
Board of Regents ~ Committee on Education Policy and Student Life and Safety

Tuesday, September 3, 2024 ~ 9:30 a.m.

Zoom Details to be Provided to Committee

Public Listen-Only Access: 443-353-0686 ~ Conference ID: 210 414 117

Public Session Agenda

Action Items

1. Academic Program Proposals
 - a. [BSU: Master of Education in English for Speakers of Other Languages](#)
 - b. [UMB: Doctor of Social Work](#)
 - c. [UMCP: Master of Science in Climate Finance and Risk Management](#)
 - d. [UMGC: Bachelor of Science in Artificial Intelligence](#)
 - e. [UMGC: Bachelor of Science in Sustainable Value Chain](#)
 - f. [UMGC: Master of Science in Operations Management](#)
 - g. [UMGC: Master of Science in Innovation and Entrepreneurial Leadership](#)
 - h. [UMGC: Master of Science in Homeland Security Leadership](#)
 - i. [UMGC: Master of Science in Public Safety Leadership](#)
2. [EPSLS Overview: Annual EPSLS Bylaws and Charge Review](#)

Information Items

3. [USM Regional Higher Education Centers](#)
4. [Report on Academic Program Actions Delegated to the Chancellor, AY 2024-2025](#)
5. [Notification of Awards: Wilson H. Elkins Professorships, FY25](#)
6. [Update on HB 1244: Academic Program Approval and Institutional Mission Statements](#)
7. [Tentative Annual Agenda, 2024-2025](#)

Action Item

8. Motion to Adjourn

TOPIC: Bowie State University Master of Education (MEd) in English for Speakers of Other Languages (ESOL)

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: September 3, 2024

SUMMARY: The Master of Education in ESOL (33 credits) is designed to prepare teachers to (a) comprehensively address the linguistic and cultural needs of English Learners (EL) in K-12 schools and (b) meet the growing need for qualified ESOL professionals in Maryland’s public school system. The program will train teachers to work with ELs at different levels of language proficiency in grades K-12, exploring various approaches to second language teaching concerning theories of language learning, teacher and learner roles, and classroom techniques. In addition, teachers will examine effective strategies, appropriate materials, and useful resources to support instruction in ESOL and mainstream classroom settings. The course learning outcomes in the proposed program are mapped to all TESOL (Teaching English to Speakers of Other Languages) standards and their 22 indicators. Licensed teachers may obtain MSDE certification upon successful completion of the program. The proposed program will have two tracks:

- Master’s degree in ESOL with MSDE certification: To become an ESOL specialist, all candidates in the program must hold an initial teacher certification/license.
- Master’s degree in ESOL without MSDE certification: This track will allow prospective students who do not hold a teaching license, such as conditionally licensed teachers, to pursue a graduate degree in ESOL. Those seeking this graduate program may pursue the degree, but the transcript will not reflect a certification stamp.

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 and Safety Committee recommend that the Board of Regents approve the proposal from Bowie State University to offer the MEd in English for Speakers of Other Languages.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu



August 15, 2024

Jay A. Perman, MD
Chancellor
University System of Maryland
3300 Metzgerott Road
Adelphi, Maryland 20783-1690

RE: New Academic Program – Master of Education (M.Ed.) English for Speakers of Other Languages (ESOL)

Dear Chancellor Perman:

Please find enclosed a proposal to offer the fully online Master of Education (M.Ed.) English for Speakers of Other Languages (ESOL) (150802/CIP 13.1401).

The proposed Master of Education in ESOL offers an MSDE certification option, and was designed to prepare teachers to (a) comprehensively address the linguistic and cultural needs of English Learners in K-12 schools and (b) meet the growing need for qualified ESOL professionals in Maryland's public school system. The program will train teachers to work with English learners at different levels of language proficiency in grades K-12, exploring various approaches to second language teaching concerning theories of language learning, teacher and learner roles, and classroom techniques. In addition, teachers will examine effective strategies, appropriate materials, and useful resources to support instruction in ESOL and mainstream classroom settings.

We respectfully request the Board's consideration of this proposal.

Sincerely,

Aminta H. Breaux, Ph.D.

Aminta H. Breaux, Ph.D.

President

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UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Bowie State University

Institution Submitting Proposal

English for Speakers of Other Languages (ESOL)

Title of Proposed Program

Master of Education (M. Ed)

Award to be Offered

Spring 2025

Projected Implementation Date

150802

Proposed HEGIS Code

131401

Proposed CIP Code

Teaching, Learning & Professional
Development

Department in which program will be located

Dr. Peter Parker


Department Contact

301-860-3110

Contact Phone Number

pparker@bowiestate.edu

Contact E-Mail Address


Signature of President or Designee

8-12-24
Date

Master's Degree in English for Speakers of Other Languages (ESOL) New Program Proposal

A. Centrality to Institutional Mission and Planning Priorities:

A Master of Education in ESOL in the Department of Teaching, Learning and Professional Development (TLPD) will prepare teachers to (a) comprehensively address the linguistic and cultural needs of English Learners in K-12 schools and (b) meet the growing need for qualified ESOL professionals in Maryland's public school system. The proposed program will have two tracks:

1. Master's Degree in ESOL **with** MSDE certification
To become a ESOL specialist, all candidates in this 33-credit program will be required to hold an initial teacher certification/license.
2. Master's Degree in ESOL **without** MSDE certification.
This track will allow prospective students who do not hold a teaching license, such as conditionally licensed teachers, to pursue a graduate degree in ESOL. Those seeking this graduate program may pursue the degree, but the transcript will not reflect a certification stamp.

The proposed program directly aligns with the College of Education's mission and addresses the current ESOL teacher shortage in the State of Maryland (see detailed discussion in Part B). Since its inception in 1865, the College of Education has been preparing academic and professional leaders who are globally competitive in their content specialty, grounded in the knowledge bases of their discipline, and sensitive to the ethnicity of the students they serve. As the oldest historically Black college and university (HBCU) in Maryland, the issue of culturally responsive teaching has been a central tenet in the College's teacher preparation programs. Accordingly, the proposed M.Ed. in ESOL reflects this focus by providing carefully crafted content, classroom activities, and field experiences that develop a greater appreciation for the linguistic and cultural diversity that represents who we are as a society, as well as offering the best instructional practices to meet the needs of English learners.

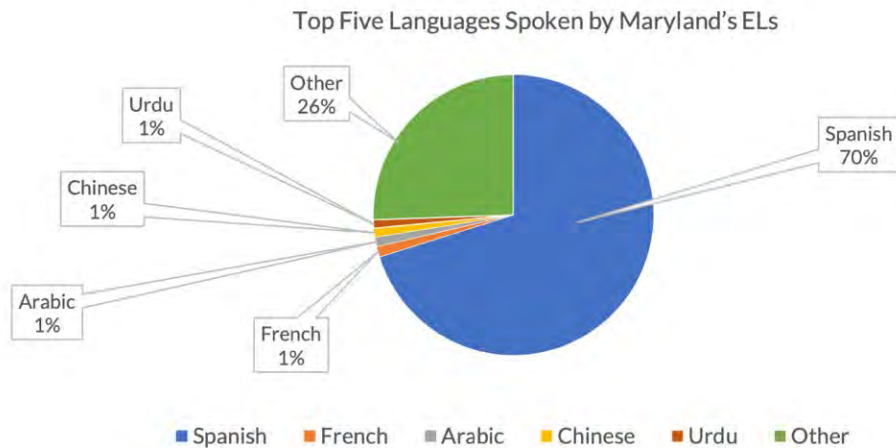
The proposed program also reflects the priorities outlined in BSU's current Strategic Plan. Specifically, it supports BSU's goals of (a) providing continuous improvement to ensure that institutional policies and practices support student development and success (Success, Strategy 5), (b) developing alternative modalities, new programs and pedagogies, and streamlined student/academic support services to facilitate timely degree completion (Success, Strategy 6; Innovation, Strategy 9), and (c) partnering with business, government and other institutions to support workforce development and graduate readiness (Innovation, Strategy 8).

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

According to the 2020 U.S. Census Bureau’s diversity index, Maryland is the most diverse state on the Eastern Coast (United States Census Bureau, 2021). This diversity is largely due to the increase in the Hispanic and Asian populations from 2010 to the present. Based on the English Language Enrollment Survey administered in October 2021, Maryland’s K-12 schools currently have over 98,000 English learners in grades K-12. These students speak 178 different languages, with the dominant languages being Spanish, French, Arabic, Chinese, and Urdu (Figure 1).

Currently, English learners (ELs) represent over 10% of the total student population in the state. The majority of Maryland’s elementary-aged ELs were born in the United States. At the secondary level, approximately 7% of the school population are English learners, which is approximately 15,000 middle school students and approximately 18,000 high school students. Middle and high school enrollment numbers include both new immigrant students and those who are long-term English learners.

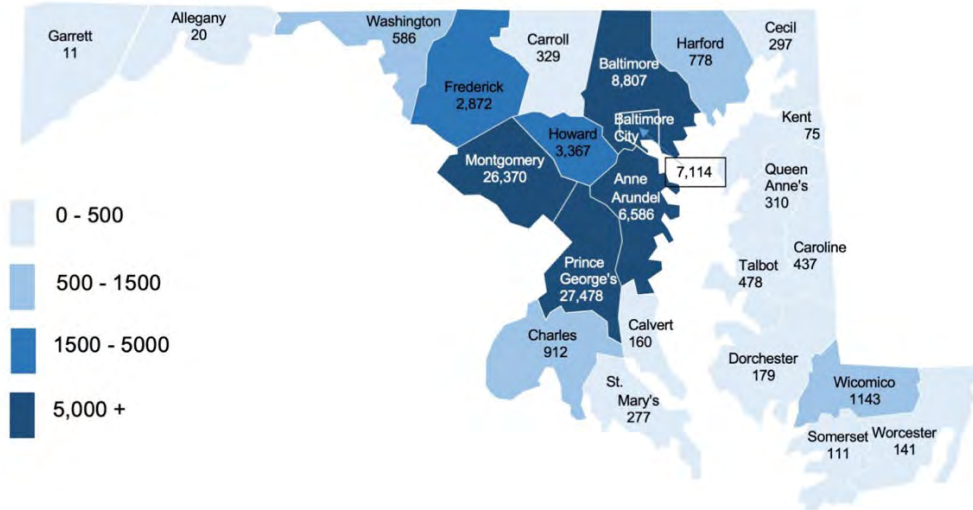
Figure 1: Major Languages Spoken by Maryland English Learners (ELs)



Source: MSDE 2022 Blueprint for Maryland’s Future: Workgroup on English Learners in Public Schools

While ELs are enrolled in every school district across the state, the largest concentrations can be found around the metropolitan areas of Baltimore City and Washington D.C., as well as urbanized areas such as Salisbury, Prince George’s County, and Montgomery County. These five areas represent around 54,000 ELs, which is over 38% of all ELs statewide. Figure 2 provides an overview of the numbers of ELs represented across the state.

Figure 2: 2020-2021 EL Enrollment in Maryland's Local School System



Source: MSDE 2022 Blueprint for Maryland's Future: Workgroup on English Learners in Public Schools

The number of English learners in Maryland continues to increase over time. Despite a slight drop in student enrollment numbers during the Covid pandemic during 2020-2021, overall enrollment numbers continue to trend upwards. Figure 3 highlights the rise in EL population over the last 6 years.

It is important to note that English learners are overrepresented among students living in poverty and students with disabilities. While 38.5% of non-EL students were eligible for free and reduced priced meals (FARMS) in 2020, 71.7% of ELs were eligible. In addition, ELs also have a larger share of students identified with disabilities (12.5%) than non-EL students. In comparison, ELs identified for gifted and talented status are lower than non-EL students in the state. Only 1.1% of ELs were identified in 2020, compared to 15% of non-ELs.

Figure 3: Maryland's K-12 EL Population

Year	% Change from previous year
2015-2016	+ 4%
2016-2017	+ 9%
2017-2018	+ 15%
2018-2019	+ 6%
2019-2020	+ 11%
2020-2021	- 5%
Average Yearly Rate of Change	+ 7.7%
Average Yearly Rate of Change, Prior to SY 2020-2021	+ 10.7%

Source: MSDE 2022 Blueprint for Maryland's Future: Workgroup on English Learners in Public Schools

The proposed program aligns with several key policy areas of the Blueprint for Maryland's Future, which provides a pathway to transforming PK-12 education in Maryland over the next ten (10)

years. In particular, Pillar 2 (High Quality and Diverse Teachers and Leaders) and Pillar 3 (College and Career Readiness) are reflected in the program and course objectives:

(1) Pillar 2.1: Recruit and support high-quality and diverse teachers to meet workforce needs

The proposed program will contribute to the number of diverse and high-quality applicants entering into ESOL teaching positions. As an HBCU, BSU is well-positioned to support the need for more highly qualified teacher candidates who reflect the diversity of students in Maryland classrooms.

(2) Pillar 2.2: Increase rigor of teacher preparation programs and licensure requirements

The proposed program will increase the number of teaching candidates who pass a nationally recognized assessment (ESOL Praxis Exam) and are fully prepared to organize and provide effective teaching and learning in Maryland Pre-K-12 classrooms.

(3) Pillar 2.3: Implement comprehensive in-service educator training

The proposed program will provide high-quality induction by working with school partners to select qualified teacher mentors based on established guidelines.

(4) Pillar 3.2: Curriculum Alignment and Changes

The proposed program will introduce teachers to the WIDA standards for English Language Learners (including their relationship to College and Career Readiness standards) and the coursework/instructional practices that best support this alignment to these standards.

(5) Pillar 3.5: Support Student Pathways

The proposed program will train teachers on the use of various assessments (e.g., WIDA) to identify English language learners who need additional supports beyond standard instructional expectations—especially in relationship to college and career readiness.

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

A shortage of licensed K-12 teachers in the state has resulted in nearly 2,000 K-12 educator vacancies in September 2021 (MSDE, 2022). This shortage is partly reflective of the decline in Maryland teacher education program enrollment – a reduction of 33% since 2012. For ESOL (PreK-12), 82 positions remained unfilled at the start of AY 2022-2023. In Figure 5 below, ESOL PreK-12 teachers are shown to have the 7th highest rate of vacancies in the State.

Figure 5: Maryland 2022 Educator Vacancies by Certification Area

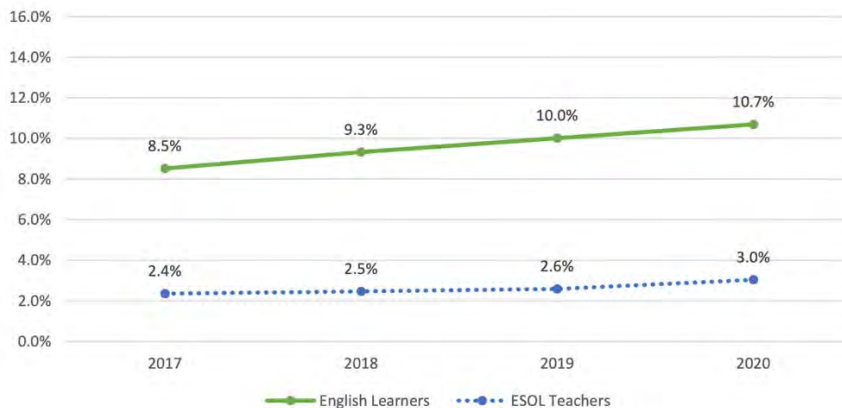
Certification Area	Vacancies	Certification Area	Vacancies
Special Education Generic: birth-adult	402.7	Library/Media Specialist	27
Elementary Education (1-6)	254	Severely & Profoundly Disabled	22
Speech/Language Pathologist	117.1	Hearing Impaired	18
Mathematics (7-12)	111	Computer Science (7-12)	16
Early Childhood (PreK-3)	104	Family and Consumer Sciences	13
School Counselors	96.5	Social Studies (4-9)	12
ESOL (PreK-12)	82.8	Health (PreK-12)	10
English (7-12)	82	Chemistry	10
Technology Education	54.5	Business Education	8.5
English/Language Arts (4-9)	54.5	Physics	7.5
Mathematics (4-9)	54	French	5
Music (PreK-12)	52	Earth/Space Science	4.4
Spanish	49.6	Visually Impaired	4
Art (PreK-12)	46	Agriculture/Agribusiness	3
Physical Education (PreK-12)	33	Physical Science	3
Science (4-9)	32	Dance (PreK-12)	2.5
Social Studies	32	Theatre (7-12)	2
School Psychologist	32	Chinese	2
Reading Specialist	31.8	Principals	2
Biology	29	TOTAL	1,922.4

Source: MSDE 2021-2022 Vacancy Data Collection

Mirroring national trends, it is likely that the number of ELs in the State will continue a trajectory upward in the foreseeable future. In its 2022 report *Workgroup on English Learners in Public Schools*, the MSDE estimates that there has been an average increase of over 7% in English learner enrollment over the last six years. Further, Hispanic students have been the fastest growing racial/ethnic group in Maryland’s public schools. For instance, since 2017, Hispanic student enrollment has increased from 145,800 to 175,768 in Maryland, a 20.6% increase.

Maryland’s English learning students require competent and talented teachers trained in the most effective practices and pedagogy to support the development of this growing population. As shown in Figure 6, the growth of Maryland’s ELs has outpaced the number of English for Speakers of Other Languages (ESOL) teachers formally trained and credentialed to work with ELs.

Figure 6: Share of Maryland Educators Credentialed as ESOL Teachers in Relation to ELs



To address this acute need, the proposed program will prepare teacher-candidates to work with ELs at different levels of language proficiency in grades K-12. The program is designed to allow teachers to explore different approaches to second language teaching in relation to theories of language learning, teacher and learner roles, and classroom techniques. In addition, teachers will examine effective strategies, appropriate materials, and useful resources to support instruction in ESOL and mainstream classroom settings. A major emphasis is also given to how interaction across different contexts (e.g., social, familial, academic) can impact the education of culturally and linguistically diverse learners.

D. Reasonableness of Program Duplication

The MSDE (2022) report *Maryland Approved Programs Traditional Preparation Directory by Certification Areas* identifies six Maryland approved masters' programs in ESOL:

- Goucher College – Master's in Teaching or Education (with ESOL specialization)
- McDaniel College – Master's in TESOL
- Notre Dame of Maryland University – Master's in TESOL
- Salisbury University – Master's in English (TESOL Tract)
- University of Maryland Baltimore County – Master's in TESOL
- University of Maryland College Park – Master's in TESOL

While all of these programs cover similar topics (e.g., linguistics, culture, second language theories, instructional methods, assessment), there is variation across the number of credits required, specific course offerings, and instructional delivery.

While the proposed M.Ed. in ESOL at Bowie State University (BSU) addresses the same foundational content required through the TESOL International Association's accreditation standards, it is unique in several regards. First, while the program is offered in an online format, all classes are taught synchronously via weekly Zoom sessions. This format was adopted based on feedback from a 2021 survey administered to teachers and administrators in counties around the State. Teachers wanted the experience of weekly interactive in-person classes while at the same time reducing or eliminating travel time between their school and the campus. Based on a year of data, this instructional format has been well received, as teachers in our current ESOL Pathway Program have the opportunity to discuss, analyze, and practice course content and engage in small group activities in an online synchronous format.

The feedback that we received from school districts based on their ESOL needs was paramount to developing the proposed M.Ed. in ESOL program. More specifically, approaching the development of our M.Ed. in ESOL as a collaborative process, the Department of Teaching, Learning, and Professional Development shared our initial draft of the proposed program with ESOL administrators and teachers across the state. Several constructive suggestions were offered on course content and areas where ESOL teachers needed more support. Three changes in particular were made to the program to address these needs:

- 1) The addition of a full course to address the thorny issue of determining whether learning difficulties experienced by English language learners are a result of issues with acquiring language proficiency or a result of an underlying learning disability (ESOL 587: Supporting English Language Learners with Learning Disabilities).

- 2) A focus on the dominant first languages/writing systems represented in Maryland’s K-12 schools (e.g., Spanish, French, Arabic, Chinese, Amharic) and their similarities/differences to English. Specifically, examining the potential challenges/benefits of transferring knowledge from a first language to English and effective instructional strategies for addressing the potential difficulties.
- 3) Greater emphasis on the role of family and parental involvement in the development of English learners. For example, strategies for working with/supporting non-English-speaking families and home and community partnerships.

Many of these features make the proposed program distinctive compared to other programs. Additionally, all of the courses offered in this program are not only explicitly aligned to the five TESOL accreditation standards (and their respective indicators) but are also aligned to many of the recommendations outlined in the 2022 MSDE report, *Workgroup on English Learners in Public Schools*. Emphasis has also been given to the Science of Reading, as outlined in the *Blueprint for Maryland’s Future*. Implications for instructional practice have been embedded across all course content: Second language theories, developmental stages, teaching principles and methods, assessment, cultural differences, family home/literacy practices, and knowledge of linguistics.

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

N/A

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

Currently, no HBIs in Maryland offer a Master’s in ESOL. The College of Education is committed to fulfilling its mission of preparing individuals—in a culturally responsive way—to assume positions in teaching, counseling, and educational leadership in PK-12 school settings around the State. As an HBCU, Bowie State University is uniquely positioned to advance educators' expertise in the ESOL field to address the needs of Maryland’s culturally and linguistically diverse K-12 students.

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

(1) Development of the Program

The proposed program developed from several factors: (a) the rapid growth of the K-12 EL population in the state of Maryland – especially in Prince George’s County where BSU actively works with school partners, (b) the ESOL needs of public-school teachers and administrators based on feedback from a statewide needs analysis conducted in 2021, (c) a re-evaluation of the Department of Teaching, Learning, and Professional Development (TLPD) curricula, and (d) a commitment to excellence in ESOL K-12 education aligned to the professional accreditation standards outlined by the TESOL International Association for teacher preparation programs. The TLPD ESOL Coordinator, Dr. Peter G. Parker, will oversee the program. Dr. Parker currently administers and teaching courses in the department’s ESOL Pathway Program.

(2) Program Student Learning Outcomes

The objectives of the program are drawn from the Standards for Initial TESOL PreK-12 Teacher Preparation Programs and the Council for the Accreditation Teacher Preparation (CAEP) standards. The following list provides examples of learning outcomes that reflect the breadth and depth of the program:

- Assessing different approaches to K-12 second language teaching in relation to their theory of language and language learning, teacher and learner roles, and classroom techniques.
- Demonstrating how the interaction across different contexts (e.g., social, familial, academic), can impact the education of culturally and linguistically diverse K-12 learners.
- Describing characteristics of second language acquisition that can mirror a language disability.
- Identify effective reading methods that can be used with ELs to support instructional efforts in distinguishing language acquisition from a language disorder or disability.
- Applying knowledge of the English sound system, the structure of words and sentences, word meaning, and context to analyze learners' language errors.
- Identifying effective instructional strategies, appropriate materials, and useful resources to plan lessons and support instruction of K-12 English learners.
- Planning and devising instruction that integrates content-area reading, writing, listening, and speaking skills for K-12 English learners at different ages and ability levels.
- Constructing valid, reliable, and appropriate language assessment measures for K-12 English learners of different language abilities.
- Evaluating the emerging uses of technology in language teaching/learning and ways it can be used to foster student learning.
- Utilizing a wide range of curriculum materials for use with learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.
- Formulate developmentally appropriate instructional activities and strategies to enhance the writing success of K-12 English learners.
- Identifying an area of research where there is a need for better understanding or that addresses a gap.

(3) Learning Outcomes and Assessments

All courses and their corresponding objectives in the proposed program are aligned to specific knowledge, pedagogical content, and skills necessary to prepare effective K-12 ESOL educators in the United States, which are outlined in the TESOL International Association for teacher preparation programs (see Appendix A). The course learning outcomes in the proposed program are mapped to all TESOL standards and their 22 indicators.

This mapping ensures that course objectives and their corresponding assessments are meeting national standards. Further, a key assessment (i.e., signature assignment) is identified for each course for accreditation purposes. These key assessments also align their scoring rubric items to specific TESOL standards. This data and their related artifacts are then uploaded to our Quality Insurance System that is housed on the Student Learning and Licensure (SLL) website. The SLL platform is an assessment and accountability system that tracks students' performance, program quality, and unit operations. ESOL students in the program will be expected to meet a set of performance criteria that measures competencies articulated in national, state and professional

standards. These key assessments are mandatory for course completion. Learning outcomes data will be evaluated annually based on the program's assessment plan.

(4) Graduate ESOL Courses for Master's in ESOL

Successful completion of eleven 3-credit courses (plus practicum experiences for those teachers seeking state ESOL endorsement) are required – 33 credit hours total. The following courses are required:

ESOL 504

Linguistics for Teachers (3 credits)

This course introduces prospective language teachers to linguistic concepts that define the various systems of language—phonetics, phonology, morphology, syntax, semantics, pragmatics—and extends this knowledge to working with English language learners. The course aims to increase students' awareness of language learner problems in developing language proficiency, as well as the social and cultural aspects influencing language use.

ESOL 512

Theoretical Foundations of Second Language Acquisition (3 credits)

While all people can successfully acquire a first language, not all people are successful in acquiring a second language. This course examines the complex relationship between first language and second language acquisition, and the factors that facilitate a learner's language development. Students will explore ways to optimize second language learning that are consistent with our current understanding of the nature and acquisition of language.

ESOL 523

Teaching in Multicultural Classrooms (3 credits)

This course examines the impact of academic, social, and cultural contexts on the education of culturally and linguistically diverse learners. Students will explore how an educator's identity, role, culture, and biases can influence the interpretation of learners' strengths and needs. Particular attention is given to the academic and personal characteristics of learners, as well as family background and literacy practices, to identify effective individualized instructional and assessment practices.

[Note: This course can be substituted with *RLIT 653: Diversity and Literacy Instruction*]

ESOL 544

Literacy Principles and Applications (3 credits)

This course is designed to broaden and deepen candidate knowledge of the reading process and pedagogical skills necessary to plan and implement high-quality literacy instruction in a classroom setting. The course focuses on reading readiness, language development, phonemic awareness, phonics, fluency, vocabulary, and comprehension to include strategies to support and differentiate instruction for all readers' varied ability levels.

[Note: This course will be cross-listed as *RLIT 544: Literacy Principles and Applications*]

ESOL 546

Writing Instruction & Assessment for English Learners (3 credits)

This course focuses on the writing development of grade K-12 English learners, use of effective instructional techniques, and ways to respond and assess writing growth. In addition, the course will examine different writing systems, with particular attention on the

major writing systems used by second language populations in the state of Maryland. Attention will be given to the basic characteristics of these different writing systems and the possible implications for writing in English.

ESOL 587

Supporting English Learners with Learning Disabilities (3 credits)

An on-going challenge for K-12 teachers is determining whether learning difficulties experienced by English learners are a result of issues with acquiring language proficiency or a result of an underlying learning disability. This course is designed to help teachers differentiate specific challenges that English learners experience, select tools to gather information to better understand these challenges, and determine effective interventions to address areas of difficulty. Best practices will be considered from second-language education and special education.

ESOL 612

Educational Psychology (3 credits)

The course is a survey of the applications of psychological principles, theories and concepts as related to learning and behavior within the literacy classroom. Special consideration is given to trends and issues in educational psychology as related to literacy instruction

ESOL 641

Methods & Materials for Teaching English Learners (3 credits)

This course develops competencies needed by all teachers who work with English language learners. Through field placements and seminar sessions, students practice evidence-based techniques for teaching second ESL learners within Pre-K–12 classrooms. Participants will develop strategies for engaging learners, scaffolding instruction, and assessing learning outcomes. Particular emphasis is given to the SIOP (Sheltered Instruction Observation Protocols) Model, a comprehensive instructional approach for planning and implementing lessons.

ESOL 658

Principles of Language Testing (3 credits)

This course introduces students to the basic concepts and principles of language testing and assessment. Topics include how to develop valid and reliable tests, how to link assessments to instructional outcomes, and how to create test specifications, standards and rubrics. Participants will explore different approaches for creating, evaluating, and scoring both formal and informal language assessment measures for students of different ages and ability levels.

ESOL 706

TESOL Research I (3 credits)

This course introduces graduate students to varied research techniques that can be carried out in classrooms. Varied statistical techniques and methods are introduced and then used to design action research studies.

[Note: This course will be cross-listed as *RLIT 706: Literacy Research I*]

ESOL 751

TESOL Research II (3 credits)

This seminar is a continuation of Research I where students complete an action research study and a culminating paper based on research results. This course is taken during the last semester of the degree program.

[Note: This course will be cross-listed as *RLIT 751: Literacy Research II*]

Each of these courses consist of several modules that target specific content and learning outcomes. Typically, one module is covered per week. For each module, students must complete (a) discussion board posts, (b) module assignments that practice ideas and materials covered, and (c) a final project or key assessment assignment at the end of the course.

Course progression will follow the sequence outlined in the table below. This sequence will result in a 2-year completion.

M.Ed. in ESOL: Proposed Course Progression

Fall	Spring	Summer	Fall	Spring	Summer
ESOL 512 Theoretical Foundations of Second Language Acquisition	*ESOL 523 Teaching in Multicultural Classrooms	ESOL 612 Educational Psychology	ESOL 504 Linguistics for Teachers	ESOL 641 Methods and Materials for Teaching ELs (Practicum I)	ESOL 658 Principles of Language Testing (Practicum II)
ESOL 544 Literacy Principles and Applications	ESOL 546 Writing Instruction and Assessment for English Learners	ESOL 587 Supporting English Learners with Learning Disabilities	**ESOL 706 TESOL Research I	ESOL 751 TESOL Research II	
6 credits	6 credits	6 credits	6 credits	6 credits	3 credits

* May be substituted with RLIT 653: Diversity and Literacy Instruction

** May be substituted with EDUC 706: Introduction to Research

The proposed course selection meets the COMAR requirements (Sec. 13a.12.02.19.) for English for Speakers of Other Languages (ESOL) Prekindergarten—Grade 12. Appendix B shows program course alignment to COMAR ESOL requirements.

(5) General Education Requirements

To better accommodate the needs of candidates applying to the Masters in ESOL, two tracks for this program are proposed:

- Master's Degree in ESOL **with** MSDE certification
To become an ESOL specialist, all candidates in this 33-credit program will be required to hold an initial teacher certification/license.
- Master's Degree in ESOL **without** MSDE certification.
This track will allow prospective students who do not hold a teaching license, such as conditionally licensed teachers, to pursue a graduate degree in ESOL. Those seeking this graduate program may pursue the degree, but the transcript will not reflect a certification stamp.

In addition, we are requesting that non-degree students currently enrolled in Bowie State University's *ESOL Pathway Program* be allowed to transfer all 15 credit hours (5 courses) to the proposed M.Ed. in ESOL program, as these same five courses are also required in the proposed M.Ed. program. Currently, when moving from non-degree to degree-seeking status, non-degree-seeking College of Education students may transfer up to twelve graduate credits to the degree program, subject to the approval of the Graduate Program.

(6) Specialized Accreditation or Graduate Requirements

The proposed program aligns its learning outcomes to TESOL standards with the goal of seeking eventual accreditation through the TESOL International Association.

(7) Contracting with Other Institutions or Organizations

The proposed program does not contract with another institution or non-collegiate organization

(8) Assurances and Appropriate Evidence

Program requirements, course information, costs, financial aid, registration, and other relevant information will be maintained on the College of Education's website and in the graduate catalog. The program coordinator will be responsible for administering the website and keeping it up-to-date. Necessary updates will also be made to the graduate catalog.

ESOL courses will be accessible through BSU's Blackboard course system and maintained by the ESOL program coordinator. All courses at BSU must have a developed course templates that includes course information, instructor information, syllabi, developed course modules, learning outcomes, course assessments, Zoom class links, virtual office hour links, and links for resources (see Section P for an elaboration of online course requirements). Technology and other support services will also be made through each course webpage.

Information about the new program will be clearly and accurately disseminated through advertising and recruitment materials. Materials will be developed by the ESOL program coordinator in conjunction with the University Relations and Marketing Office. In addition, the program coordinator will be responsible for conducting informational sessions with school districts and working with the Admissions Office to facilitate the application process of interested teachers.

H. Adequacy of Articulation

N/A

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

The Department of Teaching, Learning and Professional Development has identified five qualified faculty members that can teach/have taught the proposed courses (listed in the table below). While Dr. Parker will be teaching the majority of courses in the program, additional adjunct faculty with ESOL experience will be brought in as the program grows. Current faculty include:

Faculty Name	Appointment/Rank	Terminal Degree	Status	Specialization	Courses
Peter Parker	Tenure track/ Assistant Professor; ESOL Program Coordinator	Ph.D., Curriculum & Instruction with a specialization in language & literacy	Full- Time	Language and Literacy; Second Language Reading and Writing	ESOL 504, ESOL 512, ESOL 523, ESOL 544 (RLIT 544), ESOL 546, ESOL 587, ESOL 612 (RLIT 612), ESOL 641, ESOL 658, ESOL 706, ESOL 751
Jacquelyn Sweeney	Tenured/Associate Professor; Reading Program Coordinator	Ph.D., Curriculum, Teaching & Policy	Full- Time	Language and Literacy; Pre- Service Teacher Education	ESOL 544 (RLIT 544), ESOL 546
Eva Garin	Tenured/Associate Professor; Director of the Center for Excellence in Teaching and Learning	Ed.D., Education	Full- Time	Language and Literacy; Professional Development	ESOL 706 (RLIT 706), ESOL 751 (RLIT 751)
Olga Pabon	Instructional Supervisor of Reading/English Language Arts – Prince George’s County	Ed.D., Educational Leadership	Adjunct	Language and Literacy	ESOL 523 (or RLIT 653)
Juliann Dibbles	Director of Teacher and Paraprofessional Development – Howard County	M.Ed., Education	Adjunct	Language and Literacy	ESOL 612 (RLIT 612)

BSU requires all programs to develop course templates for the university’s course management system on Blackboard. Each course includes developing learning modules that cover required content, assessments with clearly articulated scoring rubrics, course and instructor information, schedules, class Zoom links, virtual office links, and links for resources. As this program is offered online synchronously, the ESOL program coordinator will provide training on the Blackboard learning management system for faculty teaching in the ESOL program. The TLPD Department has collaborated with an outside vendor in the development of its online programs to ensure assurance standards and evidence-based practices for online learning. All ESOL courses were developed from this model. Particular attention has been given to developing courses that utilize effective interactive online activities to engage students in the synchronous classroom (e.g., breakout rooms, journals, Flipgrid, Jamboard, OneNote).

In addition, BSU requires all new faculty to undergo Blackboard training and provides ongoing technology-based professional development workshops throughout the year. These workshops often address best practices for promoting student learning using technology. Further, each department

has its own Blackboard faculty coordinator to support newer faculty with Blackboard features and technology.

J. Adequacy of Library Resources (as outlined in COMAR 13B.2.03.12)

Resources for the proposed program already exist at the Thurgood Marshall Library at Bowie State University. The redesignation from the ESOL Pathway Program to the Certificate in ESOL Program does not require additional resources. All students enrolled in the ESOL program will have access to the library’s online databases, the main campus library resources, and library support services. Additionally, students will have the ability to have items delivered directly to BSU from any of the other USM libraries. A Curriculum Lab is housed on the second floor of the library, which contains classroom instructional materials, children’s books, and other educational resources applicable to teaching in an ESOL context. The Lab also houses the SMART Classroom facility for teaching and demonstrations using simulated classroom situations. A library budget allows ESOL faculty to order needed texts or other curricular resources.

A LibGuide (a hosted web-based content management system) is currently being developed for ESOL through the college’s Thurgood Marshall Library liaison. This resource page will consist of links to ESOL-related articles and databases, journals, books, videos, teaching materials, associations, and other resources.

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

The proposed program will be part of the graduate program in the College of Education, which is located in the James E. Proctor Building at BSU. Since the ESOL certificate program is offered through an online synchronous format, classroom and laboratory space will not be needed. The provost’s signature on the proposal cover sheet indicates his support for adequate infrastructure and instructional equipment for the program.

Students enrolled in the proposed program will be given access to BSU’s electronic mailing system (Microsoft Outlook), the Blackboard course management system, and university resources once they set up their password through Bulldog Connections. Faculty members are provided with a Windows Operating System/Microsoft Office capable computer equipped with an internet connection, printer, and university e-mail. Additional software packages can be freely downloaded. All BSU faculty, staff, and students have BSU’s Instructional Technology Help Desk.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)
Please refer to the Tables below.

Table 1: Resources and Narrative Rationale

The enrollment assumptions for the proposed program are based on program enrollment for the post-baccalaureate ESOL Pathway Program currently taught at BSU, as well as expressed teacher interest.

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)	\$48,384	\$211,134	\$276,804	\$344,850	\$416,130
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	6	14	18	22	26
e. Credit Hour Rate	18	33	33	33	33
f. Annual Credit Hour Rate	\$448	\$457	\$466	\$475	\$485
g. Total P/T Revenue (d x e x f)	\$48,384	\$211,134	\$276,804	\$344,850	\$416,130
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$48,384	\$211,134	\$276,804	\$344,850	\$416,130

Notes:

- 2.a – Only part-time students (teachers work during the day and take BSU classes in the evening)
2.d – Based on an annual increase of two additional students per year; the number includes students who started the program in the previous year plus new students entering the current year (two-year program)
2.e – Based on program completion within two years: 18 credits (1st year) + 15 credits (2nd year) = 33 program credits
2.f – Based on an estimated 2% annual rate increase

Table 2: Program Expenditures

Although the administrative and support staff, instructional tools, and facilities are already in place to support the proposed program, two additional instructors will be needed to teach ESOL two classes.

TABLE 2: PROGRAM 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. 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. Total Admin. Staff Expenses (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. Total Adjunct Expenses (b + c below)	\$6,480	\$6,670	\$6,866	\$7,067	\$7,273
a. Number of FTE	1	1	1	1	1
b. Total Salary	\$6,000	\$6,120	\$6,242	\$6,367	\$6,494
c. Total Benefits	\$480	\$550	\$624	\$700	\$779
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)	\$6,480	\$6,670	\$6,866	\$7,067	\$7,273

Notes:

- 3.b – Average salary for adjunct education faculty (\$3000 per course x 2 courses) in FY 2023 with a 2% increase in subsequent years
3.c – Average benefits for adjunct faculty in FY 2023 is 8% with a 1% increase in subsequent years

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

The proposed program will employ several tools for evaluating courses, faculty, and student learning outcomes: Student course evaluations, faculty peer evaluations, course assessment data, and program data aligned to TESOL accreditation standards. Formal and informal student feedback/evaluations have provided some of the best insights on course strengths and on topics needing further exploration. As a result, several changes have already been made to existing ESOL classes to better support the specific needs of teachers and their English learners. Faculty peer evaluations occur on an annual basis following university guidelines. These evaluations are performed by the department chair, program coordinators, or by tenured faculty. Student learning outcomes will be evaluated through class assignments and key assessment data (see previous discussion in section G).

