, as is consistent with standards for Middle States accreditation and MPCAC. UBalt's marketing professionals have extensive higher education experience. The UBalt website readily provides information on programs, costs, and services, as well as admission requirements. The Consumer Information web page and UBalt Fact Book, posted on the Institutional Research page, provide information necessary to support advertising materials. The University's graduate catalog is updated annually and posted online.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions

Not applicable

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

Program Faculty

1. *Provide a brief narrative demonstrating the quality of program faculty*

There are presently five core faculty members in the Applied Psychology – Counseling Psychology Concentration that teach in the proposed Counseling Psychology Program. In addition, psychology faculty that primarily teach in other programs (e.g., undergraduate psychology) teach in the program as well. On average, between 2 and 7 adjunct faculty teach within the program each year. Regardless of type of faculty, per MPCAC accreditation standards, all faculty hold graduate degrees in psychology, counseling, or closely related fields, hold membership(s) in professional organizations, and have had professional experience in the program area. Further, program faculty members are assigned to provide classroom, research, and clinical instruction and supervision only in areas for which they have demonstrated competence. Summary list of core program faculty is below:

- Dr. Courtney Gasser, PhD, LP, NCC; Licensed Counseling Psychologist; Associate Professor; Program Director MS in Applied Psychology – Counseling Psychology Concentration; Full-time; Courses: APPL 605, 606, 608, 617, 618, 619, 623, 665, APPL 703, APPL 708, electives
- Dr. John Donahue, PsyD; Licensed Clinical Psychologist; Associate Professor; Program Director Certificate in Professional Counseling Studies; Full-time; Courses: APPL 608, APPL 610, APPL 616, APPL 633, APPL 662, APPL 663, APPL 666
- Dr. Sepideh Soheilian, PhD; Licensed Counseling Psychologist; Assistant Professor; Full-time; Courses: APPL 602, APPL 605, APPL 610, APPL 703, APPL 708
- Dr. Erin Richardson, PhD; Licensed Clinical Professional Counselor; Lecturer; Field Placement Coordinator; Full-time; Courses: APPL 602, APPL 610, APPL 622, APPL 625, APPL 627, APPL 703, APPL 708
- Dr. Kevin Vinson, PhD; Licensed Graduate Professional Counselor; Lecturer; Full-time; Courses: APPL 602, APPL 606, APPL 622, APPL 633

2. *Institutional support for ongoing pedagogical training*

a) *Pedagogy that meets the needs of the students*

Program faculty are active in professional organizations, both academic and professional, and maintain currency in their fields through research, grant projects, consulting, and collaboration. The institution also fully covers costs for the program's annual membership dues to the Council of Master's in Counseling Training Programs (CMCTP), an organization with the primary purpose of fostering the advancement of education in Master's level counselor training programs. The university has also assisted in partially funding a faculty member to represent the program at CMCTP conferences (usually, up to $1200). Generally, faculty have the opportunity to apply for travel funding once a year for up to $1200 worth of funding for conference travel, if budget is approved and/or available. Faculty may also apply for summer research grants to support their research and/or pedagogical training.

b) *The learning management system*

UBalt's Center for Excellence in Learning, Teaching and Technology (CELTT) is also an important resource for pedagogical training, use of the learning management system, and evidence-based

practices for distance education. The CELTT staff have extensive experience with faculty professional development in the areas of teaching practices, instructional technologies, and online teaching and learning.

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

CELTT provides online and in-person opportunities for faculty to learn more about using technology effectively and how to enhance students' learning in both the classroom and via distance education. There are regular opportunities for faculty professional development through CELTT each year.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)**.**

1.   Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program

The UBalt Robert L. Bogomolny Library opened in its completely renovated space in Summer 2018. This state-of-the-art 21st century library provides a variety of spaces on five levels that includes quiet and collaborative study areas, computer workstations, technology equipped study and seminar rooms, game design and graphics lab space as well as leisure reading areas. The library serves the Counseling Psychology program through a variety of services and programs, personalized reference consultations and instruction in research strategies. The library faculty produce scholarly research, teach, and conduct service work.

Through the library's Writing Center, peer and professional writing consultants provide discipline-specific feedback on writing in APA Style and genre conventions. The library's Mathematics and Statistics Coordinator supports quantitative courses in the program, offering statistics and SPSS instruction, tutorials, and one-on one tutoring. Tutorials and writing feedback are also available online in both synchronous and asynchronous formats. The library's Academic Success programs frequently hire students as writing consultants, workshop leaders, academic coaches, and tutors, providing both professional development and paid employment.

The library's website is the portal to anytime, anywhere access to more than 100 databases including *APA Style CENTRAL, Mental Measurements Yearbook with Tests in Print, PsycARTICLES, Psychology & Behavioral Sciences Collection, PsycINFO, PsycTESTS, and SocINDEX with Full Text*. In addition, the online catalog allows users to search its collection of 175,000 titles which include than 6,000 psychology titles; the library maintains access to 45,000 print/e-journals of which more than 3,000 are psychology related. Beyond UBalt, students in the program have access to more than 10 million books and government documents through the University System of Maryland as well as reciprocal borrowing privileges with other Baltimore area libraries. The library maintains a robust interlibrary loan program which affords users access to thousands of additional libraries worldwide.

A library guide specifically curated for psychology students can be found at http://ubalt.libguides.com/psychology. Key resources in the guide include videos about how to find journals, create journal alerts, use the psychology databases, and APA style resources.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1.   Adequacy of facilities, infrastructure, and equipment

As the courses in the proposed MS in Counseling Psychology Program are already being offered as part of the Applied Psychology – Counseling Psychology Concentration, the impact on physical facilities, infrastructure and equipment will be negligible. Each full-time faculty member has exclusive access to an office, and classrooms and computer labs are available to support all classes. Classes are further supported through technologies that include our learning management system (presently Sakai, though the university is transitioning to Canvas in 2023), SharePoint and OneDrive (for file sharing with students and faculty), Panopto (for the delivery of video lectures), and Zoom (for the delivery of video lectures and meeting with students remotely). Additional resources are described below:

Lassen Training Clinic. The LTC is a recently renovated training space in the Learning Commons building where students conduct practice therapy activities that are embedded within their coursework. The LTC has 5 rooms designed for individual or couples therapy, 1 room for group therapy, 1 video observation room, 2 non-recording rooms, storage closet, locked file storage room, and a reception desk and waiting area. All recording rooms are outfitted with writable DVD recorders (DVD-Rs) and playback televisions. The observation room can be used to view pre-recorded DVDs, but can also remotely monitor sessions in any other recording room. The clinic is used by students each semester and is staffed by paid graduate assistants funded by the College of Arts and Sciences.

Computer Facilities and Technology Services. Five of the seven computer labs on campus are maintained by The Office of Technology Services (OTS). Classrooms outfitted with computers are available each semester for coursework requiring each student to have a computer, and OTS can furnish media carts for one class period with laptops for each student upon request. OTS serves all of the campus technology needs (e.g., network and system maintenance, equipment maintenance, electronic mail services, classroom media services).

Additional Support Services. Beyond the support received from faculty, students also have access to a variety of university support services such as the Career and Internship Center, Disability and Access Services, Diversity and Culture Center, counseling and wellness services via the university's Student Assistance Program, the Bob Parsons Veterans Center, and so on.

2.   Access to Email and a Learning Management System

All students and faculty have access to the UBalt email system and technology, and all courses, regardless of modality, have dedicated space on the learning management system (Sakai; though as noted earlier, the university is transitioning to Canvas in the next year), where the syllabus, course assignments, and various other resources are available. CELTT provides resources and training for faculty and students, so they can effectively use Sakai resources. Sakai is routinely updated, and students have access to 24/7 support for LMS questions. A faculty hub and a student hub offer extensive resources related to use of Sakai and other learning tools.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

*1. Complete **Table 1: Resources and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.*

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1.Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	$1,553,433	$1,616,415	$1,647,820	$1,714,275	$1,745,300
a. #F.T Students[a]	34	35	35	36	36
b. Annual Tuition/Fee Rate[b]	$21,147	$21,525	$21,956	$22,350	$22,751
c. Annual Full Time Revenue (a x b)	$718,998	$753,375	$768,460	$804,600	$819,050
d. # Part Time Students	63	64	64	65	65
e. Credit Hour Rate[c]	$883	$899	$916	$933	$950
f. Annual Credit Hours	15	15	15	15	15
g. Total Part Time Revenue (d x e x f)	$834,435	$863,040	$879,360	$909,675	$926,250
3. Grants, Contracts, & Other External Sources	0	0	0	0	0

4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	$1,553,433	$1,616,415	$1,647,820	$1,714,275	$1,745,300

[a]Total enrollment for Year 1 was calculated as the average annual enrollment in the Applied Psychology - Counseling Psychology Concentration over the prior three years (N=97). Proportion of full-time vs. part-time students was calculated using data from the 2021-2022 academic year. 35% of students are enrolled in the program full-time and 65% of students are enrolled part-time. Students may vary from term-to-term as to whether they are full- or part-time.

[b]Annual full-time tuition/fee rate is based on 24 credits per academic year (9 credits each in fall and spring; 6 credits in summer). In-state rates were used in tuition calculations; however the program does attract some out-of-state/region students. Graduate programs at UBalt have a flat tuition and fee rate for graduate classes, regardless of full-time or part-time status. Rates assume a 2% tuition increase per year and a 2% fee increase in Year 3.

[c]Part-time credit hour rate is based on assumption that part-time students will take approximately 15 credits per year (6 credits each in fall and spring; 3 credits in summer). Part-time tuition and fee increases are estimated in the same manner as full-time.

*2.	Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.*

As this proposal reflects a realignment of existing resources, it is considered resource neutral. No new full-time equivalent faculty, administrative staff, support staff, equipment, library, space, or other resources will be needed to implement this program. It is expected to be fully implemented using existing resources. As a result, new expenses for each year are calculated as zero.

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
2. Total Administrative Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Total Support Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	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)	0	0	0	0	0

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1.   Discuss procedures for evaluating courses, faculty and student learning outcomes

Procedures for conducting program and individual course evaluations are conducted in accordance with a program assessment plan, which is required of every program at the University. This assessment plan is documented in SharePoint where the University's assessment results are stored. Assessment of all program SLOs are conducted at least once every two years, and the data are used to identify the strengths and weaknesses of the program to guide faculty in making improvements to the program and to modify as appropriate student learning outcomes. The program assessment plan is also aligned with expectations and standards necessary for MPCAC accreditation, such that the MPCAC standards are nested under the program SLOs. Finally, student course evaluations, course syllabi, course materials, exams, assignment criteria, and classroom peer observation are used to evaluate faculty annually.

2.   Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness

During the process of obtaining MPCAC accreditation, the program created many new student evaluations, assessment rubrics, and surveys (e.g., site supervisor survey, post-program survey) to assess our program using an MPCAC lens. Consistent with MPCAC accreditation requirements, the results of program outcome assessment are available to students currently enrolled in the program, program faculty, institutional administrators and personnel in cooperating and associated agencies on our website.

This program participates in the USM Program Review process that includes a self-study process and external peer evaluation. The last review was submitted in 2021. Finally, as UBalt is accredited by the Middle States Commission on Higher Education, the overall assessment process at UBalt was reviewed during the most recent accreditation of the University in 2017.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

1.   Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives

The Applied Psychology - Counseling Psychology Concentration supports minority student access and success, and the newly proposed program will continue to do so. In the 2021-2022 academic year (the most recent year for which data are available), 45% of students identified as having a minoritized racial identity, with 29% identifying as Black. Comparisons with estimates of demographics of mental health counselors in the United States suggest the program far outpaces nationwide statistics, where 81% of therapists are estimated to be White and just 7% are estimated

to be Black[9]. Further, 86% of the 2021-2022 Counseling Psychology student body identified as a woman, which is somewhat above the nationwide mental health counselor estimate of 77%.

The University of Baltimore as a whole has a markedly diverse student body and a number of programs in place that help students persist until graduation. The Office of Diversity and International Services within the division of Student Success and Support Services offers programming to support UBalt's diverse student body in feeling central to the university community. The division of Student Success and Support Services plays a critical role more generally in implementing the student success goals of the university's strategic plan. Part of these efforts include the analysis of student performance data as UBalt strives to ensure all students are retained and graduate. The availability of online tutoring, counseling, and access to Disability and Access Services have been critical in serving the institution's diverse student needs. The University of Baltimore has been classified by the US Department of Education as a Minority Serving Institution, and it has an approved action plan with the department to serve the needs of its population.

UBalt's commitment to diversity, equity, and inclusion is unwavering, as noted in statements located on the Diversity and Inclusion webpage. For example, "The University of Baltimore is committed to creating a welcoming and inclusive community where all students, faculty and staff feel valued and supported and are able to engage in dialogue through conscious questioning and active listening… Located in the heart of its vibrant namesake city, UBalt embodies the multiculturalism that is critical to its role as an urban anchor institution. The university's commitment to diversity extends to its academic and co-curricular programming, enrollment policies, retention initiatives, hiring processes and purchasing decisions"[10]. These commitments and values are further exemplified in the training offered in the Counseling Psychology Program and embodied in the program's mission, whereby it states the program emphasizes self-awareness and self-reflection as a cornerstone of effective clinical practice. Students are challenged to enhance their professional development through self-reflection exercises embedded in coursework and by engaging in interpersonally oriented instruction and supervision. Students are guided to understand their own cultural biases and lenses as well as the inherent cultural/contextual nature of counseling work.

O. Relationship to Low Productivity Programs Identified by the Commission:

1.   If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

Not applicable

---

[9] https://www.zippia.com/mental-health-therapist-jobs/demographics/
[10] http://www.ubalt.edu/about-ub/diversity

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1.   Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

UBalt is authorized by MSCHE and MHEC to offer distance education programs; however, the proposed program will not be offered as distance learning.

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

Consistent with accreditation requirements, the proposed MS in Counseling Psychology program is an on-campus program at the Baltimore campus. Nonetheless, UBalt is approved to offer distance education and complies with C-RAC guidelines when distance education is offered. Core program classes are largely delivered in a traditional face-to-face format, though some courses are available online. UBalt has been approved by the Middle States Commission on Higher Education to offer online programs. The University is a member of NC-SARA and is currently approved to offer several graduate degrees online. The Center for Excellence in Learning, Teaching, and Technology (CELTT) manages the learning management system, Sakai, and provides preparation for both students and faculty who will engage in its use. CELTT offers POE, or Promoting Online Excellence, a program for faculty to ensure best practices in distance education. CELTT employs instructional designers who are meet with faculty individually to support their classes and sponsors communities of practice to support better instruction and use of new technologies.

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Academic Program Proposal:
University of Baltimore: Master of Science (M.S.) in Industrial and Organizational Psychology

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 14, 2023

SUMMARY: The University of Baltimore (UBalt) proposes to restructure the existing M.S. in Applied Psychology program that has the Industrial and Organizational Psychology (IOP) and the Counseling Psychology areas of concentrations into two distinct M.S. programs. The change is due to the increasing difficulty in sharing courses while Counseling Psychology strives to meet accreditation standards and both programs work to respond to their different market needs.

The proposed M.S. in Industrial and Organizational Psychology (IOP) will continue to emphasize a state-of-the-art curriculum that provides grounding in psychological theory, research knowledge and skills, ethics, international and cross-cultural competencies, and evidence-based practices. The new stand-alone M.S. in IOP will benefit students by providing greater flexibility within the program, while ensuring the program is current and relevant to meet the needs of the current workforce. Since 2016, the IOP concentration has graduated 109 students. Based on the Bureau of Labor Statistics (BLS) Occupational Outlook Projections, IOP's projected growth rate is more than 53% and Washington, D.C. is one of the largest regions employing IOP professionals. Moreover, Maryland's Long- Term Occupational Projections for the period 2020-2030, expects a growth of 5.4% to nearly 16% for professions staffed with employees holding a master's in IOP. It is important to note that there are no Master of Science in IOP programs in the State of Maryland and the proposed IOP program is the only one in Maryland that prepares aspiring doctoral students.

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

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee 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 Master of Science (M.S). in Industrial and Organizational Psychology.

COMMITTEE RECOMMENDATION:	DATE: March 14, 2023
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

February 8, 2023

Jay A. Perman, M.D.
Chancellor
University System of Maryland
3300 Metzerott Road
Baltimore MD 21201

Dear Dr. Perman,

The University of Baltimore offers a Master of Science degree in Applied with two active concentrations: Counseling Psychology (with a practitioner track now accredited by the Masters in Psychology and Counseling Accreditation Council) and Industrial-Organizational Psychology, which is a member of the Erasmus Plus Work, Organizational, and Personnel Psychology Programs consortium (with the Universities of Bologna, Valencia, Barcelona, and Coimbra). Both concentrations have had excellent job placement records, but as the concentrations evolved, they shared fewer courses in common and now need to split into two distinct academic programs so that the they can best fulfill the needs of current and future students. The University of Baltimore is requesting to add an MS in Industrial and Organizational Psychology.

The Applied Psychology – Industrial and Organizational Psychology concentration is a 42-credit degree program. Within the new IOP program, which will be developed using existing courses offered through UBalt's Applied Psychology program, we specifically propose to modify the distribution of course requirements from the existing IOP Concentration. The new program does not require new resources or new courses but rather a redistribution of existing courses.

UBalt's M.S. in IOP concentration receives an average of 47 applications per year and enrolls 15 to 20. Graduates of the MS in Applied Psychology-IOP concentration, almost without exception, secure jobs within a few months of graduation (if not before graduating). Furthermore, graduates of the current concentration in IOP are well-positioned in the Baltimore/Washington, D.C./Northern Virginia region. Consequently, many come to speak to our students each semester. We anticipate this to continue with the new structure.

If you have any questions, please contact the Office of the Provost at 410.837.5243. Thank you for your review.
Sincerely,

Catherine Andersen

Catherine Andersen
Interim Provost
Encl.
cc: Darlene Smith, Interim Vice Chancellor for Academic Affairs USM

**Office of the Executive
Vice President and Provost**

**UNIVERSITY OF
BALTIMORE**

ubalt.edu

1420 N. Charles St.   T: 410.837.5244
Baltimore, MD 21201   F: 410.837.5249

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

X   New Instructional Program

     Substantial Expansion/Major Modification

     Cooperative Degree Program

X   Within Existing Resources, or

     Requiring New Resources

The University of Baltimore
Institution Submitting Proposal

Industrial and Organizational Psychology (IOP)
Title of Proposed Program

MS
Award to be Offered

Fall 2023
Projected Implementation Date

2001-03
Proposed HEGIS Code

42.2804
Proposed CIP Code

Yale Gordon College of Arts and Sciences
Department in which program will be located

Dr. Ronald Castanzo
Department Contact

(410) 837-1927
Contact Phone Number

rcastanzo@ubalt.edu
Contact E-Mail Address

2/8/2023

Catherine Andersen

Signature of President or Designee

Date

Proposed Master of Science in Industrial and Organizational Psychology

The University of Baltimore
Baltimore, Maryland

Founded in 1925, The University of Baltimore (UBalt) offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community. Its vision is to be the premier regional university for career advancement, where leaders grow, thrive, and learn to apply their skills for solving local and global challenges. The University's central values are Student Growth and Success; Pursuit of Knowledge, Community and Civic Engagement; Diversity, Equity, and Inclusion; Ethical Engagement; Affordability; and Responsible and Resourceful Stewardship.

UBalt has been offering a Master of Science degree in Applied Psychology since 1978. The program evolved over the decades as the field did, moving from the early areas of concentration: Biofeedback, Geropsychology, Psychotherapeutic Processes & Individualized Assessment, and Organizational/Personnel Psychology to the present program it has offered for the past 25 years, with two active concentrations: Counseling Psychology (with a practitioner track now accredited by the Masters in Psychology and Counseling Accreditation Council) and Industrial-Organizational Psychology, which is a member of the Erasmus Plus Work, Organizational, and Personnel Psychology Programs consortium (with the Universities of Bologna, Valencia, Barcelona, and Coimbra). Both concentrations have had excellent job placement records, but as the concentrations evolved, they shared fewer courses in common and are now at the point of splitting into two distinct academic programs so that the programs can best fulfill the needs of current and future students.

This proposal requests a discrete Master of Science (MS) program in Industrial and Organizational Psychology,

A.   Centrality to Institutional Mission and Planning Priorities:

1. **Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.**

The 42-credit Master of Science in Industrial and Organizational Psychology will adhere to the mission of the existing IOP concentration mission:

> *The Master of Science program in Industrial and Organizational Psychology (IOP) prepares students for careers as practitioners and researchers in IOP, or for doctoral studies in this and related fields, by emphasizing a curriculum of evidence-based practice and course activities that enhance student experiential learning. The state-of-the-art curriculum provides grounding in psychological theory, research knowledge and skills, ethics, international and cross-cultural competencies, and evidence-based practices. Principles drawn from social, cross-cultural, behavioral, cognitive, and biological psychology are learned and applied in traditional classroom settings or in hybrid course instruction, which is a combination of in-class and asynchronous instruction. Students also (1) complete courses individually with faculty members in independent studies, (2) participate in faculty research, (3) complete coursework with students in other countries at other universities, (4) conduct theses, and (5) participate in supervised, hands-on experience in practica and internships.*

Its connection to the institution's approved mission is documented in response to question 2 directly below.

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

The stated mission of The University of Baltimore (UBalt) is to provide "career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community." In the service of this mission, UBalt has offered a Master of Science (MS) in Applied Psychology, which includes two areas of concentration, Counseling Psychology and Industrial and Organizational Psychology (IOP), for over the last 25 years. The MS in Applied Psychology program prepares students for careers in counseling or industrial and organizational psychology, or for doctoral studies in these fields. To better help implement the mission of the university, we propose eliminating the MS in Applied Psychology, and create two separate programs in its place: an MS in Counseling Psychology and an MS in Industrial and Organizational Psychology (IOP). This document will specifically address the proposed MS in IOP.

As will be seen in the documentation provided by the Counseling Psychology team, the Master's in Psychology and Counseling Accreditation Council (MPCAC; a CHEA-recognized accrediting body), requires the Counseling Psychology concentration to transition to a 60-credit degree, and this change must be fully implemented by September 2025. In light of the Counseling Psychology concentration's necessary changes (see corresponding Counseling Psychology Program Proposal) and given the current concentrations share little coursework, we are proposing changes to the IOP's 42-credit hour curricular structure. We are also proposing to discontinue the shared Applied Psychology Program, which will be replaced by the two new programs, both of which are substantially based on the existing concentrations.

Within the new IOP program, which will be developed using existing courses offered through UBalt's Applied Psychology program, we specifically propose to modify the distribution of course requirements from the existing IOP Concentration. The new program does not require new resources or even the creation of new courses but rather a redistribution of existing courses.

The Yale Gordon College of Arts and Sciences (CAS) "promotes critical thinking, encourages innovation and discovery, and enriches the intellectual lives of its diverse community of learners. Through interdisciplinary and discipline-based programs in the arts, humanities, and social and natural sciences, the College offers visionary, integrative learning and teaching environments enhanced with rapidly evolving information and communication technologies. Our graduates learn to be reflective, skilled communicators, adept at addressing contemporary problems within an ethical framework and able to adapt to a changing world. Well prepared for the world of work, our students become broadly informed and deeply engaged in local, regional, and world communities."

a. Mission Fit

(a) ***Focus on work orientation***: Within six months of graduating, over 90% of our graduates find well-paying jobs in management consulting with both private and public sectors. Starting salaries are typically $55k to $80K.
(b) ***Excellent access to traditional and non-traditional students***: Cohorts are typically 70% recent undergraduates and 30% working adults; Diverse: 50% female, 50% male; 30% Black, 55% White, 15% Other.
(c) ***Combines theory and practice using the scientist – practitioner model***: Courses are work-oriented with emphasis on case study method and portfolio development; Combines theory and practice to create meaningful, real-world solutions to 21st century challenges.
(d) ***Community outreach***: Students placed in practicum/internships serving Baltimore and regional private and sectors organizations; Have MOU with National Aquarium and working on MOUs with for-profit and government sector employers.