The proposed program will collect data on key assessments aligned to the TESOL accreditation standards. The program coordinator, who has experience with the TESOL accreditation process, has developed the program's assessment scoring rubrics to reflect the specific standards represented. Some of the assessment exemplars currently on TESOL International Association's accreditation website were developed by Dr. Parker. Creating this alignment and collecting data now will facilitate the College's future request for TESOL accreditation. ESOL program data is uploaded to our Quality Insurance System on the Student Learning and Licensure (SLL) platform. This assessment and accountability system allows program coordinators and administrators to track students' performance and program quality. All College of Education academic programs require an annual program assessment report.

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

Since its inception in 1865, Bowie State University has evolved from a normal school into a comprehensive university offering various undergraduate, graduate, and professional programs. As the oldest HBCU in Maryland, it has a long-standing commitment to diversity in all its forms and has traditionally served underrepresented students. The prevailing belief at BSU is that its educational environment is enriched by the diversity of individuals, groups, and cultures that come together in the spirit of learning. As the University aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability. The proposed program contributes to this goal by promoting diversity awareness that respects and values the linguistic and cultural diversity of our K-12 English learners.

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

N/A

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

Bowie State University currently has several online graduate programs, three of which are administered through the College of Education. The proposed Master's in ESOL will also be developed as an online synchronous program to accommodate the schedules and needs of teachers across the state. To support faculty in developing fully online programs, the University has implemented several support structures:

- A Director of Academic Transformation was hired in 2020 to provide strategic direction in areas of curriculum design, innovative pedagogy, technology integration, and faculty development.
- The university contracted with iDesign to provide online instructional design support to faculty.
- The Faculty Hub for Online Training centralized on-demand online learning resources for faculty. Additionally, EasySoft was added to Blackboard to provide instant helpdesk information while inside virtual courses.
- The Student Hub provides online learning and LMS familiarity training for all students.
- An Online Procedures and Policy document was created that established BSU online education professional standards and expectations for faculty, staff, students and administrators.

These structures and the continued commitment to developing online programs have allowed BSU to receive approval from MSCHE, MHEC, USM, and NC-SARA (which comply with C-RAC guidelines) to offer fully online academic programs. ESOL courses will continue to be developed in accordance with quality Assurance Standards and BSU Online Policies.

Appendix A

Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs (2019)

<https://www.tesol.org/advance-the-field/standards/tesol-caep-standards-for-p-12-teacher-education-programs>

Standard 1: Knowledge About Language

Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.

Standard 1.a:

Candidates demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas.

Candidates serve as language models for ELLs.

Standard 1.b:

Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.

Standard 1.c:

Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English.

Standard 1.d:

Candidates apply knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas.

Standard 2: ELLS in the Sociocultural Context

Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.

Standard 2a:

Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.

Standard 2b:

Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.

Standard 2c:

Candidates devise and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.

Standard 2d:

Candidates devise and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices.

Standard 2e:

Candidates identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.

Standard 3: Planning and Implementing Instruction

Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction.

Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

Standard 3.a:

Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs' in the content areas.

Standard 3.b:

Candidates instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.

Standard 3.c:

Candidates adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.

Standard 3.d:

Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their ELLs' learning of language and literacies in the content areas.

Standard 3.e:

Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.

Standard 4: Assessment and Evaluation

Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.

Standard 4.a:

Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.

Standard 4.b:

Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates determine language and content learning goals based on assessment data.

Standard 4.c:

Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.

Standard 4.d:

Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification.

Standard 5: Professionalism and Leadership

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

Standard 5.a:

Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.

Standard 5.b:

Candidates apply knowledge of school, district, and governmental policies and legislation that

impact ELLs' educational rights in order to advocate for ELLs.

Standard 5.c:

Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.

Standard 5.d:

Candidates engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and supervising faculty.

Appendix B

M.Ed. in ESOL Endorsement

MSDE ESOL Guidelines (PreK-12)		BSU Proposed Courses
1. Content Coursework		
6 cr.	(a) General Linguistics & Structure of American English	(a) ESOL 504: Linguistics for Teachers (3 cr)
6 cr.	(b) Language Learning & Acquisition, Psycholinguistics, and Language Development	(b) ESOL 512: Theoretical Foundations of Second Language Acquisition (3 cr)
6 cr.	(c) Coursework in a modern foreign language at college level or passing college level examination program or comparable test	(c) Determined by candidates past coursework, or passing college level exam program or comparable test
3 cr.	(d) Cross-cultural studies covering knowledge and sensitivity toward modern cultures	(d) ESOL 523: Teaching in Multicultural Classrooms (3 cr) May be substituted with RLIT 653: Diversity and Literacy Instruction (3 cr)
2. Professional Development Coursework		
12 cr	ESOL coursework, including 3 credits in each of the following: (a) ESOL methods; (b) Methods in the teaching of reading to limited English proficiency (LEP) students (c) Methods in the teaching of writing to limited English proficiency (LEP) students (d) ESOL tests and measurements	(a) ESOL 641: Methods and Materials for Teaching English Language Learners (3 cr) (b) ESOL 544: Literacy Principles and Applications (3 cr) (c) ESOL 546: Writing Instruction and Assessment for English Learners (3 cr) (d) ESOL 658: Principles of Language Testing (3 cr)
6 cr.	(e) Educational foundations, including a course in the foundational psychology of education	(e) ESOL 612: Educational Psychology (3 cr)
6 cr.	(f) Supervised Observation in ESOL teaching (or one year of ESOL teaching experience)	Satisfied through Methods & Materials for Teaching ELLs (Practicum I) 3 cr. Satisfied through Principles of Language Testing (Practicum II) 3 cr
3 cr.	(g) Inclusion of special needs student populations	ESOL 587: Supporting English Learners with Learning Disabilities (3 cr)
3. Reading Coursework (through an IHE or CPD)		
6 cr.	Reading methods at the secondary level, which shall include 8 areas (see list attached)	ESOL 544: Literacy Principles and Applications (3 cr)
Additional		
		(a) ESOL 706: TESOL Research I (3 cr) May be substituted with EDUC 706: Introduction to Research (3 cr) (b) ESOL 751: TESOL Research II (3 cr)
33 credit hours		

TOPIC: University of Maryland, Baltimore (UMB) Doctor of Social Work (DSW)

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: September 3, 2024

SUMMARY: The University of Maryland School of Social Work proposes a new **Doctor of Social Work (DSW)** degree. The curriculum will focus on advanced skills in treatment methods, supervision, leadership, and teaching pedagogy that are not typically included in the curriculum of Social Work PhD programs. The proposed program will also focus on research and professional writing that draws from UMB's many educational resources.

The proposed DSW program will fill a growing need in Maryland and build DSW skills along six clinical practice domains, completed within UMB's dynamic interprofessional learning environment over a three-year period. The six essential learning components of the curriculum are: 1) Advanced clinical treatment skills such as psychopharmacology, CBT, DBT, family therapy, EMDR, etc., 2) Supervisory skills to guide and train students and social work practitioners in the field, 3) Teaching andragogy for academic classroom instruction, 4) Leadership/administrative skills, 5) Social justice and health equity advocacy, and 6) Applied research training and program evaluation.

The Bureau of Labor Statistics (2022) suggests that the demand for professional social workers will grow between 9-11% over the next five years with behavioral health having the highest growth rate. Thus, there is an ongoing and growing need for experienced and well-trained social workers. This rate of growth for social workers is beyond the national average of 5% seen for most other occupations. Thus, the demand for highly trained professional social workers will continue to remain above average in the near future.

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 and Safety Committee recommend that the Board of Regents approve UMB's proposal for the DSW.

COMMITTEE RECOMMENDATION:

DATE: September 3, 2024

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu

August 15, 2024

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

Dear Chancellor Perman:

On behalf of the University of Maryland, Baltimore (UMB) please find attached our proposal to establish a new academic program, a **Doctor of Social Work (DSW)** within the University of Maryland School of Social Work.

The unprecedented growth of the Social Work profession now demands additional doctoral prepared teachers and supervisors to educate the next generation of clinical social workers. Our proposed DSW program will help fill this need and is consistent with the values and strategic direction of both the UMB campus and the goals of the Maryland Plan for Postsecondary Education. The DSW program promises to be a beacon of innovation, promoting entrepreneurship and interprofessional collaboration that will nurture our communities, evolve our methods of care, and promote the overall wellbeing of our citizens. Doctorate level training will enhance the professionalism and knowledge of social work practitioners, assuring accountability in their clinical work while promoting social justice and health equity for those they serve.

Should you require additional information, please contact Meghan Bruce Bojo, Executive Director of Academic Administration, at mbojo@umaryland.edu or 410-706-2055.

Regards,



Dr. Roger J. Ward, JD, MSL, MPA
Provost and Executive Vice President

cc: Dr. Judy Postmus, Dean & Professor, University of Maryland School of Social Work
Dr. Edward Pecukonis, Professor, University of Maryland School of Social Work
Meghan Bruce Bojo, Executive Director of Academic Administration,

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, Baltimore

Institution Submitting Proposal

Doctor of Social Work

Title of Proposed Program

Doctor of Social Work (DSW)

Award to be Offered

Fall 2025

Projected Implementation Date

51.1503

Proposed HEGIS Code

Proposed CIP Code

**University of Maryland Baltimore School
of Social Work**

Department in which program will be located

Meghan Bruce Bojo

Department Contact

410-706-2055

Contact Phone Number

mbojo@umaryland.edu

Contact E-Mail Address



Signature of President or Designee

August 15, 2024

Date

**A PROPOSAL FOR A NEW ACADEMIC PROGRAM at THE UNIVERSITY OF MARYLAND, BALTIMORE
SCHOOL OF SOCIAL WORK: DOCTOR OF SOCIAL WORK (DSW)**

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 University of Maryland School of Social Work (SSW) proposes a new Doctor of Social Work (DSW) degree for individuals possessing a master's in social work (MSW) with at least two years of clinical practice experience. The DSW is an advanced practice doctorate that promotes skills in clinical treatment methods, supervision of social work practitioners, leadership, and classroom teaching. The DSW differs from the Ph.D. in Social Work because it emphasizes the day-to-day practice of clinical social work in the community rather than research and knowledge building (Anastasi, 2012).

The DSW aligns with workforce needs, and it is noteworthy that other health professions have already developed clinical doctorates to meet similar training needs. For example, advanced clinical degrees at the doctoral level are seen in nursing (CRNP), occupational therapy (OT), pharmacy (PharmD), psychology (PsyD), physical therapy (DPT), physician assistant (DMSc) and nutrition (DSN). For each of these professions, the need for skilled clinicians and educators is addressed by creating practice-focused doctorates. The DSW will fill this need for the profession of Social Work. In turn, these highly trained social work professionals will provide improved and comprehensive behavioral health care services to Marylanders and excellent educational experiences for social work trainees.

The need for an advanced social work doctorate program (DSW) is driven by complex and evolving needs within the Social Work profession. For example, it is well known that licensed clinical social workers provide the majority of behavioral health services nationally and are in high demand (Pecukonis, Cornelius, & Parrish, 2003). To meet this pressing need, increasing numbers of bachelor and master's-level social work programs have been developed. During the past decade, there has been substantial growth of MSW programs. The number of accredited master's programs increased 14.3% over the past year, 28.5% over the last five years, and 53.2% over the past 10 years (CSWE, 2022). The Council on Social Work Education (CSWE) now accredits over 500 bachelor of social work (BSW) programs and over 230 MSW programs.

Unfortunately, the growth of BSW and MSW programs has not been accompanied by a similar growth in doctoral-trained clinical social work instructors. Social work programs across the country are now in need of highly skilled teachers and supervisors. DSW programs are growing in number in response to this need around the nation, and our proposed three-year, in-person, 60-credit DSW program will help to meet this growing need in Maryland by training advanced practitioners.

Critical to our program are a broad focus and six essential clinical practice domains, which are consistent in scope and clinical focus with DSW curriculum at New York University, Rutgers University, the University of Pennsylvania and others. These domains include:

1. Advanced clinical treatment skills such as psychopharmacology, CBT, DBT, family therapy, EMDR, etc.
2. Supervisory skills to guide and train students and social work practitioners in the field
3. Teaching pedagogy for academic classroom instruction
4. Leadership/administrative skills
5. Social justice and health equity advocacy
6. Applied research training and program evaluation

In addition to the clinical practice domains, a unique feature of University of Maryland, Baltimore's (UMB) proposed DSW will be its focus on interprofessional education (IPE) and training. UMB is a national leader in promoting IPE and team-based care in the delivery of behavioral health services to the citizens of Maryland (Pecukonis, 2008; 2013; 2014; 2019). Our campus includes the Schools of Social Work, Medicine, Nursing, Pharmacy, Dentistry, Law, and an interdisciplinary Graduate School that has cultivated a rich academic community supporting IPE efforts. UMB's Center for Interprofessional Education brings together students from each of the schools to learn together and about each other's profession and how to work together in the clinical setting. DSW students will have many opportunities to learn with and about other health care providers on campus. Most importantly, this interprofessional milieu will teach our trainees to work collaboratively with other health/behavioral health providers. We believe that IPE and team-based care holds great promise in revolutionizing health/behavioral health care delivery and thus will provide new and exciting training and employment opportunities for doctoral prepared social workers.

Social work, by way of its training and use of a biopsychosocial model, is uniquely prepared to serve as a member of the health care team and continue to evolve as a leader in the IPE movement. If we are to implement IPE successfully within our health care system, we need to make it a key component of our training model. We also need to break down the barriers to IPE reflecting the typical "siloed" educational and administrative structures within our colleges and Universities that limit across discipline interactions. While maintaining the values of the Social Work profession, we aim to include instructors from the schools of Pharmacy and Medicine (Psychiatry, Public Health) to co-teach topics such as psychopharmacology, behavioral psychophysiology, neuro anatomy and models of psychotherapy and mental health diagnoses, etc. There is evidence that behavioral health is nested within and moderates a person's physical health. Likewise, a person's physical health status influences their psychological adaptations and wellbeing. To our knowledge, no other DSW program in the country has an interprofessional training focus, which makes our program unique in its scope and educational opportunities.

We are fortunate that Dr. Ed Pecukonis, the faculty director of the proposed DSW program, has expertise in IPE and is a co-founder of UMB's Center for Interprofessional Education. He chaired the campus task force on IPE for former UMB President and now Chancellor of University System of Maryland, Dr. Perman, and is considered a leading expert on how to incorporate social work in team-based healthcare. IPE is a critical strength of our DSW, and intentionally incorporated into the proposed curriculum to promote effective communication with other professions and shared decision making while advocating for social justice and the well-being of our clients.

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

The proposed DSW program is consistent with the values and strategic direction of the UMB campus and has the full support of the Dean of the SSW as well as the Provost and President of UMB. UMB’s mission is to *“improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service.”* Our proposed DSW program is consistent with this mission and the values of health equity and social justice espoused by our campus. Within our State, UMB remains a preeminent research institution, with a mission of educating health care professionals, conducting applied research, and providing excellent clinical care to the citizens of Maryland. Our proposed DSW program will improve the human condition, promote entrepreneurship and interprofessional collaboration that will nurture our communities, evolve our methods of care, and promote the overall wellbeing of our citizens. Doctorate-level training will enhance the professionalism and knowledge of social work practitioners, assuring accountability in their clinical work while promoting social justice and health equity for those they serve.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.

The SSW can offer the proposed degree program with existing resources and will ensure continued funding to support it. UMB leadership also shows a strong commitment to establish a DSW program and has committed startup funds of \$596,495 for Year 1 (FY26) and \$652,854 for Year 2 (FY27). These funds will assure the start-up and successful implementation of the proposed DSW program and will cover essential program components including faculty salary, program planning, curriculum development, marketing of the degree, student recruitment and essential administrative tasks and personnel to get the program up and running.

We plan to enroll approximately 18 DSW students each year of our three-year program. This will ultimately create three cohorts of students for a total of 54 students. We anticipate being self-sufficient by year three (FY28).

4. Provide a description of the institution’s a commitment to:

a) Ongoing financial, administrative, and technical support of the proposed program:

Financial support: The UMB campus has a history of supporting and sustaining new degree programs. As noted previously, the administration is providing over \$1.2 million in startup funds for the first two years of program development and implementation. This is a significant financial investment and illustrates an understanding of the importance of the DSW to the Social Work profession as well as a commitment to appropriately resourcing its success.

Administrative Supports: The Dean and faculty of the SSW support the goals and objectives of the DSW program and have been active in creating the program’s curriculum. The SSW has existed since 1961 and has the longest running MSW program in the state. During our 55-year history, the SSW has developed sophisticated administrative structures that support competency-based education

and student success. The majority of administrative support will be provided via the departments of academic affairs, admissions, registration, and the Dean's office in the SSW. The campus bursar will assist with translating and establishing credit hours needed to graduate, tuition cost per credit hour and provide resources for financial aid. Likewise, the university registrar is responsible for assuring that students meet all requirements for graduation and ultimately certifies each student's degree status.

Within the SSW, there are formal administrative structures that provides guidance and assist in recruitment and admission of students, hiring of personnel, arranging faculty teaching assignments, developing curriculum, program planning, marketing, budget management, fundraising and provision of student support and DEI services, etc. The SSW will provide necessary student support services, the faculty, and personnel necessary for program operation. The SSW will also provide the physical space and technology to accommodate in person and online instruction.

Technical support: There is ample technical support for the proposed DSW. The SSW has a highly trained and competent clinical teaching faculty that will serve as the primary architects of the DSW curriculum. The Informatics Office is a core source of technical support for students and faculty at the SSW, and consists of the Computer Center, the Computer Training Classroom, computer services, IT services, and the Media Center. It further maintains the audio, video, and computer technology that supports the school's learning and research environments.

In addition to the Informatics Office, the IDEA Team is another source of technical support at the SSW. The IDEA team provides services and support in instructional design, e-Learning, assessments, and online learning technologies for faculty, staff, and students. These departments also provide 24/7 access to web-based help pages, tutorials, and systematic documentation for students. Each of these support services can be accessed via email and phone and can troubleshoot with screen sharing as needed. In addition, our DSW trainees will benefit from technical support at the campus level such as the universal helpdesk (for login issues, email, zoom, etc.).

b) Continuation of the program for a period sufficient to allow enrolled students to complete the program:

If for some unforeseeable reason UMB discontinues the DSW curriculum, both the campus and the SSW are committed to a *teach-out plan* for all enrolled students so they may complete the program and earn their degree.

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:

UMB is a research-focused university with the goal to create and advance knowledge related to the biological, psychological, and social needs of our citizens. The SSW is an essential member of the University's mission of discovery and service. Our proposed DSW program will support these efforts and enroll highly competent students to learn innovative methods of psychotherapy, supervision, teaching, and administrative leadership within a framework of social justice, equity, diversity, and

inclusion. The DSW program will aim to attract, enroll, and graduate a talented and diverse set of students across all ages, races and abilities that will meet the workforce needs within Maryland and the region.

According to Maryland law (§10–204), public institutions of higher education shall: (1) “Provide postsecondary education to students; (2) Transmit culture and extend knowledge through general higher education; (3) Teach and train students for careers and advanced study; (4) Protect academic freedom; (5) Promote civic responsibility; (6) Enhance economic development of the State through research, training, and extension services to business and industry; (7) Provide public services for citizens of the State; and (8) Assure that women and minorities are equitably represented among faculty, staff, and administration.

Our proposed DSW program is consistent with these goals. For example, we will increase participation in postsecondary education by expanding the availability of a flexible, unique, and innovative curriculum design. Since we will offer our DSW program within an in-person classroom model held on weekends (Friday through Sunday once per month), working professionals will be able to pursue a clinical doctorate while remaining employed. The DSW program will prepare learners to advance their careers and work in supervisory and teaching positions supporting social work education. Attaining a DSW will also support a globally competitive, entrepreneurial workforce, since many of our graduates will develop innovative psychotherapy practice and/or nonprofit programs within Maryland communities and beyond.

In addition, the COVID-19 pandemic has taken a toll on the general population’s mental health and has precipitated a dramatic increase in the demand for skilled mental health providers. The aftereffects of the COVID-19 pandemic will reverberate through our communities for years to come requiring skilled social work services. Our proposed DSW will respond to this demand by training doctoral prepared Social Work practitioners and supervisors.

We should also add that demographic data suggests that DSW programs are more likely to attract older more experienced social workers and underrepresented minority applicants (CSWE, 2023). Estimates suggest that almost 75% of DSW applicants nationally are 35 years of age or older. In addition, a significantly higher percentage of DSW students are African American (35.8%) when compared to Ph.D. applicants in Social Work programs (21%) (CSWE 2023). This finding suggests that DSW programs are more attractive to African American/Black students who are currently underrepresented in doctorate-level leadership positions within social work. Increasing opportunities for DSW education will play an important role in addressing that demographic gap and ensuring that the leadership in our profession reflects the identities and experiences of the communities we serve.

There are many social work practitioners licensed within the State that meet our admission requirements. For example, the Maryland Board of Social Work Examiners currently reports 11,241 LCSW-C social workers licensed in Maryland. In addition, there are at least 5,579 LMSW’s licensed within Maryland, who within 1-2 years will be eligible for the LCSW-C and thus meet an essential admission requirement for the DSW. In addition, UMB’s SSW alumni association has over 11,000 members, most at the LCSW-C level. Our MSW program alone graduates over 350 MSW students each year, which makes us one of the largest schools of social work in the nation. Our graduates are

active in continuing education and postgraduate education experiences at the SSW. We anticipate that many of them will apply for the DSW.

Presently, there are 11 fully accredited social work programs within the State and only one DSW program located at Morgan State University (MSU) (which began last year, in fall of 2023). Eight of these institutions offer the BSW degree exclusively and serve as feeder schools for the MSW, PhD and now DSW degrees. We hope to join MSU to offer the full complement of social work degrees (BSW, MSW, PhD and DSW) to serve the education and service needs of the state.

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Education:

The Maryland Plan for Postsecondary Education establishes three primary goals: 1) Ensure equitable access for affordable and high-quality education for Marylanders. 2) Develop and implement practices and policies that assure student success and 3) Promote innovation in all aspects of higher education. The Maryland State Plan for Education also supports the expansion of education programs that train mental health professionals, due to the added demands related to the COVID-19 Pandemic. Our proposed DSW program supports each of these goals. First, we will be supplying highly trained clinical social workers able to provide needed services for Maryland families. Our innovative curriculum will allow DSW students to remain at their jobs in the community and not interrupt their career trajectory, income stream, or service delivery. Our proposed curriculum structure will provide innovative approaches to skill development for social workers who otherwise could not pursue a doctorate. We will be the only in-person DSW program within the state of Maryland. In addition, weekend course offerings that are in-person and accommodate the learners work schedule will help to assure student access and success.

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 for graduates of the proposed program.

Experienced clinical social workers are in high demand from both private and public institutions. The Bureau of Labor Statistics (2022) suggests that the demand for professional social workers will grow between 9-11% over the next five years with behavioral health (mental health) having the highest growth rate. There is an ongoing and growing need for experienced and well-trained social workers. The rate of growth for social workers is beyond the national average of 5% seen for most other occupations. Further, the demand for highly trained professional social workers will continue to remain above average in the near future as employment of social workers in healthcare is projected to grow 17% by 2028 (BLS, 2020). According to Bureau of Labor Statistics (2020), the mean salaries of exemplary employment positions are: Medical and health services managers (\$115,160); Social advocacy organization executives (\$114, 040); and Government agency managers (\$103,000). Additionally, employment (both part-time and full-time) of postsecondary social work instructors is projected to grow 11% from 2018 to 2028. The median pay for social work instructors in 2019 was \$72,070 (BLS, 2020).

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 demand for *doctoral prepared social workers* is projected to increase 15% by the year 2030 (US Bureau of Labor Statistics, 2022). Edwards (2010) reviewed the findings of the Task Force on the DSW Degree and concluded that *“The profession of social work will be well served to have an abundance of doctoral level practitioners to train the next generation of social work practitioners and provide expert services.”* A recent national survey sampling all social work graduates in 2018 (Council on Social Work Accreditation, 2019), suggests that *over 40% of these graduates intend to enroll in a DSW program* (CSWE, 2019). In terms of employment, DSW graduates are often employed in supervisory positions (22.9% of graduates) and clinical practice settings (17.7%). Employment for DSW graduates is projected to increase by 2.6% by the year 2050 (BLS 2022). Salary for DSW graduates ranged from \$75,000 to \$127,760 (average = \$81,000) nationally, in Maryland the average DSW salary is \$81,000. This is compared to average salaries for MSW graduates of \$68,000 (BLS, 2022). The National Association of Social Work estimates that DSW salaries are up to \$25,000 more than MSW (NASW, 2015). Salaries for DSW graduates will remain highly competitive and higher than what can be obtained with an MSW.

Like other allied health fields, the movement towards the doctorate degree has been a significant theme within social work literature (Apgar, 2020; Edwards et al., 2015). This momentum and pathway to the DSW characterizes the future of professional social work in this country (Pecukonis, 2003). For example, the Council on Social Work Education (CSWE) is now creating national accreditation standards for DSW programs. In addition, CSWE has recently qualified their long-standing position of defining the MSW as the profession’s terminal degree. This clearly makes room for the proliferation of the DSW degree as a new and potential terminal degree for the social work profession (CSWE, 2023). Social work practitioners themselves also fuel the need for doctoral prepared clinical social workers. Master’s trained social workers want this degree and see it as important to their career advancement. These researchers believe that this momentum will continue and compel forward thinking institutions of higher education to develop DSW programs.

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.

To ensure program viability and prior to developing this proposal, UMB collaborated with EAB to conduct a market analysis assessing the need to pursue a DSW by social workers in the State of Maryland. The full market analysis is contained in *Appendix A*. Findings suggest strong employer demand for DSW graduates within the region and recommend the development of a DSW program at UMB. For example, the demand for doctoral-level social work professionals grew an average of 4.51% between December 2018 and November 2021, outpacing the average growth for all doctoral-level professionals (i.e., 1.59%). In addition, potential employers advertised many relevant job postings in the past year (i.e., 980 postings). This analysis suggests a growing labor market and demand for social work professionals to fill those slots.

Regional employment projections through 2031 suggest that Social Work will grow faster than the average of other professions. The Bureau of Labor Statistics (BLS) suggests that the COVID-19

pandemic will continue to increase the demand for mental health services throughout the United States. Additionally, the BLS anticipates that behavioral health services will be in high demand in the future due to the aging population, the trends towards community based primary care, and the use of tele-behavioral health. Our proposed DSW program can assist in supplying personnel to meet this employment need.

The market analysis also evaluated the top skills requested of doctoral level social workers in 980 job postings listed between December 2020 – November 2021. Findings from the analysis identify the need for clinicians with “expertise in the provision of behavioral health services” as the most requested job skill (46.33%). Interestingly, the top employer looking for doctoral prepared counselors was “Thriveworks” which is primarily an online psychotherapy program. This is consistent with the growing telehealth networks providing services. Telehealth skills (24.29%) are also highly desirable by potential employers.

Finally, the market analysis identified “healthcare and social assistance agencies” as the top industries looking for doctoral-trained social workers (55.51%). These favorable trends add further validity to a growing demand and labor market for doctoral prepared social workers.

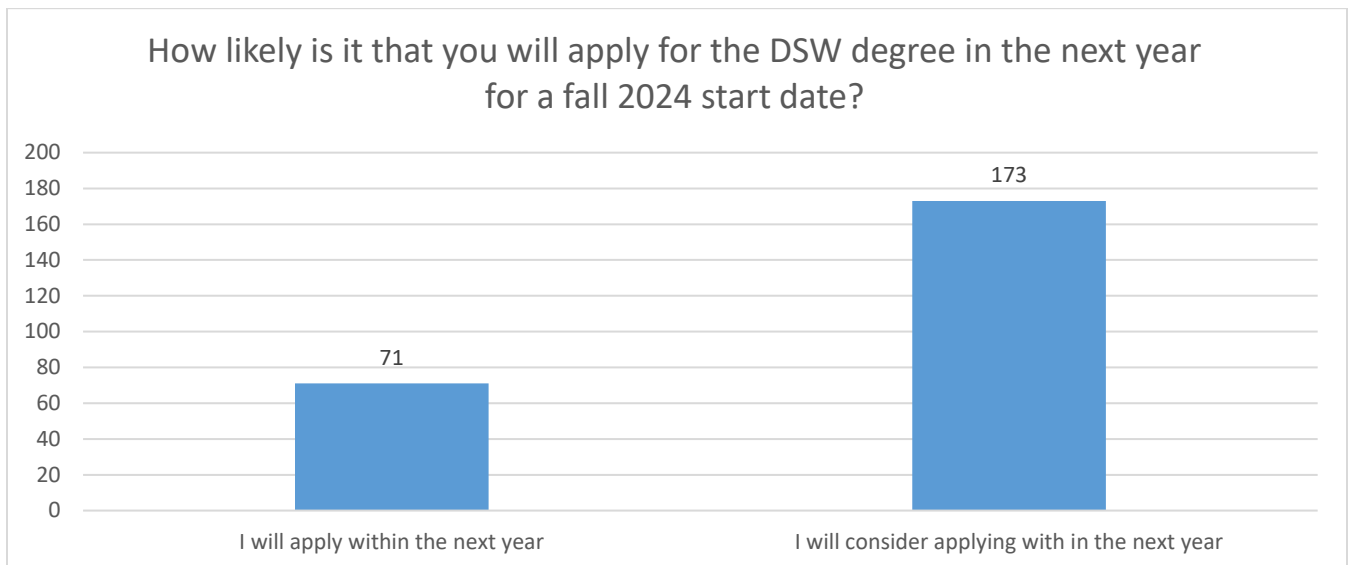
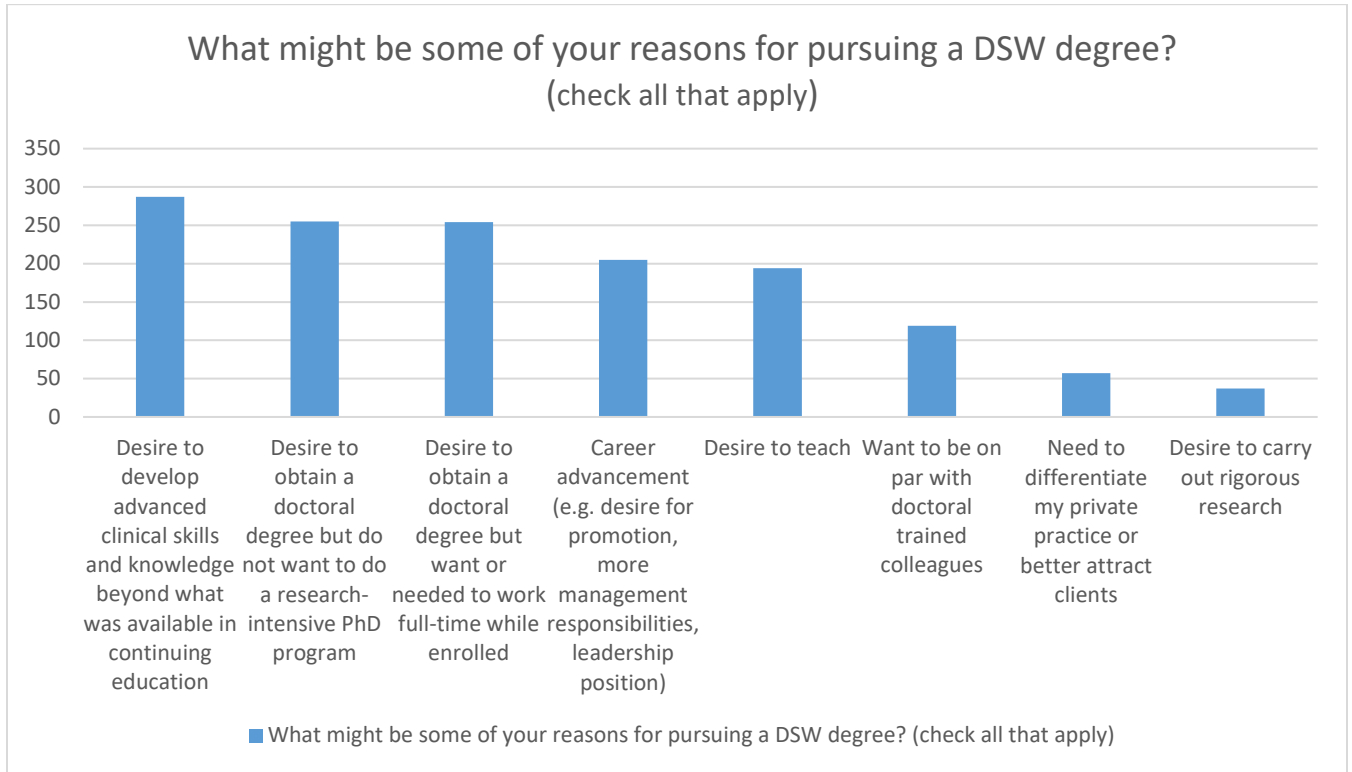
4. Provide data showing the current and projected supply of prospective graduates.

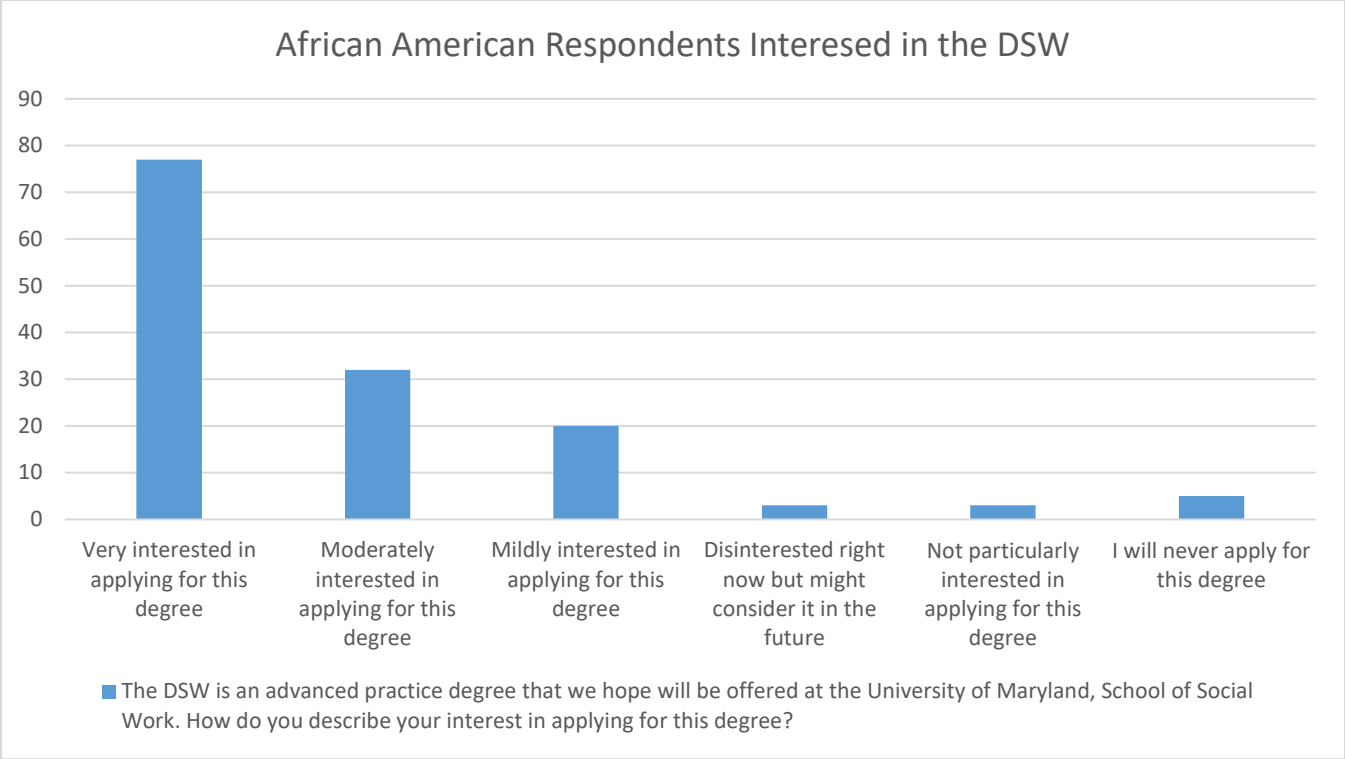
Prior to submitting this proposal, we assessed the interest and need for a DSW in Maryland through a detailed survey of the UMB SSW alumni. This survey can be seen in *Appendix B*. We emailed the anonymous survey using a list-serve maintained by the school’s alumni association. The survey was constructed and analyzed on the Qualtrics platform. Following three successive emails, we received 620 surveys that appear representative of our alumni. Approximately 19.5% of surveys returned contained missing data or were duplicative and not used in the final analysis.

Demographic data notes that 89% of respondents were female with 37.2% describing themselves as African American. Hispanic/Latin and African American respondents accounted for over 45% of the entire sample. The age of alumni ranged from 22 to 86. The average age of respondents was 44 years (standard deviation = 12.7 years). There were 20 completed surveys from alumni that were 70+ years of age. Their expressed sentiment and general comment was “We have waited a long time for this type of program at Maryland and we want to take full advantage of the opportunity and support its development.” The age range with the most data points was 32-34 years of age (mode). The median age for respondents was 43 years of age. The average number of years since graduation from an MSW program was 15.4 years, with the vast majority of respondents working in behavioral/mental health specialty areas (35.2%). The number one overall reason for returning to school for a DSW was to “enhance their clinical practice skills” (75.1%).

Over 66% of respondents said they wanted to “obtain a doctorate without being in a rigorous research program as seen in typical Ph.D. programs” Approximately, 67 % wanted to complete their studies while maintaining full time employment. Findings note that over 72% of respondents have either a moderate or a significant interest in pursuing a DSW. Over 42% described themselves as being extremely interested in the DSW degree. Approximately 73 respondents or 15% of the sample noted that they would “definitely apply” for the next academic year. Another 169 alumni or 34% of the sample noted that they would “definitely consider applying” within the next 12 months. This

finding suggests an ample supply of potential applicants, given that the program will only admit 18 people each year. Approximately 42% of African American respondents noted that they were very interested in applying for the DSW. In general, these findings suggest a strong interest from SSW alumni in pursuing a doctorate in Social Work.





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.

There is only one other DSW program in the State of Maryland, located at Morgan State University (MSU). Their DSW program enrolled its first cohort in Fall 2023 and is delivered online with a focus on social policy, community organizing, and advocacy, preparing graduates to serve urban populations.

On the Group for the Advancement of Doctoral Education in Social Work website, MSU describes their program as follows (GADE, 2023):

“Morgan’s DSW program is focused on addressing the unjust educational, behavioral health, and additional health care systems that have created barriers to maximum social, economic, and psychological functioning for urban populations. The DSW program at Morgan also relies heavily on culturally competent intervention models that affirm and build on the experiences and perspectives of historically oppressed communities.”

Our proposed DSW program differs significantly from MSU’s. It will be a fully in-person educational experience, emphasizing advanced clinical skill development, teaching, supervision, and leadership within a social justice and health equity framework. Our program will feature hands-on, competency-based training assessed through methods such as simulation and live supervision, with clinical skills taught in person by interprofessional faculty. This approach will attract students who prefer an in-person learning environment over an online degree.

MSU’s curriculum focuses on healthcare for the underserved, technology, human behavior, clinical practice, entrepreneurship, non-profit management, fundraising, workforce development, and spirituality. These courses are primarily macro-focused and aimed at population-based interventions. MSU emphasizes the historical and cultural traditions in diverse populations of color and how social institutions and policies contribute to problems such as structural racism.

States within the Mid-Atlantic region, such as Pennsylvania and New York, have multiple DSW programs that serve diverse needs without enrollment competition, demonstrating that complementary DSW programs can coexist within the same state.

In conclusion, our proposed program complements MSU’s but is distinctly different. Our curriculum will be delivered in-person on weekends, allowing social workers employed in Maryland to continue working while studying. It will require 60 credit hours, compared to MSU’s 36-credit program, and each core educational component will be supported by a lab or practicum experience. These differences in curriculum and delivery methods will attract different student groups. We anticipate no negative impact on MSU’s DSW program or applicant pool due to the significant distinctions between the programs. With over 11,000 clinical social workers licensed in Maryland, there is ample demand to support both programs.

Attribute	UMB DSW Program	MSU DSW Program
Delivery Format	Fully in-person, weekend	Fully online
Focus Areas	Broad – Behavioral health, advanced clinical skills, teaching, supervision, leadership	Focused on Urban - Social policy, community organizing, advocacy
Hands-on Training	Simulation and live supervision	Not specified
Credit Hours	60 credit hours	36 credit hours
Target Students	Prefer in-person, hands-on learning	Prefer online learning
Length of Degree	3 years	3 years

2. Provide justification for the proposed program:

The UMB School of Social Work is the largest in the State, graduating over 350 MSW students each year. Our SSW is well positioned to be a leader in developing innovative curriculum in DSW education based on our talented faculty and robust resources. The DSW program is justified for these reasons:

- The ongoing and evolving mental health needs of Marylanders who require highly skilled doctoral prepared practitioners who can supervise, educate and train the next generation of social workers.
- There is a clear interest and need expressed by Maryland licensed social workers for opportunities to develop administrative and leadership skills that will advance their careers while remaining gainfully employed.

- There is a need for highly trained and doctoral prepared clinical instructors/supervisors to teach in the 11 social work education programs in Maryland.
- The proposed DSW program is consistent with the mission of the University and its strategic plan to serve the citizens of Maryland.
- An alumni survey documented a significant expressed need for a clinically focused, in person DSW program in Maryland. Students are ready to sign up.
- There is only one approved DSW program in the State with a focus on promoting social justice with urban populations of color. UMB has a strong clinical focus which will enhance the behavioral health of the state.

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.

We do not anticipate the proposed Doctor of Social Work degree at UMB will affect the implementation or maintenance of the only Doctor of Social Work program located at Morgan State University (MSU). Both institutions are committed to advancing social work education and practice; we believe our program will complement rather than compete with the existing program at MSU. There are many opportunities for collaboration between MSU and UMB, and we believe that through collaboration and cooperation we will strengthen the social work education landscape in Maryland without impeding the progress or success of existing programs. Our interest is to support the MSU program, as each of our programs are established and evolve.

We would value establishing a relationship with MSU, that will support both institutions education programs. Establishing collaborative relationships can be incredibly beneficial for educational programs. We believe that working together, sharing ideas, resources and jointly educating our students will enhance the mission of both institutions and better serve the citizens of Maryland.

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.

Our proposed DSW program will not affect the uniqueness and institutional identities of a HBIs or impact its enrolled students in any negative way. In addition, we as a Primarily White Institution (PWI) in Baltimore City, need to contribute to the education of anti-racist/anti-oppression skills, values, and attitudes of social work leaders, teachers, clinicians, and supervisors. We owe this to our city, our state, and our profession. We seek to be a good partner and ally to all HBIs. We recognize the critical nature of MSU’s contributions in this space, and have deliberately re-focused our curriculum to avoid duplication, while addressing important workforce needs of the state. As noted previously, we are further open to collaborating in all aspects of program development and implementation and look forward to these discussions.

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

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

The proposed DSW program reflects the goals of the UMB campus, the interests of our alumni, the needs of the State of Maryland, and the expertise of the school's talented faculty. UMB's SSW has educated the vast majority of licensed social workers in the state since 1961. Our expertise in clinical training positions us as a national leader in educating and training social work practitioners at the highest level. Our clinical faculty has a wealth of experience that will create a comprehensive educational program and be a model for the State and Mid-Atlantic region.

Dr. Edward Pecukonis will serve as the inaugural director of the program. He is responsible for all administrative activities related to recruitment, admission, and training of students and reports to the SSW Dean. Dr. Pecukonis has over 40 years of clinical experience on the UMB campus and is a full Professor at the SSW. Dr. Pecukonis is an expert in Interprofessional education, clinical treatment methods such as CBT, DBT, motivational Interviewing, and family therapy. Along with other clinical faculty, Dr. Pecukonis will serve as the technical expert on course content and pedagogy. As part of the SSW planning process, Dr. Pecukonis has an advisory committee appointed by the Dean to provide curriculum guidance.

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

Program Objectives: Our proposed DSW program aims to:

- Assist students to integrate theory with practice methods to improve psychotherapy/social work services to individuals and families across all demographics and populations.
- Apply relevant Biopsychosocial and social work practice theories to client centered care and the process of change at the individual, family and community level.
- Students will further develop use of self, self-appraisal and use of self-reflection in clinical encounters to improve their ability to provide therapeutic services to diverse clients.
- Effectively assist their clients to explore and develop helpful and personalized solutions to their presenting problems.
- Assist students to develop expertise and competence in cognitive-behavioral therapy, Dialectical Behavioral therapy, motivational interviewing, interpersonal psychotherapy, EMDR and other modalities as outlined in our curriculum or of interest to the student.
- Prepare trainees to teach advance clinical social work curriculum to BSW and MSW students within a classroom setting including skills in curriculum development, effective classroom management strategies, case-based teaching methods, simulation and competency-based education strategies and assessments.
- Develop expertise in methods of individual, and group supervision, use of self and value of self-reflection in the therapeutic encounter and decision-making processes associated with psychotherapy that is rooted in evidence-based approaches and ethical principles of the social work profession.

- Students will develop skills in both quantitative and qualitative research and be able to apply these skills to the clinical setting and program management to both develop and assess community-based treatment programs and interventions.
- Students will identify and refine their leadership style and its impact on educational and clinical services to clients, students and communities.
- Students will develop expertise and demonstrate competence in promoting social justice, health equity, embracing diversity and inclusion of all people across all social environments.
- Students will learn to use these principles in clinical, teaching and administrative work.
- Engage students in articulating what is anti-racist, anti-oppressive, clinical education and practice in the various contexts and settings in which they work and demonstrate competence in confronting and dismantling these threats.

Student Learning Outcomes: At the end of the program, students will:

- Apply social work leadership and management skills to enhance their agency practice environments through a defined class project.
- Demonstrate leadership ability through thoughtful and respectful communication with other health care professionals that promotes effective, ethical, and safe, client centered care within their agency.
- Use leadership skills, effective communication collaboration and reduced profession centism across interprofessional environments with diverse clients and health care providers.
- Describe biological basis of human behavior and the epigenetic interaction between endogenous and exogenous factors influencing a person's mental health
- Use qualitative and quantitative research methods to develop a systematic inquiry of an advanced area of social work clinical practice through their capstone project.
- Apply social work research methodologies to evaluate clinical practice and use these findings to select and employ evidence-based interventions within their specific agency practice setting.
- Critically evaluate advanced-level evidence-based practices theories and their application to their specific agency-based client population they presently serve.
- Analyze complex information about social work evidence, practice skills, and interventions clearly and creatively for professional and academic audiences in written and oral formats.
- Demonstrate knowledge and understanding of the dynamic and evolving biopsychosocial sciences and the application of this knowledge to patient/client care.
- Identify, evaluate, and implement innovative and cutting-edge methods of psychotherapy and treatment to address complex social and behavioral health conditions.
- Engage clients, accurately identify presenting complaints, identify their stage of change, assess the impact of biopsychosocial factors contributing to the presenting complaint, collaboratively develop an effective intervention plan based on valid theory and/or behavioral health technology and create a plan to reduce relapse.
- Demonstrate clinical competence in mastering one form of empirically valid psychotherapy through simulation and use of standardized clients.

- Exercise an ability to promote social justice and advocate for health equity within their clinical simulations, classroom behavior with peers and within their home agency and work with their supervisees.
- Facilitate effective engagement and supervision of social workers and social work students.
- Teach the use of self-reflection and appraisal during supervision to improve client outcomes and achieve treatment goals.
- Illustrate teaching competence by designing a clinical social work course that includes a syllabus, learning objectives, readings, classroom activities, homework assignments, assessment tools.
- Demonstrate clinical teaching skills by designing and teaching a seminar series or clinical course at the SSW.

3. Explain how the institution will:

a) Provide for assessment of student achievement of learning outcomes in the program

Student learning outcomes for all dimensions of the DSW curriculum will be operationalized and assessed using exams, observational rubrics, and other objective measures. The overall goal of this assessment process is to make certain that our curriculum is preparing students for the workforce. Student learning will be assessed by each course instructor at prescribed intervals during a 15-week semester. The DSW faculty will evaluate course outcomes and student performance. In this manner, the attainment of goals and objectives for each course will be evaluated. Each student learning outcome will reflect the goals and objectives of the curriculum. In addition, all outcomes will be operationalized and measured objectively with a focus on skills and clinical competencies.

b) Document student achievement of learning outcomes in the program

Whenever possible student learning outcomes will be competency-based. The Council on Social Work Education emphasizes the importance of evidence-based practice (CSWE, 2016). Most Social Work students are introduced to evidence-based practice (EBP) models in the classroom. They are assigned readings, listen to lectures, and may become quite knowledgeable about an intervention method. However, knowledge is not equated with clinical competence, and it is rare that a student becomes an excellent clinician by only reading a textbook or listening to a lecture. In any vocation or skilled profession, a student develops competence and master's approach by practicing the skill under the careful eye of a mentor. Extensive experiential/practice opportunities within the classroom for students will be used. We will employ a teaching model that combines the best of classroom learning (acquisition of knowledge) with the best of field (experiential or hands on learning). To accomplish this goal we will employ simulation, live supervision, and debriefing with standardized patients for both skill acquisition and skill competency assessment.

A Standardized Patient (SP), or Standardized client (SC) as they are known in Social Work, is a skilled actor that is recruited and carefully trained to simulate a clinical encounter. The actor is provided with a script or set of behaviors, attitudes and emotions to portray during the clinical encounter. The actor prepares their presentation uniformly and responds consistently across interviews and thus standardizes the format for teaching and evaluating learning. This standardized presentation

assists trainees to either practice a clinical skill or be evaluated on their mastery of this skill. Our standardized clients will be scripted to portray a predetermined history and to give responses within the clinical interview that simulates a “real client”. This method will allow the DSW students to ethically interview the same client sequentially with minimal deviation in the client’s presentation and reaction across trainee interviews. This standardization will allow us to grade or evaluate how well a DSW student has mastered the course content. We will use standardized clients to teach trainees in a developmental manner and to assess proficiency/ competency/ mastery of a particular clinical skill following a training sequence or course.

Simulation and Debriefing: Consolidation of clinical learning derived from simulated encounters with standardized clients is best accomplished by “debriefing.” Paliganas and colleagues (2016), suggest that debriefing is the most critical dimension of simulation. It allows not only for feedback about what happened during the interview but also encourages trainees to reflect on internal experiences including perceptions, thoughts and emotions encountered during the interview. These factors help consolidate learning. In addition, the trainee receives direct feedback from the instructor, peers, and the simulated client.

Live Supervision: A key feature to our curriculum model incorporates live supervision where the instructor watches and provides guidance to DSW students interviewing a standardized client during a simulated interview. The instructor/supervisor watches through a one-way mirror or via visual aid (TV camera positioned in the interview room) with the ability to communicate with the trainee via earpiece and microphone. The student in turn utilizes this live supervision to develop and refine specific skills being taught. Live supervision is valued for its ability to provide immediate feedback, increase self-awareness, and improve clinical skills. When possible and appropriate to the course structure, live supervision with standardized clients in a simulation format will be used to teach skills and assess student learning.

Developing clinical simulations: Theories of adult learning will guide the construction, application and evaluation of clinical simulation and the use of standardized clients (Palaganas et al., 2016). The process of creating valid and instructive simulation cases is not only time consuming but critical to the live supervision process and assessing student learning. The simulation case must be believable, detailed, and of interest to the trainees. Case histories used by the actors include descriptions of symptoms, clinical presentation, mood, body language, and motivation for each simulation. Written objectives for the simulation are developed and shared with the standardized actor. The goal is to anchor the standardized client’s presentation and reactions during the simulation to these learning objectives. Thus, actors or simulated clients must be oriented to the training process and be prepared to portray the client in a believable manner. Training of standardized clients occurs prior to each simulation that includes a detailed case discussion, along with outlining the objectives of the training and how the client might react to a wide range of trainee responses. The standardized client(s) then practice these portrayals prior to meeting with trainees.

Qualifying exam: A student will achieve Candidacy after passing a comprehensive examination offered after completing Year 1 and 2 of classroom academic requirements with a GPA of 3.0 or better. This examination may require both a written exam, demonstration of clinical skills via simulation, and/or oral examination by the DSW faculty. This comprehensive examination will be scheduled during the summer months between Year 2 and 3. All written examinations will be read

by two DSW faculty who will grade the exam as meeting requirements (pass) or not meeting requirements (fail). Students who do not pass this examination will not be enrolled for their third and final year of training until a passing grade is obtained for the comprehensive exam. Students who initially fail this exam will have one additional opportunity to meet this requirement prior to dismissal from the program. After achieving candidacy, the student's primary task will be to complete, present, and defend their capstone project. It is expected that students will have met all requirements for graduation by the completion of the spring semester of their third year of matriculation.

Capstone Project: Throughout their matriculation, students will work on an original and comprehensive Capstone Project which integrates the knowledge and skills they have developed, strengthened, and refined throughout the course of the program. This project should position students as collaborative leaders, contributing new ideas, frameworks, or services to their area of focus in the realms of clinical education, leadership, and/or practice. Students will work on their Capstone Project supported by a team of at least two advisors: one of whom will be faculty affiliated with the SSW, and another who is deeply engrained in the community connected to each student's area of focus.

There are three options for the format of Capstone Projects that students may choose:

1. The creation of an interactive web-based training that disseminates innovative clinical knowledge and learning opportunities in their area of focus.
2. First-authorship of a scholarly paper published (or publishable) in an academic journal that contributes new clinical discourse in their area of focus.
3. Development and (initial) implementation of a new program designed to address unmet needs within their area of focus and that contributes to individual or community healing, wellbeing, or access to knowledge in the clinical realm.

Each student, in consultation with their faculty and community advisors, will seek approval for their Capstone Project from the DSW Director. Students will submit a brief overview of the project that includes: an outline of the proposed project, an explanation of the needs addressed by the project, its alignment with social work values and principles, potential impact and significance, and benchmarks of success that can be used for evaluation of the project at the culmination of the DSW program. As part of the Capstone Project each student will present their project and its impact within a colloquium. Presentations will focus on the collection of work they've undertaken during their time in the DSW program including how they have incorporated a Justice, Equity, Diversity, and Inclusion (JEDI) lens in their work, sharing and disseminating accomplishments and learning derived from their Capstone Project; and sharing their plans as they move this work forward. Additionally, the Capstone Project will promote an exercise in self-reflection where students are challenged to dig deep and explore any feelings of discomfort that arise surrounding challenging concepts. Students should challenge themselves by asking: What will it cost to change? What will it cost to stay the same? What does it mean to have courage in this context, and how will this enrich the journey to become a better social work clinician?

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

Program Course Requirements:

The DSW will require the completion of 60 credit hours that can be completed over a three-year period. The components of the proposed curriculum are as follows:

Advanced Clinical practice theory and methods Series

SWCL 800: Advance Clinical Practice Theory: Historical Perspectives and Current Contexts

SWCL 801: Neuro-biological Basis of Human Behavior

SWCL 803: Psychopharmacology and Complimentary Therapeutics

SWCL 804: Foundational Clinical Practice Models

SWCL 809: Innovations in Clinical Practice

SWCL 812: Integrating Clinical Practice Models

SWCL 818: Integration Seminar and Case Presentation

SWCL 821: Simulation and Case Consultation Lab

Teaching Pedagogy Series

SWCL 813: Social Work Teaching and Training Pedagogy: Theory and Practice

SWCL 817: Social Work Course and Curriculum Design Lab

Leadership Development Series

SWCL 811: Leadership Styles in Social Work Practice Lab

Supervision Methods Series

SWCL 805: Supervision and Mentorship

SWCL 810: Supervision and Mentorship Lab

Justice Equity, Diversity, and Inclusion Series

SWCL 806: Equity, Diversity and Inclusion in Social Work

Research Methods Series

SWCL 802: Philosophy of Science in Social Work

SWCL 807: Publication and Grant Writing Lab

SWCL 814: Research Methods/Qualitative Approaches

SWCL 819: Research Methods/Quantitative Approaches

Innovation and Impact (Capstone) Project Series

SWCL 815: Capstone Development Lab

SWCL 816: Capstone Project Seminar

SWCL 820: Capstone Project Seminar

The curriculum consists of six major curriculum areas, along with a capstone project. Each series includes at least one laboratory or “lab” course. Our lab courses are designed as practical, experiential seminars where students can focus deeply on the application of their learning in a setting that emphasizes hands on learning, community engagement, and/or novel content development as part of a community of learning.

Candidacy Requirements: A student will achieve Candidacy after successfully passing a comprehensive competence simulation/examination that is offered after the completion of the first two years of classroom learning with a GPA of 3.0. or better. This examination may require both a written exam, demonstration of clinical skills via simulation and/or oral examination by the DSW faculty. This comprehensive examination will be scheduled during the summer months between Year 2 and 3. All written examinations will be read by two DSW faculty who will grade the exam as meeting requirements (pass) or not meeting requirements (fail). Students who do not pass this examination will not be enrolled for their third and final year of training until a passing grade is obtained for the comprehensive exam. Students who initially fail this exam will have one additional opportunity to meet this requirement prior to dismissal from the program. After achieving candidacy, the student's primary task will be to complete, present and defend their capstone project. It is expected that students will have met all requirements for graduation by the completion of the spring semester of their third year of matriculation.

Capstone Project

Throughout their matriculation, students will work on an original and comprehensive Capstone Project theme which integrates the knowledge and skills they have developed, strengthened, and refined throughout the course of the program. This project should position students as collaborative leaders, contributing new ideas, frameworks, or services to their area of focus in the realms of clinical education, supervision, and/or practice. Students will work on their capstone supported by a team of at least two advisors: one of whom will be faculty affiliated with the SSW, and another who works within a community consistent with each student's area of focus.

There are three options for the format of Capstone Projects that students may choose:

1. The creation of an interactive web-based training that disseminates innovative clinical knowledge and learning opportunities in their area of focus.
2. First-authorship of a scholarly paper published (or publishable) in an academic journal that contributes new clinical discourse in their area of focus.
3. Development and (initial) implementation of a new program designed to address unmet needs within their area of focus and contribute to individual or community healing, wellbeing, or access to knowledge in the clinical realm.

Each student, in consultation with their faculty and community advisors, will seek approval for their Capstone Project from the DSW Director. Students will submit a brief overview of the project that includes: an outline of the proposed project, an explanation of the needs addressed by the project, its alignment with social work values and principles, potential impact and significance and benchmarks of success that can be used for evaluation of the project at the culmination of the DSW program. As part of the Capstone each student will present their project and its impact within a colloquium. Presentations will focus on the collection of work they've undertaken during their time in the DSW program including how they have incorporated a Justice, Equity, Diversity, and Inclusion (JEDI) lens in their work, sharing and disseminating accomplishments and learning derived from their Capstone Project; and sharing their future plans as they move this work forward. Additionally, the capstone project will promote an exercise in self-reflection where students are challenged to dig deep and explore any feelings of discomfort that arise surrounding challenging concepts.

Students should challenge themselves by asking: What will it cost to change? What will it cost to stay the same? What does it mean to have courage in this context, and how will this enrich the journey to become a better social work clinician?

Typical Plan of Study DSW Year 1 through Year 3

The DSW program is full-time with all courses taught in-person and for one weekend (Friday, Saturday and Sunday) per month spanning each fall and spring semester for a total of 10 months. Students will also participate in three weeklong summer intensive two (2) credit courses occurring prior to each fall semester. All full-time students will complete three (3) courses per semester for a total of nine (9) credits. Students will complete a total of 20 credits each year of the program that includes the two-credit weeklong summer intensive requirements. As this is a cohort program, students will complete the following course work in sequence with their assigned/admitted cohort. This structure will help to create a powerful learning community for students. Course numbers are for demonstration purposes only and may need to reflect registrar’s preferred structure upon approval of the DSW program.

DSW - Three Year Plan of Study		
Year 1: Weeklong intensive summer seminar series (2 credits) <i>SWCL 806: Justice, Equity, Diversity and Inclusion</i>		
Year 1: Fall Semester		
Course number	Course Name	Credits
SWCL 801	Neuro-Biological Basis of Human Behavior	3 credits
SWCL 800	Advanced Clinical Practice Theory: Historical Perspectives and Current Contexts	3 credits
SWCL 802	Philosophy of Science in Social Work	3 credits
Year 1: Spring Semester		
Course Number	Course Name	Credits
SWCL 803	Psychopharmacology and Complimentary Therapeutics	3 credits
SWCL 804	Adapting Foundational Models for Clinical Practice	3 credits
SWCL 805	Supervision and Mentorship	3 credits
Year 2: Weeklong intensive summer seminar series (2 credits) <i>SWCL 807: Publication and Grant Writing Lab</i>		
Year 2: Fall Semester		
Course number	Course Name	Credits
SWCL 809	Innovations in Clinical Practice	3 credits
SWCL 810	Supervision and Mentorship Lab	3 credits
SWCL 814	Research Methods: Quantitative Approaches in Clinical Social Work Practice Settings	3 credits

Year 2: Spring Semester		
Course Number	Course Name	Credits
SWCL 812	Integrative Practice	3 credits
SWCL 813	Social Work Teaching and Training: Pedagogical Theory and Practice	3 credits
SWCL 819	Research Methods: Qualitative Approaches in Clinical Social Work Practice Settings	3 credits
Year 3: Weeklong intensive summer seminar series (2 credits)		
SWCL 815: Capstone Project development		
Year 3: Fall Semester		
Course number	Course Name	Credits
SWCL 818	Integration Seminar/ Case Presentation	3 credits
SWCL 817	Course and Curriculum Design Lab	3 credits
SWCL 816	Capstone Project Seminar	3 credits
Year 3: Spring Semester		
Course Number	Course Name	Credits
SWCL 811	Leadership and Mentoring Lab	3 credits
SWCL 821	Simulation and Case Consultation Lab	3 credits
SWCL 820	Capstone Project Seminar	3 credits

**SCHOOL OF SOCIAL WORK | DOCTOR OF SOCIAL WORK (DSW)
COURSE DESCRIPTIONS**

Advanced Clinical Practice Theory and Methods Series

SWCL 800: Advanced Clinical Theory: Historical Perspectives and Current Contexts (3 credits)

This course will examine personality development in terms of behavior, emotions, and cognitions and how these interrelated constructs influence present adaptations and the process of change for clients. Students will explore the underlying values, assumptions, methods, and research evidence for each practice theory. The focus of this class will be on theories that were prominent during the early and mid-twentieth century, through selections of original contributions from id or drive psychology, attachment, ego psychology, object relations, self-psychology, family systems, behavioral, narrative, cognitive/behavioral therapy, NMT and interpersonal neurobiology. Drawing primarily from original sources, students will consider key assumptions, constructs, and propositions of each theory in terms of its congruence with social work's principles, values, and mission, as well as its application and relevance to the identities and experiences of the communities and contexts of which each student is a part.

SWCL 801: Neuro-Biological Basis of Human Behavior (3 credits)

This course will provide an overview of the neurobiology shaping behaviors that inform clinical social work practice. Students will explore the impact of genetics, neuroanatomy and physiology in the etiology of emotional disorders and behavior. The course will review basic neuroanatomy, behavior physiology, and neurodevelopment. The course explores the mind and body connection in moderating a person's mental health and psychological wellbeing. Special attention will be given to the Neurosequential Model of Therapeutics and trauma theory including the NMT metrics of sensory integration, self-regulation, relational function, and cognition. This course will be co-taught by interprofessional faculty.

SWCL 803: Psychopharmacology and Complimentary Therapeutics (3 credits)

This basic course in psychopharmacology will be co-taught by faculty from the Schools of Social Work and Pharmacy. Students will be introduced to the basics of pharmacotherapy addressing the more common DSM-5 diagnoses. Key medications with their clinical indications, symptom management, and dosage will be addressed. Students will be introduced to commonly used medications to treat mood disorders, anxiety, PTSD, personality disorders and schizophrenia. The course will emphasize the mechanism, action, contraindications, interactions with other medications and side effects of each class of medications. This course will require the completion of SWCL 801 as a prerequisite. The sociocultural context relevant to psychopharmacological interventions including access, demographic disparities, cultural beliefs about medication, and their use as a complement to psychotherapeutic interventions will also be discussed. ***This course will require the completion of SWCL 801 as a prerequisite.***

The Advanced Clinical Methods Series will build on the earlier curriculum content that explores JEDI as a grounding framework for practice, focusing on concrete skills for working alongside individuals and communities in a clinical context. The first two courses in this series will provide an opportunity for students to explore in-depth a framework or clinical modality of interest to them, and apply it to their own area of focus, with an emphasis on understanding the context in which the model developed, the core skills and interventions associated with it, and the ways in which those skills translate to their practice area. The final course in the series will build on that knowledge and support students in exploring and applying clinical interventions in an integrative, culturally responsive framework that is specifically adapted to meet the unique needs of the communities in which they work. Throughout each of these courses, students will analyze the pros and cons of each clinical modality, including discussion of the ways in which multiple forms of oppression manifest in therapy and clinical practice. Students will learn how to embrace an antiracism approach to reach level of competency that promotes safety and prevents harm coming to those they desire to help, exploring the ways in which they can be an active force in improving clinical frameworks and modalities to be more anti-racist, anti-oppressive and inclusive.

SWCL 804: Adapting Foundational Models for Practice (3 credits)

In this seminar-style course, students will explore in depth the three major psychotherapeutic frameworks that have historically guided clinical work in the United States: psychoanalysis/ psychodynamic/ relational, behavioral, and cognitive models. Students will examine the origins of these modalities, including the experiences of the creators and the sociopolitical context in which these techniques emerged, and the core therapeutic skills and interventions associated with their implementation will be demonstrated and practiced. Students will also explore the ways in which

these modalities have either hindered or cultivated justice, equity, diversity and inclusion and learn how to recognize and embrace an ARAO approach in clinical practice. While these modalities have been utilized for quite some time, students will explore innovative platforms through which they are or could be delivered (for example using telehealth platforms, web or phone-based applications, and other mechanisms that might expand access to behavioral health services). Individually or in collaborative teams, students will choose a specific framework connected to one of these three streams of psychotherapy, concentrating on its application within their own area of focus or population of interest. Application should explore any needed adaptations and/or innovations to better meet the needs of the population or communities with which they work. Each student will create and present a case conceptualization, a simulated demonstration video implementing the skills associated with their chosen modality and identify questions or topics for consultation and discussion amongst course participants.

SWCL 809: Innovations in Clinical Practice (3 credits)

In this seminar-style course students will use the same framework of exploration, inquiry, and application/simulation to engage with a variety of clinical modalities that have developed as part of a “third wave” or move toward more integrative practice models that attempt to center concepts like meaning making, trauma-informed care, individual and collective narratives, cultural humility, critical consciousness, mindfulness, relationship skills, the brain-body connection, and/or values-centered action. This includes models such as Narrative Therapy, Dialectical Behavior Therapy, Motivational Interviewing, Acceptance and Commitment Therapy, Schema Therapy, Eye Movement Desensitization and Reprocessing Therapy, Internal Family Systems Therapy, Healing Circles, and culturally rooted/indigenous therapeutic practices. Individually or in collaborative teams, students will choose a modality in which they would like to develop deeper knowledge and skill, concentrating on its application within their own area of focus or population of interest. Application should explore any needed adaptations and/or innovations to better meet the needs of the population or communities with which they work. Specifically, students will be challenged to explore how such adaptations and/or innovation can cultivate antiracism, justice, equity and inclusion. Each student will create and present a case conceptualization; a simulated demonstration video implementing the skills associated with their chosen modality and identify questions or discussion topics for consultation and discussion amongst course participants.

SWCL: Integrative Practice (3 credits)

Traditionally, clinical education has focused on the provision of therapeutic services through specific frameworks or modalities. However, in practice most clinicians develop their own style of integrating clinical tools, philosophies, and interventions to fit the unique and diverse needs of the individuals and communities with whom they work (Zarbo et al., 2016). Openness to integrative, flexible, culturally responsive practice is in line with efforts to decenter more rigid western-colonial perspectives and meet the unique needs of each person or community in their specific context. This course will explore different frameworks for integrative practice and give students the opportunity to consider and articulate what aspects of different traditions, tools, and evidence-supported frameworks might be most helpful in their own area of focus or population of interest. As part of this course, students will research different aspects of effective practice within their specific area of focus including multiple forms of evidence: scholarly research, clinical trainings, and community voices, feedback, and narratives. Each student will develop a training guide, demonstration video, or scholarly paper focused on the application and adaptation of clinical modalities within the

sociocultural context of the communities or populations they work alongside, with an emphasis on integrative person or community-centered practice.

SWCL 818: Integration Seminar and Case Presentation (3 credits)

This course will engage students in progressively higher-level critical thinking and clinical decision making using a case-based approach along with simulation. This seminar will allow students to integrate their DSW academic course work with clinical experiences from their employment sites and work with their own clients. These seminars will emphasize not only the application of theory to clinical encounters, but also enhance the process of self-reflection, self-awareness, use of self and application of ethical principles including anti-racism and anti-oppression principles within their practice. Students will present and discuss client cases, their diagnoses, theoretical conceptualization of the presenting problems, treatment planning and specific interventions used. The group will provide feedback and assist in formulating effective interventions. Students will learn methods of effective consultation both in person and using telehealth care devices. Students will learn the process of effectively triaging clients for services, identifying potential risks (health/behavioral health) develop skills in safeguarding risk, promoting safety plans and appropriate documentation of each case. Simulation and role play of client encounters will be used.

SWCL 821: Simulation and Case Consultation Lab (3 credits)

Clinical Social Work practice involves not only working with individuals and families but also working alongside other professionals (working interprofessionally) in the care of your clients. Effective interprofessional collaboration, teamwork and communication is necessary. This course will discuss how to conduct short term consultative services, telehealth services, provide written and verbal feedback of assessments, and how to craft helpful recommendations for colleagues in support of clients well-being.

Teaching Pedagogy Series

SWCL 813: Social Work Teaching and Training: Pedagogical Theory and Practice (3 credits)

The aim of this course is to provide students with the basic foundation and advanced knowledge of the theory and practice of social work teaching. The course focuses on the theoretical and technical aspects of delivering social work education. The main focus of the course is to create, to the extent possible, the simulation of real-world teaching situations designed to help students develop their *teaching practice* through a process of critical reflection, integration, and application. The development of teaching skills is a critical focus of the course. The course covers social work teaching at both the BSW and MSW levels. The course includes theories of **andragogy** and reflective practice, curriculum development, teaching methodologies and techniques, general classroom activity, assessment and evaluation of students, testing methodology, ethical considerations, and professional academic development at BSW and MSW levels of social work education. Readings are drawn from social work education literature as well as from interprofessional perspectives, including teaching and learning in higher education.

SWCL 817: Course and Curriculum Design Lab (3 credits)

This second teaching course will be a practicum experience for DSW students. Students will be assigned to create and implement a social work training seminar or course at their employment site or through the SSW. For example, Students may guest lecture in an appropriate SW course and

provide at least one three-hour lecture on a topic reflecting their clinical specialty of interest. Lectures will be designed and discussed within the classroom format and will be implemented during the semester. Each student teaching activity will be observed by the instructor or videotaped for review along with detailed feedback of their teaching session. This course will be focused on the application and practice of teaching social workers and the activities this entails.

Leadership Development Series

SWCL 811: Leadership Lab (3 credits)

This course is designed to assist students in developing a personal philosophy and approach to leadership. The course will introduce historical and current theories on leadership, reflect on the various contexts in which leadership skills are exercised and consider leadership practices in multicultural environments. While there are many models of leadership development and practice, there is growing concern that we are amid a leadership crisis: the need and intensity for health and human services is increasing while leadership talent is declining. The health and performance of the human services sector depends upon equitably equipping potential, emerging, and current leaders with relevant, meaningful, and impactful leadership skills. This course will align and interconnect leadership theory and development with leadership practice in the real world at the individual, relational and collective, and organizational levels.

Supervision Methods Series

SWCL 805: Supervision and Mentoring (3 credits)

This course will explore the principles, structures and practice of supervision, consultation, and mentoring in Clinical Social Work across the continuum of professional development. Students will explore a variety of supervisory approaches and the theoretical concepts underlying these approaches while learning how to integrate these styles in their work with students and supervisees. Models of individual and small group supervision will be demonstrated, practiced and discussed in detail. Issues of how to teach and mentor supervisees within a community setting will be discussed. Simulation of clinical supervision with standardized clients across academic and community settings will be employed by students as they discover their preferred approaches to supervision. Students will use exercises on self-awareness, reflective supervision, and learn to employ JEDI principles introduced in the introductory intensive weeklong course on the same topic.

SWCL 810: Supervision Mentoring Lab (3 credits)

This second supervision course will be a practicum experience for DSW students. Students will be assigned to supervise a group of social work students working within their field placement. A second option will be for DSW students to use their employment environment to employ their supervision strategies. The goal is for students to apply their learning with actual social work trainees/workers, present these experiences to the group, obtain feedback to improve this supervisory experience. At least one supervision session will be videotaped for discussion and evaluation.

Justice Equity, Diversity, and Inclusion Series

SWCL 806: Equity, Diversity and Inclusion (2 credits)

In this weeklong intensive course, students will experientially engage with values, principles, concepts, and frameworks that facilitate justice-oriented, equitable, inclusive practice which recognizes the diversity in experiences and identities among the individuals and communities we work alongside. This will include a deep analysis of the impact of ideologies that sustain racism and other forms of oppression, how these *isms* manifest and endure, and how they impact individuals living within systems of power and privilege across micro and macro levels. Students will be introduced to the Social Change Ecosystem (Iyer, 2017), utilizing this framework to analyze the ways in which they can organize for lasting social change within their own sphere of practice in an effort to create a more equitable and just society. They will also engage with anti-racist anti-oppressive (ARAO) lenses, intersectionality, and Restorative Practices as approaches to clinical work in line with JEDI values. This will include examination of the clinical discourse on both conscious and unconscious bias, self-awareness, awareness of privilege, identity formation, the role of advocacy and a justice orientation in clinical work, and affirming, culturally responsive practice. At the culmination of the course, students will develop an ARAO vision for their practice, creating a plan, statement, or vision board, articulating their own JEDI-oriented values and goals that will serve as an anchor and guide throughout the DSW program.

Research Methods Series

SWCL 802: Philosophy of Science in Social Work (3 credits)

This course examines the assumptions, history, and development of scientific methods within social work. The course will cover methods of scientific inquiry and how knowledge is accumulated and validated. Students will explore how theory is constructed and its importance in explaining and predicting behavior. The course provides an in-depth exploration of ontological and epistemological foundations within social work and behavioral sciences. Discussion of theory development and construction along with methodological approaches to testing theory will be explored. Students will discuss important controversies within the field of philosophy of science, the role of values in research and methodological strategies along with the limitations of measurements used in the social sciences. The course will identify and evaluate the building blocks of social science - definitions and concept-formation, descriptive strategies, traditions of interpretation, measurement of variables, strategies of inference, ethics and Forms of explanation of findings.

SWCL 807: Summer Weeklong Intensive Seminar Series Year 2: Publication and Grant Writing Lab (2 credits)

This weeklong workshop will provide students with the necessary information to outline and write a publishable paper, including the selection of a topic, target audience, and appropriate journal. Students will develop skills in organizing content and preparing for the review process. Emphasis will be placed on the development of a literature review for publication in one's area of expertise/interest. Each student will be required to start or complete a paper that expands on work done for a practice course or that reflects their interest and supports the student's clinical practice and/or Capstone project (e.g., a traditional case study or a single system design study).

SWCL 814: Research Methods: Quantitative Approaches in Clinical Social Work Practice Settings (3 credits)

The purpose of this course is to cover the essential concepts of quantitative research methods. This course will focus on research ethics, building a conceptual framework, question and hypothesis formulation, research design, sampling, level of measurement for variables and scale construction. Students will learn how to design research related to social work practice. The course will review the selection and development of outcome measures, intervention manuals, and fidelity measures as appropriate. It will closely examine the use and development of practice guidelines, evidence-based practice, and meta-analytic procedures. Each student will identify a substantive research area related to clinical practice and logical steps toward formulating key research questions. Aspects of conducting literature reviews leading to the articulation of a substantive research area will be taught.

SWCL 819: Research Methods: Qualitative Approaches in Clinical Social Work Practice Settings (3 credits)

This course will provide an overview of six types of qualitative research approaches widely used in social work inquiry: 1) content analysis, 2) template analyses, 3) grounded theory, 4) participatory action research, 5) Indigenous and decolonizing methods and 6) immersion approaches. These methods illustrate key differences in research purposes, epistemologies, ethics, and methods. In general, the course will provide an exploration of foundational qualitative research methods and strategies. Students will be introduced to ontological, epistemological structures and theoretical assumptions underlying these methods. Students will learn how appropriately apply these methods with particular emphasis on use within the clinical setting. Students will learn how to both acknowledge and document the lived experience of participants.