(e) ***Strong international component***: About half the students participate in study abroad programs in European universities; Several study abroad programs bring together students located in Latin European universities and faculty with our students; Several [formal relationships exist](#) with European universities.

b. Program Performance

Since the IO Psychology concentration's inception in 1978, it has provided a quality education to its students who have acquired the requisite competencies to succeed in a wide range of careers in both the private sector (business, industry, and consulting), public sector (public services organizations and agencies, state, local, and federal agencies), and nonprofit sector.

(a) Curriculum is modeled on and driven by the Society for Industrial and Organizational Psychology (SIOP) guidelines for Master's in IOP.
(b) Students are embedded in real world organizations well before graduation.
(c) Strong alumni connections working in high level jobs in business, industry, nonprofit, and public sectors.
(d) Student performance consistently meets benchmarks set for assessment goals.
(e) Graduation rate within two years is approximately 75% to 83%. Students are not required to register full-time; tuition is charged by credit hours. Students completing the program part-time might take three to four years to complete it.
(f) Retention is extremely favorable (typically 95%).
(g) No significant impediments to improved performance.

UBalt's M.S. in IOP concentration receives an average of 47 applications per year and enrolls 15 to 20. Graduates of the MS in Applied Psychology-IOP concentration, almost without exception, secure jobs within a few months of graduation (if not before graduating). Furthermore, graduates of the current concentration in IOP are well-positioned in the Baltimore/Washington, D.C./Northern Virginia region. Consequently, many come to speak to our students each semester. Please see information about [guest speakers](#)[1] on the concentration's webpage; over half of the guests are alumni from the M.S.. in Applied Psychology, IOP concentration. We anticipate this to continue with the new structure.

c. Enhanced international reputation.

In the past five years, the IOP concentration has enhanced its international reputation. In 2016, Dr. Glazer secured an MOU with the Erasmus+ program which has made us a partner university.[2] This enables us to continue to participate in this prestigious master's consortium. Several students have participated in the Erasmus+ Master's in Work, Organizational, and Personnel Psychology (WOP-P) Winter School (WS) program. The WS program is a 5-module program of studies that brings together students from the partnering and consortium universities, of which University of Baltimore is one, to study with renowned professors from Europe and the Americas for the duration of four months, which includes a two-week joint intensive learning unit. Participating UB graduate students are able to complete their capstone course requirement vis a vis the WS program, coordinated by the University of Valencia, headquarters for the international consortium that is comprised of four core European universities, also including University of Barcelona, University of Bologna, and University of Coimbra. Since 2013, for all but two years, UB IOP students have won best intervention design awards in either one or both of the Personnel Psychology or Organizational Psychology streams, including most recently (despite being remote) in 2021 for Personnel Psychology

---

[1] http://www.ubalt.edu/cas/graduate-programs-and-certificates/degree-programs/masters-applied-psychology/industrial-organizational/speaker-series.cfm

[2] https://www.erasmuswop.org/universities-involved/

stream. Our one 2021 UBalt delegate also won the award for "the student most embodying the program value of Ethicality."

Every year since 2017, UBalt has also hosted a graduate student from the core European universities who was/is completing their final practicum requirement for the Erasmus+ Master's in WOP-P. Dr. Glazer has also negotiated and helped secure MOUs with the University of Valencia and University of Pau-Bayonne (in France). Furthermore, Letters of Cooperation (LOC) have been signed by the University of Silesia, and University of Barcelona. The IO Psychology concentration has established a faculty-led study abroad program with the University of Barcelona. Additionally, each of the IO psychology faculty (Drs. Mitchell and Tedone) at UBalt have each taught at the University of Barcelona and Dr. Glazer has also been an invited professor to Universities of Valencia (Spain), Bologna (Italy), and Coimbra (Portugal), ISCTE University- Lisbon, and University of Brasilia.

d. Participation in the professional community.

Over the past years many of our students have attended and presented at national and international conferences, both as sole presenters and with faculty. Our students also participate in the local IOP group, the Personnel Testing Council of Metropolitan Washington (PTC/MW), the central meeting place for IOP professionals working for the federal government and consulting agencies. We typically have 12 to 15 current students attending the annual SIOP conventions. In the two in-person conferences before COVID, the UBalt IOP concentration has hosted receptions that brought in about 60 to 70 students and alumni. Furthermore, over the last eight years our students have won inter-institutional team competitions sponsored by PTC/MW. Finally, our alumni continue to engage with SIOP, as well as directly with our graduate students.

3. **Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L).**

The University of Baltimore will continue supporting the IOP program through the existing funding available for the same program that is currently offered as a concentration in the Applied Psychology program. In other words, the concentration, in its various permutations, has been sustained since 1978 and it will continue to be supported with the same financial mechanisms currently supporting the program. No funds are needed to support further course development. There is no substantial impact to the institution by separating out the two concentrations into two programs, as the IOP and counseling concentrations have had little administrative overlap.

4. **Provide a description of the institution's a commitment to:**

   a) **ongoing administrative, financial, and technical support of the proposed program**

The M.S. in Applied Psychology, IOP concentration, has been an integral part of The University of Baltimore since 1978. It continues to be an integral part of the University's Strategic Plan for FY 2018-2023. The program will continue to receive, at least, the same level of administrative, financial, and technical support.

   b) **continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

The University of Baltimore is committed to continuing the proposed M.S. in Industrial and Organizational Psychology program for a sufficient period to allow enrolled students to complete the program. The University can also easily teach out those students who are in the existing MS in Applied Psychology, Industrial-Organizational Psychology concentration.

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

    1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

        a) The need for the advancement and evolution of knowledge

The Bureau of Labor and Statistics (BLS) identifies industrial and organizational psychology (IOP) as one of the fastest growing, most lucrative psychology careers, with a projected growth rate of more than 53 percent. Median annual wages in 2016 were well into six figures for men and women, albeit there was still a pay gap between men and women (Richard et al. 2018).

The Washington, D.C. area is the first or second largest region[3] employing IOP professionals. The M.S. in Applied Psychology program with a concentration in IOP is the only M.S. in the Mid-Atlantic region, other than New York that specifically has IOP as part of its name. The initiative to create a discrete program is to reduce confusion and conflation of requirements for two disparate concentrations under a single program with differing requirements.

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

As noted above, the current concentration serves a diverse group of students from the region. The M.S. in IOP program will continue to serve the needs and interests of the local and regional community. Further, UBalt's M.S. in IOP concentration of the Applied Psychology program has regularly accepted applicants from HBIs and will continue to support their transition to UBalt's IOP M.S. program.
It will be easier to target scholarships toward students with this area of interest if the program is a discrete master's rather than a concentration in the MS in Applied Psychology. (See also the replies to #2 below.)

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

The proposed program does not directly strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs; however, it should be noted the proposed program will have no adverse impact on the capacity of historically black institutions to provide such programs.

The University of Baltimore has been recognized as a minority serving institution (PBI) by the federal government and is currently the recipient of a PBI grant.

---

[3] https://www.organizationalpsychologydegrees.com/lists/5-of-the-best-u-s-metro-areas-for-industrial-organizational-psychologists/

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

Students holding a bachelor's degree in psychology who intend to pursue a career in psychology before entering the workforce, or those wishing to retool for a career transition, will have the opportunity to pursue an M.S. in IOP. Our M.S. in IOP is one of the few marketable disciplines within fields of psychology that does not require licensure or a doctoral degree. Nonetheless, many students joining our program aspire for doctoral studies. Earning a Master's in Professional Studies (MPS) in IOP will typically not open doors for PhD programs. Therefore, an M.S. in IOP will not only enable graduates to find employment in psychology without having to pursue a Ph.D., but for students wishing to further their doctoral studies, our M.S. in IOP will prepare them with competencies that will make them eligible for a Ph.D. program in IOP. The University of Baltimore is the only M.S./M.A. program in a 60-mile radius that prepares students for an M.S. degree that enhances their likelihood of securing well-paying IOP related jobs or continuing their educational pursuits of doctoral studies.

Further, the training that students in the IOP concentration receive is so strong that several departments and units in the University have been seeking IOP graduate student workers. Our students, of various ethnic and cultural backgrounds, have had the costs of their studies made more affordable through their placement in jobs across the university. Therefore, consistent with MHEC's Goal 1, **student access**, the degree program "ensure[s] equitable access to affordable and high-quality postsecondary education for all Maryland residents."

Consistent with the goals of **success** (Goal 2) and **innovation** (Goal 3), the M.S. in IOP program "promote[s] and implement[s] practices and policies that... ensure[s] student success" and "foster[s] innovation in all aspects of Maryland higher education to improve access and student success."

Below we describe how the M.S. in IOP aligns with the priorities set forth in the *2022 Maryland State Plan for Higher Education*.

Priority 1: *Study the affordability of postsecondary education in Maryland.*

The IOP program partners with the UBalt Career & Internship Center, Office of Diversity and International Students, the Schaefer Center for Public Policy, and the Counseling Psychology program's Lassen Training Center that offer graduate assistantships or student assistantships.

To keep material costs down, several courses require readings from journal articles and other open access materials. Additionally, graduate students in the IOP program will continue to have opportunities to participate in **low-cost** international **study** abroad and **virtually** abroad programs in collaboration with counterparts at the University of Barcelona and multinational organizations. The aim of the international study programs or global engagement programs is to give students of varied economic circumstances an opportunity to develop cross-cultural competencies, which are essential in today's global marketplace. In order to ensure all students can afford and access the faculty-led study abroad program, student fees are kept to a minimum (generally around $350) by having the course run through a self-directed budgeting model, which enables a large portion of student tuition for a course to return to cover the costs associated with international travel (including airfare, lodging, meals, and site-seeing). Financial aid packages also help cover faculty-led study abroad programs the IOP program offers.

Priority 6: *Improve systems that prevent timely completion of an academic program.*

The updated IOP curriculum supports timely completion of the academic program by creating flexibility in choosing how the student wishes to complete a capstone experience, as well as introducing flexibility within key areas of studies pertaining to IOP (see Tables 8 and 9).

The IOP program also offers a credit-earning faculty-led study abroad program during winterim, as well as spring break periods so that it does not disrupt studies in other courses. Additionally, students are able to take summer courses offered by the IOP program, as well as practica experiences during summer and winter terms. Moreover, within the M.S. in IOP program, students can earn a Global IOP certificate (see p. 17 for more information on the certificate program) without having to take additional course credits (i.e., "credentials as you go" per MHEC's 2022 MD State Plan, p. 52).

Priority 8: *Promote culture of risk-taking.*

First, consistent with "alternative ways to keep postsecondary education affordable," the IOP program offers students flexibility for enrolling in elective courses that accommodate their personal circumstances. For example, students have options for earning credit through practicum experiences, independent research, and approved courses in other colleges or universities in the USM.

Second, although a primarily face-to-face program, to keep commute-related costs down (fuel, parking, time), the program will continue to offer select courses online or in hybrid format, which would also promote some flexibility in scheduling course times. An informal student focus group session in January 2023 revealed that students want to meet in person for most of their coursework, but also appreciate offering a class per semester that is hybrid or online.

Third, the IOP program faculty will continue to partner with local community organizations to provide students with experiential learning opportunities. The faculty also partner with state agencies, such as Maryland State Highway Administration, the Maryland Department of Budget & Management, and nonprofit organizations, such as TasteWiseKids and the National Aquarium, as well as for-profit organizations, such as Truvelop and Salesforce, to sharpen students' IOP competencies. Additionally, the IOP program has several Memorandums of Understanding[4] with universities throughout Europe and new agreements are in discussions with the University of Brasilia.

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

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

Since 1978, graduates of the Applied Psychology, IOP concentration, have been gainfully employed in a wide-range of jobs. Our students have been employed in public (federal and state agencies; healthcare), private, nonprofit, and for-profit organizations of all sizes, from start-ups to fully mature, and from local to multinational, and commercial and government consulting, to label a few. Most graduates enter at the level of Sr. Consultant, Sr. Analyst/ Research Associate/Research Analyst, Human Resources specialist or manager, organizational development, training & development, and more. In a typical organization that has about seven levels, graduates of the program will enter at least at Level 3. Most graduates move up the ranks

---

[4] https://www.ubalt.edu/cas/graduate-programs-and-certificates/degree-programs/masters-applied-psychology/industrial-organizational/study-abroad-and-global-engagement.cfm

within 12 to 24 months, taking on management and lead roles soon after joining an organization. Graduates of IOP will work in a wide variety of business units, from tax departments, educational development, data science, research labs, organizational development, organizational effectiveness, and many more. Table 1 presents where graduates of the IOP concentration have been employed.

Table 1.
Employers of UB Graduates of the M.S., in Industrial and Organizational Psychology

- Accenture
- Allegis Group
- American Institutes for Research (AIR)
- American Psychological Association
- Anne Arundel Workforce Development Corporation
- Aptima, Inc.
- ARIA Resort & Casino Las Vegas
- Army Research Institute
- Sleepy's Corporate Headquarters
- B.E. Smith
- Booz Allen Hamilton
- Borg Warner Morse TEC Inc.
- Boston Consulting Group
- Bristol-Myers Squib
- Caliper Corp.
- Chesapeake HR Services, Inc.
- Coast Guard
- Coastal States Mortgage Corporation
- Constellation, an Exelon Company
- Culture Amp
- DCI Consulting Group
- Deloitte Consulting LLP
- Department of Veterans Affairs
- Development Dimensions International
- Drug Enforcement Administration
- Dynamic People Consulting
- Eastern Michigan University
- Facebook/Meta
- Federal Bureau of Investigation
- GEICO
- Genworth Financial, Retirement and Protection
- Grant Thornton
- Human Capital Consulting
- HumRRO
- ICF international
- IMPAQ International (now with AIR)
- IPMA-HR
- Jackson Community College
- Loyola University – Business School
- Maryland Department of Transportation
- Maryland Transit Authority
- McCormick
- Merkle
- National Security Agency
- Office of Naval Research
- PDRI
- PHH Arval
- PriceWaterhouse Cooper, LLC
- Prometric
- Right Management
- Rise, Inc.
- Schaefer Center for Public Policy
- Society for Human Resources Management (SHRM)
- State of Maryland
- Strategic Results Group
- The Reading Hospital and Med Center
- TiER 1 Performance Solutions
- T. Rowe Price
- Transportation Security Agency
- U.S. Customs and Border Patrol
- U.S. Department of Homeland Security
- U.S. Merit Systems Protection Board
- U.S. Office of Personnel Management
- U.S. Personnel Research Div.
- U.S. Postal Service
- University of Baltimore
- University of North Florida
- University of Maryland Baltimore County
- University of Maryland, College Park
- Under Armour
- Up for Grabs, LLC
- V & M Star
- Wright State University

Sample job titles for IOP contributors can be found on a webpage (https://www.siop.org/Career-Center/I-O-Career-Paths/Common-Job-Titles) hosted by the Society for Industrial and Organizational Psychology (SIOP), Division 14 of the American Psychological Association. They are also presented in Table 2.

Table 2.
Sample Job Titles (copied from SIOP website)

Level	Academia	Government	Industry	Consulting
Individual Contributor	Assistant Professor Associate Professor	Analyst Associate Consultant	HR Research Specialist Project Assistant Associate Consultant Consultant	Project Assistant Associate Consultant Professional Lead Professional Consulting Associate
Expert Individual Contributor	Full Professor	Expert	Chief Scientist Principal Research Scientist Principal Consultant Managing Research Scientist	Senior Consultant Senior Professional
Manager	Department Chair	Case Team Leader Manager Senior Associate Consultant Project Leader	Director of HR Operations Manager Team Leader Program Leader	Manager Team Leader Program Manager Director
Manager of Managers	Dean	Senior Manager	Area Director of HR Senior Team Leader Principal Consultant Program Director	Senior Team Leader Principal Consultant Program Director
Executive	Vice President Provost President	Executive Senior Executive Partner Director	Vice President of HR Chief HR Officer Global HR Officer Director Executive Consultant Senior Vice President	Director Officer Executive Consultant Vice President Sr. Vice President CEO

Note. https://www.siop.org/Career-Center/I-O-Career-Paths/Common-Job-Titles

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

Information on IOP positions in the Bureau of Labor Statistics Outlook is somewhat misleading in that most IOPs take job roles with titles such as data scientist, human resource (HR) managers, job analysis, business or management analysts, training and development specialists, and training and development managers. Students completing their M.S. in IO Psychology have skills to work in data science, which is the sixth fastest growing occupation, with a growth rate of 36% from 2021 to 2031, with 113,300 job openings[5]. Per the Bureau of Labor Statistics, Occupational Outlook Handbook, "employment of management analysts is projected to grow 11 percent from 2021 to 2031, much faster than the average for all occupations. About 101,900 openings for management analysts are projected each year, on average, over the decade." Employment of human resources managers, training and development managers, and job analysts are projected to grow seven percent from 2021 to 2031, "about as fast as the average for all occupations."

---

[5] https://www.bls.gov/ooh/fastest-growing.htm

"About 16,300 openings for human resources managers are projected each year, on average, over the decade," 3,700 job openings are expected for training and development managers and 9,300 for job analysts[6]. Employment of Training & Development specialists is projected to grow 8%, a faster than average growth rate, from 2021-2031. "About 36,500 openings for training and development specialists are projected each year, on average, over the decade."

The State of Maryland's Long- Term Occupational Projections[7] for the period 2020-2030, expects a 5.41% growth for people who specify a job title of industrial/organizational psychologist, a 14.07% to 14.48% job growth for HR specialists and HR managers, respectively, 14% to 14.51% job growth for training & development specialists and managers, respectively, and 15.75% growth for management analysts (e.g., from 25,588 in 2020 to 29,617 in 2030). In fact, the top 10 best states for management analyst jobs are all on the eastern seaboard, with MD, Virginia, and DC, ranking 8, 3, and 9, respectively.[8]

Another report lists in the Maryland, DC, Virginia area as one of the top five best areas for IOP employment.[9] SIOP's 2020 salary report shows that most IOPs are employed in Virginia and the DC metropolitan area. Nonetheless, in Baltimore City alone, there is an expected increase for Training Development Managers (7.6% from 2018 to 2028) and 9.1% increase for HR Managers. In Montgomery County, there is an expected growth of 7.7% and 9.2% for the two occupations, respectively. In Howard County, there is an expected growth of 3.42% for Industrial and Organizational Psychologists.

Table 3 presents a list of job titles an IOP professional might have, and the associated employment growth anticipated across six nearby Maryland counties. Overall, the employment outlook for M.S. IOP graduates is projected to be quite favorable with steady to strong growth in the foreseeable future. Finally, SIOP's 2019 salary survey indicates that IOP's salaries continue to grow[10]. IOPs' salaries rose 5.2% from 2015 to 2018, on par with inflation[11]. Of respondents who have a master's degree only, those working in federal government earned on average $107,000, followed by those in manufacturing ($100,000). Additionally, the pay parity for females is less in IOP than other fields (with women earning 87 cents to the dollar males earn).

---

[6] https://www.bls.gov/ooh/management/human-resources-managers.htm

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

[8] https://www.zippia.com/management-analyst-jobs/best-states/

[9] https://www.organizationalpsychologydegrees.com/lists/5-of-the-best-u-s-metro-areas-for-industrial-organizational-psychologists/

[10] https://www.siop.org/Research-Publications/Items-of-Interest/ArtMID/19366/ArticleID/4592#:~:text=Within%20academic%20positions%2C%20I%2DO%20psychologists,respectively%2C%20for%20doctoral%20institutions

[11] https://www.siop.org/Portals/84/docs/Surveys/Income-and-Employment_Report_Exec%20Summary.pdf?ver=2020-12-28-151857-053

Table 3.
Employment Growth of Frequently Held Positions by IOP Professionals by Maryland County

SOC Code	Baltimore City	Baltimore County	Anne Arundel County	Howard County	Prince George's County	Montgomery County
			Employment Growth			
11-3111 Compensation & Benefits Manager	2.4%	NR	17.5%	0%	NR	2.7%
11-3121 HR Manager	9.1%	3.7%	15.8%	7%	6.7%	9.2%
13-1071 HR Specialist	5.6%	1.8%	14%	7%	5.6%	7%
13-1111 Management Analysts	15.9%	14.7%	22.2%	13%	18.1%	20%
13-1151 Training & Developmental Specialists	10.6%	5.1%	17.1%	12%	8%	12.5%
19-3022 Survey Researchers	NR	NR	NR	0%	NR	3%
19-3032 IO Psychologists	NR	NR	NR	3.42%	NR	NR
19-3039 Psychologists, All Other	9.9%	NR	NR	0%	NR	7.7%
19-3099 Social Scientists & Related Workers	4.4%	.8%	.9%	12%	1.6%	9.5%
19-4061 Social Science Research Assistants	9.8%	NR	NR	8%	2.1%	10.3%
19-5011 Occupational Health & Safety Specialists	9%	4.5%	3.3%	17%	2.3%	6.3%
29-9011 Occupational Health & Safety Specialists	13.2%	NR	11.9%	13%	8.7%	4.5%

Note. NR = None Reported.

3. **Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**

According to O*Net, the projected growth for IO Psychology professions is 4% to 7% and the number of projected job openings is 200. The median wage in 2021 is $105,310 and currently O*Net specifies 2,900 employees with the job title of IO Psychologist[12]. However, that number only accounts for people with that job title, not the number of people with IOP degrees. Table 4 provides Bureau of Labor Statistics, Outlook data for the occupations related to the program.

---

[12] https://www.onetonline.org/link/summary/19-3032.00

Table 4.
Occupational Data from the Bureau of Labor Statistics, Outlook[13]

Occupation	# of Jobs in 2021	Employment Change 2021-2031	Job Outlook 2021-2031	2021 Annual Median Pay
HR Managers	174,200	12,600	7% (As fast as average)	$126,230
HR Specialists	782,800	58,800	8% (Faster than average)	$62,290
Management Analysts	950,600	108,400	11% (Much faster than average)	$93,000
Training & Development Specialists	354,800	28,900	8% (Faster than average)	$61,570
Training & Development Manager	38,100	2,900	7% (As fast as average)	$120,130
Compensation, Benefits, & Job Analysis Specialists	100,600	6,600	7% (As fast as average)	$64,120
Data Scientists	113,300	40,500	36% (Much faster than average)	$100,910
Survey Researchers	10,400	700	6% (As fast as average)	$59,740
Occupational Health & Safety Specialists	132,400	6,300	5% (As fast as average)	$78,8700

The MS in IOP, as with the IOP concentration in Applied Psychology will continue to provide students with knowledge and skills that prepare them for the workforce. In a nation-wide survey of IOP master's terminal alumni, Glazer et al. (2021[14]) found that graduates from master's programs in IOP require enabling skills, including Oral Communication Skills, Business Acumen and Consulting Skills, and Project Management Skills. Additionally, per SIOP Guidelines (2016[15]), IOP-specific competencies were Leadership & Management, Judgement & Decision-Making, and Attitudes, Emotions, & Perceptions of Fairness. To perform well on the job, the alumni also specified required skills in Consulting, Data Analysis, Personnel Selection, training, Organizational Development, Job Analysis, and Legal Issues. Amongst employers of IOP graduates, key enabling skills included: Oral Communication, Business/Technical Writing, and Data Visualization. Among the competencies the SIOP Guidelines (2016), employers shared the views of IOP alumni. The UBalt IOP concentration has been providing student development in all these areas and more.