Capstone Project Series:

SWCL 815: Summer Weeklong Intensive Seminar Series Year 3: Capstone Development Lab. (2 credits)

This course is focused on developing an idea for their final capstone project. This pro-seminar will encourage students to discuss, research and present their proposals for the capstone project. The instructor will provide instruction and consultation to each student around their area of interest and assist them to formulate a project that is clearly defined and doable within the period allocated. By the end of this seminar, students are expected to have a solid draft of their proposal.

SWCL 816: Capstone Project Seminar (3 credits)

This second seminar will be dedicated to the refinement and submission of their capstone proposal and the initiation of their proposed project including clear documentation of goals and objectives, procedures and methods, expected outcomes, and timeline for completing the project. Each proposal will be presented to the class who will provide feedback and suggestions.

SWCL 820: Capstone Project Seminar (3 credits)

This seminar is the culmination of the capstone project and a student's last step before being certified for graduation. The first half of the class will be dedicated to assisting students to complete and write up their capstone project. The second half of the class each student will make a formal

presentation of their project along with comments about their struggles, learning, and future directions of this interest. These presentations along with the student's defense of their findings and/or accomplishments will be graded (pass/fail)

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

There are no general educational requirements necessary for this doctorate degree. All courses are at the graduate level and assume all general educational requirements have been met and are reflected in their undergraduate transcripts.

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

The Council on Social Work Education (CSWE) is the accrediting body for social work programs. Due to the relatively newness of DSW programs, CSWE only recently (June 2020) drafted and are now actively piloting these guidelines. We have consulted with CSWE and incorporated these draft guidelines within our proposal. We will seek accreditation when CSWE formally adopts accreditation standards and establishes an accreditation process for DSW programs. Our program of study is in line with the proposed national guidelines.

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

This is not applicable to the present degree program.

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.

The SSW maintains up-to-date information of its degree programs on its' website (<https://www.ssw.umaryland.edu>). Once approved, the DSW curriculum will be made available on the SSW web page. As with other educational programs, we will list information on the DSW curriculum, course descriptions, degree requirements, and cost of education. The website also has links to information about the learning management system, support services, and financial aid. We affirm that the same information will be available for prospective and existing students in the proposed DSW in social work.

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 SSW affirms that all advertising, recruiting and admissions materials will accurately represent the DSW in Clinical Social Work.

H. Adequacy of Articulation

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

There are no articulation agreements related to this program.

I. Adequacy of Faculty Resources

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 following full-time and adjunct faculty are eligible to teach in our proposed DSW curriculum. In addition, the weekend structure of the DSW program will not compete with instructional support with the MSW program and allow us to contract with national experts to provide instruction for our doctoral students as appropriate. This table documents the vast amount of clinical and teaching experience our world class faculty possess. The list of courses next to a faculty member's name indicates their qualification to teach this content.

Faculty member	Title and Appointment	Status	Terminal Degree	Field of Study	Courses Qualified to teach (by course number)
Edward Pecukonis	Professor and DSW Director	Full time Tenured	Ph.D.	Social Work	SWCL: 804, 809, 812, 815, 820, 816, 821, 818
Samantha Fuld	Assistant Professor	Full time Non- Tenured	DSW	Social Work	SWCL: 800, 809, 812, 806, 815, 820, 816, 818
Geoff Grief	Professor	Full time Tenured	Ph.D.	Social Work	SWCL: 813, 817, 815, 820, 816, 818
Bruce DeForge	Associate Professor	Full time Tenured	Ph.D.	Sociology	SWCL: 814, 819, 802
Karen Hopkins	Professor	Full time Tenured	Ph.D.	Social Work	SWCL: 811
Megan Meyers	Associate Professor	Full time Tenured	Ph.D.	Social Work	SWCL: 811

Paul Sacco	Associate Professor	Full time Tenured	Ph.D.	Social Work	SWCL: 814, 819
Joan Pittman	Clinical Associate Professor	Full time Non- Tenured	Ph.D.	Social Work	SWCL: 805, 810, 815, 820, 816
Neijma Celestine- Donnor	Associate Dean for DEI and Clinical Instructor	Full time Non- Tenured	JD	Social Work/ Law	SWCL: 806
Peter Smith	Clinical Instructor	Part Time Non-Tenured	Ph.D.	Social Work	SWCL: 804, 818
Jeff Singer	Adjunct III	Part time Adjunct	MSW	Social Work	SWCL: 802
Mellisa Edmondson- Smith	Associate Professor	Full time Tenured	Ph.D.	Social Work	SWCL:815, 820, 816, 818
Erika Lewis	Assistant Professor	Full time Tenure track	Ph.D.	Social Work	SWCL: 806, 804, 809, 812, 815, 820, 816, 821, 818
Faculty TB hired	Associate or Professor	Full time Non- Tenured	SWCL	Social Work	SWCL: 801
Faculty TB hired	Associate or Professor	Full time Non- Tenured	SWCL	Social Work	SWCL: 803

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced based best practices.

The SSW has a structured process for training teaching faculty and ensuring effective instruction occurs in the classroom that is responsive to student need and interest. Educational activities at this training level are competency-based and involve student/trainee involvement at all levels. The SSW will establish a curriculum committee for the DSW program consisting of fully elected faculty and staff along with two student representatives. This committee will provide guidance to the administration and input to course offerings and andragogy.

The SSW and the UMB campus use the Blackboard Learning Management System for both online and in-person courses. Blackboard is a comprehensive learning management system that houses all course content provides a platform for discussion and live collaboration and teaching via zoom,

voice thread and blackboard collaborate. All lectures are posted on Blackboard via voice thread software and made available to students at their convenience.

Based on Quality Matters standards, UMB promotes use of a rubric which details the best practices for classroom and distance education; this rubric helps faculty, and instructional designers create the courses; assesses the readiness of the course and ensures that all courses are instructionally and pedagogically sound. The best practices are a synthesis of strategies coordinated by the SSW Idea team and reflect best practices for higher education that include:

- Course overview, introduction of course material to the students along with classroom management approaches
- Course organization and design using simulation and standardized clients
- Learning Objectives (competencies) that are clear, objective and measurable
- Instructional Materials including the selection of manualized approaches
- Learner Communication, Interaction and Collaboration
- Assessment and Evaluation (measurement) to assure student competence and readiness for practice
- Course Technology
- Learner Support offered by both the SSW and campus

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.

University of Maryland Health Sciences and Human Services Library (HSHSL)

The University of Maryland Health Sciences and Human Services Library (HSHSL) serves as a hub for collaboration and learning on the UMB campus and is one of the largest health sciences libraries in the United States both physically and by collection size. Opened in 1998, the HSHSL building is fully equipped with Wi-Fi and has seating for over 900 users including 41 group study rooms, three computer classrooms, an Innovation Space that includes 3D printers, a presentation and production studio, art gallery, and technology-enhanced meeting and collaboration spaces. The HSHSL website (www.hshsl.umaryland.edu) provides access to a range of resources and services to the UMB community.

The library provides access to 108 databases, 4,737 e-journals, 17,669 e-books, and maintains a collection of 144,416 print books and 7,586 archival print journals. Through the library's interlibrary loan and document delivery services, faculty, staff, and students may acquire articles and other resources not available through the library's collections. The HSHSL also provides access to the UMB Digital Archive, an open access university repository hosting university created research including white papers, research posters, and more.

The HSHSL has a track record of innovative and user-centered services. With a team of 26 faculty librarians and 28 library staff, the HSHSL serves UMB's 6,900 students and over 8,000 faculty and staff members in the schools of dentistry, medicine, nursing, pharmacy, social work, and graduate

studies. The library also provides access and services to the University of Maryland Medical Center (UMMC) and other affiliated institutions. The library's suite of research services is available for all programs on campus, and includes research and publication strategy consultations, systematic review and expert literature searching services, research impact assessment, public access policy compliance review, and other research services as requested. The library's Center for Data and Bioinformation Services offers consultations and workshops on data access, management, and sharing, as well as support for bioinformatics research, including information on high throughput sequence analysis, DNA, RNA, protein data resources, and research computing.

The HSHSL is home to the National Network of Libraries of Medicine (NNLM) Region 1, an outreach program of the National Library of Medicine, whose mission is to advance the progress of medicine and improve public health and access to health information. The HSHSL has held this competitive and prestigious grant funded designation for over 35 years. In 2021, the HSHSL was also selected to host the NNLM Network Web Services Office (NWSO), which develops and maintains web services for all seven NNLM Regions and other NNLM centers. Through its outreach programming the NNLM Region 1 and the HSHSL regularly reach over 3,000 community members and unaffiliated groups through free workshops, exhibits, and presentations on topics including health literacy, data management, and citizen science.

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

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.

UMB, located on 65 acres in downtown Baltimore is comprised of six professional schools - Social Work, Medicine, Nursing, Dentistry, Pharmacy, Law, and an interdisciplinary Graduate School. In combination, the schools enroll approximately 6,667 students. Also located on campus is the UMMC that provides physical and mental health services to city residents, particularly individuals who live in West Baltimore. The Health Sciences Library, completed in 2000, is a state-of-the-art regional medical library center with a fully computerized management information system and computerized information retrieval and distance education systems.

The SSW has grown to become one of the ten largest schools of social work in the country. Currently ranked 21st by *U.S. News & World Report* (2022), the SSW is part of a vibrant community and a thriving professional school campus. The SSW has been ranked as high as 5th in the nation in publication productivity (Ligon & Thyer, 2001). The MSW program has produced more than 350 graduates per year. In collaboration with other professional schools, the SSW offers dual-degree programs in Public Health, Law, Jewish Studies, and Business Administration and confers the BSW, MSW, and PhD degrees.

UMB is currently designing a **new 127,000 square foot facility for the School of Social Work in downtown Baltimore**. The \$121M project will consolidate all programs into one building and it will be the most sustainable building on the UMB campus incorporating biophilic design, photovoltaic panels, and a minimal carbon footprint. The building is comprised of over 14,000 square feet of classroom and instructional spaces, media labs, and simulation rooms. The building design includes

a prayer space, a lactation room, various lounges, and informal learning spaces to support the school of social work community. Construction is anticipated to begin in December 2024, and the anticipated completion date is August 2027.

The MSW program offers courses off campus, serving the Eastern Shore, Cumberland - a community in Western Maryland, and Shady Grove- a suburb accessible to Washington DC, south-central Maryland, and Northern Virginia. The SSW has over 300 field placement sites. Although concentrated in the Baltimore/Washington metropolitan area, which is rich in health facilities and health advocacy and policy organizations, placements are available in the rural areas of the Eastern Shore, Western Maryland, and South-Central Pennsylvania. Specialized MCH placements for Advanced Curriculum students include, the MCH Services Cluster at University of Maryland Medical Systems (UMMS), the UMMS Maternal and Pediatric AIDS Clinic; the Adolescent AIDS Clinic at the Johns Hopkins Hospital, Kennedy-Krieger Institute; varied pediatric services of the National Institutes of Health; the National Children's Medical Center, Washington, D.C.; a public school for pregnant and parenting teens; Women's and Children's Services at Sinai Hospital; the Child Development Center at Georgetown University Medical Center; an innovative prenatal service for Spanish-speaking women; and other settings.

Within the School of Social Work there are additional services including:

Social Work Informatics: The Informatics Office is one of the core sources of support at the SSW. The staff uses a wide range of audio, video, and computer technology to facilitate and enhance the learning environment. The Informatics Office provides or assists with the following services.

Computer Services: Computer Services maintain servers and other computers within the SSW that run Microsoft and Apple operating systems. Computer Services also provides limited assistance to faculty with grant-related computer equipment.

SSW Network: The network is state of the art, utilizing Cisco equipment for wired, wireless (Wireless "G" 54mbps), and voice-over IP (VOIP) network capacity. It is managed by the campus central computing network team to ensure the highest level of network security and reliability.

The SSW has a variety of servers and operating systems as well as the capacity to create virtual servers to respond to academic, administrative, and research requirements.

Computer Center: The computer lab includes 35 Windows PCs with the latest versions of Microsoft Office Premium (Access, Excel, PowerPoint, Publisher, and Word), SPSS, NVivo, & Antivirus Protection Software. All computers have access to the HSHSL library and other campus resources. Three High-Speed Network-connected Duplex laser printers, a network Document Scanner with Automatic Document Feeders, and copiers round out the equipment available to students.

Computer Training Classroom: We have 41 Windows PCs with the latest versions of Microsoft Office Premium (Access, Excel, PowerPoint, Publisher, and Word), SPSS, NVivo, & Antivirus Protection Software. All computers have access to the HSHSL library and other campus resources. The instructor's computer is connected to a digital projector.

Media Center: The Media Center at the SSW is an 800-square foot studio with broadcast-quality digital and analog media production studio designed to fulfill the presentation needs of students, faculty, and staff. This office makes available to the SSW community, at no or reduced fee, equipment, and resources to facilitate the production and presentation of A/V projects. Available equipment includes camcorders; tripods; data projection for electronic presentation; audiocassette recorders; slide projectors; and overhead projectors. Available services include videotaping, videotape editing, tape duplication, audio & video conferencing, closed circuit interview/observation, and event production.

SSW Classrooms: Every conference and classroom in the school is equipped with computers (Apple MacBook's Pro's capable of running the MAC or Windows operating system), digital projectors, screens, and network connections. Additional equipment (document cameras, videoconferencing gear, etc.) can be brought into the rooms as desired.

SSW Auditorium: The SSW maintains a state-of-the-art 170-seat auditorium equipped with computer, document camera, DVD & VHS playback, audio reinforcement, videoconferencing, and content capture/broadcast capabilities.

Videoconferencing Capabilities: The SSW has built-in portable videoconferencing equipment that can be moved to any room. The equipment supports H.323 IP-based video conferencing and desktop-based conferencing using such applications as Collaborate, Skype, and Zoom.

SSW Sponsored Projects Office: The *SSW Sponsored Projects Office* offers administrative and financial management services to the SSW faculty, staff, and students. The Director, Research Administrator, and Research Coordinators have many years of pre- and post-award administrative and financial experience. In addition, the Assistant Director, accountants, and accounting specialists provide financial expertise and assistance, assuring that structures are in place to pay employees correctly, to monitor time and effort reporting, to review expenditures of grant and gift funds, and to provide grant reports to funders. Our Sponsored Projects Office works closely with UMB's Office of Research & Development, Sponsored Programs Administration (SPA), Sponsored Projects Accounting and Compliance (SPAC), and the UMB Foundation, Inc., to maintain compliance with financial and administrative policies and procedures.

SSW Centers and Programs include:

The Family-Informed Trauma Treatment (FITT) Center: (Kathryn Collins, MSW, PhD), funded by the Substance Abuse Mental Health Services Agency (SAMHSA), develops implements, evaluates, and disseminates theoretically sound, family-based interventions for underserved urban and military populations.

National Child Welfare Workforce Institute: (NCWWI, Nancy Dickinson, MSSW, PhD), funded by the Research Foundation of SUNY Albany and ACF, Children's Bureau, aims to increase child welfare practice effectiveness through diverse partnerships that focus on workforce systems development, organizational interventions, and change leadership, using data-driven capacity building, education and professional development.

Screening, Brief Intervention and Referral for Treatment (SBIRT): (Paul Sacco, PhD) is a SAMHSA-funded project focused on developing curriculum and teaching social work students and field instructors about the evidence supported SBIRT intervention. The SBIRT Project combines stand-alone coursework with curricular infusion models to train a plurality of MSW-level social work students. The distal goal of the SBIRT Project is the uptake of this approach among social work students and field instructors.

Behavioral Health Workforce Integration, Service, and Education: (BHWISE) Fellows (Paul Sacco, PhD), funded by HRSA, is a workforce development project aimed at training social work students for practice in the area of integrated behavioral health with children, adolescents, and transitional age youth.

University of Maryland Quality Care Network: UMQCN (Michele Beaulieu, MSW, LCSW-C), UMSSW clinical social workers participate in two population health programs of the University of Maryland Health System.

Maryland Longitudinal Data System: The MLDS Center (PI: Angela Henneberger, PhD) is a state-wide longitudinal data system that brings together PreK-12, postsecondary, and workforce data to inform education and employment policy, programming, and practice.

Adult Services: Policy & Practice Initiative, and Competency-Based Pre-Service and In-Service Training for Adult Services' Staff: APS (Joan Davitt, PhD), The SSW has partnered with the Maryland Department of Human Services, Office of Adult Services to provide quality training for Adult Service staff members at local departments of social services.

The Ruth H. Young (RYC) Center for Families and Children: has a mission to promote the safety, permanence, stability, and well-being of children, youth, and families in their communities through education and training, research and evaluation, and best-practice community service programs.

The Social Work Community Outreach Service (SWCOS): (Wendy Shaia, EdD, MSW) develops, implements, and evaluates models of effective outreach and community-based services for underserved individuals, families, and communities in Baltimore and Maryland. SWCOS offers social work services for individuals, couples, families, and community-based organizations.

The Office of Continuing Professional Education (CPE): (Seante Hatcher, MSW). is the premier source for advancing the knowledge base of post-graduate social workers. Created in 1992, to meet the demands of new licensing regulations, CPE has grown to become the second largest Social Work Continuing Education Program in the Nation.

Promise Heights: Promise Heights is a collaborative effort to strengthen a West Baltimore neighborhood by offering services from cradle to college or career. The program is a cornerstone of the federal approach to working in poor communities in a way that is designed to be interdisciplinary, coordinated, place based, and data and results driven. In Upton/Druid Heights, a neighborhood near UMB, about half of the families live in poverty, according to Baltimore City Health Department data. Promise Heights was the recipient of UMB's 2012 Dr. Martin Luther King

Jr. Diversity Recognition Awards.

The Institute for Innovation and Implementation: serves as a training, technical assistance, evaluation, policy, systems design, and finance center for children’s behavioral health systems. The Institute supports state and local governments and organizations to implement effective systems and practices that are designed to best meet the needs of children and youth with complex behavioral health challenges and their families.

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:

All students and faculty have 24/7 access to email (outlook), library and our online learning platform Black Board. Training modules for these platforms are available online and maintained by the SSW informatics office.

The Informatics Office is one of the core sources of support at UMB SSW. The staff maintains the audio, video, and computer technology equipment that supports the learning and research environments of the school. The Informatics Office consists of the Computer Center, the Computer Training Classroom, computer services, IT services, and the Media Center. The Informatics staff are present to support the technology needs of the SSW and will be available during all scheduled online course times. The IDEA Team is the other core source of support at the UMB SSW. The team provides services and support in instructional design, e-Learning, assessments, and online learning technologies for faculty, staff, and students.

Student Tech Support: SSW students benefit from support at multiple levels: campus helpdesk (for login issues, email, Zoom, etc.), SSW Informatics (for office 365 applications, specialized software such as SAS, Stata, SPSS), and the IDEA Team (for Blackboard and other academic technology issues). All three of these entities also provide 24/7 access to web-based help pages, tutorials, and step-by-step documentation for students. Each of these support services provide access via email and telephone and can troubleshoot with screen sharing.

Faculty Tech Support: SSW faculty benefit from support at multiple levels: campus helpdesk (for login issues, email, Zoom, etc.), SSW Informatics (for office 365 applications, specialized software such as SAS, Stata, SPSS), and the IDEA Team (for Blackboard and other academic technology issues). All three of these entities also provide 24/7 access to web-based help pages, tutorials, and step-by-step documentation for students. Each of these support services provide access via email and telephone and can troubleshoot with screen sharing. Faculty additionally have support from online orientations, newsletters, and individualized support from the IDEA Team.

Staff Tech Support: SSW staff benefit from support at multiple levels: campus helpdesk (for login issues, email, Zoom, etc.), SSW Informatics (for office 365 applications, specialized software such as SAS, Stata, SPSS), and the IDEA Team (for Blackboard and other academic technology issues). All three of these entities also provide 24/7 access to web-based help pages, tutorials, and step-by-step documentation for students. Each of these support services provide access via email and telephone and can troubleshoot with screen sharing. Staff additionally have support from online orientations and newsletters from the IDEA Team.

Student Assistive Technology Access: SSW students have access to Kurzweil screen reading software as well as Blackboard Ally, which provides alternative format downloads including audio, braille, optical character recognition, and automated language translations. Students also have access to alternate textbooks and course materials, including in electronic or enlarged format. In addition, all courses will include live transcription and instructors will make class recordings and transcripts available.

Faculty Assistive Technology Access: SSW faculty have access to Kurzweil screen reading software as well as Blackboard Ally, which provides alternative format downloads including audio, braille, optical character recognition, and automated language translations.

Staff Assistive Technology Access: SSW staff have access to Kurzweil screen reading software as well as Blackboard Ally, which provides alternative format downloads including audio, braille, optical character recognition, and automated language translations.

L. Adequacy of Financial Resources with Documentation

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 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: Program Resources:

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$596,495	\$652,854	\$140,000*	\$0	\$0
2. Tuition/Fee Revenue (c + g)	\$0	\$249,000	\$564,300	\$872,100	\$923,400
a. Number of F/T Students	0	15	33	51	54
b. Annual Tuition/Fee Rate	\$0	\$16,600	\$17,100	\$17,100	\$17,100
c. Total F/T Revenue (a x b)	\$0	\$249,000	\$564,300	\$872,100	\$923,400
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	\$0	\$830	\$855	\$855	\$855
f. Annual credit hours	0	6	6	6	6
g. Total P/T Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (ADD 1 - 4)	\$596,495	\$901,854	\$704,300	\$872,100	\$923,400

**Carry over funds from excess in year two (2)*

UMB policies allow each school on the campus to have substantial autonomy over budget development and administration. Income to fund the new DSW program will come from two sources. The first source is tuition and fees. The second source is from the Office of the President at UMB, which is providing financial start up resources for the first two years of the DSW program. In addition, the SSW maintains a reserve fund to ensure continuity across school programs.

Table 1 lists the program resources for year one through five for the proposed DSW. As can be seen in Table 1, reallocated funds total \$1.2 million dollars designated for startup costs across year 1 FY2026 and year 2 FY2027 of the proposed project. The UMB campus administration will provide these reallocated funds in support of the DSW program at the SSW. This funding source is available to all professional schools on campus and is given to support curriculum innovation and new educational programs viewed as important. This allocation will not impact any existing educational programs on campus or within the SSW. Proposed tuition for the DSW is competitive at \$830 per credit hour and is comparable to DSW programs in the Mid-Atlantic region. We anticipate students to enroll full-time only, so no part-time enrollment was included on the budget chart. All students are strongly encouraged to be employed as a Social Worker throughout their matriculation. The FY2026 budget is dedicated to the marketing and development of curriculum, recruitment of students, and hiring designated staff and faculty. The first cohort of 15 students will begin in September of FY2026. Beginning in year two of the program, we project enrollment will increase to 18 students per year and remain in effect thereafter. We anticipate the first cohort of 15 students will graduate in FY 2029. We project a modest budget increase of 3% per year for tuition. Total projected income for year one through year five is robust and we anticipate covering and exceeding projected costs for the program. To cover the potential short fall of funds for FY2027, we will reallocate and carry forward funds from FY2026 of \$140,000 to Year 3. Given the contributions by the campus in year 2 (FY2026) of \$652,854 plus the projected tuition income of \$249,000 results in \$901,854. This final sum will cover the costs of year 2 (\$692,082) and allow for the \$140,000 to be carried forward to year 3. With the addition of more trainees, year 4 and 5 tuition projections will fund program costs.

2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide projected 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.

Table 2 Program Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$394,128	\$516,383	\$531,874	\$547,830	\$564,266
a. # FTE	2.4	3.6	3.6	3.6	3.6
b. Total Faculty Salaries	\$306,000	\$405,965	\$418,144	\$430,688	\$443,609
c. Total Benefits	\$88,128	\$110,418	\$113,730	\$117,142	\$120,657
2. Administrative (b + c below)	\$100,224	\$103,231	\$106,328	\$109,518	\$112,804

a. # FTE	1	1	1	1	1
b. Total Salary	\$72,000	\$74,160	\$76,385	\$78,677	\$81,037
c. Total Benefits	\$28,224	\$29,071	\$29,943	\$30,841	\$31,767
3. Support Staff (b + c below)	\$26,668	\$27,468	\$28,292	\$29,142	\$30,016
a. # FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$19,158	\$19,733	\$20,325	\$20,935	\$21,563
c. Total Benefits	\$7,510	\$7,735	\$7,967	\$8,207	\$8,453
4. Equipment	\$6,000	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$35,000	\$45,000	\$17,500	\$17,500	\$17,500
Program Marketing costs	\$10,000	\$5,000	\$2,500	\$2,500	\$2,500
Travel for conferences etc.	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Standardized Clients for training	\$0	\$10,000	\$10,000	\$10,000	\$10,000
Consultant Cost for program development	\$20,000	\$25,000	\$0	\$0	\$0
TOTAL (ADD 1 - 7)	\$562,020	\$692,082	\$683,994	\$703,990	\$724,586

Table 2 lists projected expenditures for the proposed DSW program through year five. Salary rates for faculty are determined by the school’s administration and are representative of full-time social work faculty/staff positions at peer institutions such as Rutgers University School of Social Work. Fringe benefits are included for faculty at the rate of 28.8% with a 3% COLA included per year. Fringe benefits are calculated for staff at 39.2%. These are projections and may not reflect the budgetary restrictions of the SSW and/or campus allocations and do not guarantee these increases. Salaries include the Director’s position (12 months), and assistant director non-tenured faculty member. This budget also designates funds to pay adjunct faculty and full-time faculty of the SSW that are eligible to teach within the DSW program. One .20 FTE position for a research methodologist is also included to coordinate program evaluation, instruction/ coordination of the research sequence and administering the qualifying exam. A post-doctoral DSW fellow will also be recruited to teach and supervise trainees within the program. This fellow will provide valuable services to the program while learning how to instruct and supervise doctoral students. Funds are also designated to hire a full-time DSW program manager that will coordinate all strategic scheduling and management of student recruitment, enrollment, matriculation, and graduation. A .20 FTE is allocated for a staff member from the SSW “Idea Team” to assist in building curriculum

for the DSW courses. This team is experienced in curriculum development and andragogy. Since standardized clients will be a component of clinical training, funds are allocated for the recruitment, training, and payment of these skilled actors. A concerted effort will also be made to market this program creatively within the state of Maryland. These marketing funds will pay for our recruitment literature and handouts, web page design, information sessions, mailings, and other activities that will help inform and recruit interested applicants. To help ensure the success of the program, funds to hire an experienced consultant to assist Dr. Pecukonis in developing a successful program is noted. A consultant with experience running a DSW program will be identified and recruited from a peer institution i.e., Rutgers University School of Social Work DSW program. This consultant cost is only for the first two years of the project. Finally, funds are designated for the Director and Assistant Director for travel to national conferences focused on DSW education and the purchase of several laptop computers.

M. Adequacy of Provisions for Evaluation of Program

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

Student learning outcomes for all dimensions of the DSW curriculum will be operationalized and assessed using exams, observational rubrics, and other objective measures. The overall goal of this assessment process is to make certain that our curriculum is preparing students for the workforce. Student learning will be assessed by each course instructor at prescribed intervals during a 15-week semester. Course outcomes and student performance will be evaluated by the DSW faculty at the completion of each semester for each course offered. These evaluations will include both student and faculty assessment. In this manner, the attainment of goals and objectives for each course will be evaluated. This feedback will be used to create a process of continuous quality improvement for the DSW curriculum. When needed, modifications in the form of curriculum content, methods of instruction, course structure will be implemented. Student feedback for each course and instructor will be collected and used to improve the curriculum through an online anonymous survey. These findings will be distributed to faculty teaching in the DSW program for review, discussion and problem solving. One elected student representative from each cohort year will participate in these meetings. This entire process will be managed by the DSW program director to ensure program improvements are being implemented.

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

The instructor will receive the course evaluations completed by the students enrolled in their course. These reports will be reviewed by the Dean and DSW director as part of the faculty member's annual performance review, and performance improvement plans will be developed if indicated. The DSW program director may conduct additional surveys and focus groups with students to gather feedback about the instruction, curriculum, and the program.

Each year the DSW program will conduct an online survey of alumni, and their employers to collect information about preparedness of graduates for the workforce, curricular elements that have been most impactful, and curricular elements that should be emphasized or eliminated. Alumni will be

surveyed on their employment, salary, promotions and professional activities and leadership accomplishments.

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

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

UMB is strongly committed to cultural diversity and the recruitment and retention of underrepresented minority students within all campus sponsored programs. Recruitment efforts for the DSW program in clinical social work will include specific outreach to minority students. The SSW will place support programs in places that will support all students' success within the program. The SSW office of student affairs will coordinate these services for identified students. These services may include tutoring, counseling, and referral services as needed and as appropriate.

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 DSW is not directly related to an identified low productivity program identified by the Maryland Higher Education Commission.

P. Adequacy of Distance Education Programs

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide distance education.

This program is designed to be in-person. That said, all online learning at the SSW is appropriate to the university's mission, is well-resourced, incorporated into our systems of governance and oversight and is comparable in rigor to traditional instructional formats and is evaluated regularly. In addition, students and faculty are provided with effective support to ensure student learning outcomes are met. Recently, a full-time fully online MSW program was approved by our accreditation body CSWE, which certifies the SSW as capable of providing comprehensive online education in terms of curriculum and resources for faculty and students. The SSW is well-endowed with training and support services managing their online offerings, and there are further resources on campus through the Faculty Center for Teaching and Learning which serves the university broadly.

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

UMB is committed to complying with guidelines for the evaluation of distance education set forth by the Council of Regional Accrediting Commissions (C-RAC).

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Appendix A DSW Market Survey Results

Market Pulsecheck



An evaluation of employer demand for graduates from the proposed doctoral-level social work program in Maryland and student demand for similar programs.

Analysis Includes:

- Job Posting Trends
- Top Skills
- Top Employers
- Top Industries
- Education Levels
- Degree Completion Trends

The analysis considered demand in Maryland.

Options for Next Steps

Following this analysis, the requesting partner can:

- Choose to discontinue the research, if the leadership is able to make a decision based on this analysis and other institutional research.
- Continue the analysis. A final report of the continued research will address credential design and curricular recommendations.

Growing Labor Market and UMB's Market Position Suggests Favorable Program Opportunity

Preliminary Program Outlook

Employer demand trends suggest a moderate but growing need for doctoral-level social work professionals. In the past 12 months, regional employers advertised a moderate number of relevant job postings (i.e., 980 postings). Between December 2018 and November 2021, average monthly growth in employer demand for doctoral-level social work professionals (i.e., 4.51%) outpaced that of all doctoral professionals (i.e., 1.59%) in Maryland. Further, regional employment in all five most relevant occupations is projected to grow faster than the average for all occupations over the next 10 years. Taken together, these trends suggest a favorable and growing labor market for relevant professionals.

Regional degree completion data suggests relatively consistent student demand and competition in the state. Between the 2015-16 and 2019-20 academic years, relevant completions fluctuated, resulting in an overall decrease of two. Over the same period, the number of institutions reporting relevant completions remained constant (i.e., two). Together, these trends suggest a fairly consistent competitive landscape in Maryland.

The University of Maryland, Baltimore is positioned as the regional market leader. Although relevant completions declined over the profiled period, the University of Maryland, Baltimore increased both the number of relevant completions reported and market share. This indicates that the University of Maryland, Baltimore's program performed well in the market and could indicate potential for further growth. Further, the established doctoral-level social work program may reduce risk to launch and aid in garnering student interest.

Research Limitations

Because institutions self-report data to the NCES, some comparable and competitor programs may have chosen to report completions for a doctoral-level social work program under an alternate CIP code and not be included in the analysis.

Analysis of Job Postings for Doctoral-Level Social Work Professionals in Maryland

Employer demand trends suggest strong need for program graduates. Relevant employer demand for doctoral-level social work professionals grew an average 4.51% per month between December 2018 and November 2021, outpacing the average growth in demand for all doctoral-level professionals (i.e., 1.59%). However, administrators should note, the average monthly growth in demand is likely exaggerated due to a lower number of postings per month and only represents an average monthly increase of four postings. Additionally, employers advertised a moderate number of relevant job postings in the last 12 months (i.e., 980 postings). Together, these trends indicate a growing labor market for relevant professionals.

+4.51%

Average Monthly Demand Growth

December 2018-November 2021, Regional Data

- Average monthly growth of four postings.
- During the same period, demand for all doctoral-level professionals grew 1.59%.

118 job postings

Average Monthly Demand

December 2018-November 2021, Regional Data

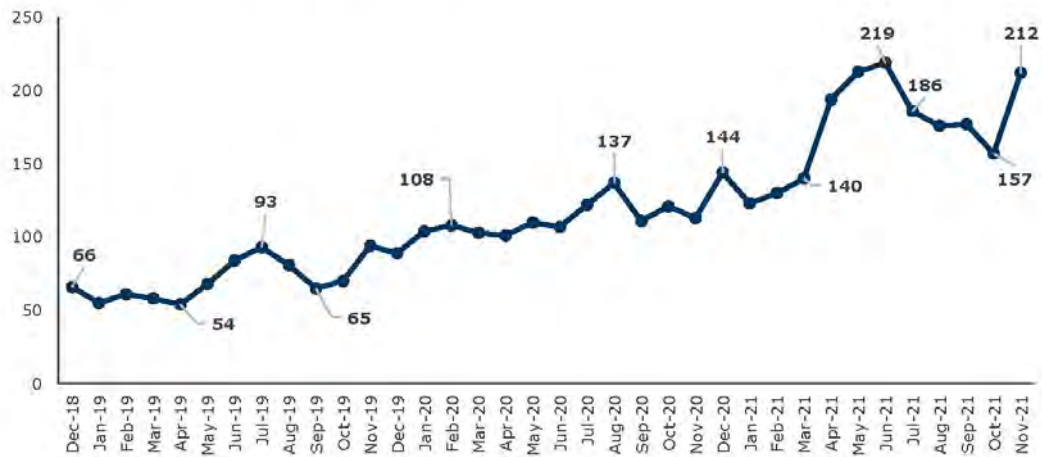
980 job postings

Relevant Jobs Posted in the Past Year

December 2020-November 2021, Regional Data

Job Postings for Doctoral-Level Social Work Professionals over Time

December 2018-November 2021, Regional Data



Source: EAB analysis, Emsi Analyst

Analysis of Employment for Social Work Professionals

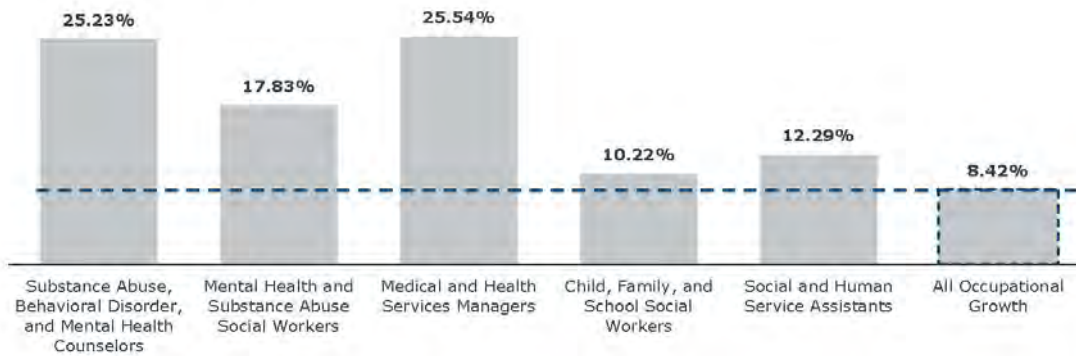
Regional employment in all five top relevant occupations is projected to grow faster than the average across 2021 to 2031. This indicates employment opportunities for graduates will likely increase in the next 10 years.

Employment in the occupations “substance abuse, behavioral disorder, and mental health counselors” and “medical and health services managers” may grow significantly faster than average (25.23% and 25.54%, respectively). The [Bureau of Labor Statistics](#) suggests that the COVID-19 pandemic will drive demand for mental health treatment. Additionally, the [BLS](#) anticipates that the aging baby-boom population, the shift in services from hospitals to health practitioners’ offices, and the widespread use of electronic health records will drive increased demand for general healthcare services.

While these occupations represent the most common occupations appearing in job postings for doctoral-level social work professionals, the projected employment data considers all jobs within an occupation at all degree levels.

Projected Employment in Top Occupations¹

2021-2031, Regional Data



--- The dashed blue line represents the projected employment growth across all occupations from 2021 to 2031.

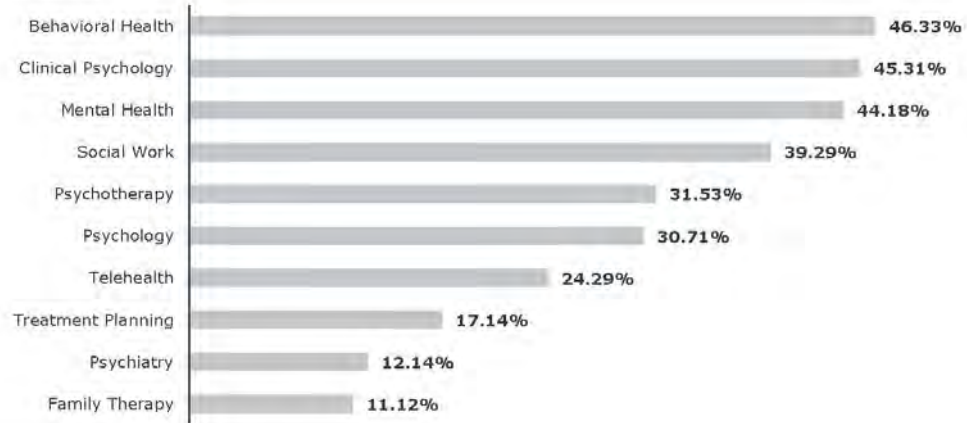
¹ Top occupations refer to the occupations in which employers most often seek relevant professionals.

Source: EAB analysis; Emsi Analyst.