---

[13] https://www.bls.gov/ooh/

[14] Glazer, S., Moon, S., Ayman, R., & Berger, R. (2021). Preparing for a career: Essential competencies and experiences. In E. L. Shoenfelt (Ed.). *Mastering the job market: Career issues for master's level industrial-organizational psychologists* (pp. 37-59). Oxford University Press.

[15] https://www.siop.org/Events-Education/Graduate-Training-Program/Guidelines-for-Education-and-Training

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

Figure 1 presents the number of new and returning students to the IOP concentration of Applied Psychology from Fall 2016 to Spring 2021. Additionally, since 2016, the IOP concentration has graduated 109 students: 12 in 2016; 18 in 2017; 15 in 2018; 24 in 2019; 13 in 2020; 17 in 2021; and 10 in 2022.

Figure 1.

IOP Frequency Enrollment of New and Returning Students (Fall 2016 to Fall 2022)
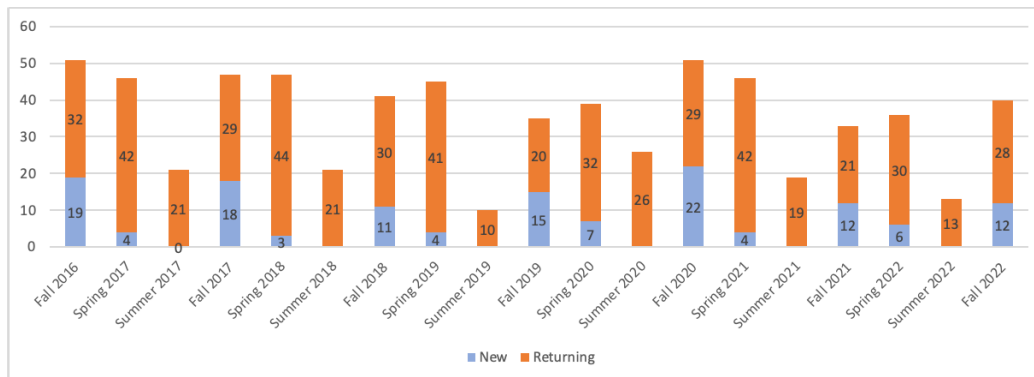
D. **Reasonableness of Program Duplication:**

1. **Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**

Our IOP degree program is not new. The curriculum is reconfigured and updated yet the content remains essentially the same. Our program has been in existence since 1978. The essential difference between the old and new proposed program is instead of referring to the program as Applied Psychology, Industrial and Organizational Psychology concentration, the program would be more clearly identified as Industrial and Organizational Psychology. Renaming the program from the Applied Psychology, Industrial and Organizational Psychology concentration will make it more identifiable to the public and students interested in the field of IOP.

The revised program will continue to require 42 credit hours and no new courses will need to be created. The impetus for the program change is to distinguish it more clearly from the Counseling Psychology program. Both programs now have distinct needs that no longer require shared courses. Table 5 presents comparative programs nationwide.

Table 5.
Comparative Programs at Nationwide Institutions

Institution	Program Title	Modality	Format	Credit Hours	Advertised Tuition	
					Per Credit	Total
George Mason University	Master of Professional Studies in Applied Industrial and Organizational Psychology	Online	Part-Time	30	$815/credit + $35/credit distance fee	$25,500
George Mason University	Master of Arts in Psychology, Industrial and Organizational Psychology Concentration	In-Person	Full-Time or Part-Time	32	$709.70/credit (in-state)	$22,710
					$1,624.5/credit (out-of-state)	$51,984
San Diego State University, California	Master of Science in Applied Psychology, Industrial-Organizational Psychology track	In-Person	Full-Time	38	6.1 or more credits per semester: $4,577.00 (in-state)	
Hofstra University, New York	Master of Arts in Industrial and Organizational Psychology	In-Person	Full-Time or Part-Time	44	$1,570.00 per credit hour	
Radford University, Virginia	Master of Arts OR Master of Science in Industrial and Organizational Psychology	In-Person	Full-Time	37	$6,471.00 tuition & fees per semester and $538.00/ credit for intermissions (in-state)	$12,942 per AY (in-state)
					$11,085.00 tuition & fees per semester and $923.00/ credit for intermissions (out-of-state)	$22,170 per AY (out-of-state)
University of Tennessee, Chattanooga	Master of Science in Industrial and Organizational Psychology	In-Person	Full-Time or Part-Time	48	$5,237 for 9+ credit hours per semester (in-state)	
					$9,269 for 9+ credit hours per semester (out-of-state) + $4000 for international students	

Comparative Programs in Maryland and Contiguous States

Until 2022, in the State of Maryland, only The University of Baltimore offered a program in applied psychology specifically with a concentration in Industrial and Organizational Psychology. As of 2022, Johns Hopkins University has begun offering an Applied Psychology master's program with a concentration in organizational analytics and human factors psychology. Furthermore, as of 2016 the University of Maryland, College Park offers a hybrid Master of Professional Studies in Industrial Organizational Psychology, and for over 15 years the University of Maryland Baltimore County (UMBC) has been offering an in-person Master of Professional Studies in Industrial Organizational Psychology at the Universities of Shady Grove campus. Table 6 presents comparative programs in Maryland.

Table 6.
Comparative Programs in Maryland and Contiguous States

Institution	Program Title	Modality	Format	Credit Hours	Advertised Tuition	
					Per Credit	Total
The University of Baltimore	Master of Science in Applied Industrial and Organizational Psychology	In-Person	Full-Time and Part-Time	42	$788 (MD resident) $1,156 (non-resident)	$33,096 (MD resident) $48,552 (non-resident)
Johns Hopkins University	Master of Science in Applied Psychology, Concentrations in Organizational Analytics and Human Factors Psychology	Hybrid	Full-Time and Part- Time	30	$4,236 per class	$42,360
University of Maryland, College Park	Master of Professional Studies in Industrial-Organizational Psychology	In-person & Hybrid	Full-Time	30	$811.90 (MD resident) $1,769.38 (non-resident)	$24,357 (MD resident) $53,081.40 (non-resident)
University of Maryland, Baltimore County	Master of Professional Studies in Industrial/ Organizational Psychology	In-Person	Part-Time	30	$699 (MD resident) $1,201 (non-resident)	
Towson University	Master of Science in Human Resource Development (housed in the Psychology Department)	In-Person & Hybrid (50% on campus)	Full-Time and Part-Time	36	$642 (MD resident) $1,158 (non-resident)	$23,112 (MD resident) $41,688 (non-resident)

Although other degree programs in Maryland institutions (see Table 6) include the name "industrial and organizational psychology," or offer coursework typically offered in IOP programs, none are Master of Science programs in Industrial and Organizational Psychology. Further, none have existed for nearly 45 years, and none offer an M.S. in IOP in-person. We will continue to offer a well-established program and are

seeking only to separate from Counseling Psychology. To reiterate, there is no duplication with other existing programs in the area.

The MPS programs are designed to accommodate mid-career professionals currently working in the IOP domain and who are generally seeking additional credentialing. The most recently established Johns Hopkins University-Applied Psychology program focuses heavily on data analytics with less focus on deep IOP content. Although the program at Towson University offers some coursework in IOP, it is a Human Resourced Development masters which prepares students to continue their careers primarily in the field of HR. Our program at UBalt is flexible enough to enable students to focus on a broad range of IOP competencies from Data Science, HR, Personnel Management, Organizational Consulting, Training & Development, and more.

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

The proposed program's design is targeted to specific career and occupational opportunities for individuals with master's degrees in industrial and organizational psychology as well as the competencies associated with these occupational roles. The greatest distinguishing factor for this program is that it will no longer be constrained by the needs of the Counseling Psychology program—needs that are heavily driven by its newly acquired accreditation. IOP is not a degree program (at master's or doctoral level) that receives accreditation. Continuing to remain tethered together will be detrimental to both programs making it far more difficult for either program to adapt to market demands.

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

1. **Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.**

None of the HBI offers a degree in IOP. Moreover, the IOP concentration is already offered at UBalt, and the modifications do not change the focus of the degree. UBalt's program was the first terminal master's program to have a focal concentration in Industrial and Organizational Psychology, since 1978 (when it was referred to as Personnel/Organizational Psychology). Therefore, the proposal presents no enrollment or program challenges to these HBIs.

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

1. **Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.**

Given that there are no IOP programs within HBIs and that this is an existing concentration that is being separated from another concentration to allow for greater curricular flexibility, this proposal will have no adverse impact on the uniqueness and institutional identities and missions of HBIs.

G. **Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes** (as outlined in COMAR 13B.02.03.10):

1. **Describe how the proposed program was established, and also describe the faculty who will oversee the program.**

Inception of the programs. The IOP program is not new. It has been in existence since 1978. The updated program and desire to be discrete from the Counseling Psychology program (i.e., not share an umbrella Applied Psychology program) is the result of a self-study in which external reviewers documented a need to "clearly and cleanly separate[e] and distinguish... the MSIOP program/concentration from the Counseling program/concentration." Further, the same reviewer noted that "It is, frankly, odd that these two programs are joined as one under one degree." Additionally, there is a wide gap between the number of required credit hours for the newly forming Counseling Psychology program (60-credits) and the IOP program (42-credits). Prior to the accreditation demands, the difference was 6 credit hours (with Counseling Psychology requiring 48 credit hours). Finally, there are market demands necessitating increased flexibility in the curriculum, which the current curricular offering limits. The proposed change enables greater flexibility to meet student demands and greater choice offerings in a given year.

Faculty. Currently the IOP concentration utilizes exclusively three full-time faculty members (Thomas Mitchell, Sharon Glazer, and Archana Tedone). The concentration also utilizes another full-time faculty member who is primary faculty in the undergraduate psychology program (Sally Farley). The IOP concentration also employs qualified adjuncts who teach courses appropriate to their expertise as needed.

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

The IOP program prepares students to address organizational issues and enhance organizational functioning rigorously and methodically. The program emphasizes psychological ethical principles involving individual freedom and autonomy, privacy and confidentiality, public representation, honest brokering (record keeping & fees), training, research and dissemination of information, and assessment and evaluation. These essential principles are integrated in all IOP classes. The program emphasizes developing students' competencies that far surpass basic knowledge and research. Students gain the advantage of not only "doing" IOP, but also understanding the essential "why" behind the practices. This fundamental knowledge ensures ethical and relevant interventions and engagements that fulfill organizational missions.

The IOP program provides students with meta-competencies to be able to adapt to the changing work environment. Our courses are designed to enable students to acquire the flexibility and adaptability they will need working in an ever-changing workforce and employer needs.

The new program structure will enable greater flexibility in adhering to the updated competencies established by the Education and Training Committee of the Society for IOP (SIOP). The new program offers a flexible core and elective courses that together address all 24 competencies. Additionally, the faculty anticipate retaining (the current) IOP advisory board, which provides guidance for curriculum development, thus helping to ensure the program offers state-the education that will prepare our students with the competencies they will need to succeed in the workplace.

Embedded within the IOP concentration is the Global IOP (GIOP) certificate that was launched in 2019. Students admitted to the IOP concentration (and the proposed IOP M.S. program) are automatically eligible for the GIOP certificate. Non-UBalt graduate students in other master's programs in IOP or related fields or already holding at least a master's degree in IOP or related field, may apply to the GIOP. UBalt students of IOP who plan their schedules carefully can complete the certificate along with their master's degree in IOP without having to complete additional coursework. The proposed modifications to the degree will not change any aspects of the GIOP certificate curriculum and it will continue to be an easy addition for matriculated IOP graduate students. For more information on the GIOP certificate please see: www.ubalt.edu/globaliop. By the time students complete the IOP program, they will be able to:

Student Learning Outcomes

1. Integrate theory and research knowledge of IOP to be able to explain and recommend solutions to resolve worker and organizational problems.

2. Use organizational consulting skills to interact with clients and construct IOP solutions for real-world problems while respecting cultural diversity and ensuring equity in the creation and/or implementation of original plans at the individual, group, and organizational levels.

3. Integrate knowledge and valuation of ethical principles and standards into the scoping, design, and implementation of original works or interventions.

4. Utilize scientific approaches to gather valid data to evaluate individual, group, and organizational needs, and communicate findings and proposed interventions to internal and external clients.

3. Explain how the institution will:

a) provide for assessment of student achievement of learning outcomes in the program

Assessment of the degree will occur the same way it has been assessed for more than a decade, at both the program and course levels. Each course already:

- Has clearly articulated student learning outcomes;
- Provides students with didactic and experiential learning opportunities to achieve outcomes;
- Gathers evidence of learning through student assignments and exams and
- Evaluates the evidence in relation to program criteria; and
- Contributes to a holistic applied IOP program that meets SIOP competencies (Glazer et al., 2021).

The University archives student learning assessment in SharePoint. CELTT and the Office of the Provost, as well as the dean's team, can provide support for assessment.

b) document student achievement of learning outcomes in the program

At the program level, we will continue to utilize a yearly assessment cycle to document students' learning and achievement of program outcomes, and this assessment work is documented in the University's assessment management system. Furthermore, the program will continue to assess program quality by surveying recent alumni every 3 years. Additionally, all programs undergo periodic review that includes a self-study and external peer review. Program review takes place on a seven-year cycle, as required by the University System of Maryland. Student learning is assessed with a variety of individual-level artifacts (based on student assessments) and institutional indicators that indirectly link to student achievement.

Please see Table 7 for sample artifacts and institutional indicators.

Table 7.
Artifacts and Institutional Indicators of Student Learning

Artifacts	Institutional Indicators
- Quizzes and exams (summative) - Evaluative essay assignments (formative & summative) - Consulting reports, independent research, practicum reports, theses based on student-developed projects. - Case study reports (with real or simulated clients) that include diagnostics (discovery), findings, and recommendations for interventions) findings. - Client feedback.	- Relevant job placement with 3 and 6 months - Retention and graduation rates - Student and Alumni satisfaction & reflection surveys - Grades/GPA

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

Program Structure

The proposed change enables greater flexibility to meet student demands and greater choice offerings in a given year. Rather than having 10 required core courses, the IOP will consist of four core courses (12 credits), one (3 to 9 credit hour) capstone course (with flexible options for meeting the requirement), two courses in each of three distributed competency areas of personnel/work psychology (6 credits), organizational psychology (6 credits), and occupational health/organizational consulting (6 credits), and up to 9 credits as possible electives (see Table 8 for a summary of the curriculum and Table 9 for a list of IOP courses within the core curriculum).

Table 8.
Summary of the IOP M.S. Curriculum and Embedded GIOP Certificate Curriculum

IOP Curriculum Overview	M.S. in IOP Credit Hours	Certificate in GIOP Credit Hours
Core Courses	12	
Flexible Capstone	3 to 9	3 to 9
Personnel/Work Psychology Area	6	
Organizational Psychology	6	3 (APPL 659 required)
Occupational Health Psychology & Organizational Consulting Area	6	
Electives	Up to 9	Up to 6
Total	**42**	**12 (embedded within MS IOP 42 credits)**

Table 9.
List of IOP Courses with Title, Semester Credit-Hours, and Course Descriptions (42-credit hour program)

Courses[*]	Title	Credit Hours	Description
Core (12 credits)			
APPL 631	Intermediate Statistics for the Behavioral Sciences	3	The logic of hypothesis testing and assumptions underlying its use are the framework for studying analysis of variance and covariance and multiple regression. These tools are learned in the context of application to psychological research. Students learn to complete statistical analyses using a microcomputer statistical package and to interpret the results.
APPL 632	Research Methods	3	Builds on the fundamentals of research design and on knowledge of basic statistical techniques to provide a broad overview of the major research methods of applied psychological research. Students learn to frame inquiries and problems as research questions. The relative merits and drawbacks of the major research methods are explored. Students develop a research proposal to investigate an applied research question. Prerequisite: APPL 631.
APPL 641	Organizational Psychology	3	Studies how principal theories and empirical findings from research in organizational psychology are used to improve employee performance and satisfaction. Emphasizes the interactive effects of situational and individual difference variables as they influence organizational behavior. Overview includes motivation, leadership, employee morale, group dynamics and interpersonal communication. Students apply theoretical and empirical findings to solutions of work-related problems in case studies. Lab fee may be required.
APPL 644	Personnel Psychology	3	Overview of the area of personnel psychology. Topics include job analysis, personnel selection and placement, training and development and performance appraisal. Special attention to measurement procedures involved in personnel selection and performance appraisal. Equal employment opportunity laws and their effect on personnel practices are discussed. Lab fee may be required.
Flexible Capstone Required (3 to 9 credits)			
APPL 655	Practical Applications in IOP	3	An opportunity to practice real-world application of the competencies acquired in the degree program. Students propose solutions to simulated or actual challenges faced by organizations and demonstrate their ability to integrate and apply broad knowledge of personnel and organizational psychology. Prerequisites: APPL 632 and completion of 30 credits.
	OR Practical Experience Track		
APPL 707 *AND*	Practicum in Industrial/Organizational Psychology	1-4	Supervised participation in field research in applied job settings. Hands-on experience with I/O work assignments is performed and evaluated. The work and/or field research is designed by the student or senior

Courses[*]	Title	Credit Hours	Description
			personnel and should enhance a student's vita/resume. Government, industry, public/community service, or other settings may be generated by the instructor or the student. Setting and research/job duties must be proposed and agreed upon in writing by the student, the instructor, and an authorized representative from the organization. To the extent that settings/positions must be generated by the instructor, enrollment is limited according to availability. A maximum of 6 credits may be applied toward the degree. Eligible for continuing studies grade. Prerequisites: APPL 632, 641, and 644; permission of instructor.
APPL 704 *OR*	Practicum in Research	3-6	Supervised participation in experimental studies designed by either the student or an individual approved by the instructor. A maximum of 6 credits may be applied toward the degree. Eligible for continuing studies grade. Prerequisites: APPL 632 or equivalent and permission of instructor.
APPL 706 *OR*	Practicum in Applied Psychology	3-6	An opportunity to gain practical experience in the application of psychology in various work settings. The work and/or field research is designed and mutually agreed upon by the student, the practicum coordinator, and the workplace supervisor. Includes regular on-campus meetings. Enrollment may be limited by availability of settings. Students must complete arrangements for the experience with the practicum coordinator in the semester preceding enrollment. A maximum of 6 credits may be applied to the degree. Eligible for continuing studies grade. Prerequisites: permission of instructor (prior to registration) and coursework deemed pertinent to project by practicum coordinator.
APPL 779	Directed Study in Applied Psychology	1-3	The pursuit of independent work under the supervision of a faculty member. This work should relate to a topic not covered by the regular department offerings and may provide a basis for entrance into courses with special prerequisites. The student writes a proposal that is approved by the supervising faculty member and the graduate program director prior to registration. Prerequisites: permission of instruction; (1) completion of required core and (2) approval prior to registration. Pass/fail grading. Eligible for continuing studies (CS) grade.
OR Research Experience Track			
APPL 789	Research Proposal Development	3	Independent study in which the student develops a proposal for research founded in the literature and practice of applied psychology. The student must have the requisite skills for bringing the proposal to completion. The product of the course is a research proposal that may be presented to the division as a thesis proposal. Course is NOT eligible for continuing studies

Courses[*]	Title	Credit Hours	Description
			grade. Prerequisite: permission of instructor. Pass/fail grading.
APPL 799	Thesis in Applied Psychology	3-6	An independent and original research effort, supervised closely by full-time faculty. It must be found in the literature of applied psychology. The student is expected to demonstrate an ability to (1) formulate research questions as testable hypotheses, (2) to analyze data using appropriate research methods, design, and statistical tools, and (3) present the report in a well-written document using APA style. The number of credits will be determined when the proposal is approved. Prerequisite: permission of instructor. Eligible for continuing studies (CS) grade. Otherwise, grading is pass/fail.
Personnel/Work Psychology Area (6 credits)			
APPL 639	Special Topics: Applied Statistics	3	Study of a major statistical topic, such as multivariate statistics, structural equation modeling, meta-analysis, analysis of ordinal and categorical variables, or nonparametric statistical techniques. Offered when student demand is sufficient and matches instructor's interests. Topics may vary from semester to semester. May be repeated for credit as course topic changes. Prerequisites: APPL 632 and permission of instructor.
APPL 645	Personnel Assessment	3	Application of the technical material learned in Personnel Psychology related to assessment techniques used to select, promote, and evaluate personnel. Hands-on experience with these methods, including development of the most common ones. Assessment techniques may include ability tests, personality and honesty inventories, drug testing, work samples, interviews, training and evaluation forms, and performance appraisals. Students will develop attitudinal and/or engagement surveys. Lab fee may be required.
APPL 651	Job Analysis	3	Survey of job analysis methodology and issues using experiential projects. Includes tools used in conducting a job analysis: (1) data gathering techniques, (2) legal and technical standards and (3) O*net and the Occupational Information Network.
APPL 646	Employment Law in Human Resources Management	3	Review and analysis of federal laws and their application to human resource management (including employee selection, promotion, performance appraisals, discipline, termination, compensation, benefits, and safety). Covers EEO, Affirmative Action, Civil Rights Acts, Americans with Disabilities Act and other anti-discrimination legislation, as well as FLSA and OSHA. Examines legal issues such as privacy, sexual harassment, drug testing and employees' rights versus employers' rights. Addresses strategies for creating policy and addressing legal concerns in the context of organizational behavior.

Courses*	Title	Credit Hours	Description
APPL 648	Employee Selection	3	Examines testing and employment decision procedures, legality and societal issues involved in matching individual knowledge, skills, abilities, and other characteristics relating to organizational needs. Discussions include employment interviews, cognitive abilities testing, integrity and substance abuse testing, personality measures, biographical data, and other employment issues. Lab fee may be required.
APPL 649	Special Topics in IOP	3	Studies a topic of industrial/organizational psychology of mutual interest to students and faculty that is not currently part of course offerings. Topic may vary. May be repeated for credit as course topic changes. Lab fee may be required. Prerequisite: APPL 644 or approval of program director.
APPL 657	Personality at Work	3	A study of the role personality plays in organizational settings. Examines the construct of personality as it relates to job performance and interpersonal relations at work. Focuses primarily on recent theory, research and findings on the effectiveness of personality in selection with an emphasis on response distortion issues. Students complete several self-report inventories to gain a personal view of how someone with his or her profile would be expected to behave in various work environments.

Organizational Psychology Area (6 credits)

Courses*	Title	Credit Hours	Description
APPL 612	Human Relations	3	Examination of human interactions in work settings that impact individual mental health and organizational health and productivity. Emphasis on preventing and intervening to reduce stress, frustration, conflict and violence, sexual harassment and other social problems in the workplace by applying research in emotional intelligence, personality, social perception, communication, persuasion and teamwork.
APPL 642	Motivation, Satisfaction, & Leadership	3	Critical and in-depth examination of the research evidence for theories of leadership and job satisfaction. Using motivation as a central concept, students gain an understanding of how group dynamics and personal, environmental and cultural factors influence organizational behaviors. Students work in teams to solve performance-related problems presented in case studies. Lab fee may be required. Prerequisite: APPL 641 or approval of program director.
APPL 647	Training & Organizational Development	3	Theory, findings, and methods regarding how organizations ensure employees are equipped to accomplish their mission. Students learn techniques to assess and implement organizational change. Through hands-on activities, they learn to develop and implement programs such as skills training, team building and management development. Prerequisite: APPL 641 or approval of program director.

Courses[*]	Title	Credit Hours	Description
APPL 649	Special Topics in IOP	3	Studies a topic of industrial/organizational psychology of mutual interest to students and faculty that is not currently part of course offerings. Topic may vary. May be repeated for credit as course topic changes. Lab fee may be required. Prerequisite: APPL 641 or approval of program director.
APPL 650	Work Groups in Organizations	3	Study of group dynamics in the context of organizations, focusing on the predominant psychological theories and research findings that explain the formation and development of work groups. Emphasis on learning how effective strategies and techniques can be used to enhance teamwork in organizations.
APPL 659	Cross-Cultural Organizational Psychology	3	Examines topics in organizational psychology from a cross-cultural lens, focusing on portability of Western-based theories and practices to other cultures. Topics include cultural values, methodological equivalences, intercultural training, group processes, organizational justice, work-family issues, leadership, negotiations, acculturation and expatriation/repatriation. Co-requisite: APPL 641 or permission from instructor.

Occupational Health Psychology & Organizational Consulting Area (6 credits)

APPL 609	Occupational Stress & Health Psychology	3	Survey of the organizational environment that affects cognitive processes and subsequent physiological, psychological and behavioral responses affecting individual and organizational performance. Topics include the role of the person, such as biology and personality; the role of the organization, such as workplace climate and work roles; and different types of individual and organizational stress management interventions that contribute to individuals' health and well-being.
APPL 649	Special Topics in IOP	3	Studies a topic of industrial/organizational psychology of mutual interest to students and faculty that is not currently part of course offerings. Topic may vary. May be repeated for credit as course topic changes. Lab fee may be required. Prerequisite: APPL 641 or approval of program director.
APPL 652	Organizational Theory & Development	3	Survey of organizational theory and techniques used in organizational development. Topics include organizational structure and communication, sources of power, organizational culture, Lewin's Change Model, Action Research and Schein's Process Change.
APPL 653	Consulting Skills	3	Focuses on the essential skills and abilities needed for successful consulting to organizations. Topics include business development, project management, cost estimation and report writing. Emphasizes learning techniques used for successful group presentations and developing skills for effective oral and written communication.

Courses*	Title	Credit Hours	Description
APPL 654	Survey Development & Implementation	3	How to plan, design and implement surveys to assess organizational characteristics. Emphasizes how to collect and analyze survey data and present findings to the organization.
APPL 658	Change Management	3	Theory, findings, and methods relating to how organizations manage and mismanage change. Students learn about techniques to assess and implement organizational change. Through hands-on activities, they learn to develop and implement change management programs, including skills training and team building.

ELECTIVES (up to 9 credits) – Select from any of the above or other courses at the University in consultation and with written approval of the Program Director

***Note**. All of the above courses are open only to students in IOP. Other majors may enroll only with departmental permission.

Program/Admission Requirements:

For unconditional acceptance into the M.S. in IOP, as with the previous Applied Psychology program, applicants are required to have:

- a bachelor's degree in psychology with a minimum cumulative GPA of 3.0 from a regionally accredited college or university;
- grades of B or better in psychology statistics and research methods courses;
- GRE scores from the verbal, quantitative and analytical tests that are no more than five years old; the GRE psychology test is *not* required;
- a professional or academic letter of recommendation submitted on the student's behalf;
- a statement of personal interest.

No more than 6 credits with passing grades lower than B- can be applied to the degree. To maximize career opportunities, advisement is recommended when selecting electives. Up to 9 credits outside of the IOP program may be taken subject to the documented approval of the program director.

Note. Students may choose to pursue the program part-time (fewer than 9 credits in an academic semester) or full-time (9 or more credits per semester). Tuition is based on credits, not status in the program.

5. **Discuss how general education requirements will be met, if applicable.** *Not Applicable*

6. **Identify any specialized accreditation or graduate certification requirements for this program and its students.** *Not Applicable*

7. **If contracting with another institution or non-collegiate organization, provide a copy of the written contract.** *Not Applicable*

8. **Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipmentrequirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

The IOP concentration has a website, and UBalt also maintains web-based resources that inform all prospective students and current enrolled students about policies, support, and services. These resources

include the current IOP website that will be modified slightly to reflect the new program: www.ubalt.edu/iopsychology. From the IOP website, prospects are directed to the admissions page, as well. Additionally, the UBalt graduate catalog is accessible to the public online at: http://www.ubalt.edu/academics/catalogs.cfm. The catalog includes detailed programmatic information, academic support services, financial aid, costs, and policies. Finally, each of these details have their own dedicated websites within the UBalt public portal, e.g., Student Support Services information can be accessed here: https://law.ubalt.edu/academics/academic-support/

Students admitted and enrolled in the IOP master's program receive email communications from the Program Director and dedicated graduate student advisor regarding important information pertaining to the program. These emails include information on curriculum changes and requirements and advising and information sessions.

9. **Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

The UBalt Marketing, Communications, Admissions, Registrar, and Bursars teams are responsible for accurate and timely dissemination of programs and services available to students. All relevant program information is kept up to date on the UBalt website.

H. **Adequacy of Articulation**

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

As part of the USM, this program allows matriculated graduate students to take courses in partner institutions, such as Towson University, if the course is relevant and supportive of the degree program. Permission to utilize interinstitutional transfers is required from the Program Director and the IOP program has a good history in enabling students to take 1 or 2 courses that might fit a graduate students' interests within their degree program.

I. **Adequacy of Faculty Resources** (as outlined in COMAR 13B.02.03.11).

1. **Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faulty member will teach in the proposed program.**

Courses will be taught by qualified tenured and tenure-track faculty, qualified instructors, and qualified adjunct faculty. All faculty in the IOP program have the requisite backgrounds to teach any of the courses in the curriculum, though each has preferred areas and areas of expertise.

Dr. Thomas Mitchell, Program Director, is a tenured, associate professor in the College of Arts and Sciences. His Master's degree is in Industrial and Organizational Psychology and his PhD is in Applied Social Psychology. Dr. Mitchell is predominantly responsible for teaching APPL 641, 642, 651, 644, 645, 655 and others.

Dr. Sharon Glazer, Program Director of the Global IOP certificate program, is a tenured Full Professor who has won the President's Faculty Award, Distinguished Scholar's award from the College of Arts & Sciences and elected as Fellow in three high-visibility/high impact societies/associations. Her PhD is in Industrial and Organizational Psychology. Dr. Glazer typically teaching APPL 652, 653, 647, 649, 609, 659, 655, 789, and 799.

Dr. Archana Tedone is a tenure-track Assistant Professor with a promising career, as evident in her high student evaluations and strong, continuous publication record. Her PhD is in Industrial and Organizational Psychology. Dr. Tedone typically teaches APPL 631, 632, 644, 645, and has begun teaching 609 and 655, as well.

Dr. Sally Farley is a tenured Full Professor who has also won the President's Faculty Award. She serves as the special issues editor for the *Journal of Nonverbal Behavior* and frequently teaches some elective courses in the area of Social Psychology, which is the field in which she earned her PhD.

All the courses can also be taught by qualified adjuncts, chosen as necessary by the Program Director.

2. **Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:**

   a) **Pedagogy that meets the needs of the students**

The University of Baltimore offers faculty development opportunities through the Bank of America Center for Excellence in Learning, Teaching, and Technology (CELTT), which supports faculty development and use of learning management software.. Faculty members are also engaged in pedagogical research that relates to high impact practices and project-based learning, see, for example, (Glazer et al., 2021; Glazer & Berger, 2020[16]). Faculty of the IOP program also attend the annual Society for Industrial and Organizational Psychology conference in which best practices in experiential teaching of IOP are provided along with state-of-the-art research and practices. Thus, they participate in professional development to keep abreast of evidence-based approaches to teaching practices and research. These teaching practices are then incorporated into student instruction. Example teaching approaches that faculty of the IOP program incorporated include: faculty-led study abroad programs; client-facing experiential consulting, including job analysis, performance management, engagement surveys, feasibility studies, performance measurement validation, organizational development, and leadership development training; utilizing open source materials that are financially accessible; flipped classrooms; global virtual teamwork with students around the world; and more. The College of Arts & Sciences also supports faculty professional development, e.g., transitions to new software and technologies that support the latest trends in industry and conference participation, which ensures faculty are current in their disciplines.

   b) **The learning management system**

CELTT provides a wide range of faculty support services for faculty engaged in the University Learning Management System (LMS) to meet the needs of the enrolled students. Faculty have access to multimedia specialists and instructional designers, technical trainers, and a 24/7 technical help desk to effectively deliver degree programs.

---

[16] Glazer, S., & Berger, R. (2020). Developing an experiential Virtually Abroad Program to ensure mobility access: A quick guide. In S. Kommers & K. Bista (Eds.), *Routledge Studies on Global Student Mobility: Inequalities in Study Abroad and Student Mobility: Navigating Challenges and Future Directions.* Routledge.

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

CELTT offers training on the effective use of LMS software to enhance student learning. Additionally, it funds resident faculty training of faculty on new teaching technologies. The University is a SARA member, and it offers several programs in a fully online format (both asynchronous and synchronous programs are offered). The proposed program will be offered on campus and not via distance education, although there are opportunities to work with students in other countries using virtual tools, and the University's technological and pedagogical infrastructure with respect to distance education makes such opportunities possible.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)**.**

1. **Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.**

For over 40 years, the UBalt library has maintained adequate resources to support the IOP concentration of the Applied Psychology program and the move to establishing the program as a stand-alone program will not change those resources. All University of Baltimore students, whether at Shady Grove, in midtown Baltimore, or online, benefit from the services of the Robert L. Bogomolny Library, which is the center for academic support for UBalt students. The Library supports numerous programs targeting students' academic success including tutoring, writing consultations, math and statistics support, computer skills workshops, research consultations, and coaching for undergraduate and graduate students alike. The OWL (Online Writing Link) offers customized feedback on papers through MyUB. These services are available online as well as in-person – see the library website for details. Students and faculty in all programs have access to more than 84,000 eBooks and 74,000 eJournals in addition to the library's physical collection of 65,000 items and millions more from libraries throughout Maryland and worldwide via a rapid and robust InterLibrary Loan program. Students and faculty will find tremendous value in the 115+ databases available 24/7 on the library's website. While many of the databases are discipline specific, others are more general in orientation and are often a good place to begin research – top picks among those include:

- Academic Search Ultimate: A broad, general database with information about almost any topic.
- Business Source Complete: Magazine, newspaper, trade publication, and journal articles
- EBSCO Discovery Service: Content from all disciplines covering materials contained in most of our other article databases, as well as books in the library catalog – the closest thing to a one-stop-search.
- Global Issues: Resources culled from geographically diverse newspapers, magazines, and journals covering both broad and specific issues.
- Humanities International Complete: Provides a focus on humanities subjects such as history, philosophy, literature, and languages.
- Opposing Viewpoints: Resources on current social issues covering both sides of an issue including background.
- ScienceDirect College Edition: Full text, peer-reviewed journal articles in three subject areas: health & life sciences, physical sciences, and social & behavioral sciences.
- ACM Digital Library: the most widely utilized database for IT-related research
- Business Source Complete: important repository that connects IT-related matters to the world of business
- Homeland Security Digital Library: a repository of material that includes cyber security

- Web of Science: one of the most widely utilized indexing services that provides access to scholarly work from all around the world

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. **Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.**

There are no new physical facilities, infrastructure, and instructional equipment requirements from that which has been provided since the program's inception in 1978. Each full-time faculty member has exclusive access to an office. Classrooms, seminar rooms, and computer labs are also available to support all classes. Every classroom at the University is equipped with lecture capture technology.

2. **Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**

   a) An institutional electronic mailing system, and
   b) A learning management system that provides the necessary technological support for distance education

All faculty and enrolled students of UBalt have access to the University's electronic mailing system and learning management platforms for remote and classroom instruction.
Faculty members as well as students have complete access to the Bank of America Center for Excellence in Learning, Teaching, and Technology (CELTT), which supports the learning management platform for remote and classroom instruction. The following technologies are provided:

- Sakai, our Learning Management System, for many years is being retired this year and the University is moving to Canvas, which will facilitate the implementation of many tools that enhance use of the LMS (e.g., VoiceThread, Padlet).

- SharePoint and OneDrive, for secure file sharing with the students

- Panopto, for the delivery of synchronous and asynchronous video lectures

- Zoom, for the delivery of synchronous video lectures as well as to meet with the students whole working remotely

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)
1. **Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

The IOP program will not require additional resources. All courses are already part of the existing concentration. The proposed new program will be completely supported with existing faculty, staff, technical, library, and space resources. The program is not looking to change the degree program. Rather, the concentration is simply separating from Counseling Psychology to enable greater distinction between the IOP 42-credit hour program and the Counseling Psychology program's 48 to 60 credit-hour programs.

It is assumed this program revision will be fundamentally a resource neutral program modification. Although the changes aim at improving the program and also enhance enrollment, only modest increases are anticipated, and the program can be sustained without major growth. *Note that the Finance tables are based on part-time numbers, because students pay per credit and not based on part-time or full-time status.*

"Table 1: Resources" assumes a 5% student per credit tuition increase every two years.

FINANCE TABLE 1: PROGRAM RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	$496,440	$567,360	$654,984	$714,528	$813,384
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	35	40	44	48	52
e. Credit Hour Rate	$788	$788	$827	$827	$869
f. Annual Credit Hour Rate	18	18	18	18	18
g. Total P/T Revenue (d x e x f)	$496,440	$567,360	$654,984	$714,528	$813,384
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	$496,440	$567,360	$654,984	$714,528	$813,384

2. **Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.**

Given that the proposal is a realignment of existing resources, because of two concentrations splitting into two discrete programs, this program revision will be fundamentally a resource-neutral program modification. No new expenses are anticipated; no new space or equipment is needed nor new hires.

Equipment update schedules are not altered by change. Thus, the chart is filled with zeroes.

FINANCE TABLE 2: PROGRAM EXPENDITURES					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (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
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)	0	0	0	0	0

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

    1. **Discuss procedures for evaluating courses, faculty and student learning outcomes.**

Procedures for conducting program and individual course evaluations are conducted in accordance with a program assessment plan, which is required of every program at the University. This assessment plan is documented in SharePoint where the University's assessment results are stored. Assessment of all program SLOs are conducted at least once every two years, and the data are used to identify the strengths and

weaknesses of the program to guide faculty in making improvements to the program and to modify as appropriate student learning outcomes.

Additionally, students complete electronic course evaluations at the close of each semester. Each semester the IOP committee evaluates the course offerings, and the Chair of Faculty (or designated faculty committee) evaluates faculty performance. Specifically, faculty performance is evaluated annually based on student course evaluations, course syllabi, course materials, exams, assignment criteria, and classroom peer observation.

Program faculty also periodically participate in assessment activities sponsored by the Center for Excellence in Teaching, Learning, and Technology (CELTT) that focus on such things as quantitative learning in courses or improving student outcomes in gateway courses.

2. **Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

The IOP curriculum maps on to the 24 competencies of the SIOP guidelines for graduate education (Glazer et al., 2021). To assess its effectiveness, faculty work as a committee to evaluate a selection of student-produced artifacts (e.g., tests, reports, presentations). The Program Director works with faculty members teaching the courses to secure artifacts and coordinate the use of rubrics. The program committee evaluates its courses and student learning in a manner consistent with requirements of the 7-Year Program Assessment stipulated by USM and MHEC. The last assessment for IOP was completed in 2021.

Additionally, the Office of Institutional Effectiveness maintains records of student retention and assesses student and faculty satisfaction and perceived cost-effectiveness. Additionally, the program also surveys its students and alumni on their satisfaction with the program and solicits input on areas for improvement. Faculty in IOP meet weekly during the course of the academic year to discuss work matters, whether in the area of teaching, service, or research. Discussions also address worklife balance, morale, and engagement. The committee is supportive of faculty initiatives and reinforces creativity that maintains a state-of-the-art edge for the IOP program.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

1. **Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.**

For the last 30 years, Applied Psychology students in the IOP concentration have been diverse on a range of characteristics, including race/ethnicity, age, gender, affinity orientation, gender identity, country of origin, nationality, ability status, socioeconomic status, and professional experience. We anticipate that diversity will continue with the new structure of the program.
Faculty also present at regional community colleges about the program, promoting the undergraduate psychology program and accelerated program to the graduate program of studies in IOP.

Additionally, IOP alumni of diverse backgrounds (women, Black, Gay/Queer, veteran, neurodivergent) speak to students every semester in various courses and special events.

O. Relationship to Low Productivity Programs Identified by the Commission:
   1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

Not applicable.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)
   1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

UBalt is authorized by MSCHE and MHEC to offer distance education programs; however, the proposed program will not be offered as distance learning. All students have access to the University's learning management system (LMS), which by fall 2023 will be Canvas. The LMS, which is supported by the Center for Excellence in Learning, Teaching, and Technology (CELTT), provides a means for all instructors to post resources for students, have online discussions that support other learning etc.

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

The M.S. in Industrial and Organizational Psychology program is an on-campus program at the Baltimore campus. Nonetheless, the University is approved to offer distance education and complies with C-RAC guidelines when distance education is offered.

The University of Baltimore has been approved by the Middle States Commission on Higher Education to offer online programs. The University is a member of NC-SARA and is currently approved to offer several graduate degrees online (MBA, MPA, MS in Interaction Design and Information Architecture, PBC in User Experience (UX) Design, MS in Accounting and Business Advisory Services, and it is approved to offer three majors online: Business Administration, Criminal Justice, and Policy, Politics & International Affairs. The University also offers many of its General Education courses in both on-campus and online formats, as well as some hybrid formats.

The University of Baltimore's Merrick School of Business has AACSB International accreditation, and the MPA is accredited by NASPAA. The MBA and MPA have had online options for over 20 years, and as required by their accreditation, assurance of learning has to be demonstrated for all delivery formats. With this long experience, the University routinely ensures common learning outcomes and assessment requirements for both on-campus and online programs and courses.

The Center for Excellence in Learning, Teaching, and Technology (CELTT) manages the learning management system and provides preparation for both students and faculty who will engage in its use. CELTT offers POE, or Promoting Online Excellence, a program for faculty to ensure best practices in distance education. CELTT employs instructional designers who meet with faculty individually to support their classes and sponsors communities of practice to support better instruction and use of new technologies (e.g., Voice Thread). In 2022, a flexible hybrid workgroup has been meeting to develop an intentional, well-designed, technologically predictable flexible hybrid experience for UBalt students (Bee-Flex). Quantitative-focused courses may use RPNow as an online proctoring tool.

173

The COVID-19 pandemic experience has accelerated UBalt's build-out of its online services, so that now all student services are available on-campus and online. The Career and Internship Center is accustomed to working with both students and faculty in classes both on campus and virtual.

UNIVERSITY SYSTEM
of **MARYLAND**

TOPIC: Campus Safety and Security – Report and Panel (updated)

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 14, 2023

SUMMARY: Campus safety and security are daily concerns for institutions of higher education across the nation. The Committee will receive a Campus Crime Report and hear from a panel of chiefs of police, Chief David Mitchell (University of Maryland, College Park) and Chief Edwin Lashley (Salisbury University), and vice presidents for student affairs, Dr. Vernon Hurte (Towson University) and Dr. Patty Alvarez (University of Maryland, Baltimore), who will offer their insights into the procedures, policies, and practices in place to keep USM institutions and community members safe and how these issues are managed on our campuses.

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: March 14, 2023
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

2023 Campus Crime Report
March 14, 2023
Summary

Campus safety and security are perennial topics of concern for those on college and university campuses, prospective families and students, and other stakeholders. The extent to which one will be or feel safe on campus is a factor many weigh when deciding where they or their loved ones will pursue a postsecondary education. The United States Department of Education provides data to help constituents make such decisions. The University System of Maryland (USM) Campus Crime Report compiles and presents those data as one measure of the safety and security of our institutions.

The Crime Awareness and Campus Security Act of 1990 (later renamed the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act) requires all postsecondary institutions that receive Title IV (federal student aid programs) funding to disclose campus crime statistics and security information. These publicly available data represent alleged criminal offenses reported to campus security authorities and/or local police agencies and do not necessarily reflect prosecutions or convictions. The Department of Education also requires that, by October 1 of each year, these institutions publish and distribute an annual campus security report to all current students and employees.

The USM last produced this report in May 2019. One year later, the nation was in the midst of the COVID-19 pandemic. Subsequently, institutions were delayed in reporting to the Department of Education, and the Department of Education was delayed in publishing the data. USM's 2019 report reviewed data through 2017. Unfortunately, 2018 data are no longer available on the Department of Education's website. Therefore, attached tables include:
- A trend table showing system-wide data from 2017, 2019, 2020, and 2021 and
- Information by institution for the most recent three years available – 2019, 2020, and 2021

The reports include statistics on a variety of criminal offenses, arrests, and campus disciplinary actions for violations that occurred on-campus, as well as in noncampus settings and on public property adjacent to campus. In addition to the total number of reported incidents, the tables provide rates that reflect the number of incidents per 1,000 students.

As the Department of Education notes on its website, these crime data are reported by the institutions and have not been subjected to independent verification. However, the Department conducts audits into institutions' compliance with Clery. Reviews are initiated when a complaint is received, a media event raises concerns, a school's independent audit identifies areas of noncompliance, or for other reasons. Reporting requirements include, but are not limited to:
1. Collecting and sharing crime statistics and disclosing security-related policies;
2. The issuance of campus alerts (timely warmings and emergency notifications);
3. The publication of an annual security report; and
4. Maintenance of a daily crime log.

Institutions found out-of-compliance (often after lengthy investigations) can be assessed fines and lose federal funding.

Sources:
https://rems.ed.gov/IHECleryAct.aspx
https://ope.ed.gov/campussafety/#/

In addition to these federal safeguards, the USM Office of Internal Audit conducts audits to verify that our institutions are in compliance with Clery/Department of Education guidelines. Since 2018, Internal Audit has completed six (6) Jeanne-Clery Act audits, and two are planned for or already in progress in 2023. When conducting audits, where there are violations, the auditors conduct follow-up audits to determine the institutions' responses to recommendations and annually assess each institution's need for another full audit. This information is provided in detailed reports to the Chancellor and summarized reports for the Audit Committee of the Board of Regents. The information can be provided to other regents upon request.

These layers of review are important to the process. Ultimately, administrators know that Clery Act compliance is crucial, and keeping up with it is a year-round obligation. Campus officials work consistently to ensure the safety and security of our campus communities while appropriately tracking, disclosing, submitting, and publishing the information required by law and due to the public.