Top Skills Requested of Doctoral-Level Social Work Applicants

December 2020-November 2021, Regional Data

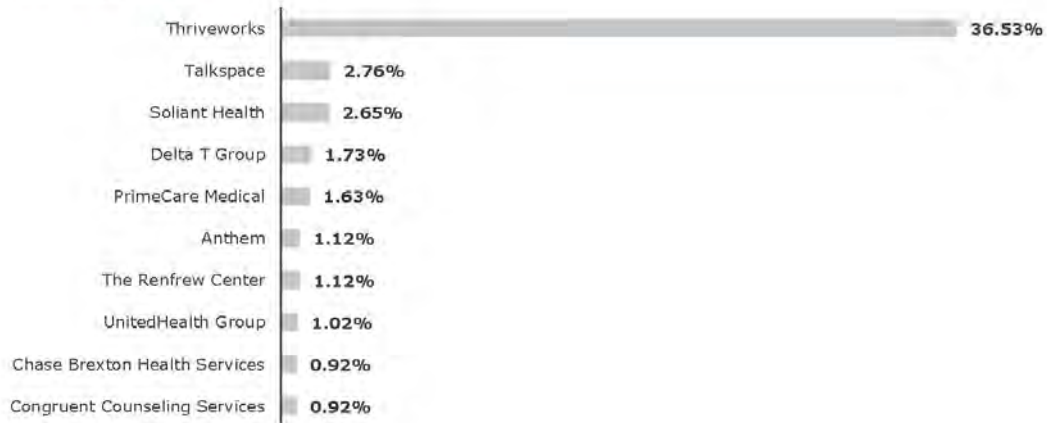
n-value=980 job postings



Top Employers Seeking Doctoral-Level Social Work Applicants

December 2020-November 2021, Regional Data

n-value=980 job postings

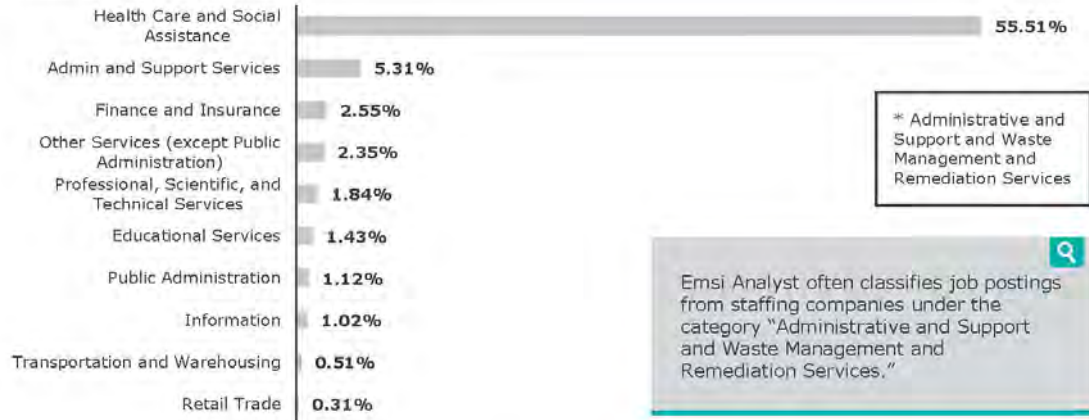


Source: EAB analysis; Emsi | Analyst

Top Industries Doctoral-Level Social Work Job Postings

December 2020-November 2021, Regional Data

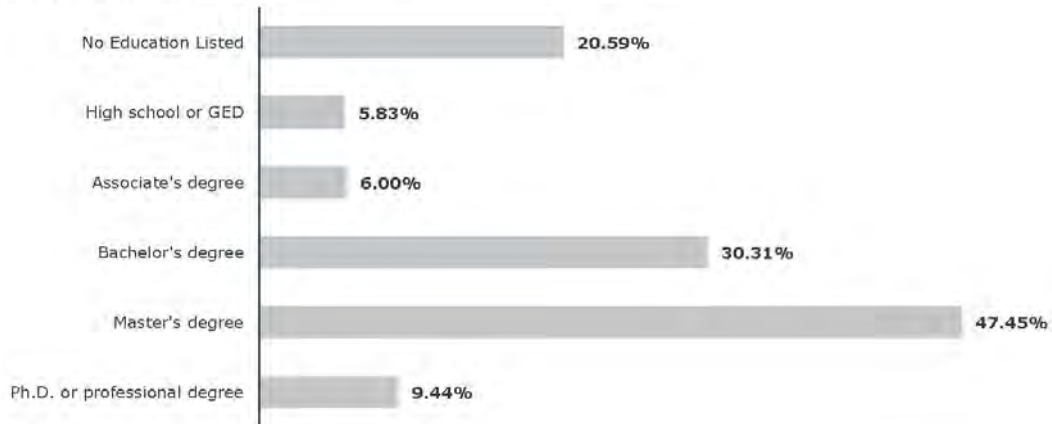
n-value=980 job postings



Education Levels Requested of Social Work Applicants

December 2020-November 2021, Regional Data

n-value=10,379¹⁾ job postings



1) The n-value reflects the number of job postings requesting any degree level social work applicants rather than the number of postings requesting doctoral-level social work applicants.

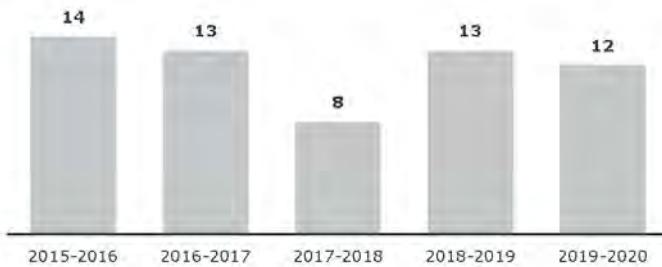
Source: EAB analysis; Emsi Analyst

Analysis of CIP Code 44.0701 ("Social Work") Doctoral-Level Completions in Maryland

Between the 2015-2016 and 2019-2020 academic years, relevant completions fluctuated, resulting in a net decrease of two completions. Over the same period, the number of institutions reporting relevant completions remained constant. These trends indicate student demand and competition remained relatively constant over the profiled period.

Completions Reported over Time

2015-2016 to 2019-2020 Academic Years, Regional Data



2.00

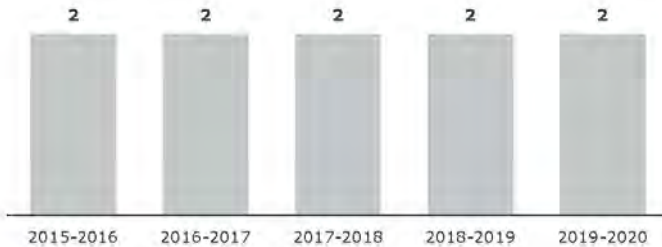
Net Decrease in Completions

2015-2016 to 2019-2020 Academic Years, Regional Data

- No growth in number of institutions in the same period.

Institutions Reporting Completions over Time

2015-2016 to 2019-2020 Academic Years, Regional Data



0.00%

Institutions Reporting Completions with a 100% Distance-Delivery Option

2019-2020 Academic Year, Regional Data

6.00

Mean Completions per Institution Reporting

2019-2020 Academic Year, Regional Data

- A decrease from the seven mean completions reported in the 2015-2016 academic year.

6.00

Median Completions per Institution Reporting

2019-2020 Academic Year, Regional Data

- A decrease from the seven median completions reported in the 2015-2016 academic year.

Source: EAB analysis; National Center for Education Statistics

Analysis of CIP Code 44.0701 (“Social Work”) Doctoral-Level Completions in Maryland

Although the number of relevant completions declined between the 2015-2016 and 2019-2020 academic years, the University of Maryland, Baltimore increased the number of relevant completions reported and their market share. This indicates the University of Maryland, Baltimore’s program grew despite a slight decrease in student demand and suggests potential for further program growth amidst only one statewide competitor.

Institutions with Most Reported Completions

2015-2016 and 2019-2020 Academic Years, Regional Data

Institution	Reported Completions, 2015-2016 Academic Year	Market Share, 2015-2016 Academic Year	Reported Completions, 2019-2020 Academic Year	Market Share, 2019-2020 Academic Year
University of Maryland, Baltimore	7	50.00%	9	75.00%
Morgan State University	7	50.00%	3	25.00%

Source: EAB analysis; National Center for Education Statistics.

Research Methodology

EAB's market insights research guides strategic programmatic decisions at partner institutions. The Market Insights Service combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.

Unless stated otherwise, this report includes data from online job postings from December 2020 – November 2021. To best estimate employer demand for doctoral-level social work professionals, the Forum analyzed job postings for relevant occupations (e.g., "health care social workers," "social workers, all other").

Definitions

"CIP" code refers to the Classification of Instructional Programming code.

"Regional" and "statewide" refer to Maryland.

Research Questions

The requesting partner asked:

- **How has demand for graduates of my program evolved over time?**
- **In which industries should the program prepare students to work?**
- **What skills should the program teach to prepare students to meet employer demand?**
- **Which employers demonstrate the greatest demand for graduates?**
- **What education level do employers most frequently request from relevant professionals?**
- **How many students graduate from similar programs regionally, and how has this changed over time?**
- How are similar programs structured?
- How are similar programs delivered?
- What experiential or practical learning do similar programs offer?
- What courses are included in the curricula of similar programs?
- What accreditation do similar programs hold?

Bolded questions were addressed within this analysis; remaining questions will be addressed if partner pursues additional research.

Project Sources

The Forum consulted the following sources for this report:

- EAB's internal and online research libraries
- Emsi Analyst, described below
- U.S. Bureau of Labor Statistics
- U.S. National Center for Education Statistics (NCES)

Labor Market Intelligence Partner: Emsi

This report includes data made available through EAB's partnership with Emsi (formerly Economic Modeling Specialists International), a labor market analytics firm serving higher education, economic development, and industry leaders in the U.S., Canada and the United Kingdom.

Emsi curates and maintains the most comprehensive labor market data sets available for academic program planning, providing real-time job posting data, workforce and alumni outcomes data, and traditional government sources of data. Under this partnership, EAB may use Emsi's proprietary Analyst™ and Alumni Insight™ tools to answer partner questions about employer demand, the competitive landscape, in-demand skills, postings versus actual hires, and skills gaps between job postings and professionals in the workforce. The Emsi tools also provide EAB with in-depth access to unsuppressed, zip-code-level government data for occupations, industries, programs, and demographics. For more complete descriptions of the Emsi tools, visit:

- <http://www.economicmodeling.com/analyst/>
- <https://www.economicmodeling.com/alumni-insight/>

To learn more about Emsi and its software and services, please contact Bob Hieronymus, Vice President of Business Development at bob.hieronymus@economicmodeling.com or (208) 883-3500.



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202-747-1000 | eab.com

Appendix B

Maryland MSW Interest in DSW Survey

Doctor of Social Work Degree
University of Maryland, School of Social Work
Survey

Please read each question carefully and select the response that best describes you.

Q2 What is your age?

Q3 How many years has it been since you graduated from the University of Maryland School of Social Work?

Q4 How old were you when you completed your MSW at Maryland?

Q5 Were you a full-time or part-time student?

Full-time (1)

Part-time (2)

Q6 What was your concentration at the School of Social Work

- Clinical (1)
 - MACO (2)
 - Combined Clinical/MACO (3)
-

Q7 What is your gender?

- Male (1)
 - Female (2)
 - Non-binary / third gender (3)
 - Other (please specify) (4)
-

Q8 What is your racial identity?

- Black or African American (1)
 - Native American or Alaska Native (2)
 - Asian (3)
 - White (4)
 - Hispanic/Latinx (5)
 - Native Hawaiian or Pacific Islander (6)
 - Other (please specify) (7)
-

Q9 At what level are you licensed to practice Social Work within your State?

- LMSW (1)
 - LCSW (2)
 - LCSW-C (3)
 - I am not licensed in any State to practice Social Work (4)
-

Q10 Describe your present social work employment

- I am not working as a social worker right now (1)
 - Social worker in a health care system (2)
 - Child welfare program (3)
 - Behavioral/mental health agency (inpatient or outpatient) (4)
 - Private Practice Clinician full-time (5)
 - Community agency or non-profit in primarily an administrative role (6)
 - Social Work Faculty (full-time) (7)
 - Government employee (federal, state, county, or city) (8)
 - School social work (9)
 - Other (please describe) (10)
-

Q11 How many hours do you see clients in private practice each week?

- I do not have a private practice (1)
 - 1 - 5 (2)
 - 6 - 10 (3)
 - 11 - 20 (4)
 - 21 - 30 (5)
 - 30+ (6)
-

Q12 The DSW is an advanced practice degree that we hope will be offered at the University of Maryland, School of Social Work. How do you describe your interest in applying for this degree?

- Very interested in applying for this degree (1)
 - Moderately interested in applying for this degree (2)
 - Mildly interested in applying for this degree (3)
 - Disinterested right now but might consider it in the future (4)
 - Not particularly interested in applying for this degree (5)
 - I will never apply for this degree (6)
-

Q13 How likely is it that you will apply for this degree in the next year for a Fall 2024 start date?

- I will apply within the next year (1)
 - I will consider applying within the next year (2)
 - It is unlikely that I will apply in the next year but will consider applying sometime in the future (3)
 - I have no interest in applying for this degree (4)
-

Q14 What might be some of your reasons for pursuing a DSW degree? (check all that apply)

- Desire to develop advanced clinical skills and knowledge beyond what was available in continuing education (1)
 - Career advancement (e.g. desire for promotion, more management responsibilities, leadership position) (2)
 - Desire to carry out rigorous research (3)
 - Desire to teach (4)
 - Want to be on par with doctoral trained colleagues (5)
 - Need to differentiate my private practice or better attract clients (6)
 - Desire to obtain a doctoral degree but do not want to do a research-intensive PhD program (7)
 - Desire to obtain a doctoral degree but want or needed to work full-time while enrolled (8)
-

Q15 Please rank order these factors with "1" being most important to you and "7" being the least important item in your decision to pursue a DSW

- _____ Desire to develop advanced clinical skills and knowledge beyond what was available in continuing education (1)
 - _____ Career advancement (e.g., desire for promotion, more management responsibilities, leadership position) (2)
 - _____ Desire to carry out rigorous research (3)
 - _____ Desire to teach (4)
 - _____ Want to be on par with doctoral trained colleagues (5)
 - _____ Need to differentiate my private practice or better attract clients (6)
 - _____ Desire to obtain a doctoral degree but did not want to do a research-intensive PhD program (7)
-

Q16 I am most interested in a DSW program that has a strong focus on the following: Please rank order the importance of this list with "1" being the most important aspect of DSW education and "10" being the least important for you.

- _____ Advanced treatment methods for individuals, families and groups (1)
- _____ Learning how to teach social work students within the classroom (2)
- _____ Methods of supervising social work students/workers in the clinic or field (3)
- _____ Enhancing my leadership skills (4)
- _____ Developing advanced research skills (5)
- _____ Advanced Social Policy analysis skills (6)
- _____ Advanced Community organization skills (7)
- _____ Administrative skills for running a community program such as a NPO (8)
- _____ Administrative skills for running a private practice program (9)
- _____ Promoting social justice and health equity (10)

Q17 How important is it for you that a DSW program focus primarily on advanced clinical skills and treatment methods i.e. CBT, Dialectical Behavior Therapy, Motivational Interviewing, etc.

- Extremely important (1)
 - Very important (2)
 - Somewhat important (3)
 - Not particularly important (4)
 - Not important at all (5)
-

Q18 Please describe the ideal DSW program that would meet your career goals

Q19 Some DSW programs are all online. Some combine online learning with weekend or evening (in person) classes. What type of DSW program would work best for you? (please explain)

TOPIC: University of Maryland, College Park (UMCP) Master of Science (MS) in Climate Finance and Risk Management

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: September 3, 2024

SUMMARY: The MS in Climate Finance and Risk Management will focus on the financial concepts, techniques, models, and data that are critical to conducting financial analysis of climate change. The relationship between science and finance is an emerging area in climate change discourse that requires new tools, data, and approaches to enable the financial sector to engage in climate change initiatives and strategies. Students will learn about the strengths and weaknesses of various models used for portfolio allocation and investment, risk management and mitigation decisions, and financial disclosure in the context of climate change. Emphasis will be on building students' applied skills that can readily be leveraged by companies, governmental agencies, and non-governmental organizations in tackling climate change.

The program will be 30 credits, with 12 credits of required courses and 18 credits of elective courses. Students will take core courses in the fundamentals of financial analysis, economic analysis of climate policy, climate and integrated assessment models and data, and valuation and financing of climate projects. Elective courses will further explore issues such as carbon accounting and financial disclosures, climate risk management techniques including scenario and stress test methodologies, and climate-related portfolio investment analysis.

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 and Safety Committee recommend that the Board of Regents approve the UMCP proposal for the MS in Climate Finance and Risk Management.

COMMITTEE RECOMMENDATION:

DATE: September 3, 2024

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu



UNIVERSITY OF
MARYLAND

OFFICE OF THE PRESIDENT

August 7, 2024

Chancellor Jay A. Perman
University System of Maryland
3300 Metzert Road
Adelphi, MD 20783

Dear Chancellor Perman:

I am writing to request approval for a new Master of Science program in Climate Finance and Risk Management. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

A handwritten signature in black ink that reads "Darryll J. Pines".

Darryll J. Pines
President
Glenn L. Martin Professor of Aerospace Engineering

DJP/mdc

cc: Candace Caraco, Associate Vice Chancellor
Jennifer King Rice, Senior Vice President and Provost
Prabhudev Konana, Dean, Robert H. Smith School of Business

1101 Thomas V. Miller, Jr. Administration Building
College Park, Maryland 20742
301.405.5803 TEL
301.314.9560 FAX

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, College Park
Institution Submitting Proposal

Climate Finance and Risk Management
Title of Proposed Program

Master of Science
Award to be Offered

Spring 2025
Projected Implementation Date

050401
Proposed HEGIS Code

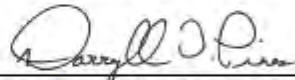
27.0305
Proposed CIP Code

Robert H. Smith School of Business
Department in which program will be located

Clifford Rossi
Department Contact

301-908-2536
Contact Phone Number

crossi@umd.edu
Contact E-Mail Address


Signature of President or Designee

08-07-2024
Date

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

Description. The University of Maryland, College Park (UMD) proposes to establish a Master of Science in Climate Finance and Risk Management. This 30-credit program will focus on the financial concepts, techniques, models, and data that are critical to conducting financial analyses of climate change. Students will learn about the strengths and weaknesses of various models used for portfolio allocation and investment, risk management and mitigation decisions, and financial disclosure, each in the context of climate change. Emphasis will be on building students' applied skills that can readily be leveraged by companies, governmental agencies, and non-governmental organizations in tackling climate change.

Relation to Strategic Goals. As written in our [mission statement](#), one of UMD’s graduate education objectives is to “Expand professional graduate programs that are nationally recognized for excellence in their curricula, their contributions to the practice of the professions, and for their innovation and creativity.” The relationship between science and finance is an emerging area in climate change discourse that requires new tools, data, and approaches to enable the financial sector to engage in climate change initiatives and strategies. Students will learn about the fundamentals of financial analysis, economic analysis of climate policy, climate and integrated assessment models and data, and valuation and financing of climate projects. Elective courses will further explore issues such as carbon accounting and financial disclosures, climate risk management techniques including scenario and stress test methodologies, and climate-related portfolio investment analysis.

Funding. The program, which will be housed in the Robert H. Smith School of Business, will be funded with tuition revenue. The Smith School currently offers two finance master's programs--the Master of Finance and the Master of Quantitative Finance--and consequently has the existing administrative and faculty resources to offer this new program. The Smith School will also partner with UMD’s Department of Atmospheric and Oceanic Science to provide scientific instruction for this interdisciplinary program.

Institutional Commitment. This program will build off of the Smith School’s two finance master’s programs. The foundational financial courses are already offered by the Smith School, and some of the innovative coursework that integrates climate science exists as coursework exist as electives within the school. More of that scientific oriented coursework will be developed through a partnership with the Department of Atmospheric and Oceanic Science, within UMD’s College of Computer, Mathematical and Natural Sciences. In the unlikely event that the program needs to be discontinued, UMD will allow students to complete the program in a reasonable amount of time and will have the flexibility to do so because many of the courses are already offered through the Smith School’s existing programs.

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

Need. The need for this program can be summed up in COMAR 13B.02.03.08B(3): *Occupational and professional needs relative to upgrading vocational/technical skills or meeting job market requirements.* As climate change increasingly impacts public and private economic sectors, professionals need new tools, data, and approaches to drive climate finance and risk management initiatives and strategies. Today there are virtually no academic programs where those skills can be obtained. The proposed degree program would be unique in this regard within the state and region. An assessment was conducted of other similar graduate degree programs at academic institutions in the United States and abroad. This survey identified about 20 programs offering some form of masters-level degree dealing with climate change issues. Only five were found in the U.S., and these are oriented largely toward climate or environmental science. The others were largely offered by the United Kingdom or European academic institutions. Eight of these had some form of climate finance or risk orientation. The program closest in alignment to this proposed offering is the Imperial College Business School Master of Science in Climate Change, Management and Finance. It too is a 1-year interdisciplinary program on climate science, policy, finance, and risk management. By establishing the proposed program, UMD and the state of Maryland can become a world leader in this field.

State Plan. The proposed program aligns broadly with the 2022 [Maryland State Plan for Postsecondary Education](#), specifically Priority 5, “Maintain the commitment to high-quality postsecondary education in Maryland,” in particular, the Action Item to “Identify innovative fields of study.” This program will be one of the first to integrate training in finance with knowledge of climate change impacts. As businesses and governments start to grapple with climate change effects, understanding the financial implications and financial strategies to tackle climate change will be essential.

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

Generally speaking, careers in finance are projected to increase at both national and state levels. The United States Bureau of Labor Statistics predicts that financial analyst positions in the United States will grow by 8% (faster than average) by 2032. At the state level, the Maryland Department of Labor predicts a 9.26% increase in the number of financial specialists by 2030.

It is expected that future demand for graduates with specific skills in Climate Finance and Risk Management will be robust. Companies, government agencies and nonprofits will need employees that have a blend of climate science and financial technical skills to develop data and scientific models for use in financial and risk modeling, and to comply with rapidly changing regulatory requirements for disclosure and mitigation. Consequently, the proposed program will serve students looking to get into a finance career as well as finance professionals looking to augment their skills and knowledge in a field of increasing importance and impact.

These needs are not currently being met by any degrees offered in the state or the region. To our knowledge there is no existing supply of graduates within the state trained in Climate Finance and Risk Management.

D. Reasonableness of Program Duplication

We are not aware of any programs in the state of Maryland that incorporates training in finance with training in climate science and climate-related risk management. UMD, and by extension, the state of Maryland, are poised to become leaders in this burgeoning academic field.

E. Relevance to Historically Black Institutions (HBIs)

As indicated above, there are no such programs at Maryland state Historically Black Institutions.

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

As indicated above, there are no such programs at Maryland state Historically Black Institutions, as such this program will not impact the identity of any Historically Black Institution.

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

Curricular Development. In 2020, the Finance faculty in the Robert H. Smith School of Business initiated an interdisciplinary joint effort between the College of Mathematics and Natural Science, the Smith School of Business and the Earth Systems Science Interdisciplinary Center on Climate Finance. Faculty from the Atmospheric and Oceanic Science Department and Finance Department have collaborated on several research studies, articles, webinars, Congressional Testimony, corporate, NGO, federal and state agency discussions on climate finance and risk as well as executive education on climate finance and risk management. These efforts, in addition to considerable review of other global MS-level programs on climate finance, led to the decision that the University of Maryland should initiate the proposed program.

Faculty Oversight. A faculty member from the Smith School will be named as Academic Director to provide oversight for all aspects of the program.

Educational Objectives and Learning Outcomes. The learning outcomes for the program are as follows:

1. Study the methodologies and data used to construct physical climate models and their outputs as well as integrated assessment models (IAMs) that leverage those outputs to generate socio-economic outputs for use in constructing financial and risk climate scenarios.

2. Learn how to adapt and integrate standard financial models and data for portfolio and risk analysis with physical climate data on greenhouse gas emissions, natural hazard characteristics (e.g., hurricane frequency and intensity), and related information to make financial decisions including the valuation of projects and portfolios.
3. Determine how to construct climate financial disclosures and evaluate a firm's physical and transition risk profile such as conducting a financed emissions analysis of a bank or evaluating the physical loss exposure to natural hazards in a loan portfolio.
4. Understand the economics and political economy of climate change policy and evaluate different potential regulatory policies such as the Paris Accords on Climate Change, feasibility, and issues associated with carbon markets, prices and tariffs, as well as mitigation and adaptation strategies such as the prospect for geoengineering, issues associated with stranded assets as the global economy transitions to net zero carbon emissions strategies, among others.
5. Learn and practice what risk management strategies and actions can be useful in identifying, measuring and mitigating risk exposure to physical and transition climate risks. This will include the use of catastrophe models for determining a firm's climate value-at-risk (VaR), surveying the use of and prospect for climate and weather derivatives to mitigate climate risk, insurance and reinsurance structures including the use of catastrophe bonds to mitigate risk, among other topics.

Institutional assessment and documentation of learning outcomes. Each course in the curriculum is intended to provide students with the necessary concepts and empirical tools to conduct climate-related financial and risk analysis. A combination of periodic examination, case studies and experiential learning will be used to assess student learning outcomes. Each student will be expected to participate in a 2-credit Experiential Learning Program (ELP) that will provide a realistic team-based project that leverages each student's technical skills learned in their other coursework as well as cultivating their teamwork, communications, and project management skills with senior leaders from sponsoring corporations or agencies on a specific climate-related problem.

Course requirements. The program requires 30 credits. A list of courses and descriptions is included in Appendix B.

Course Number	Course Title	Credits
BUFN610	Financial Management	2
BUFN620	Capital Markets	2
BUFN640	Financial Data Analytics	2
BUFN680	Science of Climate Change for Finance Professionals	2
BUFN682	Climate Change Policy and Regulation	2
BUFN684	Valuing and Financing Climate Projects	2
Elective Courses (Choose from below)		18

BUFN610	Financial Management	2
BUFN660	Derivative Securities	2
BUFN650	Machine Learning in Finance	2
BUFN732	Fixed Income Analysis	2
BUFN781	Climate Risk Management	2
BUFN782	Carbon Accounting and Financial Disclosures	2
BUFN784	Climate Modeling and Analytic Tools	2
BUFN785	Climate ELP	2
BUFN787	Portfolio Analysis, Investment Strategies and Climate	2
One of the following:		2
BUFN758L	Fintech: Business Disruptions, Innovations and Opportunities	
BUFN758M	Hedge Fund Management	
BUFN758X	Market Microstructure	

General Education. Not applicable for our graduate programs.

Accreditation or Certification Requirements. The proposed program will not be accredited, but will be among the program offerings of the Robert H. Smith School of Business, which is annually accredited by AACSB - The Association to Advance Collegiate Schools of Business - the foremost accreditation body of business schools in the world.

Other Institutions or Organizations. The offering unit is not planning to contract with another institution or non-collegiate organization for this program.

Student Support. The program director will provide administrative coordination for the program, in collaboration with the Smith School’s Master’s Programs Office. Students will be supported through the program office for academic guidance and advising. They will also have access to the Graduate School Counseling and the Counseling Center resources. The program director will be the first point of contact for students, while the Smith School’s Master’s Programs Office, which provides administrative services for the Smith School’s master’s programs, provides student and program services, such as admission support, scheduling, registration, guidance on billing and payment, graduation, and guidance on appeals. Students will see admission criteria, financial aid resources, costs, and complaint procedures on the Smith School website. The program will be in-person. Specific technological competence and equipment needed for the online components of the in-person instruction will be included in the admission criteria. Learning management information will also be included in these materials.

Marketing and Admissions Information. Students will see admission criteria, financial aid resources, and costs on the Smith School website.

H. Adequacy of Articulation

Not applicable for this graduate program.

I. Adequacy of Faculty Resources

Program faculty. Appendix A contains a list of faculty members who will likely teach in the program. All instructors will be UMD graduate faculty from either the Smith School or the College of Computer, Mathematical, and Natural Sciences.

Faculty training. Faculty teaching in the program will use the university's learning management system along with its extensive electronic resources. They will have access to instructional development opportunities available across the College Park campus, including those offered as part of the Teaching and Learning Transformation Center, many of which are delivered in a virtual environment. Instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment.

J. Adequacy of Library Resources

The University of Maryland Libraries assessment concluded that the Libraries are able to meet, with current resources, the curricular and research needs of the program.

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

The Smith School already offers master's programs in Finance and Quantitative Finance. As a result, the physical facilities, infrastructure, and instructional equipment are, on the whole, already in place. The implementation of the new program will require some additional classroom usage, but generally the program can be implemented within existing resources. For the online components of the coursework, UMD maintains an Enterprise Learning Management System (ELMS). ELMS is a Web-based platform for sharing course content, tracking assignments and grades, and enabling virtual collaboration and interaction. All students and faculty have access to UMD's electronic mailing system.

L. Adequacy of Financial Resources

Tables 1 and 2 contain the details of resources and expenditures.

Table 1 Resources:

The program will be self-supported through tuition revenue.

1. Line 1 shows no reallocated funds since the program is supported by tuition from existing students.
2. Graduate students will be paying tuition by the credit. We ultimately anticipate that 40 full-time students will be taking 30 credits per year.

3. The tuition rate will be \$1631 per credit with an assumed annual increase of 3%.
4. No external sources of funding are assumed.
5. No other sources of funding are assumed.

Table 2 Expenditures:

1. Faculty salaries are based on cost per course.
2. We assume an annual increase of 3% in faculty salaries with a corresponding 33% benefits rate.
3. Administrative positions include an academic director (1 FTE) and a support staff person (1 FTE).
4. Included is an annual 3% increase and a corresponding benefits rate of 33% for administrative salaries.
5. Other expenses include student services, marketing and recruiting, career services, and student aid.

M. Adequacy of Program Evaluation

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

N. Consistency with Minority Student Achievement goals

The Robert H. Smith School of Business community is multifaceted at every level – students, staff and faculty represent the spectrum of diversity. With a large population of international students and a diverse blend of backgrounds, nationalities, ethnicities and experiences, Smith students have an opportunity to make connections with those who share their interests, and to grow and learn by making new friends and sharing new experiences. The Smith School engages in recruiting and outreach events across the globe to generate a diverse student body

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

N/A

Table 1: Resources

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Semester-Based Revenue (by year)	\$0	\$0	\$0	\$0	\$0
a. Semester-based Annual Students	0	0	0	0	0
b. Semester-based Annual Courses	0	0	0	0	0
3. Term-Based Revenue (by year)	\$ 1,223,250	\$ 1,511,937	\$ 2,076,393	\$ 2,138,685	\$ 2,202,846
c. Term-based Annual Students	25	30	40	40	40
d. Term-based Annual Credits	30	30	30	30	30
4. Tuition Per Course Rate (assumes 2% increase)	\$ 1,631.00	\$ 1,679.93	\$ 1,730.33	\$ 1,782.24	\$ 1,835.70
5. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
6. Other Sources	\$0	\$0	\$0	\$0	\$0
Total Tuition Revenue	\$1,223,250	\$1,511,937	\$2,076,393	\$2,138,685	\$2,202,846

Table 2: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$598,500	\$616,455	\$634,949	\$653,997	\$673,617
a. #FTE	2.0	2.0	2.0	2.0	2.0
b. Total Salary	\$450,000	\$463,500	\$477,405	\$491,727	\$506,479
c. Total Benefits	\$148,500	\$152,955	\$157,544	\$162,270	\$167,138
2. Admin. Staff (b+c below)	\$133,000	\$136,990	\$141,100	\$145,333	\$149,693
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	\$100,000	\$103,000	\$106,090	\$109,273	\$112,551
c. Total Benefits	\$33,000	\$33,990	\$35,010	\$36,060	\$37,142
3. Total Support Staff (b+c below)	\$93,100	\$95,893	\$98,770	\$101,733	\$104,785
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	\$70,000	\$72,100	\$74,263	\$76,491	\$78,786
c. Total Benefits	\$23,100	\$23,793	\$24,507	\$25,242	\$25,999
4. Graduate Assistants (b+c)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Stipend	\$0	\$0	\$0	\$0	\$0
c. Tuition Remission	\$0	\$0	\$0	\$0	\$0
5. Equipment	\$0	\$0	\$0	\$0	\$0
6. Library	\$0	\$0	\$0	\$0	\$0
7. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
8. Other Expenses: Marketing, Student Aid, Student Services	\$315,000	\$400,450	\$440,914	\$441,391	\$441,883
TOTAL (Add 1 - 8)	\$1,139,600	\$1,249,788	\$1,315,732	1,342,454	\$1,369,978

Appendix A: Faculty Information

The following faculty members are projected to teach in the program. All faculty are full-time unless otherwise indicated.

Name	Highest Degree Earned, Program, and Institution	UMD Title	Courses
Cecilia Bustamante	PhD, Finance, University of Lausanne, Swiss Finance Institute	Associate Professor of Finance	BUFN684 Valuing and Financing Climate Projects
Timothy Canty	PhD, Physics, New Mexico Institute of Mining and Technology	Associate Professor and Director of Marine Estuarine and Environmental Sciences	BUFN680 Science of Climate Change for Finance Professionals, BUFN784 Climate Modeling and Analytic Tools
Sean Cao	PhD, Accounting, University of Illinois-Urbana/Champaign	Associate Professor of Accounting	BUFN782 Carbon Accounting and Financial Disclosures
Michael Cichello	PhD, Finance, Michigan State University	Clinical Professor	BUFN684 Valuing and Financing Climate Projects, Derivatives
Thomas Ernst	PhD, Finance, Massachusetts Institute of Technology	Assistant Professor of Finance	BUFN620 Capital Markets, BUFN758X Market Microstructure
Brandon Han	PhD, Finance, London School of Economics & Political Science	Assistant Professor of Finance	BUFN620 Capital Markets, BUFN758X Market Microstructure
Rebecca Hann	PhD, Accounting, University of Pennsylvania	Dean's Professor of Accounting and KPMG Term Professor	BUFN782 Carbon Accounting and Financial Disclosures
Alex He	PhD, Economics, Massachusetts Institute of Technology	Assistant Professor of Finance	BUFN684 Valuing and Financing Climate Projects
Steve Heston	PhD, Finance, Carnegie-Mellon University	Professor of Finance	BUFN620 Capital Markets, BUFN660 Derivative Securities, BUFN758M Hedge Fund Management

David Kass	PhD, Business Economics, Harvard University	Clinical Professor	BUFN684 Valuing and Financing Climate Projects
Serhiy Kozak	PhD, Economics, University of Chicago	Assistant Professor of Finance	BUFN682 Financial Data Analytics, Machine Learning in Finance, Capital Markets, Derivatives, Fintech
Sarah Kroncke	MBA, Finance, University of Maryland-College Park	Senior Lecturer and Associate Department Chair	BUFN610 Financial Management, BUFN620 Capital Markets
Albert "Pete" Kyle	PhD, Economics, University of Chicago	Charles E. Smith Professor of Finance	BUFN682 Climate Change Policy and Regulation, BUFN787 Portfolio Analysis, Investment Strategies and Climate, BUFN758X Market Microstructure
Mark Loewenstein	PhD, Finance, Columbia University	Associate Professor of Finance	BUFN787 Portfolio Analysis, Investment Strategies and Climate
Vojislav Maksimovic	PhD, Business Economics),, Harvard University	William A. Longbrake Chair in Finance	BUFN682 Climate Change Policy and Regulation
Richmond Mathews	PhD, Business Administration - Finance, University of Rochester	Associate Professor of Finance	BUFN684 Valuing and Financing Climate Projects, BUFN610 Financial Management
Jeffrey Mund	MBA, Business Administration , University of Pennsylvania	Lecturer	BUFN781 Climate Risk Management
Sumant Nigam	PhD, Geophysical Fluid Dynamics, Princeton University	Professor & Chair, Dept. of Atmospheric & Oceanic Science	BUFN680 Science of Climate Change for Finance Professionals, BUFN784 Climate Modeling and Analytic Tools

Clifford Rossi	PhD, Resource Economics, Cornell University	Professor of the Practice and Executive-in-Residence	BUFN781 Climate Risk Management, BUFN784 Climate Modeling and Analytic Tools, BUFN785 Experiential Learning Project (ELP)
Shrihari Santosh	PhD, Finance, University of Chicago	Associate Professor of Finance	BUFN758L Fintech, BUFN640 Financial Data Analytics, BUFN650 Machine Learning in Finance, BUFN620 Capital Markets, BUFN660 Derivative Securities, BUFN758X Market Microstructure
Pablo Slutzky	PhD, Finance, Columbia University	Assistant Professor of Finance	BUFN610 Financial Management, BUFN680 Valuing and Financing Climate Projects
Geoffrey Tate	PhD, Economics, Harvard University	Dean's Professor of Finance	BUFN680 Valuing and Financing Climate Projects, BUFN640 Capital Markets, BUFN610 Financial Management
Haluk Unal	PhD, Finance, Ohio State University	Professor of Finance	BUFN732 Fixed Income, BUFN781 Climate Risk Management, BUFN785 Experiential Learning Project (ELP)
Russ Wermers	PhD, Finance, University of California-Los Angeles	Paul J. Cinquegrana '63 Endowed Chair in Finance and Area Chair	BUFN620 Capital Markets, BUFN787 Portfolio Analysis, Investment Strategies and Climate

Liu Yang	PhD, Finance, University of Maryland-College Park	Associate Professor of Finance	BUFN684 Valuing and Financing Climate Projects, BUFN610 Financial Management
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Appendix B: Course Descriptions

Core Requirements

BUFN610 Financial Management (2 credits)

The fundamental concepts and techniques used to evaluate corporate decisions. Topics include the time value of money, valuation of common securities, investment decisions, capital budgeting, capital structure, and the weighted average cost of capital. The objectives are to develop the ability to make investment decisions, manage project finances, and analyze financial decisions.

BUFN620 Capital Markets (2 credits)

Covers modern theories and techniques for analyzing investments in different securities. Introduces mathematical and statistical models to price securities and guide investment decisions. The main topics covered are portfolio theory, pricing models, market efficiency, fixed income investment, and options.

BUFN640 Financial Data Analytics (2 credits)

Introduces the skills and computing languages for analyzing financial data and testing financial models. Covers topics such as the ordinary least square regression (OLS) estimator, its properties and applications, statistical inference, and univariate and multivariate analysis. The focus is on working with data and applying econometric models to financial applications such as estimating asset pricing models, portfolio choice, and the efficient frontier. The course will use Python programming language, Google Colab environment, and matching learning packages.

BUFN680 Science of Climate Change for Finance Professionals (2 credits)

A survey course intended to help students build a strong foundation in the basics of climate variability drawn from atmospheric and oceanic sciences. Students will investigate various natural risks including flood, wildfire, hurricane, and drought as represented in climate simulations and applied to financial models.

BUFN682 Climate Change Policy and Regulation (2 credits)

This course surveys current and proposed climate policies and regulations with emphasis on regulated industries such as energy and financial services. The course will examine how policies are created and use economic analysis to investigate their potential short- and long-run impacts on key sectors including financial markets. Company-level strategies and methods, markets and instruments to finance climate mitigation, and adaptation and resiliency activities will also be explored.