Sources:
https://rems.ed.gov/IHECleryAct.aspx
https://ope.ed.gov/campussafety/#/

Crime Report Summary Data ~ 2017 and 2019-2021
University System of Maryland Totals

Criminal Offenses - On-Campus, Noncampus, and Public Property

	2017		2019		2020		2021	
USM Population	**175,176**		**172,214**		**170,180**		**164,851**	
	Number and Rate per 1,000 Across the USM							
	No.	**Rate**	**No.**	**Rate**	**No.**	**Rate**	**No.**	**Rate**
Murder/Non-Negligent Manslaughter	4	0.02	0	0.00	1	0.01	0	0.00
Negligent Manslaughter	0	0.00	0	0.00	0	0.00	0	0.00
Rape*	50	0.29	57	0.33	38	0.22	54	0.32
Fondling*	14	0.08	31	0.18	21	0.12	28	0.16
Incest*	0	0.00	0	0.00	0	0.00	0	0.00
Statutory Rape*	0	0.00	1	0.01	0	0.00	0	0.00
VAWA Offenses** (domestic violence; dating violence; stalking)	126	0.72	135	0.78	59	0.34	98	0.59
Robbery	32	0.18	45	0.26	35	0.20	9	0.05
Aggravated Assault	33	0.19	36	0.20	37	0.21	37	0.22
Burglary	71	0.41	92	0.53	79	0.46	70	0.42
Motor Vehicle Theft	33	0.19	83	0.48	69	0.40	54	0.32
Arson	5	0.03	7	0.04	2	0.01	8	0.04
Weapons Possession Violations	10	0.06	26	0.15	24	0.14	20	0.12
Drug Abuse Violations	234	1.34	223	1.29	134	0.78	130	0.78
Liquor Law Violations	1,100	6.28	869	5.04	523	3.07	727	4.41
Hate Crimes (All Offenses)	7	0.04	9	0.05	5	0.02	6	0.03

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.
*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.
**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.
***Totals include all Clery geography: on-campus, noncampus, and public property.

1

Incidents Reported in Campus Crime Reports
2021***

Criminal Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	Murder & Non-Negligent Manslaughter		Negligent Manslaughter		Rape*		Fondling*		Incest*		Statutory Rape*		Violence Against Women Act Offenses**		Robbery		Aggravated Assault		Burglary		Motor Vehicle Theft		Arson	
		No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
BSU	6,308	0	0.00	0	0.00	5	0.79	5	0.79	0	0.00	0	0.00	10	1.58	0	0.00	0	0.00	11	1.74	1	0.15	0	0.00
CSU	2,101	0	0.00	0	0.00	2	0.95	0	0.00	0	0.00	0	0.00	0	0.00	2	0.95	0	0.00	5	2.37	2	0.95	0	0.00
FSU	4,449	0	0.00	0	0.00	2	0.44	0	0.00	0	0.00	0	0.00	9	2.02	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
SU	7,568	0	0.00	0	0.00	2	0.26	6	0.79	0	0.00	0	0.00	10	1.32	1	0.13	5	0.66	9	1.18	0	0.00	0	0.00
TU	20,856	0	0.00	0	0.00	10	0.47	5	0.23	0	0.00	0	0.00	14	0.67	0	0.00	5	0.23	11	0.52	0	0.00	0	0.00
UBALT	3,710	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	0.53	0	0.00	0	0.00	0	0.00
UMB	7,244	0	0.00	0	0.00	1	0.13	1	0.13	0	0.00	0	0.00	8	1.10	5	0.69	7	0.96	1	0.13	9	1.24	0	0.00
UMBC	13,638	0	0.00	0	0.00	9	0.65	2	0.14	0	0.00	0	0.00	10	0.73	0	0.00	0	0.00	13	0.95	2	0.14	3	0.21
UMCP	41,271	0	0.00	0	0.00	20	0.48	8	0.19	0	0.00	0	0.00	21	0.50	0	0.00	2	0.04	11	0.26	34	0.82	5	0.12
UMES	2,384	0	0.00	0	0.00	3	1.25	1	0.41	0	0.00	0	0.00	6	2.51	0	0.00	2	0.83	3	1.25	0	0.00	0	0.00
UMGC	55,323	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	10	0.18	1	0.01	14	0.25	6	0.10	6	0.10	0	0.00

Arrests and Disciplinary Actions - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	On-Campus Arrests							Disciplinary Actions					
		Weapons Possession		Drug Abuse Violations		Liquor Law Violations			Weapons Possession		Drug Abuse Violations		Liquor Law Violations	
		No.	Rate	No.	Rate	No.	Rate		No.	Rate	No.	Rate	No.	Rate
BSU	6,308	0	0.00	1	0.15	0	0.00		0	0.00	37	5.86	0	0.00
CSU	2,101	0	0.00	0	0.00	0	0.00		0	0.00	14	6.65	7	0.00
FSU	4,449	0	0.00	1	0.22	0	0.00		0	0.00	46	10.33	25	0.00
SU	7,568	1	0.13	5	0.66	3	0.39		3	0.39	0	0.00	271	35.8
TU	20,856	2	0.09	4	0.19	0	0.00		0	0.00	0	0.00	97	4.65
UBALT	3,710	0	0.00	0	0.00	0	0.00		0	0.00	0	0.00	0	0.00
UMB	7,244	1	0.13	0	0.00	0	0.00		0	0.00	0	0.00	0	0.00
UMBC	13,638	0	0.00	0	0.00	0	0.00		0	0.00	0	0.00	24	1.75
UMCP	41,271	6	0.14	12	0.29	0	0.00		0	0.00	0	0.00	291	20.6
UMES	2,384	0	0.00	1	0.41	0	0.00		0	0.00	4	1.67	9	3.77
UMGC	55,323	7	0.12	5	0.09	0	0.00		0	0.00	0.00	0.00	0	0.00

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.
*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.
**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.
***Totals include all Clery geography: on-campus, noncampus, and public property.

2

Incidents Reported in Campus Crime Reports
2021 (con't)***

Hate Crimes - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,308	0	0.00
CSU	2,101	0	0.00
FSU	4,449	0	0.00
SU	7,568	0	0.00
TU	20,856	2	0.09
UBALT	3,710	0	0.00
UMB	7,244	0	0.00
UMBC	13,638	1	0.07
UMCP	41,271	4	0.09
UMES	2,384	0	0.00
UMGC	55,323	0	0.00

Hate crime offenses include murder/non-negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, simple assault, larceny-theft, intimidation, and destruction/damage/vandalism of property.

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.
*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.
**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.
***Totals include all Clery geography: on-campus, noncampus, and public property.

3

Incidents Reported in Campus Crime Reports
2020***

Criminal Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	Murder & Non-Negligent Manslaughter		Negligent Manslaughter		Rape*		Fondling*		Incest*		Statutory Rape*		Violence Against Women Act Offenses**		Robbery		Aggravated Assault		Burglary		Motor Vehicle Theft		Arson	
		No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
BSU	6,250	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	4	0.64	0	0.00	0	0.00	2	0.32	0	0.00	0	0.00
CSU	2,348	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	7	2.98	9	3.83	5	2.12	7	2.98	0	0.00
FSU	4,857	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	3	0.61	1	0.20	0	0.00	4	0.82	0	0.00	0	0.00
SU	8,124	0	0.00	0	0.00	0	0.00	4	0.49	0	0.00	0	0.00	1	0.12	1	0.12	5	0.61	3	0.36	0	0.00	0	0.00
TU	21,917	0	0.00	0	0.00	10	0.45	1	0.04	0	0.00	0	0.00	11	0.50	1	0.04	0	0.00	2	0.09	1	0.04	0	0.00
UBalt	4,169	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	6	1.43	1	0.23	0	0.00	0	0.00	0	0.00
UMB	7,137	1	0.14	0	0.00	0	0.00	9	1.26	0	0.00	0	0.00	1	0.14	10	1.40	8	1.12	2	0.28	4	0.56	0	0.00
UMBC	13,497	0	0.00	0	0.00	8	0.59	6	0.44	0	0.00	0	0.00	4	0.29	0	0.00	0	0.00	9	0.66	3	0.22	0	0.00
UMCP	40,709	0	0.00	0	0.00	14	0.34	0	0.00	0	0.00	0	0.00	13	0.31	2	0.04	1	0.02	16	0.39	26	0.63	0	0.00
UMES	2,646	0	0.00	0	0.00	3	1.13	0	0.00	0	0.00	0	0.00	8	3.02	1	0.37	4	1.51	7	2.64	0	0.00	0	0.00
UMGC	58,526	0	0.00	0	0.00	3	0.05	1	0.01	0	0.00	0	0.00	14	0.23	6	0.10	9	0.15	29	0.49	28	0.47	2	0.03

Arrests and Disciplinary Actions - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	On-Campus Arrests							Disciplinary Actions					
		Weapons Possession		Drug Abuse Violations		Liquor Law Violations			Weapons Possession		Drug Abuse Violations		Liquor Law Violations	
		No.	Rate	No.	Rate	No.	Rate		No.	Rate	No.	Rate	No.	Rate
BSU	6,250	0	0.00	0	0.00	0	0.00		0	0.00	9	1.44	1	0.16
CSU	2,348	0	0.00	0	0.00	0	0.00		0	0.00	22	9.36	17	7.24
FSU	4,857	3	0.61	2	0.41	0	0.00		0	0.00	53	10.91	37	7.61
SU	8,124	0	0.00	4	0.49	5	0.61		6	0.73	0	0.00	85	10.46
TU	21,917	4	0.18	10	0.45	1	0.04		0	0.00	0	0.00	53	2.41
UBalt	4,169	0	0.00	2	0.47	0	0.00		0	0.00	0	0.00	0	0.00
UMB	7,137	3	0.42	3	0.42	0	0.00		0	0.00	0	0.00	0	0.00
UMBC	13,497	0	0.00	3	0.22	0	0.00		0	0.00	0	0.00	40	2.96
UMCP	40,709	2	0.04	17	0.41	0	0.00		0	0.00	0	0.00	263	6.46
UMES	2,646	1	0.37	3	1.13	1	0.37		0	0.00	0	0.00	7	2.64
UMGC	58,526	5	0.08	6	0.10	13	0.22		0	0.00	0	0.00	0	0.00

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.
*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.
**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.
***Totals include all Clery geography: on-campus, noncampus, and public property.

4

Incidents Reported in Campus Crime Reports
2020 (con't)***

Hate Crimes - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,250	0	0.00
CSU	2,348	0	0.00
FSU	4,857	0	0.00
SU	8,124	3	0.36
TU	21,917	0	0.00
UBalt	4,169	0	0.00
UMB	7,137	0	0.00
UMBC	13,497	1	0.07
UMCP	40,709	1	0.02
UMES	2,646	0	0.00
UMGC	58,526	0	0.00

Hate crime offenses include murder/non-negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, simple assault, larceny-theft, intimidation, and destruction/damage/vandalism of property.

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.
*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.
**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.
***Totals include all Clery geography: on-campus, noncampus, and public property.

5

Incidents Reported in Campus Crime Reports
2019***

Criminal Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	Murder & Non-Negligent Manslaughter		Negligent Manslaughter		Rape*		Fondling*		Incest*		Statutory Rape*		Violence Against Women Act Offenses**		Robbery		Aggravated Assault		Burglary		Motor Vehicle Theft		Arson	
		No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
BSU	6,171	0	0.00	0	0.00	2	0.32	0	0.00	0	0.00	0	0.00	12	1.94	0	0.00	3	0.48	12	1.94	2	0.32	0	0.00
CSU	2,724	0	0.00	0	0.00	2	0.73	0	0.00	0	0.00	0	0.00	0	0.00	9	3.30	11	4.03	13	4.77	9	3.30	0	0.00
FSU	5,178	0	0.00	0	0.00	2	0.38	1	0.19	0	0.00	1	0.19	4	0.77	0	0.00	0	0.00	1	0.19	0	0.00	0	0.00
SU	8,617	0	0.00	0	0.00	7	0.81	7	0.81	0	0.00	0	0.00	11	1.27	1	0.11	13	1.50	3	0.34	2	0.23	0	0.00
TU	22,709	0	0.00	0	0.00	8	0.35	7	0.30	0	0.00	0	0.00	27	1.18	5	0.22	9	0.39	13	0.57	2	0.08	0	0.00
UBalt	4,476	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.22	1	0.22	0	0.00	0	0.00	0	0.00	0	0.00
UMB	6,827	0	0.00	0	0.00	1	0.14	0	0.00	0	0.00	0	0.00	17	2.49	17	2.49	4	0.58	3	0.43	6	0.87	1	0.14
UMBC	13,602	0	0.00	0	0.00	9	0.66	7	0.51	0	0.00	0	0.00	27	1.98	4	0.29	0	0.00	14	1.02	3	0.22	0	0.00
UMCP	40,743	0	0.00	0	0.00	23	0.56	8	0.19	0	0.00	0	0.00	25	0.61	4	0.09	6	0.14	23	0.56	58	1.42	6	0.14
UMES	2,886	0	0.00	0	0.00	3	1.03	1	0.34	0	0.00	0	0.00	10	3.46	4	1.38	0	0.00	10	3.46	1	0.34	0	0.00
UMGC	58,281	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.01	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

Arrests and Disciplinary Actions - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	On-Campus Arrests							Disciplinary Actions					
		Weapons Possession		Drug Abuse Violations		Liquor Law Violations			Weapons Possession		Drug Abuse Violations		Liquor Law Violations	
		No.	Rate	No.	Rate	No.	Rate		No.	Rate	No.	Rate	No.	Rate
BSU	6,171	0	0.00	0	0.00	0	0.00		0	0.00	21	3.40	0	0.00
CSU	2,724	0	0.00	0	0.00	0	0.00		0	0.00	31	11.38	27	9.91
FSU	5,178	1	0.19	12	2.31	4	0.77		0	0.00	65	12.55	29	5.60
SU	8,617	2	0.23	3	0.34	1	0.11		2	0.23	1	0.11	149	17.29
TU	22,709	1	0.04	3	0.13	0	0.00		0	0.00	3	0.13	154	6.78
UBalt	4,476	0	0.00	0	0.00	0	0.00		0	0.00	0	0.00	0	0.00
UMB	6,827	12	1.75	45	6.59	0	0.00		0	0.00	0	0.00	0	0.00
UMBC	13,602	2	0.14	1	0.07	0	0.00		0	0.00	0	0.00	68	4.99
UMCP	40,743	5	0.12	24	0.58	0	0.00		0	0.00	2	0.04	426	10.45
UMES	2,886	1	0.34	5	1.73	0	0.00		0	0.00	7	2.42	11	3.81
UMGC	58,281	0	0.00	0	0.00	0	0.00		0	0.00	0	0.00	0	0.00

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.
*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.
**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.
***Totals include all Clery geography: on-campus, noncampus, and public property.

6

Incidents Reported in Campus Crime Reports
2019 (con't)***

Hate Crimes - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,171	0	0.00
CSU	2,724	0	0.00
FSU	5,178	0	0.00
SU	8,617	2	0.23
TU	22,709	1	0.04
UBalt	4,476	0	0.00
UMB	6,827	1	0.14
UMBC	13,602	0	0.00
UMCP	40,743	4	0.00
UMES	2,886	1	0.34
UMGC	58,281	0	0.00

Hate crime offenses include murder/non-negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, simple assault, larceny-theft, intimidation, and destruction/damage/vandalism of property.

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.
*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.
**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.
***Totals include all Clery geography: on-campus, noncampus, and public property.

7

2023 Campus Crime Report
March 14, 2023

Glossary

Aggravated Assault
An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm.

Arrest
Persons processed by arrests, citation, or summons.

Arson
Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.

Burglary
The unlawful entry of a structure to commit a felony or a theft.

Dating Violence
Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition:
• Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
• Dating violence does not include acts covered under the definition of domestic violence

Domestic Violence
A felony or misdemeanor crime of violence committed:
• By a current or former spouse or intimate partner of the victim;
• By a person with whom the victim shares a child in common;
• By a person who is or has cohabitated with the victim as a spouse or intimate partner; and
• By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Drug Abuse Violations
The violation of laws prohibiting the production, distribution and/or use of certain controlled substances and the equipment or devices utilized in their preparation and/or use. The unlawful cultivation, manufacture, distribution, sale, purchase, use, possession, transportation or importation of any controlled drug or narcotic substance. Arrests for violations of state and local laws, specifically those relating to the unlawful possession, sale, use, growing, manufacturing and making of narcotic drugs. The relevant substances include: opium or cocaine and their derivatives (morphine, heroin, codeine); marijuana; synthetic narcotics - manufactured narcotics which can cause true addiction (Demerol, Methadone); and dangerous nonnarcotic drugs (barbiturates, Benzedrine).

Fondling
The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

Hate Crime
A criminal offense that manifests evidence that the victim was intentionally selected because of the perpetrator's bias against the victim. For the purposes of Clery, the categories of bias include the victim's actual or perceived race, religion, gender, gender identify, sexual orientation, ethnicity, national origin, and disability.

Incest
Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Liquor Law Violations
The violation of state or local laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or use of alcoholic beverages, not including driving under the influence and drunkenness. Include in this classification: the manufacture, sale, transporting, furnishing, possessing, etc., of intoxicating liquor; maintaining unlawful drinking places; bootlegging; operating still; furnishing liquor to a minor or intemperate person; underage possession; using a vehicle for illegal transportation of liquor; drinking on train or public conveyance; and attempts to commit any of the above.

Motor Vehicle Theft
The theft or attempted theft of a motor vehicle.

Murder and Non-Negligent Manslaughter
The willful (non-negligent) killing of one human being by another.

Negligent Manslaughter
The killing of another person through gross negligence.

Noncampus Building or Property
(1) Any building or property owned or controlled by a student organization that is officially recognized by the institution; or (2) Any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution.

On-Campus
(1) Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls; and (2) Any building or property that is within or reasonably contiguous to paragraph (1) of this definition, that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes (such as a food or other retail vendor).

Public Property
All public property, including thoroughfares, streets, sidewalks, and parking facilities, that is within the campus, or immediately adjacent to and accessible from the campus.

Rape
The penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

Referred for Disciplinary Action
The referral of any person to any official who initiates a disciplinary action of which a record is kept and which may result in the imposition of a sanction.

Robbery
The taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.

Statutory Rape
Non-forcible sexual intercourse with a person who is under the statutory age of consent.

VAWA (Violence Against Women Act) Offenses
Domestic violence, dating violence, and stalking.

Weapons: Carrying, Possessing, etc.
The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of firearms, cutting instruments, explosives, incendiary devices or other deadly weapons. This classification encompasses weapons offenses that are regulatory in nature. Include in this classification: manufacture, sale or possessions of deadly weapons; carrying deadly weapons, concealed or openly, using manufacturing, etc. of silencers; furnishing deadly weapons to minors; aliens possessing deadly weapons; and attempts to commit any of the above.

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Update: Civic Engagement and Civic Education

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 14, 2023

SUMMARY: In 2017, the Committee on Education Policy and Student Life charged a work group to make recommendations on civic education, civic engagement, and civic responsibility. That workgroup, chaired by then Regent Thomas Slater, reported out the following recommendations:

1. Foster an ethos of civic engagement and participation across all parts of all institutions and throughout the educational culture.

- Encourage Carnegie *Community Engagement* classification for all institutions in USM. Consider offering incentives through partnership grants for institutions to help each other (those that have earned classification can help institutions that are on the path).

- Encourage voting by using the National Study of Learning, Voting and Engagement (NSLVE) data to document and assess progress toward higher voter participation from each institution. Share reports with USM office.

- Consider the development of a "badge" to designate student level competencies in civic learning and democratic engagement.

2. Identify civic literacy as a core expectation for all students.

- Expand opportunities for service/action learning for undergraduate students in all majors to engage in real world applications of their learning through coursework and through community leadership programs.

- Expand opportunities for civic learning and engagement for graduate students as it applies to their programs of study.

- Align civic learning and democratic engagement goals with Carnegie *Community Engagement* standards, and have institutions report progress toward agreed upon goals.

- Establish the *Civic Learning and Democratic Engagement Workgroup* as an ongoing USM workgroup with responsibility for defining goals (in collaboration with institutions), developing, and analyzing a System-wide survey, and overseeing the progress toward goals.

- Consider establishing a Regents' "designated priorities" fund, similar to the USM Course Redesign project, for awarding seed grants to institutions to implement the civic learning and civic engagement recommendations.

USM BOR Workgroup Report: Civic Learning and Democratic Engagement, presented to Board of Regents Education Policy and Student Life Committee, May 15, 2018

This year's Civic Engagement update will include information on:

- Student Civic Leadership Council,

- CLDE/NASH commitment,

- Civics-related research in the USM,

- Langenberg Legacy,

- 2023 General Assembly Bills,

- Voter Engagement, and

- Institutional Awards and Recognition

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: March 14, 2023
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

Civic Education and Civic Engagement
Meeting the Democracy Challenge
Education Policy and Student Life

March 14, 2023

USM's Civic Education and Civic Engagement (CECE) work continues to evolve as it becomes embedded in institutional and System strategic plans, Regents' priorities, University System of Maryland Student Council priorities and Council of University System Faculty priorities. The report below summarizes ongoing work.

Student Civic Leadership Council (SCLC)

The Student Civic Leadership Council (SCLC) is composed of student representatives from every USM institution, nominated by their provosts and vice presidents of student affairs. Membership is refreshed each year with new or continuing nominations. The SCLC is co-chaired by two students from different institutions who hold overlapping two-year appointments.

Student co-chairs lead the group each year; this year's SCLC co-chairs are Musa Jafri of UMBC ('24) and Renee Paulraj of UMCP ('23). After passage of the Student and Military Voter Empowerment Act (SMVEA) in 2021, USM began convening the SCLC and institutional voting coordinators together on a regular basis. By combining the two groups, we found that each institution now has greater access to civic engagement resources and information-sharing.

The SCLC met twice in the fall semester and is scheduled to meet twice in Spring. Discussion topics include student activism on campus, relevant legislation, reflections from the year, and programmatic planning for the coming year.

CLDE/NASH Commitment

USM is leading Maryland higher education's participation in a new national coalition: Civic Learning and Democratic Engagement. CLDE is sponsored by AACU, CCA, SHEEO, Campus Compact, and College Promise, with over 70 other universities and civic non-profits participating. USM affiliated with CLDE when Chancellor Perman announced our participation in September 2019 (Press Release).

Since then, Dr. Nancy Shapiro, Associate Vice Chancellor, has been the point person for the Maryland state team, bringing the Maryland public higher ed community on board. She has presented to the President's Council of the Maryland Association of Community Colleges (MACC) and is in communication with Emily Dow, Assistant Secretary, Maryland Higher Education Commission to bring a Maryland team to the first CLDE Leadership Forum this spring, to be held in College Park at the UMGC Conference Center March 13-15, 2023. CLDE is laser focused on ensuring that all our students (undergraduate and graduate) cultivate the civic skills that are essential for engaged and responsible citizenship and that our students develop the

3

civic dispositions that are essential for the successful functioning of a diverse, democratic society. The leadership forum will be working through a strategic framework that can be used by states, systems, and institutions to design and implement civic education goals and implementation plans.

Dr. Shapiro is also serving as the bridge between the National Association of System Heads (NASH) and the CLDE with the goal of broadening participation in civic learning and engagement across all fifty states, U.S. Territories, and the District of Columbia.

Civics-Related Research in the USM

In January 2021, the USM P-20 Office approached Salisbury University's provost Karen L. Olmstead about a publication opportunity, given Salisbury University's demonstrated record of leadership in civic engagement. Dr. Olmstead connected P-20 Office staff with Alexander Pope IV, Director of the Institute for Public Affairs and Civic Engagement (PACE). The collaboration was widened to include Patrick O'Brien, Director of Civic Engagement, and Ashley Daniels, Associate Director of Civic Engagement, at Frostburg State University; and Sara Heim, Program Coordinator for *ShoreCorps AmeriCorps*. The teams at SU and FSU conducted empirical research on participation in and barriers to participation in *AmeriCorps* service programs at each university (*ShoreCorps* and *ECHOSTARS,* respectively). The team at the USM P-20 Office provided a statewide perspective on student service.