BUFN684 Valuing and Financing Climate Projects (2 credits)

An advanced course focusing on the valuation and financing of climate projects such as investments in clean energy, adaptation, and mitigation. The main objective is to apply

valuation concepts to real-life financial model applications (cases), and use analytic valuation estimates to guide and communicate investment decisions. Topics include forecasting cash flows, dynamic cash flow valuation models based on stochastic processes and numerical methods, estimating the cost of capital, and implementing relevant valuation methods including real options techniques derived from probability theory (including binomial and Black and Scholes models as well as computational and Monte Carlo simulation methods).

Elective Courses

BUFN650 Machine Learning in Finance (2 credits)

A hands-on course on applications of cutting-edge machine learning methods to financial modeling. It builds on the Financial Analytics class to introduce students to a wide variety of machine learning techniques ranging from lasso regression to deep learning and TensorFlow. The course provides the basic ideas and intuition behind these methods, a more formal understanding of how and why they work, and opportunities to experiment with machine-learning algorithms and apply them to big data modeling in finance. It will use the Python programming language, Google Colab environment, and machine learning packages.

BUFN660 Derivative Securities (2 credits)

Introduces standard derivative contracts, including forwards and futures, swaps, and options. Covers the mathematical foundation of valuing derivative contracts, the use of static and dynamic replication strategies, and the concept of no-arbitrage. Derivative securities on various underlying assets (equities, indices, commodities, foreign exchange, etc.) are analyzed using different application contexts.

BUFN732 Fixed Income Analysis (2 credits)

Describes important financial instruments which have market values that are sensitive to interest rate movements. Develops tools to analyze interest rate sensitivity and value fixed income securities. Defines and explains the vocabulary of the bond management business.

BUFN781 Climate Risk Management (2 credits)

A course providing an overview to risk management concepts used by companies to identify, measure and mitigate their climate risk exposures. Such topics as risk governance, developing climate risk appetite statements, climate Value-at-Risk (CVaR) methodologies, policies, and controls along with a survey of various risk transfer structures will be featured.

BUFN782 Carbon Accounting and Financial Disclosures (2 credits)

A course surveying the accounting principles associated with climate and carbon disclosures. The course will explore the latest guidance from SEC and other regulatory organizations on financial disclosures including The Task Force on Climate-Related Financial Disclosures (TCFD).

BUFN784 Climate Modeling and Analytic Tools (2 credits)

An overview of the methodologies, assumptions and data used to develop climate models used for scenario and stress test analysis by financial services companies and other institutions. The course will focus on climate models and associated analytics including an introduction to tools used for conducting geospatial analytics.

BUFN785 Climate ELP (2 credits)

A course where small student teams led by a faculty advisor work with a corporate or governmental sponsor on an applied problem of interest relating to climate finance and risk management. Students would learn how to work in an interdisciplinary team to conduct analysis on some applied business problem.

BUFN787 Portfolio Analysis, Investment Strategies and Climate (2 credits)

In this course students will learn important techniques used by asset managers, hedge funds and private equity for valuing various types of assets and companies based on their exposure to climate-related risks. Other financial tools such as green bonds and associated financing vehicles will also be evaluated.

One of the following:

BUFN758L Fintech: Business Disruptions, Innovations and Opportunities (2 credits)

This course is an introduction to modern Financial Technology – “FinTech” – with a focus on cryptocurrency, portfolio theory, and applied trading simulation. After successfully completing this course, you will be able to explain the role of Fintech in the modern financial world, understand the applications of blockchain and digital currencies, understand and differentiate between the various digital currency technologies and develop a cryptocurrency portfolio and apply risk management concepts.

BUFN758M Hedge Fund Management (2 credits)

The objective of this course is to give students a greater understanding of how public market alternative asset management firms operate. The course will give an overview of the operational structure of a hedge fund. Students will gain an understanding of the different types of hedge funds (macro, long-short, market neutral, etc.) and will be given an overview of the mechanics of the industry. A great deal of time will be spent on understanding and implementing the tools that hedge funds use, such as volatility, shorting, pairs trades, long equity, commodity and fixed income investing. By the end of the class students should be able to construct hedged portfolios. It is anticipated that students will come away with a far greater understanding of how to invest in a hedged manner, and what the pros and cons of the industry are. Students will be divided into groups and run simulated hedge fund portfolios through Stocktrak. This simulation will enable students to understand the complexities involved in running proper risk-adjusted hedged portfolios.

BUFN758X Market Microstructure (2 credits)

Where do prices come from? How are these prices decided? Who wins and "loses" when trading financial assets? This course, market microstructure, examines these questions. We will

explore how financial assets are traded and combine institutional details with economic theory and transaction price data to understand speculative markets.



TOPIC: University of Maryland Global Campus (UMGC) Bachelor of Science (BS) in Artificial Intelligence (AI)

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: September 3, 2024

SUMMARY: The BS in Artificial Intelligence seeks to build upon the existing BS in Data Science and the upper-division undergraduate certificate in Artificial Intelligence Foundations and Applications. The degree will directly address the AI skills gap within two tracks, AI Applications, and AI Developer, each focusing on distinct job-related roles and skillsets. Both tracks can be applied to any industry sector (government, for-profit, non-profit) or disciplinary area (business, management, cybersecurity, information technology, health care management or informatics, criminal justice, education, social sciences, journalism, natural sciences, etc.). The core courses (18 credits) in the program provide learners the fundamental knowledge of AI and its use in an ethical and responsible manner. After the core is completed, learners can choose one of two tracks, depending on their career and professional interests. In the AI Applications track (21 credits), learners will learn how to interact ethically, productively, and creatively with AI tools and otherwise strategically and operationally leverage AI, across a wide variety of industry sectors. In the AI Developer track (21 credits), learners will acquire the technical skills required to create and deploy responsible AI solutions to increase productivity, help make business decisions, or create new AI-based products and services.

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 and Safety Committee recommend that the Board of Regents approve the UMGC proposal to offer the BS in Artificial Intelligence.

COMMITTEE RECOMMENDATION:

DATE: September 3, 2024

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu



**UNIVERSITY OF MARYLAND
GLOBAL CAMPUS**

OFFICE OF THE CHIEF ACADEMIC OFFICER

August 1, 2024

Jay A. Perman, MD
Chancellor
University System of Maryland
3300 Metzert Road
Adelphi, MD 20783

Dear Chancellor Perman:

On behalf of the University of Maryland Global Campus (UMGC), this letter serves as an official request for a new BS in Artificial Intelligence (HEGIS. 0799.XX and CIP: 11.0102). In accordance with COMAR 13B.02.03, the following proposal is submitted for your review.

We appreciate your review of this request and look forward to implementing this new program in Fall 2025. If you have any questions or require additional information about this proposal, please contact me at blakely.pomietto@umgc.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "Blakely R. Pomietto".

Blakely R. Pomietto, EdD
Senior Vice President and Chief Academic Officer

CC: Candace Caraco, PhD, Associate Vice Chancellor for Academic Affairs, University System of Maryland

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland Global Campus

Institution Submitting Proposal

Artificial Intelligence

Title of Proposed Program

Bachelor of Science

Fall 2025

Award to be Offered

Projected Implementation Date

07.99XX

11.0102

Proposed HEGIS Code

Proposed CIP Code

**School of Cybersecurity and Information
Technology**

Dr. S. Bhaskar

Department in which program will be located

Department Contact

+1 240 6842840

s.bhaskar@umgc.edu

Contact Phone Number

Contact E-Mail Address



August 1, 2024

Signature of President or Designee

Date

**Academic Program Proposal
University of Maryland Global Campus**

Request for a New Bachelor of Science in Artificial Intelligence

University of Maryland Global Campus (UMGC) is proposing a new Bachelor of Science degree in Artificial Intelligence (AI) to build upon the existing B.S. in Data Science and the upper-division undergraduate Certificate in Artificial Intelligence Foundations and Applications. This degree will directly address the skills gaps in the artificial intelligence industry with two tracks: AI Applications, and AI Developer, each focusing on distinct job-related roles and skillsets. Both tracks can be applied to any industry sector (government, for-profit, non-profit) or employment fields (business, management, cybersecurity, information technology, health care management or informatics, criminal justice, education, social sciences, journalism, natural sciences, etc.).

The core courses totalling 18 credits in the program provide learners the fundamental knowledge of AI, and its use in an ethical and responsible manner. The core courses provide learners with the knowledge to proceed in either of the two available tracks.

- In the AI Applications track (21 credits), learners will learn how to interact ethically, productively, and creatively with existing AI tools and otherwise strategically and operationally leverage AI across a wide variety of industry sectors.
- In the AI Developer track (21 credits), learners will acquire the technical skills required to create and deploy responsible AI solutions to increase productivity, help make business decisions, or create new AI-based products and services.

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.**

Consistent with the institutional purpose as stipulated by State statute (Md. Education Code Ann. § 13-101(2013)1), the mission of UMGC is improving the lives of adult learners. UMGC will accomplish this by:

- (1) Operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world;
- (2) Providing our students with affordable, open access to valued, quality higher education; and
- (3) Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose and sharing our perspectives and expertise.

Each facet of UMGC's mission has direct bearing on the academic programs the university offers and how those programs are designed and delivered. By mission and state mandate, every aspect of the UMGC learner experience is designed from its origins for working-adult and military-affiliated students, providing a learning ecosystem that can be seamlessly accessed from anywhere in the world. The selection, training, and evaluation of faculty; success coach advising model; virtual classroom; academic resources; student support services; and the term and session structure are all deliberately derived from adult-learning science in distance and distributed modalities. In particular, the demographic profile of

UMGC's students drives the design and delivery of our learning model. The average age of UMGc's undergraduate students is 31 years old, and 79% of these students work full-time. The average age of UMGc's graduate students is 37 years old, and 80% of these students work full-time. Further, 44% of all current UMGc students report having dependent children. For these students, their often-complicated life circumstances while pursuing higher education means they need and benefit most from the authentic online education that UMGc has delivered for more than two decades.

Authentic online education is fundamentally different from courses and programs originating at traditional institutions and taught remotely in the same way as face-to-face classes. Instead, authentic online education is a distinctive educational architecture intentionally designed for virtual teaching, learning, and assessment, with technology tools strategically deployed for engagement and outcomes, as well as wraparound services that provide support throughout the online student life cycle. These features set UMGc apart in the higher education landscape.

UMGC's strong relationship with the military community is part of our institutional history and identity. Currently, approximately two-thirds of our undergraduate students and one-third of our graduate students are military affiliated, including active duty servicemembers, their families, and veterans. This dimension of UMGc's identity is a particular point of pride, beginning with the university first sending faculty overseas in 1949 to teach American soldiers on military installations in Europe.

The relationship between UMGc and the military has continued to expand over the ensuing decades due to our intentional program design and delivery model that meets adult learners where they are, whether through asynchronous online courses or through innovative hybrid course delivery modes on military bases in Germany, Italy, Japan, Korea, Guam, Colorado, Virginia, and other military locations across the nation and around the world. Today, UMGc holds competitively awarded contracts from the U.S. Department of Defense (DOD), under which we serve military servicemembers in Europe, Asia, and the Middle East, delivering specifically solicited programs of study identified by the DOD as responsive to the training, education, and upskilling needs of the military. UMGc is consistently recognized as one of the top military- and veteran-friendly schools in the country, with an unmatched expertise and established reputation as a preeminent provider of quality, affordable, career-relevant postsecondary education.

The BS in Artificial Intelligence aligns with UMGc's mission to offer high quality, workplace-relevant academic programs that expand the range of credentials and career opportunities for working-adult and military-affiliated learners. The program provides a learner-focused experience based on leading-edge adult learning theory and curriculum design. This fully online, asynchronous program model offers flexibility for students who are seeking to refresh and reshape their career opportunities. Students have the opportunity to gain new knowledge and learn and practice new skills as they progress through formative instruction. A detailed description of the proposed program requirements, curriculum, and coursework is included in Section G of this proposal.

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

As the public state and national leader in distance education, UMGc awards associate's, bachelor's, master's, and doctoral degrees, as well as undergraduate and graduate certificates. The university's academic inventory includes programs that are core to any public university, while UMGc's mission to serve adult students also results in a sustained academic emphasis on career-relevant and workforce-aligned programs.

UMGC's new [2024-2030 Strategic Plan](#) establishes priorities and strategies guiding the university to achieve its vision of becoming the learner-centric, data-driven, and skills-based school of choice for adults and businesses. This plan is rooted in foundational commitments reflecting UMGC's history and mission and establishes a series of strategic priorities that advance the university's vision and position us for the future. The five key priorities established in this plan are:

- 1) Market-responsive portfolio management that continuously adapts to learner and employer needs
- 2) A skills architecture that can be translated between educational and work experiences
- 3) Targeted expansion that strengthens and diversifies our learner population
- 4) A responsive, tailored, and seamless experience to maximize the success of our diverse learners
- 5) Intentional study of and investment in our people's needs

This proposal contributes directly to two of the five strategic priorities in UMGC's new strategic plan, utilizing "market-responsive portfolio management that continuously adapts to learner and employer needs" and employing "a skills architecture that can be translated between educational and work experiences." Successful portfolio management requires a focus on university-wide agility, effective resource utilization, and market-responsiveness, all of which were key considerations driving UMGC's decision to develop this program. Further, the innovative curriculum in this program will provide opportunities for learners to develop core skills in domains such as artificial intelligence concepts, applications and development, artificial intelligence policy, ethics and governance, and the business and organizational impact of artificial intelligence across a range of industry sectors that are explicitly aligned with their current needs and interests, while also transferable to a broad range of careers and professional experiences.

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.)

Course development for the new program will be funded through a departmental budget allocation as part of the FY24-25 budget process. The existing base of FTE faculty (full-time and adjunct), administrative, and support staff will support the program's initial launch. Tables 11 and 12 in Section L provide additional details and narrative explanations for anticipated resources/revenues and expenditures during the first five years of the program.

4. Provide a description of the institution's commitment to:

a) ongoing administrative, financial, and technical support of the proposed program

UMGC's support services are designed to accommodate students' access through entirely online and remote delivery. These services are, therefore, intentionally and thoughtfully built for complete online delivery rather than in the primarily face-to-face format that exists on traditional campuses. Support services include the following:

- Help@UMGC provides support services for the learning management system (online learning platform). UMGC's learning management system is Desire2Learn (D2L); its internal adaptation is called LEO. A specialized technical support team for LEO questions and problems is available 24 hours a day, 7 days a week, 365 days a year. In addition, UMGC trains faculty to handle some LEO troubleshooting; publishes LEO FAQs; and provides chat, phone, and e-mail access to a Help Center.

- MyUMGC is a self-service portal that provides access to UMGC administrative functions and student records. UMGC has designed this portal to ensure that students around the world can complete administrative tasks and view their academic records at their convenience.
- The Integrative Learning Design unit within Academic Affairs provides instructional-design support and consultation to Help Desk staff and program leadership to optimize the learning environment across delivery modes and resolve challenges or obstacles students and faculty may encounter in online classrooms.
- Success Coaches and Military Education Coordinators are committed to partnering with students as they navigate their UMGC journey through thought provoking and supportive conversations, empowering students to make informed degree planned decisions, connecting them with the right resources at the right time, and celebrating the student's successful milestones and educational goals.
- Students receive support in educational technology from UMGC's Virtual Lab Assistants team. Team members are well-versed in the content of the courses they support and can quickly help a struggling student.
- The Effective Writing Center (EWC) offers many writing-related services to students, including resources for improving writing skills, citing and referencing resources, and supporting research activities. The EWC is directly accessible through a link within each online classroom.
- Turnitin has been integrated directly into all online courses as a developmental tool for students to assist with achieving authenticity in their writing. TII's Draft Coach is another tool available to students to help with writing and citing skills.
- UMGC's Library is directly accessible through a link within each online classroom. UMGC's librarians help educate students in the use of library and information resources and services and develop and manage UMGC's extensive online library collection.
- First Term Experience provides high engagement, mentorship, and relevant content in first-term courses, including PACE (Program and Career Exploration), to propel students into their chosen academic programs.
- Free subject matter tutoring is available in select courses. Subject matter tutors can help define and explain concepts, clarify examples from course content, and guide students toward understanding a particular topic. Students can connect with a subject matter tutor by accessing a link in their online classroom. Students can choose to connect at once or schedule a meeting with a tutor at another time. Group sessions are scheduled for certain subject areas, and every student has access to tutoring for Reading Comprehension and Technology skills.
- The Office of Accessibility Services arranges accommodations for students with medical conditions protected under the Americans with Disabilities Act. Students can register with this office via an online form and work with staff to receive appropriate accommodations for their courses.
- Free, anonymous mental health support is offered to students via an online peer-to-peer support service, a 24/7 wellness line supported by licensed clinicians, and a self-service online provider directory.
- Student Engagement and Programming offers students a chance to connect virtually via UMGC's various [clubs and organizations](#) (co-curricular clubs, honor societies, and affinity groups). All official student clubs have a faculty advisor to support student leaders. These groups provide professional growth opportunities, leadership development, and academic recognition. Additionally, students have the opportunity to connect with global peers with a newly acquired online social platform called GetSet.
- UMGC is invested in helping students who are facing other challenges in life that impact finances and basic needs. For example, the [SAFER Program](#) offers emergency funding to students demonstrating distress. UMGC has identified a service for qualifying students to acquire free

internet and a tablet through the [Public Wireless](#) program. We are continuously looking for ways to better serve our students and to connect them to resources that support equitable access.

- The Office of Career Services and its CareerQuest portal provide quality resources and services to assist students and alumni with their career planning and job search needs, including the Community Connect mentorship and InternPLUS programs. Career Services supports students transitioning from one career field to another or looking to advance in their current career, in addition to those entering the workforce for the first time.
- The Tuition Planning team provides students with all-inclusive consultative financial support for all UMGC payment methods, with a focus on comprehensive funding and tuition planning to help guide students from their first class to graduation.
- The Financial Aid Office helps students understand and navigate the process of applying for financial aid. Staff members have expertise with a variety of financial aid options, as UMGC students may be using employer assistance, military or veterans' benefits, or other aid that is more common among adult student populations.

b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

Not applicable as this program is new.

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

Artificial Intelligence is impacting all levels of employment in all sectors. AI implies new ways of working, including jobs that will be lost and others that will be created. We are only beginning to see the effects in the workplace and in society. There is a pressing need to educate all Maryland citizens in the practical concepts, use and development of AI.

As an open-access institution, UMGC plays a pivotal role in meeting societal needs through making educational opportunities and choices available for all students within the State of Maryland, including minority students, first generation students, and military-affiliated and working-adult students.

In February 2023, UMGC was designated as a Minority Serving Institution by the U.S. Department of Education Office of Postsecondary Education. The university currently enrolls some 24,000 African American undergraduate and graduate students, 13,000 Hispanic/Latino students, 5,000 Asian students, and 15,000 students who self-identify as Native American, Hawaiian or Pacific Islander, Multiracial, or Other. Currently, more than 50% of all UMGC degrees and certificates are granted to minority students.

In the School of Cybersecurity and Information Technology, where the BS in Artificial Intelligence will be housed, the average age of all undergraduate students is 31. A majority of these students (77.04%) are enrolled at UMGC on a part-time basis. In AY 2023-2024, 66.27% of these students were military-affiliated, and 61.97% of these military-affiliated students were on active duty. Undergraduate students in

the School of Cybersecurity and Information Technology are also geographically dispersed, with only 33.73% residing in Maryland. African American students constitute 26.44% of all current undergraduate students in the School of Cybersecurity and Information Technology, and 16.6% identify as Hispanic/Latino, 6.13% as Asian, and 7.3% as Native American, Hawaiian or Pacific Islander, Multiracial, or Other.

UMGC remains committed to serving all students who have been previously underserved in higher education. The statistics above show that UMGC is successfully reaching and serving these student populations.

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

The BS in Artificial Intelligence is designed to meet the needs of our students, the demands of employers, and to support present and future postsecondary priorities of the State, as identified in the *2022 Maryland State Plan for Higher Education*.¹ This program supports the three primary goals in the State Plan in the following ways:

The program will support Goal 1 (Access) in the State Plan in that it is designed to support UMGC's overall mission to set a global standard for excellence and to be respected as a leader in affordable and accessible adult education programs. UMGC administers its programs to meet the University System of Maryland's goals of effectiveness and efficiency by employing data-driven decision-making that ensures that academic programs are broadly accessible and offer high quality education at an affordable cost. UMGC's commitment to access and affordability is synonymous with our commitment to diversity and inclusion. The university's open admission approach at both the undergraduate and graduate levels is central to these commitments. The process to apply for admission is streamlined and does not require the submission of standardized test scores. Admission requirements for this new program will be aligned with this mission. UMGC remains committed to maintaining its position in serving the educational needs of historically underserved students.

Further, the program will support Goal 2 (Success) and Goal 3 (Innovation) in the State Plan, as it is based on principles of skills- and performance-based learning that are at the forefront of developments in adult learning in higher education. Skills-aligned learning is an outcomes-based approach to education that emphasizes what students should know and be able to do to be successful in their chosen disciplines, fields, and careers. The approach is learner-focused, and authentic assessment (the measurement of what students have learned and the competencies students master) is embedded in every step of the learning process to assist students in building real-world, job-relevant skills in real time. Like other UMGC programs, this new program will employ authentic, project-based assessments that are relevant to tasks that graduates will actually perform on the job; such projects serve as both the means of instruction and assessment of learning in the program. The curriculum and content will focus on skills-aligned learning directed toward problems and issues facing practicing professionals. Retention and success focus on students' learning experiences and are improved through enhanced learning resources provided online within the learning management system. The methodology and on-demand nature of this type of student support is reflective of best practices in online learning.

¹ Source: 2022 Maryland State Plan for Higher Education: <https://mhec.maryland.gov/Pages/2022-MarylandStatePlan-MHEC.aspx>

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.

UMGC students are employed in various industries such as healthcare, human resources, social services, finance, manufacturing, government, IT, cybersecurity, consulting, education, defense industries, and the military. The typical student at UMGC is a working adult with 10+ years of work experience. Almost two-thirds of undergraduate students and one-third of graduate students are in the military or are transitioning from the military to a civilian career. The BS in Artificial Intelligence is expected to prepare graduates for both existing job categories that are enhanced by AI and entirely new job categories, accompanied by new business models and new sectors of activity. A [recent study](#) by MIT’s Computer Science and Artificial Intelligence Laboratory and IBM’s Institute for Business Value asserts that as certain jobs are automated, new roles and services will emerge to manage, maintain and improve AI systems.

- [Goldman Sachs](#) has estimated that AI will impact 25% of all work tasks. While jobs will be lost, the investment bank also anticipates that through effective use of AI, worker productivity will rise, and new jobs will be created as a result.
- The [Future of Jobs 2023](#) report also indicates that 75% of companies anticipate integrating big data and AI into their business processes in the next five years, which will impact all levels of employees.
- [McKinsey](#) predicts that automation will accelerate rapidly throughout the 2020s, leading to 30% of tasks in 2030 being taken over by automation, much of that through generative AI. To actively participate and compete in this workforce, employees must understand, efficiently use and manage AI tools. Managers must be able to effectively direct employees using these AI tools.

Table 1 below presents the Standard Occupational Classification (SOC) Codes that UMGC has identified, based upon the CIP-SOC crosswalk developed by Lightcast, as most closely aligned to the CIP code for UMGC’s proposed program.

Table 1: Aligned Occupations for Graduates of UMGC’s Proposed BS in Artificial Intelligence

SOC Code	Occupational Title
15-1221	Computer and Information Research Scientists
15-1252	Software Developers
15-2051	Data Scientists
25-1021	Computer Science Teachers, Postsecondary
15-2031	Operations Research Analysts
15-2041	Statisticians

Using the SOC codes identified in Table 1, Table 2 below presents 2022-2032 employment projections for these target occupations from the Maryland Department of Labor. Note that the SOC Code 15-1221, Computer and Information Research Scientists, has a strong national occupation projection from 2022 – 2032, but was not available in the Maryland occupation projection search.

Table 2: Maryland Occupational Projections 2022-2032

OCC Code	Occupational Title	Employment			
		2022	2032	# Change	% Change
15-1252	Software Developers	486	632	146	30.04%
15-2051	Data Scientists	2396	3399	1003	41.86%
25-1021	Computer Science Teachers, Postsecondary	1138	1291	153	13.44%
15-2031	Operations Research Analysts	4008	5163	1155	28.82%
15-2041	Statisticians	3059	4078	1019	33.31%
Total		11,087	14,563	3,476	31.35%

Data Source: Maryland Department of Labor Long Term Occupational Projections
<https://www.dllr.state.md.us/lmi/iandoproj>

As evident from the data presented in Table 2, occupations that are at the core of the proposed program are in strong demand and are projected to grow over the next decade. An additional 3,476 employment opportunities will be created within these core occupational categories in Maryland between 2022 and 2032, an almost 31.35% increase in newly created positions. This growth outlook is also apparent in the national demand landscape for specialists within these occupations. Table 3 below presents the 2022-2032 national occupational projections for these same OCC codes from the U.S. Bureau of Labor Statistics.

Table 3: National Occupational Projections 2022-2032

OCC Code	Occupational Title	Employment 2022	Employment 2032	Employment # Change 2022-2032	Employment % Change 2022-2032	Occupational Openings 2022-2032 Annual Average
15-1221	Computer and Information Research Scientists	164,482.6	169,148.1	4,665.5	2.8%	18,566.5
15-1252	Software Developers	1,594.5	2,004.9	410.4	25.7%	136.3
15-2051	Data Scientists	168.9	228.2	59.4	35.2%	17.7
25-1021	Computer Science Teachers, Postsecondary	42	44.3	2.2	5.3%	3.6
15-2031	Operations Research Analysts	109.9	134.7	24.7	22.5%	9.8
15-2041	Statisticians	33.3	43.9	10.5	31.6%	3.3
Total		166,431.2	171,604.1	5,172.7	3.11%	3,122.87

Data Source: U.S. Bureau of Labor Statistics Employment Projections
<https://data.bls.gov/projections/occupationProj>

This data illustrates the strong demand nationally for occupations that match the skillset for graduates of the BS in Artificial Intelligence, with expected aggregate growth across these occupations of more than 3%, corresponding to over 5,100 newly created employment opportunities between 2022 and 2032.

The next section provides additional data on market demand and employment opportunities in the State of Maryland.

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 labor market analysis presented in Table 4 below represents the number of job openings in Maryland and nationwide from July 2021 to June 2024, using Lightcast data for the top five program-aligned job categories. Table 5 presents an analysis from a skills perspective, rather than a job title perspective. Tables 4 and 5 represent the Top 5 job openings and skills for Maryland and nationwide, respectively. It is evident from this analysis that the program-aligned skills desired by Maryland employers mirror the skills sought nationwide. It is also evident that there are differing jobs and skills for each geographic area.

Further, according to [Hanover Research](#) based on 10-year forecasts, employment among occupations aligned with a BS in Artificial Intelligence is projected to grow at a rate of 26.6% for all occupations. In terms of volume, aligned occupations are projected to offer 157,400 openings each year due to growth and separations compared to 22, 315 across all occupations.

Table 4: Top 5 Program-Aligned Job Titles in Maryland and Nationwide

Job Title	Maryland Unique Postings July 2021 – June 2024	% of Postings	Nationwide Unique Postings July 2021 – June 2024	% of Postings
Software Engineer	19,458	18.37%	436,458	12.95%
Systems Engineer	15,602	14.73%	161,624	4.8%
Software Developer	4,983	4.71%	136,045	4.04%
DevOps Engineer	4,490	4.24%	<i>Not Available</i>	-
Data Scientist	3,771	3.56%	99,499	2.95%
Data Analyst	<i>Not Available</i>	-	139,262	4.13%

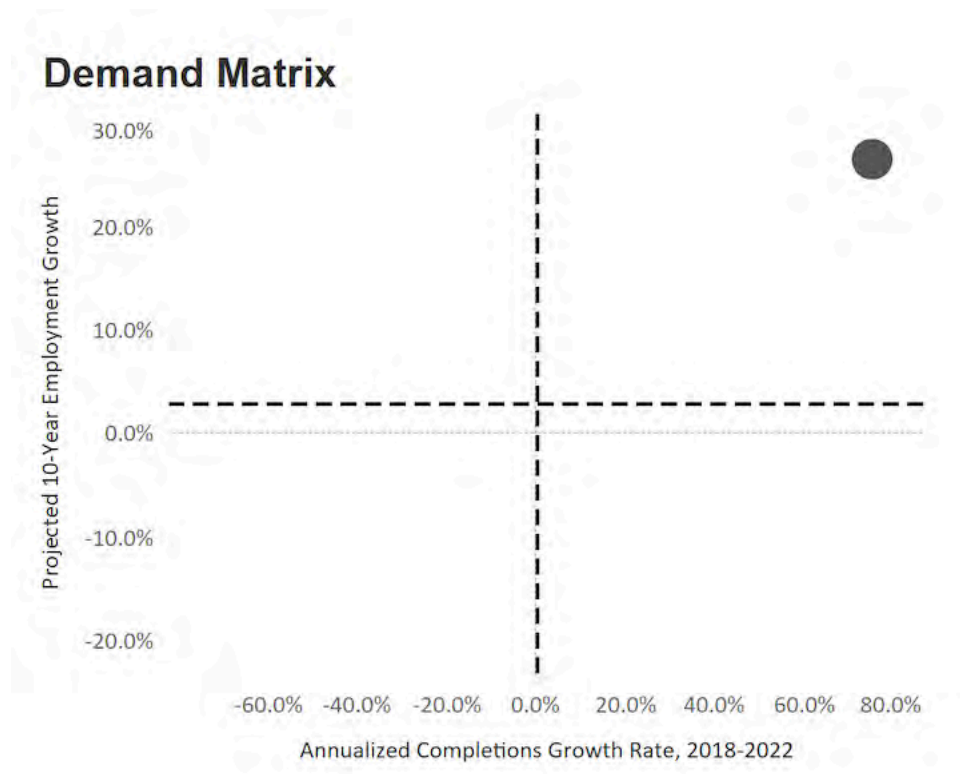
Data Source: Lightcast <https://lightcast.io/>

Table 5: Top 5 Program-Aligned Specialized Skills in Maryland and Nationwide

Skills	Maryland Unique Postings July 2021 – June 2024	% of Postings	Nationwide Unique Postings July 2021 – June 2024	% of Postings
Computer Science	55,841	53%	1,639,030	49%
Agile Methodology	29,147	28%	987,371	29%
Python	29,413	28%	772,654	23%
SQL	<i>Not in Top 5</i>	-	751,824	22%
Software Engineering	28,950	27%	747,190	22%
Software Development	29,379	28%	<i>Not in Top 5</i>	-

Data Source: Lightcast <https://lightcast.io/>

Table 6: Demand Matrix of Key Student and Labor Demand



Data source: <https://hanoverresearch.com>

The Demand Matrix in Table 6 summarizes key student and labor demand measures. The axes are set to the average growth rate for all bachelor’s degree programs (annualized completions growth rate over the past five years) and the projected 10-year employment growth rate for all occupations. Student demand reflects all program formats.

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.

Using projections from the Maryland Department of Labor, Table 7 factors both growth in the number of positions expected to be newly created in each program-aligned SOC category in Maryland and the number of job exits (e.g., retirement, leaving workforce) and transfers (e.g., job changes, turnover) within these SOC categories over the same period (2020-2030).

Table 7: Maryland Occupational Projections Total Openings 2022-2032, Including New Positions, Exits, and Transfers

OCC Code	Occupational Title	Position Changes	Position Exits	Position Transfers	Total Projected Openings
15-1252	Software Developers	146	96	200	442
15-2051	Data Scientists	1,003	658	1,054	2,715

15-2031	Operations Research Analysts	1,155	1,317	1,430	3,902
15-2041	Statisticians	1,019	810	1,298	3,127
Total		3,323	2,881	3,982	10,186

Data Source: Maryland Department of Labor Long Term Occupational Projections
<https://www.dllr.state.md.us/lmi/iandoproj/>

These projections show that the total number of openings across all program-aligned job categories will yield approximately 10,186 employment opportunities in Maryland alone over the next 10 years (when factoring in job growth, exits, and transfers), or an estimated 1,000 positions annually. When considering the current and projected graduate supply in these fields as presented in the next section, job demand in these occupations far exceeds Maryland’s current pipeline of graduates. The projections do not demonstrate changes, transfers, or exits for OCC codes 15-1221 Computer and Information Research Scientists or 25-2031 Operations Research Analysts from 2022 to 2032.

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

Table 8 presents completion data from bachelor’s degree programs in Artificial Intelligence across all colleges and universities in the state of Maryland over the most recent four years (2019-2022) for which data are available. Given the market need described in the sections above, even if all graduates from these programs chose to work in Maryland (an improbable scenario), the existing statewide supply of graduates in this field would still be wholly insufficient to satisfy annual market demand. Through this proposed program, UMGC is well-positioned to help fill these gaps and to expand opportunities for returning adult and working students, military-affiliated and veteran students, and career changers to further expand the workforce pipeline and diversify the profession.

Table 8: Bachelors in Artificial Intelligence Completions at Maryland Colleges and Universities, in Rank Order of 2022 Degrees Granted

Maryland Institution	2019 Program Completions	2020 Program Completions	2021 Program Completions	2022 Program Completions
NA	NA	NA	NA	NA
Total	0	0	0	0

Data Source: <http://mhec.maryland.gov/publications/Documents/Research/AnnualReports/2022DegreesByProgram.pdf>

D. Reasonableness of Program Duplication

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

A program title and CIP search performed on July 15, 2024, of MHEC’s online Academic Program Inventory found one active program in Maryland with potential similarities to UMGC’s proposed program. In addition, there are three proposed programs in this subject area. The three proposed programs will be offered by Maryland public four-year institutions, and one program is currently offered by one of the Maryland independent colleges and universities.

Table 9 below provides a comparative summary of major program features. UMGC’s proposed BS in Artificial Intelligence is fundamentally distinctive from the one existing program and the three proposed programs in the following ways:

- **Dual Track Specialization:**
 - AI Applications Track: Focuses on ethical interaction with AI tools, maximizing productivity, and leveraging AI strategically across various industries.
 - AI Developer Track: Provides deep technical skills for creating and deploying responsible AI solutions, with advanced coursework in machine learning and AI development.
- **Comprehensive Curriculum:**
 - Builds directly on existing credentials like the BS in Data Science and the Undergraduate Certificate in AI Foundations.
 - Includes three new courses designed to provide real-world, project-based learning experiences.
 - Offers a project course and a centralized capstone course that combine the two tracks, providing learners with the opportunity to collaborate in a culminating experience that mimics the workplace and hones their knowledge and skills.
- **Flexible Learning Formats:**
 - Fully online 8-week courses, with potential for hybrid or face-to-face implementation overseas.
 - Designed for working adults, military personnel, and veterans, ensuring accessibility and flexibility.
- **Industry-Relevant Education:**
 - Courses use real-world, workplace-relevant tools and data.
 - Emphasizes industry skills alignment and innovative curriculum development.
- **Competitive Positioning:**
 - Few fully online, AI-dedicated bachelor's degrees in the national market, with UMGC’s program offering a unique, dual-track approach.
- **Scalability and Accessibility:**
 - Diverse learning materials, including multimedia content and virtual labs.
 - Offers microcredentials and stackable certificates to accommodate professional and personal commitments.

Table 9: Comparison of Bachelors in Artificial Intelligence Programs at Maryland Colleges and Universities

Maryland Colleges and Universities	Program Attributes	Differentiation from UMGC’s Proposed Program
Capital Technology University	BS in Artificial Intelligence CIP: 11.0102 Total Credits: 122 credits for the degree, AI and Data Science: 33 credits, Computer Science and Programming 27 credits, Mathematics: 17 credits Modality: On campus	The CTU BS in AI is an on-campus only delivery modality. In terms of content, the CTU BS has additional coursework in computer science, programming and mathematics. This differentiates this program from the UMGC proposal, which focuses on AI Applications and AI Development. The UMGC proposal will allow a student to complete the

Maryland Colleges and Universities	Program Attributes	Differentiation from UMGC's Proposed Program
		BS in AI in 120 credits whereas CTU's BS is 122 credits.
Submitted LOIs		
University of Maryland College Park	BA in Artificial Intelligence (LOI)	UMCP recently filed an LOI for a new BA in Artificial Intelligence. From the description provided, the BA will be a liberal arts approach to artificial intelligence, which does differ significantly from the UMGC proposal. Given the on-campus delivery and selective admissions policies, the UMCP proposal also differs significantly from the UMGC proposal in these ways.
University of Maryland College Park	BS in Artificial Intelligence (LOI)	UMCP recently filed an LOI for a new BS in Artificial Intelligence for its College Park campus. Given the on-campus delivery and selective admissions policies, the UMCP proposal differs significantly from the UMGC proposal in these ways.
Bowie State University	BS in Artificial Intelligence (LOI)	Bowie State University recently filed an LOI for a new BS in Artificial Intelligence. From the description provided, it appears that Bowie State intends to anchor their degree firmly in computer science and notably in the university's on-campus strengths in mechatronics and robotics. In these ways, the degree differs significantly from the UMGC proposal.

2. Provide justification for the proposed program.

According to [Precedence Research](#), the market size of the Artificial Intelligence sector is projected to grow to \$2,575 billion by 2032 with a CAGR of 19% from 2023. In that same report, the greatest obstacle to the growth of this sector is the lack of a skilled workforce across all industries. This new BS degree seeks to build upon the existing BS in Data Science and UG Certificate in Artificial Intelligence Foundations and Applications. The full bachelor's degree in AI (Artificial Intelligence) will directly address the AI skills gap as the two tracks – AI Applications, and AI Developer – each focus on a distinct job-related role and skillset. Both tracks can be applied to any industry sector (government, for-profit, non-profit) or disciplinary area (business, management, cybersecurity, information technology, health care management or informatics, criminal justice, education, social sciences, journalism, natural sciences, etc.).

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 HBIs.

A program title and CIP search performed on July 15, 2024, of MHEC’s online Academic Program Inventory found no Bachelor of Science in Artificial Intelligence programs currently offered at Historically Black Institutions in Maryland. This includes the three HBIs in the University System of Maryland (Bowie State University, Coppin State University, and University of Maryland Eastern Shore) and Morgan State University. UMGC’s proposed program will, therefore, have no impact on the implementation or maintenance of high-demand programs at Maryland’s HBIs.