The study was published as "Barriers to National Service: College Student Perceptions About Community Engagement," by Alexander Pope IV (Salisbury University), Patrick O'Brien (Frostburg State University), Karen Feagin (USM, UMCP), Sara Heim (SU), Ashley Daniels (FSU), Nancy Shapiro (USM), and Dewayne Morgan (USM), in *School-University-Community Collaboration for Civic Education and Engagement in the Democratic Project*, edited by R. Martin Reardon and Jack Leonard.

Chapter abstract: Public universities in Maryland seek, in part, to extend and expand the civic commitment of education represented by K–12 service-learning requirements. Two of those universities host long-standing *AmeriCorps* programs providing incentives for university students who commit to sustained service in K–12 classrooms and in programs that support K–12 schools such as social work. *AmeriCorps* members provide valuable services that help to expand the capacity of partnering sites. Despite financial and other incentives to participate, eligible students often fail to enroll in the programs. This chapter explores students' perceptions of national service as part of their collegiate experience.

Langenberg Legacy Fellowship Program

The Langenberg Lecture and Award was originally established through a solicitation for an endowed fund in honor of former USM Chancellor Donald N. Langenberg upon his retirement in 2002. The Lecture brought nationally recognized leaders to USM to speak on a broad range of issues within the field of education. The Award recognized a rising senior from one USM

4

institution who showed promise and commitment to a career in education. The Langenberg Lecture and Award guidelines have been periodically reviewed over the past 20 years and the program has been modified to reflect the broad influence of the Langenberg legacy.

In 2021, USM and USMF restructured the Langenberg Lecture and Award to have broader impact on scholarship, faculty, and students across USM in the area of civic education and civic engagement. Addressing a documented priority of the Board of Regents, the program, administered by USM's Office of Academic and Student Affairs, has three components: (1) student engagement through special projects, (2) faculty support for curriculum enrichment or research, and (3) recognition for student and faculty work. This new program is the *Langenberg Legacy*.

For the inaugural year of the Langenberg Legacy (2022), USM institutions were invited to solicit student applications and select one student to represent the campus as their Langenberg Legacy Fellow. In the first year of the restructured legacy awards, because of a hiatus due to Covid, the USMF account had sufficient funding to support students from 10 USM institutions. The first cohort of twelve Langenberg Legacy Fellows received $1,000 in their fall semester and $500 upon submission of their final report to the USM, and sponsors received $500 upon student submission of the final report. Going forward, the number of fellows will be dependent on the spendable funds in USMF Langenberg Legacy foundation account, and thus be an annual, competitive award.

The table below shows the student's name, their faculty or staff sponsor, and brief project description for each campus's Langenberg Legacy Fellow. Jo-Nai' Duncan (CSU) and Rachael Michalski (FSU) were selected to present their projects to the EPSL Committee.

IHE	Fellow	Sponsor	Project
BSU	Britney Guillory	Deborah Ball	"A Chance to Change": designed business plan for peer support program for students impacted by gun violence
CSU	Jo-Nai' Duncan	Glynis Barber	"Day of Service at Paul's Place": student and faculty volunteer day to serve at Paul's Place, a soup kitchen in Pigtown, Baltimore
FSU	Rachael Michalski	Patrick O'Brien	"Educating Students on Voter Engagement": workshops on voter education, registration, and turnout, in partnership with Frostburg's Office of Civic Engagement
SU	Dylan Laconich	Amal Ali	"Environmental Justice and Activism Day of Action": Day of Action in Fall 2022 focusing on environmental justice and activism in collaboration with Salisbury University and city officials
TU	Danielle McNerney	Alison Rios Millett McCartney	"The Faces of Injustice": campus-wide exhibition on wrongful convictions

5

UB	Erica King	Malissa Rivera	"Think Happy, Live Happy": workshop centered on the E3 initiatives: educate, enrich, elevate
UMB	Donald De Alwis	Kerri Thom	"Environmental Health Justice and Advocacy Symposium": connecting UMB students, faculty, and staff with advocacy leaders in the Baltimore area who work with communities experiencing environmental health injustice
UMBC	Musa Jafri	Simon Stacey	"Candidate Forum": connecting candidates for state and local elections with UMBC, Catonsville, and Arbutus communities in townhall-style forum
UMCES	Ben Malmgren	Carin Star	"Bambi's Pantry Pollinator Garden": Community-initiated pollinator garden on Eastern Shore, adjacent to UMCES Horn Point Laboratory Campus, involving local community organization, Building African American Minds (BAAM)
UMCP	Vivian Ebisike	India Richey	"Voter Education Workshops": eight Maryland election voting workshops on campus, four workshops in-person and four online

Relevant 2023 Legislation

The 2023 Maryland General Assembly session is still in process, however there are several bills pending that could be relevant to USM's civic agenda:

- Senate Bill 271, Education – Maryland Civic Engagement Program – Established, sponsored by Senator Ready
  - This bill seeks to (1) establish the Maryland Civic Engagement Program to recognize students and public schools that promote the civic readiness and civic engagement of students in public schools in the State; (2) require each local school system that chooses to participate to award a student a Seal of Civic Engagement if the student meets certain criteria and designate a public school as a Center of Civil Engagement under certain circumstances; and (3) require an annual report on the Program be submitted to the Department of Education; among other provisions.

- House Bill 890, Commission on History, Culture, and Civics in Education, sponsored by Delegate Acevero
  - This bill seeks to (1) establish the Commission on History, Culture, and Civics in Education to make recommendations to the State Board of Education and the State Department of Education to further the discovery, interpretation, and learning of the history, culture, and civics of the United States and Maryland; and (2) require the

6

Commission to report its findings and recommendations to the State Board, the Governor, and the General Assembly on or before December 30 each year.

- House Bill 546, Education - Service Year Option Program - Establishment (Serving Every Region Through Vocational Exploration Act of 2023), sponsored by the Speaker (By Request - Administration) and Delegates Rosenberg, Addison, Allen, Alston, Amprey, Anderton, Attar, Bagnall, Bhandari, Boafo, Boyce, Cardin, Charkoudian, Charles, Conaway, Crosby, Crutchfield, Cullison, Davis, Ebersole, Edelson, Feldmark, Fennell, Foley, Fraser-Hidalgo, Grossman, Guyton, Harris, Healey, Henson, Holmes, Hornberger, D. Jones, Kaiser, Kaufman, Kelly, Kerr, J. Long, Lopez, Love, McCaskill, McComas, Mireku-North, Moon, Palakovich Carr, Pasteur, Patterson, Phillips, Queen, Reznik, Ruth, Sample-Hughes, Shetty, Simmons, Simpson, Smith, Solomon, Stewart, Taveras, Toles, Turner, Valderrama, Vogel, Watson, Wells, Wilkins, Williams, Woods, Wu, Young, and Ziegler
  - o This bill, proposed by the Governor, seeks to (1) establish the Service Year Option Program; requiring the Department of Service and Civic Innovation to administer and provide staff for the Program; requiring a Program participant to work at least 30 hours per week and partner with an on-site mentor while working in a service placement; (2) require a participating employer to pay a Program participant $15 per hour; and (3) authorizing the Department to disburse a stipend of up to $3,000 to a Program participant who completes a service placement; among other provisions.

Voter Engagement

Although 2023 is not an election year, USM continues to work on voter engagement across the institutions. This year all USM institutions have reauthorized participation in the National Study of Learning, Voting and Engagement (NSLVE), in anticipation of the next general election. Through our participation in this research effort, we will be eligible to receive reports on student voter registration, student voter participation, and deeper dives into which institutions and which majors appear to be maximizing student participation in the electoral process. Reports from NSLVE will be shared with the Board of Regents on a regular basis, according to the election cycles.

7

Institutional Awards and Recognition

Several of our USM universities have received important recognition over the past year. The following are selections of the important civics-related work done across the System over the past year.

Bowie State University:
BSU sponsored an "HBCU Votes Matter" campaign in the fall of 2022 that included voter registration and a voter education open forum that focused on, at that time, the Maryland ballot question #4 about the legalization of recreational marijuana for residents 21 and older. BSU also hosted an open forum with then-Gubernatorial candidate Wes Moore and hosted a pre-election rally that featured President Joe Biden and First Lady Dr. Jill Biden. Candidate Dan Cox was also invited to campus for an open forum.

Coppin State University:
Recent activities at CSU include service by the institution's Presidential and Fanny Jackson Coppin scholars, the two highest distinctions, on Martin Luther King Jr. Day to pick up litter in West Baltimore or to participate in local schools on America Reads Day. The Student Government Association hosted a meal day for local community members who face food insecurity. SGA and CSU's NAACP sponsored Voter Education and Registration events. Coppin's First Lady Jenkins also hosted a Breast Cancer Wellness Day focused on men's and women's health. Recent examples highlight the diversity involvement and engagement with Coppin students, staff, faculty, alum, and the community. Through Coppin's certificate program for Non-Profit Management, many local non-profits are even led by Coppin-affiliated persons.

Frostburg State University:
FSU was once again recognized for their voter engagement. They were named a Voter Friendly Campus again, and they made Washington Monthly's list of Best Colleges for Student Voting. In 2022, FSU hosted a Candidates Forum, in partnership with Allegany College of Maryland, Garret College, and Hagerstown Community College, leading up to the election. In addition, Governor Moore joined FSU's ASTAR AmeriCorps program MLK Day of Service Event held in Frederick, MD.

Undergraduate student Rachael Michalski was selected for the 2022 USM Langenberg Legacy Fellowship. She focused on voter education and engagement efforts for her project, tabling at the Student Union weekly, hosting a voter registration drive, moderating a forum for congressional candidates, and driving a shuttle on election day to transport students to the polls. Her faculty sponsor was Patrick O'Brien, who co-authored the article "Barriers to National Service: College Student Perceptions About Community Engagement" in *School-University-Community Collaboration for Civic Education and Engagement in the Democratic Project*.

Salisbury University:
This year PACE again helped to promote civic engagement on and off campus. PACE Director Dr. Sandy Pope received the 2022 Barbara Burch Award for Faculty Leadership in Civic Engagement from the American Association of State Colleges and Universities' American

8

Democracy Project. Dr. Pope led Salisbury University's selection for the competitive "Civic Evidence Project" led by the American Association of Colleges and Universities.

Salisbury University was selected for the Constructive Dialogue project through the American Association of State Colleges and Universities' American Democracy Project. Faculty leads were Drs. Sandy Pope (Education), Sarah Surak Political Science), Jennifer Cox (Communication), and Jeremy Cox (Communication).

The ShoreCorps / AmeriCorps program received the largest grant in its 28-year history, with $785,956 in funding to support 200 members providing more than 73,000 hours of service across the Eastern Shore. Members will collectively receive more than $300,000 in education awards for their commitment.

Towson University:
TU was named one of America's Best Colleges for Student Voting by [Washington Monthly](#). The [ALL IN Democracy Challenge](#) also recognized TU with Best in Class for a 4-year public institution (for best action plan among 4-year public institutions), Campus Champion Award for Best Action Plan (tied for the best action plan across institution type), Highly Established Action Plan (strongly scored voter engagement action plan for multiple years), and New Most Engaged Campuses for College Student Voting Recognition. Romy Hübler, Director, Civic Engagement and Social Responsibility, received the Spirit of Democracy Award, [American Democracy Project](#), from AASCU. TU was a Voter Engagement Programming Grant Recipient from the [Andrew Goodman Foundation](#).

University of Baltimore:
The President and Provost charged the Task Force to Advance University Engagement in July 2022, chaired by Roger Hartley, Dean of the College of Public Affairs, and Nicole Marano, Vice President of Student Success and Chief Student Affairs Officer. The team includes representation from Colleges/Schools, Library, Centers, Sponsored Research, faculty, staff, and students. It truly is a power team of dedicated engagement professionals from all levels. Our vision for our identity is as follows: The University of Baltimore is USM's leading institution for urban-engaged learning, where students persist, study and practice in ways that directly impact Baltimore, the State of Maryland, the region, and globe. Through career-focused education, community partnerships, and engaged learning, our graduates are trained to become civic leaders and professionals.

In 2022-2023, UBalt was again designated a Voter Friendly Campus by NASPA and Campus Vote Project (https://www.voterfriendlycampus.org/campus-designees). UBalt has received this designation each election year since 2018. Additional initiatives include the [Community Development Fellowship Program](#), [UBalt Votes](#), and the Bee Well Initiative that is possible through our Transform Mid-Atlantic AmeriCorps VISTA Program: [News Releases - University of Baltimore (ubalt.edu)](#).

University of Maryland Baltimore:
UMB Student Affairs and the Office of Community Engagement continue to collaborate to support student engagement in the City of Baltimore. As a part of new and returning student

9

programming in Fall 2022, the Intercultural Center's Welcome: Identity & the City featured a panel of local community leaders, in partnership with the Community Engagement Center.

According to the 2020 NSLVE Campus Report, UMB had an 86.5% student voter registration rate in 2020. Additionally, UMB had a 75.5% voting rate in 2020, in comparison to the 69.5% voting rate in 2016. In 2020, all other institutions had a 66% voting rate.

Student Donald De Alwis was selected for the 2022 USM Langenberg Legacy Fellowship. For his project, he hosted a climate change and environmental justice advocacy symposium in Fall 2022 for UMB students, faculty, and staff, intended to connect UMB with advocacy leaders in the Baltimore area who work directly with communities experiencing environmental health injustice.

UMBC:
Based on the quality of their 2022 student voter engagement plan, UMBC earned the ALL IN Campus Democracy Challenge's Highly Established Action Plan seal, its highest honor. UMBC is one of 121 U.S. colleges and universities to earn the seal. Institutions earn the Highly Established Action Plan seal by receiving at least 31.5 of 36 possible points based on ALL IN's rubric. UMBC's plan earned a perfect score of 36.

Washington Monthly again named UMBC as one of America's Best Colleges for Student Voting. Romy Hübler, formerly Associate Director of the Center for Democracy and Civic Life, (now Director of Civic Engagement and Social Responsibility at Towson University) received the American Democracy Project's 2022 Spirit of Democracy Award for her civic engagement leadership.

University of Maryland Center for Environmental Sciences:
CBL's Chapter of the American Association of University Women worked with Michael Kent, President of the NAACP Calvert County Chapter, and curators at Jefferson Patterson Park & Museum (JPPM) to develop an interactive story map of significant African American History in Southern Maryland. The map "Southern Maryland History: Through Ebony Eyes" can be found at this link.

Student Ben Malmgren was selected for the 2022 USM Langenberg Legacy Fellowship and completed a project that helped to establish a relationship and engage with Building African American Minds (BAAM), a local community organization dedicated to providing educational support and learning experiences to systemically disenfranchised young scholars, and to connect the people and places of Horn Point's campus by expanding and augmenting the existing community garden space. Members of the HPL chapter of the Society of Women in Marine Science wrote to the Maryland Department of Environment encouraging them to ask for more scientific data about how discharge from a proposed 25-acre indoor salmon aquaculture facility would impact the Marshyhope River, critical spawning habitat for Atlantic Sturgeon, leading to the aquaculture farm pulling their request for the permit.

10

University of Maryland, College Park:
UMCP was named a 2022 Most Engaged Campus for College Student Voting by ALL IN Campus Democracy Challenge. Undergraduate student Vivian Ebisike was selected as the 2022 USM Langenberg Legacy Student Fellow and completed a project focused on voter education and engagement, holding four online and four in-person voter education workshops. Undergraduate student Joseph Hartner was selected for and completed the 2022-23 Transform Mid-Atlantic Civic Fellowship.

University of Maryland Eastern Shore:
UMES is proud to have kicked off the Wes Moore HBCU tour, welcoming him to campus and sharing his vision for the state. We shuttled students to the polling and on the evening of the election, UMES hosted a Dance Showcase where the polling results were shared, and an announcement of the Governor elect was made at the end of the evening.

University of Maryland Global Campus:
UMGC appointed a new student voting coordinator within Student Affairs, Colleen Quinn, Reference and Instructional Librarian, who developed a new student voting engagement plan. Colleen partners across the institution on ways to strengthen our efforts for student voting engagement. A new UMGC web page has been launched to provide voting information to our students within Maryland, and to provide guidance to UMGC students who reside outside of the state. To support UMGC's staff and student engagement, President, Dr. Gregory Fowler, communicated support of voting participation to the organization.

11

Langenburg Legacy Business Plan

Britney Guillory
2.28.2023

<u>A Chance to Change: "Gun Violence, Awareness, & Prevention, Program (G-VAPP)"</u>

Personal Introduction (~100 words)

      I attend Bowie State University. I am working towards earning my Master of Public Administration Degree. I was born in Houston, Texas and raised in Maryland. I have my associates in Applied Science, Bachelor's in Psychology, and I am working towards my Master in Public Administration. Currently, I am a Coordinator of Community Services (CCS who works with the developmentally disabled. I have over 10 years of experience working with vulnerable populations to include; at risk youth, disabled/ elderly adults, developmentally delayed/ disabled children, and autistic adults and children. I am the first in my immediate family to receive a Bachelor's degree and I am committed to bettering myself, my family, and my community.

Project Background (**~**100 words)

      I learned about Landenberg Fellowship through my former professor Deborah Bailey at Bowie State University. Initially my project was labeled the Bowie State Initiative but shifted during planning. My inspiration came from a peer of mine who was a victim of random gun violence which left him paralyzed. It brought me back to losing my own cousin to gun violence and the support I wished I had while attending Montgomery College.

Project Description (~400 words)

I wrote a business plan, so I don't have any feedback on success, failures, etc.

Reflections (~400 words)

      Through completing this project, I learned the ups and downs associated with organizational development and planning. Furthermore, the need to plan and strategize your business plan is vital when establishing a non-profit. Exploring what strategies work, what matters to you, and effective interventions that will benefit your target population provided me an opportunity to understand and make informed decisions regarding what type of non-profit I want to run.

Bonus!

      I appreciated the opportunity to participate in this fellowship and hope I can expand on my work in the future. However, one minor downside was the lack of acknowledgment and assistance from my sponsor. I know my work is important but didn't feel that from my team. I would have benefited and saved time from the guidance. However, this was an amazing leaning experience that afforded me the opportunity to learn more about regulations, grants, business plan writing, legislature, different Community Violence Intervention (CVI) programs, and statistics related to gun violence.

Langenburg Legacy Business Plan   Britney Guillory
                                                                     2.28.2023

A Chance to Change:

"**G**un **V**iolence, **A**wareness, & **P**revention, **P**rogram (G-VAPP)"

By Britney Guillory,

Public Administration Program, Bowie State University

Langenburg Legacy Business Plan   Britney Guillory
                                                                 2.28.2023

Mission Statement:

Our mission is to provide targeted, community-based Case Management and emergency housing to promote stability in at risk youth. We aim to promote long lasting success through the training of skills necessary to promote overall financial/ economic security, stability, and longevity within Maryland's low-income, at-risk youth. Our goal is to have at least 90% of our participants successfully complete our Step and Grow and or Re-Entry Program(s).

Executive Summary:

My organization's primary goal is to combat the socioeconomic factors that are the root causes for gun violence. Our primary focus is to reduce violent acts (particularly gun violence), committed by violent youth offenders or children identified as at risk to commit future violent acts in Maryland. Our second goal is to bridge the Gap between at risk youth and higher education by providing an atmosphere where college students can become civically involved with their community through internships/ volunteer opportunities, while sharing their personal experiences throughout their collegiate careers.

"Socio-economic factors, like poverty, appear to play a larger role in street shootings", (APA.org, 2023). The lack of stability and learned helplessness in low-income neighborhoods coupled with an environment of mistrust with law enforcement and government officials creates an atmosphere of hostility, resentment, lack of motivation, and lack of ability to achieve long lasting success. According to research conducted by Daniel Kim, an associate professor of health sciences at Northeastern, "the strongest association was between gun homicides and social mobility, is the ability of people to move to a higher social status than that of their parents", (Phys.org, 2020).

Our non- profit will provide targeted Case Management and resources to help support the personal achievements via certifications, higher education, GED certification, Employment Discovery, Housing Security, long lasting employment, etc., through our organizations' "Step and Grow Work Readiness Program". On an emergency basis, we will provide short term (12-18 months), interim housing for juveniles re-entering society from the Juvenile Justice System to reduce the likelihood of recidivism. Through our "Re-entry Stabilization Program", participants will receive the support needed to reintegrate into society under stable, supportive, circumstances.

Public Need:

Gun Violence has grown dramatically over the past years, in particular gun violence committed by youth. Per EveryStat.org:

- "Maryland has the 24th-highest societal cost of gun violence in the US at $949 per person each year. Gun deaths and injuries cost Maryland $6 billion, of which $376 million is paid by taxpayers", (EveryStat.org, 2021).
- "In an average year, 724 people die and 1,747 are wounded by guns in Maryland. Maryland has the 22nd-highest rate of gun violence in the US", (EveryStat.org).

Langenburg Legacy Business Plan

Britney Guillory
2.28.2023

The ever-present threat of gun violence has created a public health crisis for all Maryland citizens, both directly and indirectly. Congress and law makers have dedicated legislation in combating gun violence in Maryland. The Maryland Gun Violence Prevention Act of 2022 is dedicated to strengthening Maryland's licensing system, minimizing the access of "ghost guns", and to strengthen the integrity of its guns laws.

<u>Potential Stakeholders/ Funding Sources:</u> **Projected Startup Budget is $300,000.

1. Maryland recently dedicated 5.1 million in federal funds for gun violence/ community violence prevention programs.
2. Community Violence Intervention (CVI) grants
3. Department of Juvenile Justice
4. Maryland Public and Private Schools
5. College University's in Maryland
6. Various Grants, Donors, and Charitable Contributions.
7. Business Loans

<u>Marketing:</u>

1. Marketing via online
2. Outreach to school systems and government agencies.

<u>Operations:</u>

1. <u>Program Director:</u>
    a. Responsible for the oversight of the facilities day to day operations, operating budget, maintaining state regulations/ compliance, licensure, in-service training, and quality of care/ services.
2. <u>Program Manager:</u>
    a. Supervises the day-to-day operations, onboarding new employees, maintaining appropriate staffing ratios, intake of new referrals, maintaining relationships with partners and potential stakeholders.
3. <u>Case Managers:</u>
    a. Manage a caseload of 8-10 at risk youth in Maryland.
    b. Provide personalized care based on a Person-Centered Plan focusing on the achievable wants and goals of the individual.
    c. Connect and facilitate the coordination of resources beneficial to the individual.
    d. Provide community-based level of support and complete in person visits to implement effective risk management through on-going efforts.
4. <u>Residential-Direct Support Staff:</u>
    a. Must have CPR, First Aid
    b. Monitoring and supervision of all participants for safety.
    c. Facilitate the maintenance of onsite facilities.
    d. Assist residents with time and financial management.
    e. Support residents in developing effective independent living skills for their long-term success.

Langenburg Legacy Business Plan

Britney Guillory
2.28.2023

      f.   Continue to foster a supportive, safe environment for all.

5. <u>Volunteers/ Internships:</u>
   a. Through Maryland's University Systems we will provide opportunities for volunteers/ interns to participate in supporting teens through mentorship programs while gaining real life work experience in the field.
   b. Preference will be given to students majoring in Psychology, Social Work, Sociology, Human Services, and other related disciplines.

<u>Participants:</u>

      Participants will consist of adolescents aged 13-20 years of age. All applicants must be referred through their perspective school system or Maryland's Department of Juvenile Justice. Individuals must be identified as at risk of engaging in physical violence based on current/ past behaviors, or any juvenile who will be released from a Juvenile Justice Program.

      All participants must agree to a Person entered Plan of Action and complete steps which will be assessed quarterly for achievement/ progress. Timeframes for successful completion of goals/ level system will be required. All participants must participate in a form of Trauma Based and/ or Cognitive Behavior Therapy. Participants will be required to work and/ or attend school or a vocational program.

<u>Conclusion:</u>

      While there may never be a quick fix or perfect solution to end gun violence, we as a community can do our part to provide support/ resources to the communities'/ individuals most susceptible to gun violence. To avoid being a part of the problem, we must come together to create solutions. My hope is that "A Chance to Change" can be the solution/ alternative for our youth, versus resorting to violence.

      "The best way for someone to value their future is to believe that they have one". – Britney Guillory.

Langenburg Legacy Business Plan   Britney Guillory
                                                                     2.28.2023

References:

American Psychological Association. (n.d.). *Preventing youth gun violence: What we know and still need to know*. American Psychological Association. Retrieved February 28, 2023, from https://www.apa.org/news/press/releases/2016/01/youth-gun-violence#:~:text=Other%20factors%2C%20like%20poverty%2C%20appear%20to%20play%20a,of%20youth%20gun%20violence%2C%20according%20to%20the%20review.

Candanosa, R. M. (2020, January 7). *Can gun violence be traced back to socioeconomic root causes?* Phys.org. Retrieved February 28, 2023, from https://phys.org/news/2020-01-gun-violence-socioeconomic-root.html.

Gun violence in Maryland - everystat.org. (n.d.). Retrieved March 1, 2023, from https://everystat.org/wp-content/uploads/2021/02/Gun-Violence-in-Maryland-2.9.2021.pdf.

Jo-Nai Duncan

28 January 2023

Langenburg Legacy Civic Engagement Event Reflection

This is my report of the activities that occurred during my Langenburg Legacy event. I had the distinct honor of being selected for the Langenburg Legacy Fellows Program by my professor, Dr. Glynis Barber. Prior to being selected to participate in this program, I did not have an opportunity to lead an event by organizing it and prepping materials. This was uncharted territory for me that came with barriers that I needed to figure out in order to execute a purposeful event. Nonetheless, I had a successful day with those who were able to participate in the volunteer event at Paul's Place. In my reflection, I will discuss why I chose Paul's Place as the venue, how I prepared materials, a challenge I faced, the impact of this event, my personal growth, and present photos from the event.

When I was presented with the opportunity to apply for the Langenburg Legacy Fellows Program to plan a civic engagement event, I did not know where to start or what it should look like. However, I participated in several civic engagement events from middle school to the present. I decided to select Paul's Place for my venue. I volunteered at Paul's Place once a month in seventh grade with my classmates. I thoroughly enjoyed interacting with others and helping people who came to the facility for lunch. Paul's Place is not just an ordinary soup kitchen. The facility offers a variety of resources to community members who need it most such as laundry services, peer recovery services, an emergency food pantry, showers, health and wellness services, nurse's clinic, a clothing marketplace, walk-in case management, mail-and-fax services,

a computer lab, and tutoring services. This is an accessible one-stop-shop for those in need of resources.

When I began planning for the event, I thought about the supplies that would benefit Paul's Place and the volunteer participants. I created a sheet with the materials I would need with the price of each unit by how many units I set out to purchase. I revised the budget twice so it will be easier for me and my advisor to manage. Initially, I wanted each participant to wear an apron they decorated centered around the question of, "What does serving others mean to you?" Supplies for creating personalized aprons included a 12-pack apron set, glitter glue sticks, and markers. However, when I initially chose a date for the event, the only available volunteer slot was for marketplace assistance and sorting which dealt with sorting clothing and shoe donations and helping the community members shop for clothing items. Therefore, I removed the apron set from the budget. The date for my civic engagement event needed to be pushed back because I did not receive the funds in time for the first December date. When I rescheduled for another date, January 20, I was selected for the hot lunch slot. This task is helping to prepare a hot lunch for the community and then serving the lunch. I was very excited for this task because it is more interactive than assisting with the marketplace and sorting tasks. I did not reconsider adding the materials for the personalized aprons because I was not sure of how many participants would be available on the new date, January 20th. Other materials initially accounted for care package supplies for 30 community members which included, toothbrushes, toothpaste, wipes, hand sanitizer, deodorant, soap, two pair socks, washcloths, feminine products, granola bars, and gallon Ziplock bags for the items. The budget was revised for 20 care packages totaling $268. I will take care packages to Paul's Place in a few weeks. Waiting for the funds and needing to

revise the budget was the most challenging part of planning for my civic engagement volunteer day.

Before I started, I wish I knew how much of a challenge I would face finding students available on the volunteer date. I did get two participants and they were the best! One student was from Coppin State and the other from MICA. They supported me and Paul's Place and I could not have done it without them. Paul's Place enjoyed having a helping hand. Nonetheless, the lasting impact of this event resulted in the participants requesting for all of us to return monthly to continue to make a difference in the lives of community members who need it most. When asked, "How does helping others make you feel?", the participants replied, "It makes me feel happy that I can do something good for others" and "It makes me feel fulfilled, social, and engaged with other people". My hope is that the CSU campus community recognizes that quality is not in the *numbers* of event participants, but that quality is in the action of *doing* to help others around us and to continue volunteering to help in the community. I can get more students to volunteer at Paul's Place by taking a brief consensus of available days of students and coordinating a volunteering day with that information two times during the semester.

Nonetheless, through the challenges of planning my civic engagement volunteer event, I found pleasure in creating a civic engagement event centralized around bringing students out to give back to those in a community that needs it most. I believe we must all give back in some way regardless of financial status. I am not financially rich, but I am rich in spirit because I am truly blessed and grateful to be able to give back and oversee a civic engagement event, along with my advisor, Dr. Barber. I concluded the volunteer day with a survey for the participants. I am thankful for the support I received from the two participants. The day was a success! I have

included the budget sheet, sign in sheet from the participant day on January 20th, and a few pictures from the volunteer event with my report.

In closing, I would like to take this opportunity to thank Dr. Nancy Shapiro and the University Systems of Maryland (USM) directors of the Langenburg Legacy Fellows Program for giving me the opportunity to plan, serve, and represent Coppin State in a positive light. If I can do it all over again, I will.

Rachael Michalski   Frostburg State University
Langenberg Legacy Fellow 2022-2023   Voter Engagement

Educating Students on Voter Engagement

My name is Rachael Michalski and I am a sophomore student at Frostburg State University in the Honors Program. I am studying a double major, Law and Society with a focus in Legal Studies, and Political Science. In addition, I am studying a double minor, Spanish and Leadership Studies. On campus, I am heavily involved where I serve in several leadership positions, including the Governance Chair of the Student Government Association, a RisingSTAR in the ECHOSTARS Program; an AmeriCorps-partnered program, and the Secretary of a Coed National Service Fraternity, Alpha Phi Omega. During my time advocating for the student body, I started work in the Office of Civic Engagement on my campus, where I developed the interest of learning the importance of voter engagement.

In April 2022, I had the wonderful opportunity to serve as a fellow for the inaugural group of the Langenberg Legacy Fellows. I learned of this opportunity when the Director of Civic Engagement at Frostburg State, Mr. Patrick O'Brein noticed my passion for helping others and nominated me to participate in this learning experience. During my time as a fellow, I worked with my sponsor, Mr. O'Brien, where my project was focused on educating students at FSU on Voter Engagement initiatives. The Maryland Elections were soon approaching and I wanted to do my best to educate my peers on how to cast their ballot and what it means to do so. This is an important topic to me. As a new voter, I learned how much my vote counted and how this is a critical part of exercising my civic duties.

In May 2022, I had the opportunity to serve as a moderator for a Gubernatorial Forum hosted at FSU. During the event, five candidates were asked a series of questions, where they responded in a respectful and professional manner as to why they feel we should vote for them in the upcoming election. We hosted Robin Ficker, Ashwani Jane, Jerome Siegal, John King, and Dan Cox. At the end of the academic year, I was invited to the Western Maryland Democratic Summit, where Marylanders traveled to hear from further Gubernatorial candidates, which included our newly elected Governor, Mr. Wes Moore, Attorney General nominees, and Comptroller nominees. After attending these events, I was confident that focusing on Voter Engagement would be a very appropriate and engaging topic to conduct my fellowship on. At the start of the Fall 2022 academic semester, I started right away on my project. Each week, I tabled in the Lane University Center (Student Union), a 'hot spot' for student involvement, educating students on voting and answered any questions they may have had. On National Voter Registration Day, Mr. O'Brien, myself, and two members from the Allegany County Board of Elections worked to get students registered to vote by hosting a voter registration drive in the Clocktower Quad. On September 18th, I hosted a Voter Engagement Event. During the event, food was catered, discussion was held and student questions were addressed, and a Kahoot Quiz was available to help educate Frostburg Students on relevant information on the upcoming

election. Frostburg State University held a Congressional Forum on October 24th, which hosted David Trone and Neil Parrot, where many voters traveled to my university to watch the forum take place and I served as a moderator during this event. On Election Day, I worked with my university as a shuttle driver, where I transported students to a local polling place to cast their ballots. Frostburg State University leads in the top two universities in the University System of Maryland with a record number of student voters, and I was proud to be able to help students get out to the ballots. I feel as though my project served as a benefit to the students attending my university, and we hope to see another record number year!

Through completion of this project, I learned the importance of helping others and serving my community. Exercising your civic duties is a way to help advocate for change and vote for what you believe is right. Through my time working with the Office of Civic Engagement, I learned voting is a critical piece of that. Organizing and executing projects are rewarding, and the successful results prove to be continuous within the number of voters! It appears that I helped many students do such a small act - but made a big impact.

Mr. O'Brien worked closely with me, offered recommendations, supported my ideas, provided opportunities, and was a positive role model throughout the entirety of my project. This fellowship was created in honor of the work of former University System of Maryland Chancellor, Donald N. Langenberg, who well understood the importance of Civic Engagement in students and communities. During my fellowship, I worked with other USM Members who are just as passionate about Civic Engagement as our former Chancellor was. I met fellows from across the system and learned about their projects as well. In conclusion, everything that went into this fellowship was a learning experience, it was inspiring, and my passion helped drive me to continue to be a part of Civic Engagement.

PROMOTING A NATURAL SALISBURY

Personal Introduction:

As I finished my time at Salisbury University, I began to apply the theories of civic engagement that I learned as an Urban Planning major. I expanded upon the community outreach components of my service and leadership to several different clubs. What I became increasingly concerned about was the lack of awareness for the pressing environmental issues within the Salisbury area. Among these were the suffering wildlife populations, lack of native plants, poor watershed health, and lack of connection to peoples' surroundings.

Project Background:

It was only a simple email in my school mail that prompted civic engagement projects. As someone who was already actively leading civic engagement projects, particularly the ESA's "Bee-N-Bee" project, I decided the Langenberg Legacy Fellowship would be a fantastic opportunity to extend the outreach and topic range by connecting more organizations and other outreach events into my work to improve pollinator health in Salisbury. Even though my major technically had little to do with environmental studies, the environment has always been a highly important subject in my life, for its beauty, our responsibility to the Father of our spirit to tend the earth, and to our children for the health of their lungs.

DYLAN LACONICH
LANGENBERG LEGACY FELLOW 2022-2023

SALISBURY UNIVERSITY
PROMOTING A NATURAL SALISBURY

Project Description:

My intention was to educate on all the components that make up the natural ecosystem of Salisbury to highlight each component's importance to our native wildlife. If my project were to expand upon the outreach component of my ongoing project to aid the community in their individual efforts to improve the health of local pollinators, I needed to reach several different organizations with different focuses. My project proposal described my goal of educating a large amount of young people in the Salisbury community through a fun interactive public event. What I decided to do was speak with Alexander "Sandy" Pope of Salisbury University's Public Affairs and Civic Engagement office. He recommended that I reach out to several different organizations to get involved and represent their unique specific focus. Sandy also recommended that Third Friday may be the right venue to host my event idea around the time of September. Then I reached out to the officials within the City government who may be able to help me organize an event where I could deliver such an experience. Through my previous connections with the Salisbury Green Team, I spoke with Alyssa Hastings, the former Sustainability Coordinator. Alyssa recommended that I reach out to a local farmers market, named Coops to Coop. This farmers market was specifically oriented towards sustainable living and connection to your local ecosystem. Through Alyssa's suggestions, I made connections with the organizers of Third Friday, and Coops to Coop. They both agreed that my proposal to educate the youth at a Third Friday themed "Weird Science" was worth pursuing. I decided from here that it was time to reach out to the groups that Sandy had recommended prior. I reached out to many organizations, including the Chesapeake Bay Foundation, Coastal Bays Foundation, Lower Shore Land Trust, Wicomico Environmental Trust, Nanticoke Watershed Alliance, Maryland Department of Natural Resources, and The Ward Museum. The goal was to incorporate

DYLAN LACONICH   SALISBURY UNIVERSITY
LANGENBERG LEGACY FELLOW 2022-2023   PROMOTING A NATURAL SALISBURY

organizations that deal with land, agriculture, water, wild life, and pollinators. The group that

agreed to participate was Lower Shore Land Trust, representing wildflowers and their benefit to

pollinators. Nanticoke Watershed Alliance demonstrated the importance of a healthy watershed.

Department of Natural Resources demonstrated the 50+ wild bee populations within the region,

and the different roles that they fulfill. The Ward Museum represented the different water fowl in

the area and their relationship to the whole ecosystem and wetlands. Coops to Coop talked to

groups about interesting ways to connect with the environment and how it responds to its

caretakers. Myself with the Environmental Students Association gave out pamphlets that

described how to be a steward in your own backyard, with a map of all the local farmers markets.

We also had a station for people to make their own wildflower seed bombs. While I feel each

table at the event was able to reach a great deal of youth, Coops to Coop was not able to get the

wide audience that I had hoped they could reach. Nonetheless, I believe we were successful at

showing how all components of the ecosystem are connected and dependent on the health of

each other.

Reflections:

The main lesson I took from this project was making sure that the authorities who are granting

your ability to administer an event fully understand your vision and can guarantee that you will

be granted the means to do so. I had hoped and assumed that Coops to Coop would be granted a

significant space with significant through traffic to talk about how individuals can connect with

their environment. The intention was to be able to have a sit and chat for the representative to

demonstrate their practices and be engaging. However, the space given was not necessarily what

would be needed to effectively do so, nor was the traffic significant enough to hold a sizable

audience. To make matters worse, I had not tested the sound system in the field before the event,

DYLAN LACONICH   SALISBURY UNIVERSITY
LANGENBERG LEGACY FELLOW 2022-2023   PROMOTING A NATURAL SALISBURY

and once arrived, the given sound system was not functioning, therefor the message had to be given by voice to smaller groups of individuals tableside. Having a clear plan with agreements in place would have been beneficial to myself and Coops to Coop, and demonstrating such is an important component in order to secure more cooperation. It is likely that certain organizations did not reply to my invitation because I did not communicate a very clear vision for what I wanted them to be a part of. Event planning is often very simple at the University, but in the real world, many more parties and authorities are involved, thus more planning is necessary. In the professional world, I will surely remember this, and not only include written plans of my intentions detailing all the specifics, but also visual representations. I have seen organizations who I am currently collaborating with do the same, and it conveys not only a great sense of assurance, but also reduces the need for lengthy and unnecessary conversations. During the event itself, I did also realize that things often do come together in ways in a natural manner if all necessary components are there. We had smart compassionate people at every table, interested residents, and engaging items and lessons. I was inspired by how many people were so willing to help me, and I'd like to thank the individuals from the City of Salisbury, Salisbury University, and of course, those who participated for their involvement and suggestions.

Feedback:

I think the Langenberg Legacy was a great way to get recognition of my efforts, many people were willing to help because of the title of "Fellow". I do however feel that more meetings with the other fellows would have been beneficial to see where they were making strides and how they overcame certain issues. I had to miss the few meetings due to schedule constraints, more evening meetings over Zoom and maybe partnered fellows that you're encouraged to touch base with would have been beneficial.

The Faces of Injustice: What Newspapers Get Wrong in Wrongful Conviction Reporting

My name is Danielle McNerney and I am a sophomore attending the Towson University Honors College, majoring in political science and mass communication (on the journalism track) with a minor in human rights and history. I am interested in advancing social justice causes with a specific interest in preventing wrongful convictions. Wrongful convictions occur when one is incarcerated for a crime they didn't commit. My passion for researching wrongful convictions came in my freshman year when I became interested in the case of the Central Park Five; in 1989 five Black and Hispanic boys ages fourteen to sixteen were wrongfully convicted of the rape and assault of a jogger in Central Park. These boys spent between six to eleven years in prison, which stripped away their childhoods and led to trauma and PTSD that continues today. When researching this case, it was startling to me that newspapers across New York City often characterized these boys as "thugs" and "animals" despite their innocence. I became fascinated by the power that language has to shape crime stories and how harmful narratives about Black individuals are often perpetuated through language. In an effort to continue my research on this case and to analyze the media's role in wrongful convictions, I applied for the Langenberg Legacy Fellowship to research how newspapers write differently about the alleged guilt and subsequent exonerations of Black versus White individuals. This project is extremely important to me because I believe that with enough research to show how newspapers and other forms of media perpetuate harmful stereotypes against Black individuals in crime and exoneration reporting, positive changes can be made to make the field and work of journalism more equitable.

My project aimed to detect whether there are differences in how the alleged crimes and exonerations between Black and White individuals were covered by journalists. To answer this

question, I studied 100 exonerations via an analysis of newspaper articles from the 1960s-present. Among the exonerations, I studied cases where individuals were witness misidentified or they falsely confessed to committing the crime. The articles where individuals were written about as guilty and the articles when they were later exonerated were examined to determine if there are statistically significant differences in the frequency of race, employment, and prior convictions mentioned between Black and White exonerees. In a follow-up project, an online survey including visuals and text reporting examined how readers perceived initial reports of crimes (allegedly) committed by eventually exonerated individuals. Including 113 people studied in October 2022, this project explored how differences in information included within media crime reports influenced readers' perceptions of whether an individual is guilty of a crime across races.

At the culmination of my research, I was left with two major findings. First, when an exonerated individual had an article written about them when they were "guilty," the number of times that their race was noted in the articles for a Black versus White individual varied significantly. Articles describing a "guilty" individual noted when someone was Black through a picture, written description, or other means 36.6% of the time versus only 5% of the time when the alleged perpetrator was White. These findings are statistically significant according to social science research methods. Newspapers were significantly more likely to emphasize the race of Black individuals rather than White individuals when the Black individuals were being written about in a criminal light. Second, the race of a Black exoneree who falsely confessed was reported 72% of the time, compared to 40% of the time for a White exoneree who falsely confessed, again, a statistically significant outcome. By noting more often that a Black exoneree falsely confessed to a crime compared to a White exoneree, and by consistently connecting

Black individuals to guilt for a crime but not doing so for White individuals, I argue that the media plays a critical role in furthering racial stereotypes that continue to perpetuate the connections between Black individuals and criminality, a lack of education, and ignorance.

As my fellowship comes to a close, I am continuing to work on this project by applying and preparing for presentations at national, regional, and local undergraduate research conferences and refining my research for publication. I was accepted to present at the Northeast Regional Honors Council Conference in Pittsburgh and the National Conference on Undergraduate Research in Wisconsin. Additionally, I will present my research at a campus-wide event, the Towson University Research and Creative Inquiry Forum. Through completing this project, I learned how much I enjoy using research as a tool to advance social justice causes. Moreover, I sparked a new passion for sharing my research findings. I love using my voice and my passion for this project to share my findings with others in a variety of settings, such as my university's Undergraduate Research Club, and I especially find joy in attending research conferences to share my project with other undergraduate students and faculty from the Towson campus and beyond. As part of the Undergraduate Research Club, I will be presenting my research across campus as part of our university's "Research Grams" initiative, which I am also co-leading. Working on this project also allowed me to sharpen my research skills under the guidance of my incredible faculty sponsor and mentors. I developed skills to create and execute an Institutional Review Board-approved study, analyze large sets of data using statistical software, and speak about my research with clarity to a variety of communities. This fellowship has cemented my enjoyment and respect for civic engagement, and I am left with even more of a desire to continue developing my skills and knowledge to make a positive impact on my campus community and bring productive change to my Maryland community and beyond.

E3 OF
THINK HAPPY. LIVE HAPPY.

Langenberg Legacy Fellowship   Erica Jeanine   E3 OF THINK HAPPY. LIVE HAPPY.

PERSONAL INTRODUCTION

I attend the University of Baltimore, currently in my last year of undergrad, studying psychology with research focused on CPT (Cognitive Processing Therapy), and CBT (Cognitive Behavior Therapy). Upon completion I'll begin studying Social Entrepreneurship in the E Fellows program to support my entrepreneurial journey. My long-term academic goal is to obtain my Ph.D. in this field of study, using my expertise as a means of creditability to carry out the work being done on the TH.LH. platform. I would also like to see my research along with my curriculum licensed and published to serve as a resource and addition to the field of psychology. Considering I'm only 25 years of age, my background in these industries is still being established. However, I would like to highlight why I committed to these fields of study and their relevance to my personal life.

The entire field of psychology and every piece of information regarding the brain, available for mastery, has given me an evolving appreciation for it. I will never feel as though I know enough because of how I've come to learn how significant my knowledge and understanding of the human brain are to my personal life. Parts of my journey, such as my mental health, self-healing work, my passion, and my purpose. The more I know about the brain the more equipped I feel to fulfill my purpose and treat and heal myself. Being a student of Cognitive Psychology has grown to allow me to create tools that have supported me in choosing life over death. The result of my hardships and education in the field of psychology has been the manifestation of E3: Educate. Enrich. Elevate.

2

PROJECT BACKGROUND

My knowledge of the Langenberg Legacy Fellowship came through my college's daily digest emails to us. After learning of the requirements, I didn't hesitate to apply for the opportunity. It didn't take me long, nor was it challenging to come up with the idea for my project. I have grown passionate about sustaining human life and resourcing the internal healing process. Being fortunate enough to do so by way of E3 of Think Happy. Live Happy. My idea for the fellowship project came from that passion and platform being built with opportunities such as this fellowship. I intended to give my peers and university a productive and effective experience. E3 is a holistic, licensed curriculum provided as 3 step process that can be utilized by any race, gender, age, or demographic as a toolkit, treatment, workshop, or course. E3 targets all mental health issues, and disabilities, and also provides treatment for those symptoms.

With that as a foundational goal, it can be a solution to other disparities within Baltimore City such as wealth inequality, climate crisis, and existential threats to our time. I wanted to be sure the purpose of my project would be available for retrieval from not only my audience and the university but also the community. One of the most permanent health disparities in Baltimore City is mental health. From the current state of the community members and residents, down to those who are homeless or drug addicted.

3

Why is this topic important to you?

The importance of my project and it's topic manifests from my own personal healing journey. After suffering my mother's death I struggled to establish a healthy lifestyle, and hardships from her absence began to consume me. In addition to that, my poor decision-making and symptoms of mental health issues. The psychological, emotional, and mental symptoms of that trauma. Something had to be done to the tools I could create to support myself. I needed an immense amount of support after experiencing symptoms of mental health issues.