As stated previously, Bowie State University recently filed an LOI for a BS in Artificial Intelligence. From the description provided, Bowie State intends to anchor their degree firmly in computer science and notably in the university's on-campus strengths in mechatronics and robotics. To this end, the degree differs significantly from the UMGC proposal.

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.

A program title and CIP search performed on July 15, 2024, of MHEC’s online Academic Program Inventory found no BS in Artificial Intelligence programs currently offered at Historically Black Institutions in Maryland. This includes the three HBIs in the University System of Maryland (Bowie State University, Coppin State University, and University of Maryland Eastern Shore) and Morgan State University. UMGC’s proposed program will, therefore, have no impact on the uniqueness and institutional identities and missions of Maryland’s HBIs.

As shown in the detailed Maryland programs comparison table in Section D.1. above, the delivery modalities and professional focus areas of the bachelor’s program described in the LOI filed by Bowie State University, are distinctly different from the modality and professional focus areas of UMGC’s proposed program. The on-campus program at Bowie State University is distinctive to its campus and students served. UMGC’s proposed fully online program will, therefore, have no impact on the uniqueness and institutional identities and missions 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 disciplines of AI and Data Science are closely related. Both disciplines use certain fundamental techniques, such as machine learning, neural networks, and large databases to achieve their goals. Like many universities, UMGC began its first steps in AI by offering a program in data science at the master’s level, with a Master of Science of Data Analytics in 2013. Data Science was first viewed as a graduate level discipline, given the content's complexity and techniques and tools used in the field. Since those

early years, data analytics and data science concepts, tools and techniques have been massively adopted in all areas of the economy, all levels of government, and the non-profit sector. In 2021, UMGC launched a Bachelor of Science in Data Science, which targeted a rapidly emerging market of entry level jobs accessible at the bachelor's level. From the beginning, the Bachelor of Science in Data Science has addressed technical approaches to machine learning and artificial intelligence.

Data Science and Artificial Intelligence share a sizable overlap; both are data centric and use machine learning as a core approach to learn about the external world. In response to recent developments in end-user friendly AI applications, such as Generative AI, in Spring 2025, UMGC will launch a new undergraduate certificate in Artificial Intelligence Foundations. The proposed BS in Artificial Intelligence, with the two tracks in AI Applications and AI Developer, will build directly on the coursework, faculty expertise and program management expertise exhibited in the degree and certificate already active at UMGC.

The proposed program will be hosted in the School of Cybersecurity and Information Technology's Department of Information Technology and will be managed concurrently with the Master of Science in Data Analytics and the Bachelor of Science in Data Science by the Academic Portfolio Director, Dr. Elena Gortcheva.

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

The BS in Artificial Intelligence degree will build directly on the coursework of the Undergraduate Certificate in Artificial Intelligence Foundations which will launch in Spring 2025.

Program Learning Objectives are:

1. Explain the fundamental concepts and principles of artificial intelligence (AI), including machine learning, deep learning, and natural language processing.
2. Evaluate opportunities for AI adoption in the enterprise, within a range of sectors including finance, healthcare, marketing, and/or cybersecurity.
3. Design and implement appropriate data analysis and AI processes to achieve business outcomes within a range of sectors including finance, healthcare, marketing, and/or cybersecurity.
4. Apply best practices, using diverse technologies, in data science, business intelligence, machine learning, and artificial intelligence.
5. Construct effective generative AI techniques in creative fields, content generation, and innovation.
6. Create a framework to promote responsible AI practices and ethical decision-making regarding AI systems.
7. Analyze social, global, and ethical issues and their implications as they relate to the use of existing and emerging AI technologies
8. Communicate orally and in writing, meeting expectations for content, purpose, organization, audience, and format.

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**

UMGC approaches learning design from an “Understanding by Design” perspective, utilizing a backward design model. This approach begins with identifying the program learning goals that a student will achieve through the program of study. The program learning goals are mapped first to the Degree Qualification Program (DQP) to ensure that the goals are comprehensive and appropriate for the degree level. In addition, the program learning goals are mapped against UMGC institutional learning goals to validate that the program aligns with the university mission and institutional goals.

Once the program learning goals have been validated through mapping to the DQP and institutional learning goals, the program learning goals are mapped to the courses in the program. This step ensures that all program learning goals are addressed in the curriculum and provide guidance in the development of courses to ensure that each course contributes to the program learning goals without unnecessary duplication of outcomes across courses. Through these mappings, key assignments are identified in courses for use in assessing student achievement of program learning goals. Periodically, a random sample of student artifacts for these identified key assignments are collected and reviewed by faculty to assess how effectively students are meeting the program learning goals.

Using student learning assessment results along with non-direct measures of student learning (including student retention and market and labor data), Academic Portfolio Directors produce an annual review of program quality. For new programs, these annual reviews are integrated into an Academic Program Review including external review after five years. After this initial review, programs continue the annual review cycle every year with an Academic Program Review every seven years. Summaries and results from each five-year and seven-year program review are submitted to the University System of Maryland in accordance with their established review cycle.

In November 2020, UMGC licensed AEFIS as its assessment management system. AEFIS is the central repository for program learning goals, assessment maps, and student artifacts. AEFIS integrates with the LEO learning management system to allow student work to be duplicated from LEO into AEFIS for assessment purposes. This process ensures that assessment review is independent of grades and evaluation within individual courses and allows for independent review of student work apart from the classroom faculty. AEFIS also houses all annual program review reports.

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

Bachelor of Science in Artificial Intelligence:

AI Applications Track

Required Core Courses (18 credits):

1. ARIN310 - Introduction to Artificial Intelligence (3 credits)
2. ARIN320 - Artificial Intelligence Applications (3 credits)
3. ARIN340 - Generative AI (3 credits)
4. ARIN350 - Responsible AI (3 credits)
5. ARIN410 - AI in the Enterprise (3 credits)
6. DATA300 or any upper-level content area course from any application area/discipline (3 credits)

Required Track Courses (21 credits)

1. DATA320 - Introduction to Data Analytics (3 credits)
2. DATA335 - Data Visualization (3 credits)
3. DATA330 or any upper-level content area course from any application area/discipline (3 credits)
4. Any DATA/ARIN or any content area course from any application area/discipline (3 credits)
5. Any DATA/ARIN or any content area course from any application area/discipline (3 credits)
6. ARIN475 - Advanced AI Applications Topics (3 credits)
7. ARIN495 - AI Capstone (3 credits)

AI Developer Track

Required Core Courses (18 credits):

1. ARIN310 - Introduction to Artificial Intelligence (3 credits)
2. ARIN320 - Artificial Intelligence Applications (3 credits)
3. ARIN340 - Generative AI (3 credits)
4. ARIN350 - Responsible AI or ARIN 450 Data Ethics (3 credits)
5. ARIN410 - AI in the Enterprise (3 credits)
6. DATA300 - Foundations of Data Science (3 credits)

Required Track Courses (21 credit specialization)

1. MATH115 - Pre-calculus (3 credits)
2. DATA230 - Mathematics for Data Science (3 credits)
3. DATA430 - Foundations of Machine Learning (3 credits)
4. ARIN440 - Advanced Machine Learning (3 credits)
5. ARIN460 - Artificial Intelligence Solutions (3 credits)
6. ARIN470 - Advanced AI Developer Topics (3 credits)
7. ARIN495 - AI Capstone (3 credits)

Table 9: Course Descriptions

DATA230 - Mathematics for Data Science (3 credits)
Prerequisites: STAT 200 and MATH 115 (or MATH 107 and MATH 108) or higher. A practical introduction to the mathematical principles applied within the context of data science. The aim is to understand the mathematical basis of data science and increase awareness of machine learning algorithm assumptions and limitations. Machine learning topics include linear regression, dimensionality reduction, and classification. Projects involve application of linear algebra, probability, vector calculus, and optimization to build data science solutions.
DATA300 - Foundations of Data Science (3 credits)
Prerequisite: STAT 200. An examination of the role of data science within business and society. The goal is to identify a problem, collect and analyze data, select the most appropriate analytical methodology based on the context of the business problem, build a model, and understand the feedback after model deployment. Emphasis is on the process of acquiring, cleaning, exploring, analyzing, and communicating data obtained from a variety of sources. Assignments require working with data in

programming languages such as Python, wrangling data programmatically and preparing data for analysis, using libraries like NumPy and Pandas.

DATA320 - Introduction to Data Analytics (3 credits)

Formerly DATA 220. Prerequisite: STAT 200. A practical introduction to the methodology, practices, and requirements of data science to ensure that data is relevant and properly manipulated to solve problems and address a variety of real-world projects and business scenarios. Focus is on the application of foundational statistical concepts to describing datasets with summary statistics, simple data visualizations, statistical inference, and predictive analytics. The objective is to use data to draw conclusions about the underlying patterns that drive everyday problems through probability, hypothesis testing, and linear model building.

DATA335 - Data Visualization (3 credits)

Prerequisite: DATA 320. An overview of the fundamentals of data visualization principles in the context of business and data science. Practical focus on data visualization of different data types including time series, multidimensional data, creating dynamic tables, heatmaps, infographs, and dashboards. Hands on projects will require exploring data visually at multiple levels to find insights to create a compelling story and incorporating visual design best practices to better communicate insights to the intended audience, such as business stakeholders. Projects are selected from a wide range of content areas such as retail, marketing, healthcare, government, basic sciences, and technology.

DATA430 - Foundations of Machine Learning (3 credits)

Prerequisite: DATA 300. A hands-on introduction to machine learning principles and methods that can be applied to solve practical problems. Topics include supervised and unsupervised learning, especially linear regression, logistic regression, decision tree, naïve Bayes, and clustering analysis. Focus is on using data from a wide range of domains, such as healthcare, finance, marketing, and government, to build predictive models for informed decision-making. Discussion also covers handling missing data, performing cross-validation to avoid overtraining, evaluating classifiers, and measuring precision.

ARIN 310 Introduction to Artificial Intelligence (3 Credits)

A comprehensive introduction to the basic principles and terminology of artificial intelligence (AI). The aim is to use a solid understanding of AI concepts to facilitate informed decision-making and collaboration with technical teams. Topics include various subfields of AI, such as machine learning, natural language processing, and computer vision, as well as real-world applications of AI in areas such as recommender engines, supply chains, fraud detection, and customer service.

ARIN 320 - AI Applications (3 Credits)

Formerly CMSC 307. (No programming or math background required.) An interactive, hands-on study of current artificial intelligence (AI) applications spanning multiple disciplines and domains, including business, science, communications, and computing. The goal is to use data sets with AI and machine learning applications from leading cloud vendors, including Amazon and Microsoft. Projects and laboratory exercises show how AI can solve problems across many disciplines.

ARIN 340 - Generative AI (3 Credits)

A comprehensive introduction to generative artificial intelligence models, a cutting-edge area of AI that focuses on creating content such as images, music, and text. Topics include the underlying principles and techniques behind generative models, e.g., large language models. Emphasis is on practical applications that demonstrate how generative AI is revolutionizing industries such as art, music composition, and content creation. Discussion covers the creative potential of AI generative pretrained transformers. Hands-on experience with generative tools is provided.

ARIN 350 - Responsible AI (3 Credits)

An in-depth examination of the ethical considerations, societal impact, and responsible use of AI. The goal is to navigate the ethical landscape of AI, make informed decisions, and promote responsible AI practices within one's organization. Topics include bias and fairness in AI algorithms, transparency, privacy concerns, and the ethical implications of generative AI models. Real-world examples of AI-related ethical challenges are explored through case studies and discussions.

ARIN 410 - Artificial Intelligence in the Enterprise (3 credits)

A project-based examination of the practical application of AI, transforming sectors such as finance, healthcare, marketing, and supply chain management. The aim is to identify opportunities for AI adoption in one's organization and leverage AI for strategic advantage. Topics include predictive analytics, recommendation systems, automated decision-making, and the integration of AI into business processes.

ARIN440 - Advanced Machine Learning

Formerly DATA 440. Prerequisites: DATA 230 and DATA 430. A project-based study of advanced concepts and applications in machine learning (ML) such as neural networks, support vector machines (SVM), ensemble models, deep learning, and reinforced learning. Emphasis is on building predictive models for practical business and social problems, developing complex and explainable predictive models, assessing classifiers, and comparing their performance. All stages of the machine learning life cycles are developed, following industry best practices for selecting methods and tools to build ML models, including Auto ML.

ARIN450 - Data Ethics

Formerly DATA 450. Prerequisite: DATA 430. A study of ethics within the context of data science, machine learning, and artificial intelligence. Emphasis is on examining data and model bias; building explainable, fair, trustable, and accurate predictive modeling systems; and reporting responsible results. Topics include the technological implications of human-centered machine learning and artificial intelligence on decision making in organizations and government and the broader impact on society, including multinational and global effects.

ARIN460 - Artificial Intelligence Solutions

Formerly DATA 460. (Designed to help prepare for the AWS Certified Machine Learning or Microsoft Designing and Implementing an Azure AI Solution exam.) Prerequisite: DATA 430. A hands-on, project-based study of artificial intelligence and machine learning solutions to complex problems. Topics include natural language processing, computer vision, and speech recognition.

ARIN 470 - Advanced AI Developer Topics

A hands-on project-based study of concepts, tools and techniques relevant to AI developers. Topics are selected to reflect the latest trends in artificial intelligence.

ARIN 475 - Advanced AI Applications Topics

A hands-on project-based study of concepts, tools and techniques relevant to the use of AI applications. Topics are selected to reflect the latest trends in artificial intelligence.

ARIN 495 - Artificial Intelligence Capstone

A project-based, practical application of the knowledge, technical skills, and critical thinking skills acquired during previous study designed to showcase the student's expertise in artificial intelligence. Individually selected projects involve either a focus on AI applications or AI development and result in a peer-reviewed final deliverable and presentation. Topics are selected from student-affiliated organizations or employers, special government/private agency requests, or other faculty-approved

sources in a wide range of domains, such as healthcare, financial services, marketing, sciences, and government.

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

All UMGC students pursuing a bachelor's degree are required to complete 41 credit hours in general education requirements. These requirements are aligned with COMAR 13b.06.01.03 (General Education Requirements for Public Institutions) and include courses in writing and communication, arts and humanities, social and behavioral sciences, biological and physical sciences, mathematics, and research and computing literacy. An overview of UMGC's current General Education Requirements can be found on UMGC's website.

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 equipment requirements, learning management systems, availability of academic support services and financial aid resources, and costs and payment policies.

UMGC maintains a comprehensive public website that houses all current information about its programs. Students have online access to degree requirements, course catalogs, course schedules, and other pertinent information. The website also provides specific and clear information and resources about [technology requirements](#) for UMGC students, [information and training on the learning management system](#), and [other additional resources](#) to maximize each student's learning experience. A variety of online support services are available to students for academic assistance ([Tutoring](#), [Writing Center](#)), as well as [advising](#), [accessibility accommodations](#), [career services](#), [tuition planning](#), [financial aid](#), and [technical support](#).

UMGC's [Student Handbook](#) is available online and serves as a general guide for all students with respect to policies, procedures, rules, regulations, and general academic requirements for all students. In addition, the annual UMGC [Catalog](#) includes extensive information about expectations and individual requirements for each academic program as well as university policies, resources, and services for students.

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

All academic program-related communications (including advertising, recruitment, and admission materials) are developed with UMGC-wide institutional communication strategies which adhere to the principle of truth in advertising. All written and electronic materials prepared for prospective students for recruitment will clearly and accurately represent the courses, programs, and services available.

H. Adequacy of Articulation

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

UMGC has developed Alliance Agreements with all 16 Maryland community colleges, which are in effect for an initial period of one year and automatically renewed for successive one-year periods, unless revisions are made. These agreements cover guaranteed admission, dual admission, waived application fees, timelines for transfer credit review, and Completion Scholarships for eligible community college transfer students. They also specify that UMGC guarantees the acceptance of all credits earned from a transfer associate degree program, not to exceed a maximum of 70 credit hours in accordance with Maryland law and regulations. In some cases, UMGC accepts up to 90 credits in transfer from a Maryland community college under specific articulation agreements as authorized in COMAR 13B.06.01.04.

Under these umbrella Alliance Agreements, UMGC has developed Degree Maps for specific articulated programs with individual Maryland community colleges. These Degree Maps are published annually to align with each catalog year and are updated as appropriate when program revisions are made. Degree Maps address course-by-course articulation between the two programs (including general education, major, and elective courses) and specify the remaining requirements that transfer students will need to complete to earn the bachelor's degree at UMGC. Consistent with COMAR 13B.06.02.13, although we admit transfer students to the current UMGC catalog year in which they enroll, students are not disadvantaged by following the Degree Map requirements that were in effect while enrolled at the Maryland community college, provided they were continuously enrolled.

UMGC receives the highest volume of transfer students from Montgomery College and Prince George's Community College. Updated Degree Maps reflecting the curriculum alignment with the BS in Artificial Intelligence are provided for these two community colleges in Appendix A.

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

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

UMGC's faculty staffing model employs full-time faculty (known as Collegiate Faculty) in faculty leadership roles, such as Department Chairs and Academic Portfolio Directors, with responsibility for the overall intellectual coherence and integrity of the curriculum and program. Other Collegiate Faculty teach and serve in complementary roles that maintain and support the academic program, providing input into the design and content of the program and courses. This core group of full-time Collegiate Faculty also mentors and supports the adjunct faculty teaching in the program.

In keeping with UMGC's emphasis on workplace relevance, most faculty teaching in the BS in Artificial Intelligence will be credentialed, practicing professionals who teach part-time for UMGC. These adjunct faculty provide instruction for the majority of courses (which is true for all programs at all levels at UMGC). This model is responsible for one of UMGC's greatest strengths: scholar-practitioner faculty who have solid academic credentials and continue to work outside the university, providing a continuous infusion of current workplace knowledge, career relevant perspectives, and maximum flexibility for adapting to changing student demand and rapidly changing industries and technologies. In this way, UMGC supports students in a learning experience that is practical and relevant to today's competitive and evolving global marketplace.

Collegiate and adjunct faculty both hold academic rank and title, based on their academic qualifications and professional experience, including teaching experience at UMGC. Since 1996, UMGC has held an MHEC-approved waiver for the Code of Maryland (COMAR) requirements for total credit hours taught by full-time faculty (see documentation provided in Appendix B).

The centrality and appropriateness of UMGC's faculty model relative to its educational mandate and mission were reaffirmed by MHEC in its 2016 review of mission statements, as evidenced in the following excerpt from the Commission's report:

“UMUC intentionally seeks highly qualified full-time and adjunct faculty who have hands-on experience in the disciplines they teach and who can leverage that experience to provide a richer learning experience for students. The university's mission to serve adult students is supported by adjunct faculty who are scholar-practitioners engaged daily in their profession. The ability to employ adjunct faculty is critical to UMUC's capacity to quickly deploy academic and continuing education programs in response to workforce-related needs. This entrepreneurship and flexibility in establishing new programs is particularly important to the university: given its history of very limited state support, the university's financial model is based on tuition revenues, and all programs must be self-supporting.”²

Consistent with this model, the Information Technology Department already has an active roster of faculty who are qualified and prepared to teach courses in this program, and the university constantly recruits additional adjunct faculty as needed. Table 10 below provides a partial list of faculty who are anticipated to teach in the program, their appointment type and rank, their graduate degree(s) and fields(s), their status (full-time or part-time), and the courses they are qualified to teach.

² Source: Maryland Higher Education Commission (December 2015), Mission Statement Review: https://mhec.maryland.gov/institutions_training/Documents/acadaff/2016MissionStatementReview.pdf.

Table 10: Faculty Resources

Faculty Name	Appointment Type and Rank	Graduate Degree(s) and Field(s)	Status (FT/PT)	Course(s) to be Taught
Elena Gortcheva	Academic Portfolio Director/Collegiate Professor	PhD, Computer Engineering	FT	Data Science (DATA) courses, ARIN 340,350,410,475,495
Kate Goldberg	Collegiate Associate Professor	DBA, Doctor of Business Administration, MS in Data Analytics	FT	Data Science (DATA) courses, ARIN 310,340,350,410,470,495
Christopher Schultz	Collegiate Professor	PhD, MBA, MS in Applied Computer Science	FT	Data Science (DATA) courses, ARIN 310,340,350,410,475,495
Charles Knode	Adjunct Professor	PhD, Industrial Technology	PT	Data Science (DATA) courses, ARIN 340,350,410,475,495
Solomon Britto	Adjunct Assistant Professor	DBA, Doctor of Business Administration	PT	Data Science (DATA) courses
Edward Herranz	Adjunct Associate Professor	PhD, Computer Science	PT	Data Science (DATA) courses, ARIN 340,350,410,475,495
Firdu Batti	Adjunct Professor	PhD, Computer Science	PT	Data Science (DATA) courses, ARIN 340,350,410,475,495
Ron McFarland	Adjunct Professor	PhD, Computer Technology	PT	ARIN 320
Jeremy Bolton	Adjunct Professor	PhD, Computer Engineering	PT	Data Science (DATA) courses, ARIN 440, ARIN 460,
Prahlad Gopalakrishna	Adjunct Associate Professor	PhD, Biomedical Engineering	PT	Data Science (DATA) courses, ARIN 440, 450, 350
Chaojie Duan	Adjunct Professor	Doctor in Management	PT	Data Science (DATA) courses, ARIN 450, 350
Goran Trajkovski	Adjunct Associate Professor	PhD, Computer Science	PT	Data Science (DATA) courses, ARIN 310, 340, 350
Matthew Holmes	Adjunct Associate Professor	PhD in Electrical Engineering	PT	Data Science (DATA) courses,
Brian Holbert	Adjunct Professor	PhD Computer Science	PT	Data Science (DATA) courses, ARIN 310, 340,
Kimberly Chulis	Adjunct Associate Professor	PhD in Family and Consumer Sciences	PT	Data Science (DATA) courses, ARIN 310, 410
Domingo Genao	Adjunct Associate Professor	PhD in Technology Management	PT	Data Science (DATA) courses, ARIN 310, 350

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

Through Faculty Development, part of the university's Integrative Learning Design unit, UMGC supports its worldwide faculty by providing quality professional development programs and services that are accessible, responsive, comprehensive, and innovative. UMGC provides frequent faculty development workshops and webinars focused on effective online pedagogy, including topics such as providing effective feedback; scaffolding student learning; digital literacy; academic integrity; classroom assessment techniques; accessibility; and diversity, equity, and inclusion in the classroom.

UMGC is committed to providing pedagogy training in support of student learning throughout the faculty life cycle with the institution. FACDEV 411, New Faculty Academic Orientation, is a required two-week, facilitated online class that is designed to welcome new faculty to UMGC and provide information about UMGC's history, mission, values, and students, while preparing faculty to teach online. It is taught by experienced UMGC adjunct faculty. The course covers the history of UMGC, pedagogy of adult learning, facilitating online learning, accessibility, and providing additional support and resources for students through UMGC's Library, Effective Writing Center, Office of Academic Integrity & Accountability, and Office of Accessibility Services.

b) The learning management system

UMGC provides multiple touchpoints to ensure faculty have a thorough orientation to and continued education about our learning management system, Desire2Learn (D2L). Building on the topics and materials provided in FACDEV 411, UMGC offers online faculty workshops on topics such as grading and coaching strategies; the integration of audio and video feedback to students; gradebook setup and rubrics; crafting powerful online introductions; and open education resources (OERs) used in the classroom.

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

In addition to the strategies outlined above, UMGC has recognized the need to equip faculty more comprehensively with knowledge and skills to help increase classroom engagement and support student learning, satisfaction, and retention. In 2021, UMGC launched an additional two-week facilitated training course, FACDEV 112, Coaching Learning and Academic Success Strategies. This course focuses on the development of faculty coaching skills to create an active and motivating presence in the online classroom and to establish helpful and supportive relationships with students, leading to persistence and academic success. To date, over 2,000 UMGC faculty have completed this course.

This addition to UMGC's training catalog is designed to help reduce the distance between faculty and students inherent in online courses. Developed and taught by UMGC faculty, FACDEV 112 emphasizes specific strategies for facilitating consistent and meaningful faculty-student interactions and provides guidance for implementing personalized and actionable academic coaching and feedback.

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 UMGC Library relies on distributed technology as its primary mechanism to provide online access to resources and services to UMGC's widely dispersed adult student population. Library services to all UMGC students, faculty, and staff worldwide include 24/7 reference via live chat and document delivery for materials not otherwise available in the library databases. UMGC's expanding collection of over 75,000 electronic books (e-books) has significantly increased the ability to meet the academic needs of UMGC's global population.

The UMGC Library provides research assistance in developing search strategies, selecting relevant databases, and evaluating and citing sources in a variety of formats, including online webinars offered globally. A discovery tool allows simultaneously searching of scholarly articles, books, and other research resources via a single search engine of most of the databases to which the UMGC Library subscribes. Resources on the UMGC Library website provide a listing of resource guides for academic subject areas and topics, including relevant databases, websites, books, and other resources along with technical and citation assistance.

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

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

The BS in Artificial Intelligence will be offered fully online using the university's distance education platform. Select courses may be taught in a hybrid format at locations where UMGC offers classroom instruction, including regional higher education centers, military bases, and overseas in Europe and Asia. Existing resources related to facilities, infrastructure, and equipment are adequate to meet the program's needs.

- 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**

UMGC has an internal email network that provides all students and faculty with consistent email domains, @student.umgc.edu and @faculty.umgc.edu, respectively. Students are encouraged but not limited to using this email address in all communications with the university. Faculty are required to use their UMGC address for teaching and all official UMGC communications.

UMGC's learning management system is Desire2Learn (D2L); the internal adaptation is called LEO. All UMGC classes are taught using this system and all students with appropriate technology and online access (referenced in Section G8) have access to this system through their learning portal.

Support is available for students and faculty through a 24/7 Help Desk and a large variety of online resources on UMGC's website.

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.**

As shown in Table 11 below, the BS in Artificial Intelligence is expected to be self-supporting from inception. No new General Funds are required for this program's implementation. If necessary, resources will be reallocated internally within the department during the first year.

The credit hour tuition rate listed is a weighted average of the in-state, out-of-state, and military undergraduate tuition rates based on the anticipated makeup of the student cohorts. Consistent with UMGC's demographics and student enrollment patterns, Table 11 assumes that all students will be enrolled part-time, completing an average of 14 credits per year. Enrollment and revenue projections are based on new students entering the program.

Table 11: 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)	\$796,495	\$2,486,620	\$4,142,036	\$5,402,627	\$6,460,060
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	155	483	804	1,049	1,254
e. Credit Hour Rate	\$368	\$368	\$368	\$368	\$368
f. Annual Credit Hour Rate	14.0	14.0	14.0	14.0	14.0
g. Total PIT Revenue (d x e x f)	\$796,495	\$2,486,620	\$4,142,036	\$5,402,627	\$6,460,060
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0

TOTAL (Add 1 - 4)	\$796,495	\$2,486,620	\$4,142,036	\$5,402,627	\$6,460,060
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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.

UMGC’s existing base of FTE faculty and administrative and support staff will support and serve the program. The faculty category in Table 12 includes 2 full-time Collegiate Faculty. Adjunct faculty will teach the remaining scheduled courses, with 1 FTE = 30 adjunct-taught credit hours. The adjunct per credit hour rate is calculated at \$1,202 per credit, the rate for an associate professor with a terminal degree at longevity Step 1 in UMGC’s adjunct faculty pay scale. This is the median rate for faculty anticipated to be in the pool of faculty eligible to teach courses in the program.

The administrative staff category includes an Academic Portfolio Director who will support this program, while the support staff category factors in support from academic program specialists and dean’s office staff. Salaries are shown with benefits at current standard rates of 37% for full-time faculty and administrative staff and 8% for adjunct faculty.

Technology services in Row 4 include UMGC’s LMS platform licensing, student information system, student relationship management system, and student software and support, at a rate of \$6.20/student credit hour. No new library services (5), or new or renovated physical space (6) will be needed for this program. Other expenses (Row 7) in year 1 include \$183,238 of course development and maintenance to create the new program. The remaining expenses in row 7 include admissions, advising and student support services, and marketing and advertising, proportional to the number of credit hours anticipated to be earned by students in the program each year.

Table 12: Program Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$263,005	\$525,934	\$821,199	\$1,036,74	\$1,182,51
a. Number of FTE	3.47	9.92	16.90	21.68	24.60
b. Total Salary	\$212,307	\$454,823	\$727,252	\$925,838	\$1,059,78
c. Total Benefits	\$50,698	\$71,111	\$93,947	\$110,907	\$122,728
2. Admin. Staff (b + c below)	\$99,456	\$102,439	\$105,51	\$108,678	\$111,938
a. Number of FTE	0.40	0.40	0.40	0.40	0.40
b. Total Salary	\$72,595	\$74,773	\$77,016	\$79,327	\$81,707
c. Total Benefits	\$26,860	\$27,666	\$28,496	\$29,351	\$30,231
3. Support Staff (b + c below)	\$112,254	\$115,621	\$119,090	\$122,663	\$126,343
a. Number of FTE	0.61	0.61	0.61	0.61	0.61

b. Total Salary	\$81,937	\$84,395	\$86,927	\$89,535	\$92,221
c. Total Benefits	\$30,317	\$31,226	\$32,163	\$33,128	\$34,122
4. Technical Support and Equipment	\$13,453	\$41,999	\$69,960	\$91,251	\$109,112
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$271,000	\$1,223,14	\$2,505,32	\$3,430,28	\$4,040,00
TOTAL (Add 1 - 7)	\$759,168	\$2,009,14	\$3,621,08	\$4,789,61	\$5,569,91

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.

UMGC has developed an annual program review process that includes assessment of student learning, as described earlier, along with non-direct measures of student learning including course evaluations, retention and graduation rates, and program surveys administered in all capstone courses. As part of this process, external data are collected, including enrollment in related programs at other institutions and employment trends in relevant labor markets. UMGC’s mission for career relevant education requires that the curriculum and program learning goals are maintained in the context of changing needs in labor markets and required skills for graduates.

As part of UMGC’s annual program review, courses within the program portfolio are evaluated for course health. This includes student success rates within each course and course reenrollment rates (i.e., how many students in the course reenroll at the university in the following term). In addition, student course evaluations are administered every term for every course. Data are aggregated in academic dashboards at the course level to let program leaders and faculty evaluate the course curriculum's effectiveness and delivery. When a course is scheduled for revision, all adjunct faculty teaching the course are surveyed to provide input to the faculty and instructional designers revising the course.

Full-time faculty are reviewed at least every two years. Adjunct faculty are reviewed on a course-by-course/term basis. Student course evaluations allow all faculty to receive quantitative and qualitative feedback on their teaching.

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.

UMGC’s faculty, academic administrators, and Office of Academic Quality collaborate to implement assessment activities, monitor ongoing developments, review results, and make appropriate curricular or other modifications. Annually, student performance across learning demonstrations is evaluated to determine where improvements may be required. Academic Portfolio Directors and Collegiate Faculty visit online classrooms regularly to track faculty performance and take any necessary corrective actions proactively. Class observations are documented and used in subsequent faculty staffing decisions.

Changes are also made to the curriculum and/or student support models, as needed. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness. Regular academic program reviews consider all factors related to academic quality, curriculum currency and relevance, student support, and adequacy of program infrastructure and resources. These processes all support a continuous cycle of improvement.

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.**

UMGC seeks to reflect the diversity of the global communities we serve. Cultural differences are recognized, valued, and considered essential to the educational process. Our welcoming of diverse perspectives differentiates us and drives innovation. UMGC provides an academic environment in which diversity is not only articulated as one of the institutional core values, but it is reflected in the university’s ethnically and racially diverse student body, faculty, and staff and our proven record of providing higher education access to underrepresented students. UMGC’s Integrative Learning Design unit and Office of Diversity and Equity collaborate to ensure a robustly inclusive curriculum that is built around UMGC’s focus on project-, scenario-, and problem-based learning, which have been found to be the most effective learning approaches for adult students. The Integrative Learning Design team is trained and proficient in Universal Design for Learning and provides leadership on matters of inclusive design for all learning experiences, courses, and programs at UMGC.

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.**

UMGC is approved to offer distance education by the Middle States Commission on Higher Education (MSCHE) and maintains compliance with COMAR 13B.02.03.22. UMGC’s approval to offer distance education as an alternative delivery method is included within its scope of institutional accreditation, as evidenced in the university’s MSCHE [Statement of Accreditation Status](#). Further, UMGC has been an approved institutional participant in the State Authorization Reciprocity Agreement (SARA) since 2016 and is authorized to offer distance education in all SARA states. Among its many recognitions, UMGC has received five Sloan Consortium (now Online Learning Consortium) Excellence Awards for online program quality and three IMS Global Learning Consortium awards for technology integration in the classroom environment.

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

UMGC was an early provider of off-campus educational opportunities for students and one of the first universities in Maryland to develop fully online courses and programs. UMGC has been a leader among public institutions in providing quality and affordable online education and has been providing distance education to the nation's service members and their families, residents of the State of Maryland, and those who live outside of Maryland for more than 75 years. Additionally, UMGC's Europe and Asia divisions offer hybrid and onsite classes to fulfill DOD contract requirements and meet the needs of military-affiliated learners overseas. Stateside, all onsite classes, except an occasional accelerated offering, are offered in hybrid format, blending onsite and online delivery.

UMGC's distance education offerings are in full compliance with [C-RAC's 2011 Guidelines](#).

Appendix A
Degree Maps (See below)



MC ASSOCIATE OF SCIENCE IN DATA SCIENCE

UMGC BACHELOR OF SCIENCE IN ARTIFICIAL INTELLIGENCE APPLICATIONS TRACK

Students transferring from MC with a conferred Associate of Arts or Associate of Science degree will have the General Education Requirement (Gen Ed) block of courses met at UMGC (A.A.S. degrees not included). See community college advisor for course sequencing.

[UMGC Maryland Community College Alliances](#)
Degree requirements may change based on date of initial enrollment at UMGC.

CREDITS	MONTGOMERY COLLEGE Requirements for Associate's Degree	UNIVERSITY OF MARYLAND GLOBAL CAMPUS Requirements for Bachelor's Degree
3	ENGL 101 <u>or</u> ENGL 101A recom'd elective [^]	WRTG elective (Gen Ed Communications)
4	MATH 181 recom'd Program elective	MATH 140 (Gen Ed Mathematics)
3	PSYC 100 Gen Ed requirement	PSYC 100 (Gen Ed Behavioral & Social Science)
3	COMM 108 <u>or</u> COMM 112 Gen Ed requirement	SPCH 100 or SPCH elective (Gen Ed Communications)
3	MATH 117 or MATH 217 Program requirement	STAT 200 (elective)
3	ENGL 102 <u>or</u> ENGL 103 recom'd Gen Ed requirement	WRTG 112 (Gen Ed Communications ; must be completed with C- or better)
3	PHIL 140 Gen Ed requirement	PHIL 100 (Gen Ed Arts & Humanities)
3	GEOG 130 Gen Ed requirement	GEOG 110 (Gen Ed Behavioral & Social Science)
3	DATA 101 Program requirement	♦ DATA 320* (required for the major)
3	DATA 110 Program requirement	DATA 200 (Gen Ed Computing)
4	Natural Sciences Distribution w/ Lab Gen Ed requirement ^{††}	Gen Ed Biological & Physical Lab Science
3	DATA 201 Program requirement	♦ DATA 300* (required for the major)
4	MATH 264 Program requirement [‡]	MATH 340* (elective)
4	Approved Program elective [‡]	Elective
3	Arts Distribution Gen Ed requirement	Gen Ed Arts & Humanities
4	Natural Sciences Distribution w/ Lab Gen Ed requirement ^{††}	Gen Ed Biological & Physical Science
4	DATA 205 Program requirement	♦ DATA 335* (required for the major)
3	Approved Program elective [‡]	Elective
60	Total Credits Transferred	Total Credits Transferred

REMAINING REQUIREMENTS FOR BACHELOR'S DEGREE	CREDITS
LIBS 150 Introduction to Research or any Gen Ed credit (to be fulfilled with 1 Gen Ed credit from MC)	--
PACE 111T Program and Career Exploration in Technology or any PACE 111	3
♦ ARIN 320 Artificial Intelligence Applications (required for the major; NEW COURSE)	3UL
Elective	3
♦ ARIN 310 Introduction to Artificial Intelligence (required for the major; NEW COURSE)	3UL
Elective	3
♦ ARIN 340 Generative AI (required for the major; NEW COURSE)	3UL
WRTG 393 Advanced Technical Writing or any upper-level writing (Gen Ed Communications)	3UL
♦ ARIN 350 Responsible AI or ARIN 450 Data Ethics (required for the major; NEW COURSE)	3UL
Elective	3
♦ ARIN 410 AI in the Enterprise (required for the major; NEW COURSE)	3UL
Elective	3
♦ DATA 330 or any upper-level content area course from any application area/discipline (required for the major)	3UL
Elective	3
♦ Any DATA/ARIN or any content area course from any application area/discipline (required for the major)	3
Elective	3
♦ Any DATA/ARIN or any content area course from any application area/discipline (required for the major)	3
Elective	3
♦ ARIN 475 Advanced AI Applications Topics (required for the major; NEW COURSE)	3UL
Elective	3
♦ ARIN 495 AI Capstone (required capstone for the major; NEW COURSE)	3UL
TOTAL CREDITS REMAINING AT UMGC	60

NOTES: Minimum of 120 credits, including 30 with UMGC of which at least 15 must be upper-level (courses numbered 300-499), are required for the bachelor's degree with a UMGC grade point average (GPA) of 2.0 (C) or higher / At least one-half of the credits within the major and minor must be comprised of: a. traditional college courses earning a grade (except for the CJLE major); b. UMGC resident coursework (except for the APTC, CJLE, and GECU majors, which require only the major capstone as UMGC resident credit) / No course within the major or minor below the grade of C (2.0) / UMGC does not accept grades below a C (2.0) in transfer from schools outside of the University System of Maryland and the Maryland community colleges (except WRITG 112 which must be completed with a grade of C- (1.67) or better from all schools) / Maximum of 70 transfer credits to UMGC from two-year or community colleges & maximum of 90 transfer credits from all sources combined (actual number of transfer credits dependent on meeting all UMGC bachelor's degree requirements) / ♦³ = Course in major at UMGC / •⁴ = Lower-level course meets content requirement of upper-level course but does not transfer as upper-level / ^{UL}5 = Upper-level course (numbered 300-499)

MONTGOMERY COLLEGE NOTES:

- ⁶ = ENGL 101/ENGL 101A, if needed for ENGL 102/ENGL 103, or elective. Please consult an advisor or transfer institution for assistance with course selection.
- ⁷ = Behavioral and Social Science Distribution (BSSD) courses must come from different disciplines.
- †⁸ = Many, but not all four-year institutions require MATH 150 or MATH 181 as a Mathematics foundation. Students should consult with an advisor regarding the requirements of transfer institutions.
- ††⁹ = Students should consult an advisor regarding the requirements of transfer institutions. For some institutions, MGMT 201 may be appropriate, for any (e.g., The Smith School at the University Maryland) any course will be more appropriate. If necessary, use as needed to fill the 60-credit requirement.
- ‡¹⁰ = Students must complete one Global or Cultural Perspectives designated course as part of their General Education Program to graduate

³ ♦ Course in major at UMGC

⁴ • Lower-level course meets content requirement of upper-level course but does not transfer as upper-level

⁵ ^{UL} Upper-level course (numbered 300-499)

⁶ ⁶ ENGL 101/ENGL 101A, if needed for ENGL 102/ENGL 103, or elective.