Project Description

I hosted a workshop at my University to showcase the importance of having a work-life balance, how to do so, and what resources were needed. That was a presentation to communicate and teach the information necessary. It also shared my personal experiences and how not having my own work-life balance harmed my mental health. I also presented a kit with tools that align with the E3 curriculum and what's needed for having a work-life balance. I explained how every tool in the kit should be utilized, their purpose of them, and how they are important to one's work-life balance.

5

This project had a very specific objective because the university asked me to cater to a specific demographic of the college, its students, and its employees. This goal wasn't a challenge to carry out because E3 is a curriculum that targets the human mind as a holistic treatment solution. The goal of this workshop was to showcase the curriculum E3 of Think Happy. Live Happy., by educating everyone on the importance of a work-life balance, and how to obtain and maintain one. This is going to have an impact on my campus community because the tools gained from the workshop can support them in being better students and employees. When we take care of our mental health we take care of our jobs, responsibilities, community, and relationships. In return, creating a better campus community within the University of Baltimore and allowing my project to be successful for my peers but also for myself. I was able to receive feedback from those who participated and learn what impact it had, and how they benefitted. From a more personal standpoint, I was able to gain insight into how I can improve the assessment for my workshop, the presentation given, and how to manage the relationship between my university and the organization. My project also exposed me to the need for mental health resources on college campuses and public institutions. Carrying out these levels of responsibilities as a student has also given me a better understanding of how to navigate providing resources on a larger scale. As a social entrepreneur this project has provided me with the motivation to keep going; every endeavor or project matters to the growth of myself and my enterprise. It can sometimes be a challenge to keep up with everything. Luckily when I am able to successfully seize opportunities such as this fellowship, it affirms the path I am on and fulfilling my purpose. This support is what fuels my motivation to keep going.
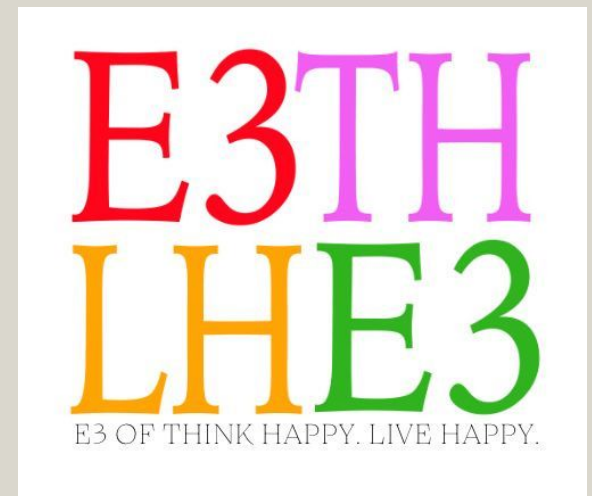
REFLECTIONS

This project has reminded me of my purpose and affirmed the work I am pursuing. When choosing opportunities and committing to projects, I know now that it is also a chance for me to grow as an entrepreneur. Being able to show what I am capable of and how I can contribute to my community is something that I have been inevitably grateful to do.

The lesson I learned in civic engagement was how it can look like many different things. Fact my peers and other fellows had different projects and contributions to communities. Seeing their ideas come to life shows that civic engagement can be done from any outlet, just get it done. It's needed in every community and for every demographic just has to be well thought out.

I learned that communication is a vital tool used for organizing things like events and executing. It's important to keep everyone involved in the project and any other parties updated on things like changes and needs.

My sponsor taught to me to be confident in my vision and to be honest about my needs when in pursuit of projects like this one. I am still a person; life is still happening to me while I am building and giving my time to endeavors such as this one.

6

GRATITUDE

Langenberg Legacy Fellowship   Erica Jeanine   E3 OF THINK HAPPY. LIVE HAPPY.

Donald De Alwis   University of Maryland, Baltimore
LANGENBERG LEGACY FELLOW 2022-2023   Social and Environmental Advocacy Soiree

The Inaugural UMB Social and Environmental Advocacy Soiree

Personal Introduction

I am currently a second-year student at the University of Maryland School of Medicine, where I am studying to become a physician. Previously, I attended the University of Maryland, College Park where I studied Environmental Science & Technology and Public Health Science. I have always held a strong interest in the environmental sciences; in college, my interests evolved into an interest in the intersection between the environment and health. Ultimately, my undergraduate pursuits led me to the field of climate change & health. At UMSOM, I have focused my research and advocacy on further understanding this interface, and helping other medical students do the same.

Project Background

I learned about the Langenberg Legacy Fellowship opportunity through Dr. Kerri Thom at the UMSOM Office of Student Affairs. I had previously sought advice and mentorship from Dr. Thom on how to increase environmental health awareness at UMSOM, and during one of our early meetings I had pitched the idea of a climate change & health workshop to her. This vision ultimately served as the impetus for my Langenberg Legacy project. Applying to the Langenberg Legacy Fellowship with the intention of increasing climate advocacy among health professions, in my eyes, became the logical next step in helping bring structure to a once far-off idea.

Project Description

From the beginning, I knew I would not be able to pull off an event at scale by myself – collaboration would be critical to a successful event. In talking with other students in my medical school class, I realized how many other students shared similar goals of increasing student engagement in social advocacy. I credit two individuals in particular – Angela Geiger (MSII) and Shani Kamberi (MSII) – for catapulting the event into reality. They not only acknowledged the importance of such an event, but confided that they too had hopes of hosting a similar event for the student body. Great minds think alike, and with the first of many collaborations formed, we began hashing out logistics.

The next several months involved weekly meetings to lock down a venue, keynote, caterer, and other key details. The event evolved past climate change advocacy alone, and became a broader social & environmental advocacy event to increase our reach. Along the way, we collaborated with several other key students – Ella Ardoin (MSII), Ayda Soltanian (MSII), and Celina Thomas (MSII), all of whom contributed significantly to the success of the event.

The goals of the event were two-fold: to empower students with the knowledge they needed to engage in different forms of advocacy, and to also connect them with local advocacy organizations to volunteer with. With these goals in mind, we structured the event into three

parts; a keynote, followed by several concurrent advocacy workshops, and finally, mingling time for students to visit tabling nonprofit organizations.

The days leading up to the event were a whirlwind, and I am forever grateful to the students who collaborated with me to help make it a success. On the day of the event itself, I was shocked by how many students and faculty joined us – we estimated that the event drew over 80 attendees, most of whom stayed for the entire two-hour event. Dr. Kyle Fischer delivered a phenomenal keynote address, spurring students to action in service of the city of Baltimore and beyond. Thereafter, students enjoyed social/environmental advocacy teaching workshops from the UMB Office of Sustainability, UMB Counseling Center, MedChi (Maryland State Medical Society), UMB Intercultural Center, and Chesapeake Physicians for Social Responsibility. To conclude the event, attendees mingled with several on and off campus organizations and learned how they could contribute. It was an incredible feeling to watch so many of my peers take time to engage thoughtfully with community advocates, and the event seemed to leave a lasting impression on the students and faculty that attended. My only regret is not buying more food!

Reflections

One of the major lessons I learned during the planning process was that busy people (myself included) are willing to make time for the things they are passionate about. Medical school is incredibly busy as is, and despite this, the event planning committee spent hours upon hours planning for, and ensuring the success of, our event. Amidst exams and the plethora of other commitments, we made time for this Langenberg Legacy project because we realized its inherent value to the UMB community. Moreover, we ourselves enjoyed dedicating time in service of our community. Despite the challenges of planning such a large event while attending graduate courses, it was refreshing to come away from our meetings having made progress towards fostering a more service-oriented student body.

I felt empowered by Dr. Thom, my faculty sponsor, because she gave me the freedom to think big and offered encouragement at every available opportunity. Amidst her busy schedule (seeing patients among them!) she made time to meet with me, provide resources to plan the event, and attend the event itself. Through several permutations of the event, Dr. Thom continued to offer gentle guidance and support, motivating me when I felt intimidated by the magnitude of the tasks ahead.

I also credit the Langenberg family for leading by example, and demonstrating the importance of civic engagement and service in their own lives. The planning process for my event was demanding and at times frustrating, but I was motivated by the eternal commitment that the Langenberg family has made to helping empower students to serve others.

For future Langenberg Legacy Fellows – do not forget the reason you are applied! You will encounter bumps in the road as you plan your Legacy project, but bear in mind your own commitment to a life civic engagement, that of the Langenberg family, and all those in your

support system. Challenges aside – your project will make the world an incrementally better place, and I hope that inspires you as much as it did for me.

Ben Malmgren   UMCES Horn Point Laboratory
LANGENBERG LEGACY FELLOW 2022-2023   Community Pollinator Garden

Community Pollinator Garden Project

I first joined the University of Maryland Center for Environmental Science (UMCES) community as a summer intern in the Horn Point Laboratory (HPL) Oyster Hatchery in 2019. After graduating from St. Mary's College of Maryland in 2020 with degrees in Environmental Studies and Economics, I returned to HPL for another season in the hatchery before starting as a research assistant where I provided field and lab support for a number of wetland restoration and coastal resilience projects. The year and a half I spent in this position stimulated my interests in environmental monitoring and restoration ecology, motivating me to apply for the Marine Estuarine Environmental Sciences graduate program where I am currently in my second year. My research focuses on how drones can be used to improve methodologies for monitoring tidal wetland health.

I learned of the Langenberg Legacy Fellowship through an email announcement made by the UMCES Education office. The broadness of the prompt—which called for projects focused on "civic engagement"—was as intimidating as it was rich with opportunity. The ecologist in me steered my thinking towards projects that would provide both environmental and social good. The idea for a community-supported pollinator garden sprouted from there; and like a garden, this project ended up growing into something bigger and more beautiful than originally intended. Two primary objectives for this project arose. First, to establish a relationship and engage with Building African American Minds (BAAM), a local community organization dedicated to providing educational support and learning experiences to systemically disenfranchised young scholars. Second, to connect the people and places of Horn Point's campus by expanding and augmenting the existing community garden space. The Langenberg Legacy Fellowship allowed us to do just that.

On July 25th 2022, over 30 students and chaperones from BAAM visited Horn Point Laboratory for a day of environmental education and outdoor experiences. Our time together was structured around a central theme of "mutualistic symbiosis"—an ecological concept defining a relationship wherein individual organisms benefit from working with each other. We explored the literal definition of this term during the first half of our day. We began with a presentation on the environmental significance of pollinators, the critical role they play in the production of some

of our favorite foods, the threats these organisms face in our ever-changing world, and what we as individuals and a community can do to help. We then strolled over to the campus community garden where we put lessons into practice. There, we planted native wildflowers to provide habitat and encourage pollination. Students also worked on promoting green spaces in all places by planting seeds in biodegradable cups to germinate at home and start pollinator gardens of their own. Our activities after lunch reflected mutualistic symbiosis in a more philosophical sense. We headed down to the Choptank River to immerse ourselves in the local ecosystem by dragging sein nets through the shallow cove and getting an up-close look at some of the resident biota. Students had to work as a team to successfully corral and catch critters using the large, cumbersome nets. We observed several species of fish, grass shrimp galore, and a few feisty blue crabs, but the highlight was most certainly a diamondback terrapin spotting. We wrapped up with a canoe paddle around the cove and reflected on the day we shared, while expressing hopes to do it all again this coming summer.

The remaining funds were dedicated to purchasing much-needed supplies for the community garden, greatly enhancing its utility as a space to gather and grow for seasons to come. Since last spring, the number of Horn Point graduate students, faculty, and staff participating in the community garden has effectively doubled. This funding opportunity has made it feasible to revise the garden layout for this coming season to increase its production potential and accommodate more growers. We hope to garner even more interest within our Horn Point community by hosting "garden parties" throughout the season, where we come together and share food made with ingredients grown on campus.

This project was a continuous, multidimensional learning experience. It was a fantastic exercise in project planning, budget management, science interpretation and communication, problem solving, and cooperation. One of the most valuable personal lessons I practiced during this project was how to ask for help. Organizing an event like this is a substantial undertaking, and not something I had previous experience with. Fortunately, I was surrounded by people happy to share their expertise. Horn Point Laboratory's Carin Starr, Dr. Judy O'Neil, and Bryan Gomes were extremely generous with their time and talents, and were instrumental across all phases of this project. Only with their support was this project able to reach its full potential.

235

The Langenberg Legacy Fellowship is a unique opportunity to address large-scale issues through small-scale approaches. It is a reminder and example of the innumerous ways immediate good can be done at the community level. It was my pleasure and privilege to be a part of the program's inaugural cohort. I look forward to seeing how the creative minds within the University System of Maryland continue to sow the seeds of change.

Supplemental Materials

1. **Link to photos from BAAM-HPL visit**

https://drive.google.com/drive/folders/1D-fgYKam2m57aldbkJducQuTwI7UjJoX?usp=sharing

2. **Drafted layout for the 2023 season of the Horn Point Laboratory Campus Community Garden. Capitalized, underlined text denotes features made possible by the Langenberg Legacy Fellowship.**
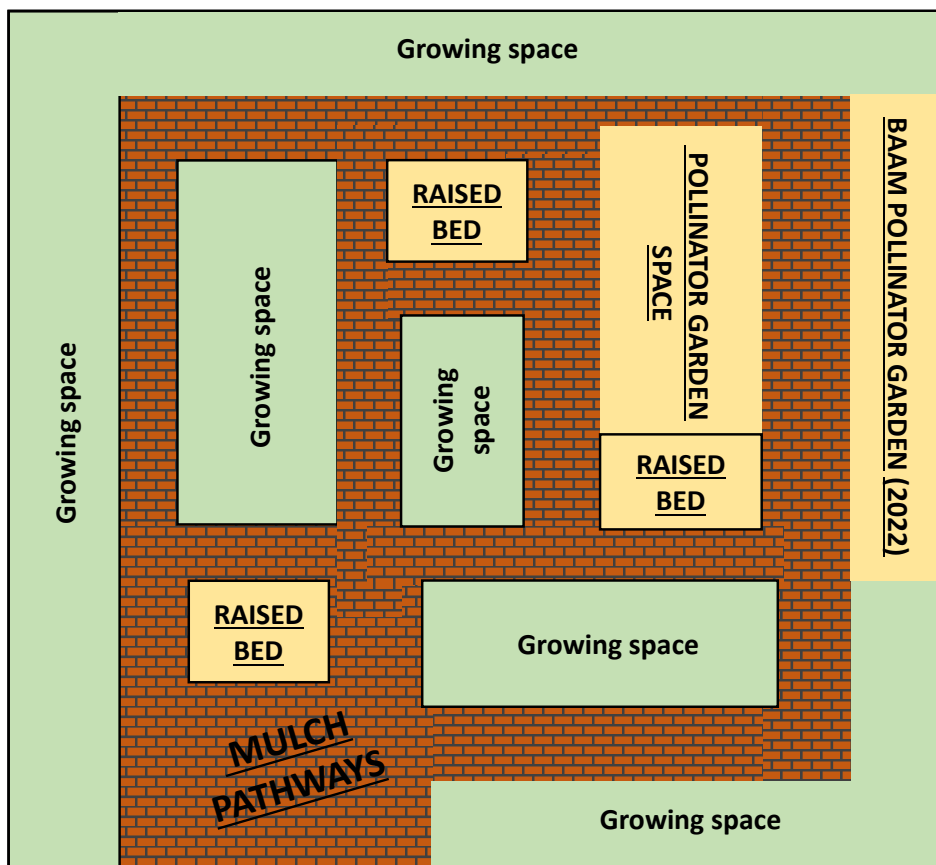
3. **Learn more about Building African American Minds (BAAM)**

https://www.baaminc.org

VIVIAN EBISIKE   UNIVERSITY OF MARYLAND COLLEGE PARK
LANGENBERG LEGACY FELLOW 2022-2023   MIDTERM ELECTION TRIVIA

MIDTERM ELECTION TRIVIA

Personal Introduction

My name is Vivian Ebisike. I attended the University of Maryland, College Park. I graduated in December 2022 with my B.A. in Criminology and Criminal Justice and minored in Nonprofit Leadership and Social Innovation.

I am the CEO of a youth-led 501(c)(3) organization, Stand Up. **Stand Up** mobilizes youth ages 12-25 to be civically engaged in the Greater Washington area. Our values are education, empowerment, and entrepreneurship. Stand Up was started in 2019 to combat gun violence in America and empower students to learn how they can make the democratic system work in their favor to solve the issue. Since 2019, Stand Up has hosted civic engagement workshops, marches, virtual art galleries, and family fun days.

Project Background

When I read about the Langenberg Legacy Fellowship in the College of Behavioral Sciences newsletter, I was excited to apply to it because I had the opportunity to positively impact the University of Maryland community before I graduated.

I decided to do my project on voter education because the midterms for federal elections and Maryland local and state elections were happening during the fall semester. Plus, the project complemented Stand Up's "#StandUpandVote" campaign, which informed youth ages 18 and older about the importance of local elections, the background of local election candidates, the importance of primaries, primary and general election deadlines, and the different methods of voting.

Voter education was an important topic for me to highlight in my project because the youth vote has historically been low in elections in the United States. Some reasons include not knowing the voting deadlines, how to register to vote, where to vote, the candidates running, and which candidate is right for the position. If young people received the information in an easy and digestible way, there would be a guaranteed increase in youth voter turnout.

This notion inspired my decision to provide a fun way for University of Maryland students to learn the information they needed to vote in the 2022 midterms.

Project Description

For the project, I collaborated with TerpsVote, which is a UMD organization that educates students about local, state, and federal elections and encourages youth voter participation. They were the best organization to partner with because they had extensive experience with mobilizing students to vote.

As a team, we decided to do the project at the Homecoming Carnival because there would be a lot of students in attendance, and it was a few weeks before the general election.

I decided to do an election trivia game where students would answer questions, like "When is the general election?" and "What does a county sheriff do?". They would do the election trivia game after they did a bean bag toss activity. The bean bag toss was a fun way to invite them to our table and be more welcoming to the idea of getting quizzed. When participants were finished with the trivia activity, they would be directed to our other table to receive voting information, a cute sticker, and a lollipop.

The project had a lot of success. Our section got a lot of foot traffic from students, parents, and faculty because of the bean bag toss. This meant that people of all ages were reminded of when the general election was and the importance of the local elections. Additionally, we registered several students to vote.

Although the activities were fun, it was less informative for the international students who came to our table. Note that over half of the students who visited our table were international students. When developing the activity, I was not considering students who came from different countries. I felt bad that I saw them as an afterthought. I made a mental note to consider non-American students for future activities.

Also, there should have been a way to test participant comprehension. One idea to test the activity's effectiveness is to contact them a few days afterward to ask if they did any further research based on the content discussed in the questions and if they remembered to vote in the election.

Reflections

2022 was the first year that I got involved in youth voter turnout initiatives. I believe that the election trivia project was a good step in the right direction.

Again, the lack of inclusivity in the activity was concerning. I will ensure that future voter education activities will be as inclusive as possible by including more people in the brainstorming process. I tend to go through the planning process of initiatives independently because I believe that it is easier. Interestingly enough, it is never easy when you plan things by yourself.

Critiques aside, this project inspired me to continue thinking of innovative ways to increase youth advocacy and impact my community.

It was an honor to be a part of the USM Langenberg Legacy Fellowship inaugural class, and I hope that the future Langenberg Legacy Fellows are fulfilled by the work they do through the fellowship and are more empowered to continue it in their future careers.

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Regional Higher Education Centers as Innovation Hubs

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 14, 2023

SUMMARY: USG 2.0 centers on building the capacity for innovation to serve the fluid student of today and tomorrow -- students who need to flow in and out of jobs and education, rather than pursue a degree in two or four years; who direct their educational experience toward personalized career opportunities, while stacking and banking credentials and experience into degrees; who want choices to study virtually, in person, and in applied experiential settings; and students for whom an institutional ranking and record of degree completion may be less relevant than the support they receive to achieve meaningful employment related to their areas of study. This is fundamentally about a new model of higher education that is pathway focused, centered in career readiness, and built through a new partnership between academic partners and employers to deliver on meaningful employment and career/business success--lifelong learning.

The presentation will focus on how the Universities at Shady Grove is building this effort, and to socialize the idea of USG being designated (as some point) by the regents, and perhaps the legislature, as a hub to do this innovative work with our academic and workforce partners. Our challenge is how to catalyze the opportunity of 9 (and hopefully 12) institutions working together in one campus to transform and scale opportunities for the fluid students of today and tomorrow.

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: March 14, 2023
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Motion to Adjourn and Reconvene in Closed Session

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 14, 2023

SUMMARY: The Open Meetings Act permits public bodies to close their meetings to the public in special circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Board of Regents' Committee on Education Policy and Student Life will now vote to reconvene in closed session. As required by law, the vote on the closing of the session will be recorded. A written statement of the reason(s) for closing the meeting, including a citation of the authority under §3-305 and a listing of the topics to be discussed, is available for public review.

It is possible that an issue could arise during a closed session that the Committee determines should be discussed in open session or added to the closed session agenda for discussion. In that event, the Committee would reconvene in open session to discuss the open session topic or to vote to reconvene in closed session to discuss the additional closed session topic.

ALTERNATIVE(S): No alternative is suggested.

FISCAL IMPACT: There is no fiscal impact.

CHANCELLOR'S RECOMMENDATION: That the Board of Regents' Committee on Education Policy and Student Life vote to reconvene in closed session.

COMMITTEE ACTION: DATE: March 14, 2023

BOARD ACTION: DATE:

SUBMITTED BY: Joann A. Boughman   301-445-1992   jboughman@usmd.edu

---

UNIVERSITY SYSTEM
of MARYLAND

STATEMENT REGARDING CLOSING A MEETING
OF THE
USM BOARD OF REGENTS

Date: Tuesday, March 14, 2023

Time: 11:30 a.m. (approximately)

Location: Virtual via Zoom

STATUTORY AUTHORITY TO CLOSE A SESSION

Md. Code, General Provisions Article §3-305(b):

(1)   To discuss:

    [ ]   (i)   The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or

    [ ]   (ii)   Any other personnel matter that affects one or more specific individuals.

(2)   [X]   To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.

(3)   [ ]   To consider the acquisition of real property for a public purpose and matters directly related thereto.

(4)   [ ]   To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.

(5)   [ ]   To consider the investment of public funds.

(6)   [ ]   To consider the marketing of public securities.

(7)   [ ]   To consult with counsel to obtain legal advice on a legal matter.

(8)   [ ]   To consult with staff, consultants, or other individuals about pending or potential litigation.

(9)   [ ]   To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

(10)   [ ]   To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:

       (i)   the deployment of fire and police services and staff; and

       (ii)   the development and implementation of emergency plans.

(11)   [ ]   To prepare, administer or grade a scholastic, licensing, or qualifying examination.

(12)   [ ]   To conduct or discuss an investigative proceeding on actual or possible criminal conduct.

(13)   X   To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.

(14)   [ ]   Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

Md. Code, General Provisions Article §3-103(a)(1)(i):

    [ ]   Administrative Matters

TOPICS TO BE DISCUSSED: (List topics to be discussed)
The Committee on Education Policy and Student Life will discuss recommendations for the BOR Student Excellence Scholarships.

REASON FOR CLOSING:
To protect the privacy or reputation of individuals with respect to a matter that is not related to public business. (§3-305(b)(2)).

To protect from public disclosure information from student education records that is protected by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g (§ 3-305(b)(13).