⁷ ⁷ Behavioral and Social Science Distribution (BSSD) courses must come from different disciplines.

⁸ † Many, but not all four-year institutions require MATH 150 or MATH 181 as a Mathematics foundation. Students should consult with an advisor regarding the requirements of transfer institutions.

⁹ †† Students should consult an advisor regarding the requirements of transfer institutions. For some institutions, MGMT 201 may be appropriate.

¹⁰ ‡ Students must complete one Global or Cultural Perspectives designated course as part of their General Education Program to graduate



MC ASSOCIATE OF SCIENCE IN DATA SCIENCE

UMGC BACHELOR OF SCIENCE IN ARTIFICIAL INTELLIGENCE DEVELOPER TRACK

Students transferring from MC with a conferred Associate of Arts or Associate of Science degree will have the General Education Requirement (Gen Ed) block of courses met at UMGC (A.A.S. degrees not included). See community college advisor for course sequencing.

[UMGC Maryland Community College Alliances](#)
Degree requirements may change based on date of initial enrollment at UMGC.

CREDITS	MONTGOMERY COLLEGE Requirements for Associate's Degree	UNIVERSITY OF MARYLAND GLOBAL CAMPUS Requirements for Bachelor's Degree
3	ENGL 101 <u>or</u> ENGL 101A recom'd elective [△]	WRTG elective (Gen Ed Communications)
4	MATH 181 recom'd Program elective	◆ MATH 140 (required for the major; should satisfy MATH 115 core req.)
3	PSYC 100 Gen Ed requirement	PSYC 100 (Gen Ed Behavioral & Social Science)
3	COMM 108 <u>or</u> COMM 112 Gen Ed requirement	SPCH 100 or SPCH elective (Gen Ed Communications)
3	MATH 117 or MATH 217 Program requirement	STAT 200 (Gen Ed Mathematics)
3	ENGL 102 <u>or</u> ENGL 103 recom'd Gen Ed requirement	WRTG 112 (Gen Ed Communications; must be completed with C- or better)
3	PHIL 140 Gen Ed requirement	PHIL 100 (Gen Ed Arts & Humanities)
3	GEOG 130 Gen Ed requirement	GEOG 110 (Gen Ed Behavioral & Social Science)
3	DATA 101 Program requirement	DATA 320* (required for the major)
3	DATA 110 Program requirement	DATA 200 (Gen Ed Computing)
4	Natural Sciences Distribution w/ Lab Gen Ed requirement ^{††}	Gen Ed Biological & Physical Lab Science
3	DATA 201 Program requirement	◆ DATA 300* (required for the major)
4	MATH 264 Program requirement [‡]	MATH 340* (elective)
4	Program elective [‡]	Elective
3	Arts Distribution Gen Ed requirement	Gen Ed Arts & Humanities
4	Natural Sciences Distribution w/ Lab Gen Ed requirement ^{††}	Gen Ed Biological & Physical Science
4	DATA 205 Program requirement	DATA 335* (elective)
3	Program elective [‡]	GEOG elective
60	Total Credits Transferred	Total Credits Transferred

REMAINING REQUIREMENTS FOR BACHELOR'S DEGREE	CREDITS
LIBS 150 Introduction to Research or any Gen Ed credit (to be fulfilled with 1 Gen Ed credit from MC)	--
PACE 111T Program and Career Exploration in Technology or any PACE 111	3
◆ ARIN 310 Introduction to Artificial Intelligence (required for the major; NEW COURSE)	3UL
Elective	3
◆ ARIN 320 Artificial Intelligence Applications (required for the major; NEW COURSE)	3UL
Elective	3
◆ ARIN 340 Generative AI (required for the major; NEW COURSE)	3UL
WRTG 393 Advanced Technical Writing or any upper-level writing (Gen Ed Communications)	3UL
◆ ARIN 350 Responsible AI or ARIN 450 Data Ethics (required for the major; NEW COURSE)	3UL
Elective	3
◆ ARIN 410 AI in the Enterprise (required for the major; NEW COURSE)	3UL
◆ DATA 230 Mathematics for Data Science (required for the major)	3
Elective	3
◆ DATA 430 Foundations of Machine Learning (required for the major)	3UL
Elective	3
◆ ARIN 440 Advanced Machine Learning (required for the major, PREVIOUSLY DATA 440)	3UL
◆ ARIN 460 Artificial Intelligence Solutions (required for the major, PREVIOUSLY DATA 460)	3UL
Elective	3
◆ ARIN 470 Advanced AI Developer Topics (required for the major; NEW COURSE)	3UL
Elective	3
◆ ARIN 495 AI Capstone (required capstone for the major; NEW COURSE)	3UL
TOTAL CREDITS REMAINING AT UMGC	60

NOTES: Minimum of 120 credits, including 30 with UMGC of which at least 15 must be upper-level (courses numbered 300-499), are required for the bachelor's degree with a UMGC grade point average (GPA) of 2.0 (C) or higher / At least one-half of the credits within the major and minor must be comprised of: a. traditional college courses earning a grade (except for the CJLE major); b. UMGC resident coursework (except for the APTC, CJLE, and GECU majors, which require only the major capstone as UMGC resident credit) / No course within the major or minor below the grade of C (2.0) / UMGC does not accept grades below a C (2.0) in transfer from schools outside of the University System of Maryland and the Maryland community colleges (except WRITG 112 which must be completed with a grade of C- (1.67) or better from all schools) / Maximum of 70 transfer credits to UMGC from two-year or community colleges & maximum of 90 transfer credits from all sources combined (actual number of transfer credits dependent on meeting all UMGC bachelor's degree requirements) / ♦¹¹ = Course in major at UMGC / *¹² = Lower-level course meets content requirement of upper-level course but does not transfer as upper-level / ^{UL}¹³ = Upper-level course (numbered 300-499)

MONTGOMERY COLLEGE NOTES:

- ^{^^}¹⁴ = ENGL 101/ENGL 101A, if needed for ENGL 102/ENGL 103, or elective. Please consult an advisor or transfer institution for assistance with course selection.
- ^{^^^}¹⁵ = Behavioral and Social Science Distribution (BSSD) courses must come from different disciplines.
- †¹⁶ = Many, but not all four-year institutions require MATH 150 or MATH 181 as a Mathematics foundation. Students should consult with an advisor regarding the requirements of transfer institutions.
- ††¹⁷ = Students should consult an advisor regarding the requirements of transfer institutions. For some institutions, MGMT 201 may be appropriate, for any (e.g., The Smith School at the University Maryland) any course will be more appropriate. If necessary, use as needed to fill the 60-credit requirement.
- ‡¹⁸ = Students must complete one Global or Cultural Perspectives designated course as part of their General Education Program to graduate

¹¹ ♦ Course in major at UMGC

¹² * Lower-level course meets content requirement of upper-level course but does not transfer as upper-level

¹³ UL Upper-level course (numbered 300-499)

¹⁴ ^^ ENGL 101/ENGL 101A, if needed for ENGL 102/ENGL 103, or elective.

¹⁵ ^^^ Behavioral and Social Science Distribution (BSSD) courses must come from different disciplines.

¹⁶ † Many, but not all four-year institutions require MATH 150 or MATH 181 as a Mathematics foundation. Students should consult with an advisor regarding the requirements of transfer institutions.

¹⁷ †† Students should consult an advisor regarding the requirements of transfer institutions. For some institutions, MGMT 201 may be appropriate.

¹⁸ ‡ Students must complete one Global or Cultural Perspectives designated course as part of their General Education Program to graduate.



PGCC ASSOCIATE OF SCIENCE IN COMPUTER SCIENCE

UMGC BACHELOR OF SCIENCE IN ARTIFICIAL INTELLIGENCE APPLICATIONS TRACK

Students transferring from PGCC with a conferred Associate of Arts or Associate of Science degree will have the General Education Requirement (Gen Ed) block of courses met at UMGC (A.A.S. degrees not included). See community college advisor for course sequencing.

[UMGC Maryland Community College Alliances](#)
Degree requirements may change based on date of initial enrollment at UMGC.

CREDITS	PRINCE GEORGE'S COMMUNITY COLLEGE Requirements for Associate's Degree	UNIVERSITY OF MARYLAND GLOBAL CAMPUS Requirements for Bachelor's Degree
3	EGL 1010 Gen Ed requirement	WRIT 112 (Gen Ed Communications; must be completed with C- or better)
3	INT 1111 Program requirement	CMSC 105 (Gen Ed Computing)
4	MAT 2410 Gen Ed requirement	MATH 140 (Gen Ed Mathematics)
3	SOC 1010 Gen Ed requirement	SOCY 100 (Gen Ed Behavioral & Social Science)
1	PAS 1000 Institutional requirement	Elective
3	INT 2200 Program requirement	CMSC 115 (Any DATA/ARIN or content area course from any application area/discipline)
4	MAT 2420 Program requirement	MATH 141 (elective)
3	NTR 1010 Gen Ed requirement	NUTR 100 (Gen Ed Biological & Physical Science)
3	EGL 1340 Gen Ed requirement	WRIT 293 (Gen Ed Communications)
3	PHL 1090 Gen Ed requirement	PHIL 170 (Gen Ed Arts & Humanities)
4	INT 2210 Program requirement	CMSC 215 (Any DATA/ARIN or content area course from any application area/discipline)
4	MAT 2430 Program requirement	MATH 241 (elective)
3	PHL 1330 Gen Ed requirement	PHIL 140 (Gen Ed Arts & Humanities)
3	PSY 1010 Gen Ed requirement	PSYC 100 (Gen Ed Behavioral & Social Science)
4	INT 2220 Program requirement	CMSC 315* (elective)
3	INT 2050 Program requirement	CMSC elective (Gen Ed Communications to honor Gen Ed block)
2	Program elective	Elective
3	Program elective	Elective
4	PHY 1010 Gen Ed requirement	PHYS 121 (Gen Ed Biological & Physical Lab Science)
60	Total Credits Transferred	Total Credits Transferred

REMAINING REQUIREMENTS FOR BACHELOR'S DEGREE	CREDITS
LIBS 150 Introduction to Research or any Gen Ed credit (to be fulfilled with 1 Gen Ed credit from PGCC)	--
PACE 111T Program and Career Exploration in Technology or other PACE 111	3
◆ ARIN 310 Introduction to Artificial Intelligence (required for the major; NEW COURSE)	3UL
◆ ARIN 320 Artificial Intelligence Application (required for the major; NEW COURSE)	3UL
Elective	3
◆ ARIN 340 Generative AI (required for the major; NEW COURSE)	3UL
◆ ARIN 350 Responsible AI (required for the major; NEW COURSE)	3UL
Elective	3
◆ ARIN 410 AI in the Enterprise (required for the major; NEW COURSE)	3UL
◆ DATA 300 or any upper-level content area course from any application area/discipline	3UL
WRIT 393 Advanced Technical Writing or other upper-level writing (Gen Ed Communications)	3UL
◆ DATA 320 Introduction to Data Analytics (required for the major)	3UL
◆ DATA 335 Data Visualization (required for the major)	3UL
Elective	3
◆ DATA 330 or any upper-level content area course from any application area/discipline (required for the major)	3UL
Elective	3
Elective	3
Elective	3
◆ ARIN 475 Advanced AI Applications Topics (required for the major; NEW COURSE)	3UL
Elective	3
◆ ARIN 495 AI Capstone (required capstone for the major; NEW COURSE)	3UL
TOTAL CREDITS REMAINING AT UMGC	60

NOTES: Minimum of 120 credits, including 30 with UMGC of which at least 15 must be upper-level (courses numbered 300-499), are required for the bachelor's degree with a UMGC grade point average (GPA) of 2.0 (C) or higher / At least one-half of the credits within the major and minor must be comprised of: a. traditional college courses earning a grade (except for the CJLE major); b. UMGC resident coursework (except for the APTC, CJLE, and GECU majors, which require only the major capstone as UMGC resident credit) / No course within the major or minor below the grade of C (2.0) / UMGC does not accept grades below a C (2.0) in transfer from schools outside of the University System of Maryland and the Maryland community colleges (except WRITG 112 which must be completed with a grade of C- (1.67) or better from all schools) / Maximum of 70 transfer credits to UMGC from two-year or community colleges & maximum of 90 transfer credits from all sources combined (actual number of transfer credits dependent on meeting all UMGC bachelor's degree requirements) / ♦¹⁹ = Course in major at UMGC / *²⁰ = Lower-level course meets content requirement of upper-level course but does not transfer as upper-level / ^{UL}²¹ = Upper-level course (numbered 300-499)

¹⁹ ♦ Course in major at UMGC

²⁰ * Lower-level course meets content requirement of upper-level course but does not transfer as upper-level

²¹ UL Upper-level course (numbered 300-499)



PGCC ASSOCIATE OF SCIENCE IN COMPUTER SCIENCE

UMGC BACHELOR OF SCIENCE IN ARTIFICIAL INTELLIGENCE DEVELOPER TRACK

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[UMGC Maryland Community College Alliances](#)
Degree requirements may change based on date of initial enrollment at UMGC.

CREDITS	PRINCE GEORGE'S COMMUNITY COLLEGE Requirements for Associate's Degree	UNIVERSITY OF MARYLAND GLOBAL CAMPUS Requirements for Bachelor's Degree
3	EGL 1010 Gen Ed requirement	WR TG 112 (Gen Ed Communications ; must be completed with C- or better)
3	INT 1111 Program requirement	CMSC 105 (Gen Ed Computing)
4	MAT 2410 Gen Ed requirement	◆ MATH 140 (required for the major; should satisfy MATH 115 core req.)
3	SOC 1010 Gen Ed requirement	SOCY 100 (Gen Ed Behavioral & Social Science)
1	PAS 1000 Institutional requirement	Elective
3	INT 2200 Program requirement	CMSC 115 (elective)
4	MAT 2420 Program requirement	MATH 141 (elective)
3	NTR 1010 Gen Ed requirement	NUTR 100 (Gen Ed Biological & Physical Science)
3	EGL 1340 Gen Ed requirement	WR TG 293 (Gen Ed Communications)
3	PHL 1090 Gen Ed requirement	PHIL 170 (Gen Ed Arts & Humanities)
4	INT 2210 Program requirement	CMSC 215 (elective)
4	MAT 2430 Program requirement	MATH 241 (elective)
3	PHL 1330 Gen Ed requirement	PHIL 140 (Gen Ed Arts & Humanities)
3	PSY 1010 Gen Ed requirement	PSYC 100 (Gen Ed Behavioral & Social Science)
4	INT 2220 Program requirement	CMSC 315* (elective)
3	INT 2050 Program requirement	CMSC elective (Gen Ed Communications to honor Gen Ed block)
2	Program elective	Elective
3	INT 2260 recom'd Program elective	Elective
4	PHY 1010 Gen Ed requirement	PHYS 121 (Gen Ed Biological & Physical Lab Science)
60	Total Credits Transferred	Total Credits Transferred

REMAINING REQUIREMENTS FOR BACHELOR'S DEGREE	CREDITS
LIBS 150 Introduction to Research or any Gen Ed credit (to be fulfilled with 1 Gen Ed credit from PGCC)	--
PACE 111T Program and Career Exploration in Technology or any PACE 111	3
◆ ARIN 310 Introduction to Artificial Intelligence (required for the major; NEW COURSE)	3UL
◆ ARIN 320 Artificial Intelligence Application (required for the major; NEW COURSE)	3UL
Elective	3
◆ ARIN 340 Generative AI (required for the major; NEW COURSE)	3UL
◆ ARIN 350 Responsible AI (required for the major; NEW COURSE)	3UL
Elective	3
◆ ARIN 410 AI in the Enterprise (required for the major; NEW COURSE)	3UL
◆ DATA 300 or any upper-level content area course from any application area/discipline	3UL
WR TG 393 Advanced Technical Writing or any upper-level writing (Gen Ed Communications)	3UL
Elective	3
◆ DATA 230 - Mathematics for Data Science (required for the major)	3UL
◆ DATA 430 - Foundations of Machine Learning (required for the major)	3UL
Elective	3
◆ ARIN 440 - Advanced Machine Learning (required for the major, PREVIOUSLY DATA 440)	3UL
◆ ARIN 460 - Artificial Intelligence Solutions (required for the major, PREVIOUSLY DATA 460)	3UL
Elective	3
◆ ARIN 470 - Advanced AI Developer Topics (required for the major; NEW COURSE)	3UL
Elective	3
◆ ARIN 495 - AI Capstone (required capstone for the major; NEW COURSE)	3UL
TOTAL CREDITS REMAINING AT UMGC	60

NOTES: Minimum of 120 credits, including 30 with UMGC of which at least 15 must be upper-level (courses numbered 300-499), are required for the bachelor's degree with a UMGC grade point average (GPA) of 2.0 (C) or higher / At least one-half of the credits within the major and minor must be comprised of: a. traditional college courses earning a grade (except for the CJ LE major); b. UMGC resident coursework (except for the APTC, CJ LE, and GECU majors, which require only the major capstone as UMGC resident credit) / No course within the major or minor below the grade of C (2.0) / UMGC does not accept grades below a C (2.0) in transfer from schools outside of the University System of Maryland and the Maryland community colleges (except WRITG 112 which must be completed with a grade of C- (1.67) or better from all schools) / Maximum of 70 transfer credits to UMGC from two-year or community colleges & maximum of 90 transfer credits from all sources combined (actual number of transfer credits dependent on meeting all UMGC bachelor's degree requirements) / ♦²² = Course in major at UMGC / *²³ = Lower-level course meets content requirement of upper-level course but does not transfer as upper-level / ^{UL}²⁴ = Upper-level course (numbered 300-499)

²² ♦ Course in major at UMGC

²³ * Lower-level course meets content requirement of upper-level course but does not transfer as upper-level

²⁴ UL Upper-level course (numbered 300-499)

Appendix B
Full-Time Faculty and Library Waiver



90-211,001

cc: LEL
Bob S

Robert L. Ehrlich, Jr.
Governor
Michael S. Steele
Lt. Governor
John J. Oliver, Jr.
Chairman
Calvin W. Burnett
Secretary of Higher Education

MEMORANDUM

DATE: January 6, 2005
TO: Dr. Nicholas H. Allen
Provost and Chief Academic Officer, UMUC
FROM: Michael J. Kiphart, Ph.D. *MAK*
Assistant Secretary for Planning and Academic Affairs
SUBJECT: UMUC Waiver of Full-Time Faculty and Library/Learning Resources Center

Office of the Provost
UMUC
JAN 10 2005

According to our records, UMUC's request for a waiver of full-time faculty and library/learning resource center went before the Education Policy Committee on January 16, 1996. The Education Policy Committee **approved for the University a waiver of the definition of full-time faculty and library/learning resource center as provided for in the Commission's *Minimum Requirements for Degree-Granting Institutions*, and further, that the Commission instruct the Secretary of Higher Education to review the University at regular intervals to assure that the University was in compliance with the applicable provisions of the waiver to the minimum requirements.**

On February 15, 1996, the matter went before the Commission and an **amended recommendation was approved. The Commission approved for the University a waiver of the requirements for total credit hours taught by full-time faculty and for a waiver of the requirements for a minimum library collection for the Library/Learning Resource Center as provided for in the Commission's *Minimum Requirements for Degree-Granting Institutions*.** Further, the Commission instructed the Secretary of Higher Education to **review the University at regular intervals to assure that the University was in compliance with the applicable provisions of the waiver to the minimum requirements.** The Commission also approved a recommendation that the Faculty Advisory Council and Student Advisory Council recommendations be referred to the University of Maryland System Board of Regents.

Enclosed are documents supporting the approval of the waiver. Should you require additional assistance, please contact David Sumler, Director of Academic Affairs – Planning and Policy, at 410-260-4533 or dsumler@mhec.state.md.us.

MJK:aaw
Enclosures

MARYLAND HIGHER EDUCATION COMMISSION
839 Bestgate Rd. • Suite 400 • Annapolis, MD 21401-3013
T 410.260.4500 • B00.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 • www.mhec.state.md.us

83



cc: in files

Forwarded memo
for appropriate
action
via
Conn. & Ed
Pekin

Mr. Lance W. Billingsley, Esq.
Chairman, Board of Regents
University of Maryland System
3300 Metzgeroff Road
Adelphi, MD 20783

April 23, 1996

RECEIVED
APR 30 1996
By VCAA

Paris H. Glendening
Governor
Edward O. Clarke, Jr.
Chairman
Patricia S. Florestano
Secretary of
Higher Education

RECEIVED

APR 29 1996

OFFICE OF THE CHANCELLOR
THE UNIVERSITY OF MARYLAND
SYSTEM

Dear Mr. Billingsley:

At its February 15, 1996 meeting, the Maryland Higher Education Commission considered a request by University of Maryland University College for a waiver of the Commission's minimum requirements in the area of full-time faculty and library resources. The Commission has granted the waiver.

In the discussion of the waiver and related issues, both the Faculty Advisory Council and the Student Advisory Council to the Commission raised issues which the Commission felt were more appropriately addressed by the University of Maryland's governing board. Therefore, I am forwarding to you the resolutions submitted to the Commission by these two advisory councils, in addition to the relevant materials considered by the Commission in granting the waivers.

Consistent with the final recommendations of the Commission on this matter, I would appreciate a review of these issues by the Board of Regents. I would also appreciate receiving the results of that review when it is completed. Since the academic year is coming to a close, I realize that any reaction on the part of the Board of Regents may be delayed until next fall. In light of that schedule, could you please supply the Commission with the Board of Regents' position by November 1, 1996.

Sincerely,
Edward O. Clarke, Jr.
Edward O. Clarke, Jr.
Chairman

EOC:PSP:JAS:ds

Enclosures

cc: Dr. Patricia S. Florestano
Dr. Donald N. Langenberg

13 Francis St., Annapolis, MD 21401-1781 | (410) 974-2971 | FAX (410) 974-3513
TTY for the Deaf: (800) 735-2258



TOPIC: University of Maryland Global Campus (UMGC) Bachelor of Science (BS) in Sustainable Value Chain

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: September 3, 2024

SUMMARY: UMGC’s proposed major in Sustainable Valuable Chain is 33 credits (11 courses). The major is comprised of eight required courses, including a capstone, and three elective courses that allow students to focus on a field that appeals to their professional goals and interests. The required courses cover topics including sustainability management, quality in the value chain, process improvement, project management, data analytics, data visualization, and marketing customer relationships. Electives can be chosen from offerings in adjacent programs and include courses in business analytics, environmental systems, marketing, project management, and supply chain. In addition to the 11 major courses, students must also take general education courses, and other electives to complete the 120-credit Bachelor of Science degree.

Among other outcomes, the program will prepare students to assess the value chain of a business entity for operational effectiveness and sustainability; employ appropriate statistical techniques to enhance production processes and systems; and propose and recommend actions to improve the functional aspects of the value chain including marketing, operations, and quality management. Students will gain valuable skills and experience that will enable them to conduct and present a strategic analysis of an organization's value chain; analyze processes, technologies, and communications to improve customer relationship management; and recommend enhancements to systems and technologies involving procurement, inventory management, and logistics.

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 and Safety Committee recommend that the Board of Regents approve the UMGC proposal to offer the BS in Sustainable Value Chain.

COMMITTEE RECOMMENDATION: DATE: September 3, 2024

BOARD ACTION: DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992 awrynn@usmd.edu



**UNIVERSITY OF MARYLAND
GLOBAL CAMPUS**

OFFICE OF THE CHIEF ACADEMIC OFFICER

August 15, 2024

Jay A. Perman, MD
Chancellor
University System of Maryland
3300 Metzert Road
Adelphi, MD 20783

Dear Chancellor Perman:

On behalf of the University of Maryland Global Campus (UMGC), this letter serves as an official request for a new Bachelor of Science in Sustainable Value Chain (HEGIS: 4999.XX; CIP: 52.1301). In accordance with COMAR 13B.02.03, the following proposal is submitted for your review.

We appreciate your review of this request and look forward to implementing this new program in Fall 2025. If you have any questions or require additional information about this proposal, please contact me at blakely.pomietto@umgc.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "Blakely R. Pomietto".

Blakely R. Pomietto, EdD
Senior Vice President and Chief Academic Officer

CC: Candace Caraco, PhD, Associate Vice Chancellor for Academic Affairs, University System of Maryland

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland Global Campus

Institution Submitting Proposal

Sustainable Value Chain

Title of Proposed Program

Bachelor of Science

Fall 2025

Award to be Offered

Projected Implementation Date

4999.XX

52.1301

Proposed HEGIS Code

Proposed CIP Code

School of Business

Dr. Anna Seferian

Department in which program will be located

Department Contact

240-684-2400

anna.seferian.umgc.edu

Contact Phone Number

Contact E-Mail Address



August 14, 2024

Signature of President or Designee

Date

**Academic Program Proposal
University of Maryland Global Campus**

Request for a New Bachelor of Science in Sustainable Value Chain

The University of Maryland Global Campus (UMGC) is proposing a new online Bachelor of Science in Sustainable Value Chain. The proposed program is a highly interdisciplinary degree focused on the study of improving the interrelated elements of the value chain using sustainable approaches. Students in the program will develop and apply quantitative skills involving data and statistical analysis, management science, and quality management.

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.

Consistent with the institutional purpose as stipulated by State statute (Md. Education Code Ann. § 13-101(2013)1), the mission of UMGC is improving the lives of adult learners. UMGC will accomplish this by:

- (1) Operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world;
- (2) Providing our students with affordable, open access to valued, quality higher education; and
- (3) Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose and sharing our perspectives and expertise.

Each facet of UMGC's mission has direct bearing on the academic programs the university offers and how those programs are designed and delivered. By mission and state mandate, every aspect of the UMGC learner experience is designed from its origins for working-adult and military-affiliated students, providing a learning ecosystem that can be seamlessly accessed from anywhere in the world. The selection, training, and evaluation of faculty; success coach advising model; virtual classroom; academic resources; student support services; and the term and session structure are all deliberately derived from adult-learning science in distance and distributed modalities. In particular, the demographic profile of UMGC's students drives the design and delivery of our learning model. The average age of UMGC's undergraduate students is 31 years old, and 79% of these students work full-time. The average age of UMGC's graduate students is 37 years old, and 80% of these students work full-time. Further, 44% of all current UMGC students report having dependent children. For these students, their often-complicated life circumstances while pursuing higher education means they need and benefit most from the authentic online education that UMGC has delivered for more than two decades.

Authentic online education is fundamentally different from courses and programs originating at traditional institutions and taught remotely in the same way as face-to-face classes. Instead, authentic online education is a distinctive educational architecture intentionally designed for virtual teaching, learning, and assessment, with technology tools strategically deployed for engagement and outcomes, as well as wraparound services that provide support throughout the online student life cycle. These features set UMGC apart in the higher education landscape.

UMGC's strong relationship with the military community is part of our institutional history and identity. Currently, approximately two-thirds of our undergraduate students and one-third of our

graduate students are military affiliated, including active duty servicemembers, their families, and veterans. This dimension of UMGC's identity is a particular point of pride, beginning with the university first sending faculty overseas in 1949 to teach American soldiers on military installations in Europe. The relationship between UMGC and the military has continued to expand over the ensuing decades due to our intentional program design and delivery model that meets adult learners where they are, whether through asynchronous online courses or through innovative hybrid course delivery modes on military bases in Germany, Italy, Japan, Korea, Guam, Colorado, Virginia, and other military locations across the nation and around the world.

Today, UMGC holds competitively awarded contracts from the U.S. Department of Defense (DOD), under which we serve military servicemembers in Europe, Asia, and the Middle East, delivering specifically solicited programs of study identified by the DOD as responsive to the training, education, and upskilling needs of the military. UMGC is consistently recognized as one of the top military- and veteran-friendly schools in the country, with an unmatched expertise and established reputation as a preeminent provider of quality, affordable, career-relevant postsecondary education.

The BS in Sustainable Value Chain aligns with UMGC's mission to offer high quality, workplace-relevant academic programs that expand the range of credentials and career opportunities for working-adult and military-affiliated learners. The program provides a learner-focused experience based on leading-edge adult learning theory and curriculum design. This fully online, asynchronous program model offers flexibility for students who are seeking to refresh and reshape their career opportunities. Students have the chance to gain new knowledge and practice new skills as they progress through formative instruction. A detailed description of the proposed program requirements, curriculum, and coursework is included in Section G of this proposal.

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

As the public state and national leader in distance education, UMGC awards associate's, bachelor's, master's, and doctoral degrees, as well as undergraduate and graduate certificates. The university's academic inventory includes programs that are core to any public university, while UMGC's mission to serve adult students also results in a sustained academic emphasis on career-relevant and workforce-aligned programs.

UMGC's new [2024-2030 Strategic Plan](#) establishes priorities and strategies guiding the university to achieve its vision of becoming the learner-centric, data-driven, and skills-based school of choice for adults and businesses. This plan is rooted in foundational commitments reflecting UMGC's history and mission and establishes a series of strategic priorities that advance the university's vision and position us for the future. The five key priorities established in this plan are:

- 1) Market-responsive portfolio management that continuously adapts to learner and employer needs
- 2) A skills architecture that can be translated between educational and work experiences
- 3) Targeted expansion that strengthens and diversifies our learner population
- 4) A responsive, tailored, and seamless experience to maximize the success of our diverse learners
- 5) Intentional study of and investment in our people's needs

The proposed BS in Sustainable Value Chain contributes directly to two of the five priorities in UMGC's new strategic plan, utilizing "market-responsive portfolio management that continuously adapts to learner and employer needs" and employing "a skills architecture that can be translated

between educational and work experiences.” Successful portfolio management requires a focus on university-wide agility, effective resource utilization, and market-responsiveness, all of which were key considerations driving UMGC’s decision to develop this program. Further, the innovative curriculum in this program will provide opportunities for learners to develop core skills in domains such as operations management, project management, process improvement, data analysis, business operations, supply chain, marketing, procurement, continuous improvement, and customer relationship management. These skills are transferable to a broad range of careers and professional experiences.

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.)

Course development for the new program will be funded through a departmental budget allocation as part of the FY 2024-2025 budget process. The existing base of FTE faculty (full-time and adjunct), administrative staff, and support staff are sufficient to support the program's initial launch. Tables 11 and 12 in Section L provide additional details and narrative explanations for anticipated resources/revenues and expenditures during the first five years of the program.

4. Provide a description of the institution’s commitment to:

a) ongoing administrative, financial, and technical support of the proposed program

UMGC’s support services are designed to accommodate students’ access through entirely online and remote delivery. These services are, therefore, intentionally and thoughtfully built for complete online delivery rather than in the primarily face-to-face format that exists on traditional campuses. Support services include the following:

- Help@UMGC provides support services for the learning management system (online learning platform). UMGC’s learning management system is Desire2Learn (D2L); its internal adaptation is called LEO. A specialized technical support team for LEO questions and problems is available 24 hours a day, 7 days a week, 365 days a year. In addition, UMGC trains faculty to handle some LEO troubleshooting; publishes LEO FAQs; and provides chat, phone, and e-mail access to a Help Center.
- MyUMGC is a self-service portal that provides access to UMGC administrative functions and student records. UMGC has designed this portal to ensure that students around the world can complete administrative tasks and view their academic records at their convenience.
- The Integrative Learning Design unit within Academic Affairs provides instructional-design support and consultation to Help Desk staff and program leadership to optimize the learning environment across delivery modes and resolve challenges or obstacles students and faculty may encounter in online classrooms.
- Success Coaches and Military Education Coordinators are committed to partnering with students as they navigate their UMGC journey through thought provoking and supportive conversations, empowering students to make informed degree planned decisions, connecting them with the right resources at the right time, and celebrating the student’s successful milestones and educational goals.
- Students receive support in educational technology from UMGC’s Virtual Lab Assistants team. Team members are well-versed in the content of the courses they support and can quickly help a struggling student.
- The Effective Writing Center (EWC) offers many writing-related services to students, including resources for improving writing skills, citing and referencing resources, and

supporting research activities. The EWC is directly accessible through a link within each online classroom.

- Turnitin has been integrated directly into all online courses as a developmental tool for students to assist with achieving authenticity in their writing. TII's Draft Coach is another tool available to students to help with writing and citing skills.
- UMGC's Library is directly accessible through a link within each online classroom. UMGC's librarians help educate students in the use of library and information resources and services and develop and manage UMGC's extensive online library collection.
- First Term Experience provides high engagement, mentorship, and relevant content in first-term courses, including PACE (Program and Career Exploration), to propel students into their chosen academic programs.
- Free subject matter tutoring is available in select courses. Subject matter tutors can help define and explain concepts, clarify examples from course content, and guide students toward understanding a particular topic. Students can connect with a subject matter tutor by accessing a link in their online classroom. Students can choose to connect at once or schedule a meeting with a tutor at another time. Group sessions are scheduled for certain subject areas, and every student has access to tutoring for Reading Comprehension and Technology skills.
- The Office of Accessibility Services arranges accommodations for students with medical conditions protected under the Americans with Disabilities Act. Students can register with this office via an online form and work with staff to receive appropriate accommodations for their courses.
- Free, anonymous mental health support is offered to students via an online peer-to-peer support service, a 24/7 wellness line supported by licensed clinicians, and a self-service online provider directory.
- Student Engagement and Programming offers students a chance to connect virtually via UMGC's various [clubs and organizations](#) (co-curricular clubs, honor societies, and affinity groups). All official student clubs have a faculty advisor to support student leaders. These groups provide professional growth opportunities, leadership development, and academic recognition. Additionally, students have the opportunity to connect with global peers with a newly acquired online social platform called GetSet.
- UMGC is invested in helping students who are facing other challenges in life that impact finances and basic needs. For example, the [SAFER Program](#) offers emergency funding to students demonstrating distress. UMGC has identified a service for qualifying students to acquire free internet and a tablet through the [Public Wireless](#) program. We are continuously looking for ways to better serve our students and to connect them to resources that support equitable access.
- The Office of Career Services and its CareerQuest portal provide quality resources and services to assist students and alumni with their career planning and job search needs, including the Community Connect mentorship and InternPLUS programs. Career Services supports students transitioning from one career field to another or looking to advance in their current career, in addition to those entering the workforce for the first time.
- The Tuition Planning team provides students with all-inclusive consultative financial support for all UMGC payment methods, with a focus on comprehensive funding and tuition planning to help guide students from their first class to graduation.
- The Financial Aid Office helps students understand and navigate the process of applying for financial aid. Staff members have expertise with a variety of financial aid options, as UMGC students may be using employer assistance, military or veterans' benefits, or other aid that is more common among adult student populations.

- b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

Not applicable as this is a new program.

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

As an open-access institution, UMGC plays a pivotal role in meeting Maryland’s needs through making educational opportunities and choices available for all learners—including minority students, first generation students, and military-affiliated and working-adult students. In February 2023, UMGC was designated as a Minority Serving Institution by the U.S. Department of Education Office of Postsecondary Education. The university currently enrolls some 24,000 African American undergraduate and graduate students, 13,000 Hispanic/Latino students, 5,000 Asian students, and 15,000 students who self-identify as Native American, Hawaiian or Pacific Islander, Multiracial, or Other. Currently, more than 50% of all UMGC degrees and certificates are granted to minority students.

In UMGC’s School of Business, where the BS in Sustainable Value Chain will be housed, the average age of all undergraduate students is 32. Most (91%) of these students are enrolled at UMGC on a part-time basis. In AY 2022-2023, 59% of these students were military-affiliated, and 63% of these military-affiliated students were on active duty. Undergraduate students in the School of Business are also geographically dispersed, with only 36% residing in Maryland. African American students constitute 30% of all current undergraduate students in the School of Business, and 17% identify as Hispanic/Latino, 5% as Asian, and 16% as Native American, Hawaiian or Pacific Islander, Multiracial, or Other.

UMGC remains committed to serving all students who have been previously underserved in higher education. The statistics above support that UMGC is successfully reaching and serving these student populations.

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

The BS in Sustainable Value Chain is designed to meet the needs of our students, the demands of employers, and to support present and future postsecondary priorities of the State, as identified in the *2022 Maryland State Plan for Higher Education*.¹ This program supports the State Plan in the following ways:

¹ Source: 2022 Maryland State Plan for Higher Education: <https://mhec.maryland.gov/Pages/2022-MarylandStatePlan-MHEC.aspx>

The program will support Goal 1 (Access) – specifically Priority 4 (systems for specific student populations to access affordable and quality postsecondary education) – in the State Plan in that it is designed to support UMGC’s overall mission to set a global standard for excellence and to be respected as a leader in affordable and accessible adult education programs. UMGC administers its programs to meet the University System of Maryland’s goals of effectiveness and efficiency by employing data-driven decision-making that ensures that academic programs are broadly accessible and offer high quality education at an affordable cost. UMGC's commitment to access and affordability is synonymous with our commitment to diversity and inclusion. The university’s open admission approach at both the undergraduate and graduate levels is central to these commitments. The process to apply for admission is streamlined and does not require the submission of standardized test scores. Admission requirements for this new program will be aligned with this mission. UMGC remains committed to serving the educational needs of historically underserved students.

Further, the program will support Goal 2 (Success) – specifically Priority 5 (commitment to high-quality postsecondary education in Maryland) and Priority 7 (postsecondary education as a platform for ongoing lifelong learning) – in the State Plan, as it is based on principles of skills- and performance-based learning that are at the forefront of developments in adult learning in higher education. Skills-aligned learning is an outcomes-based approach to education that emphasizes what students should know and be able to do to be successful in their chosen disciplines, fields, and careers. The approach is learner-focused, and authentic assessment (the measurement of what students have learned and the competencies students master) is embedded in every step of the learning process to assist students in building real-world, job-relevant skills in real time.

Like other UMGC programs, this new program will employ authentic, project-based assessments that are relevant to tasks that graduates will actually perform on the job; such projects serve as both the means of instruction and assessment of learning in the program. The curriculum and content will focus on skills-aligned learning directed toward problems and issues facing practicing professionals. Retention and success focus on students’ learning experiences and are improved through enhanced learning resources provided online within the learning management system. The methodology and on-demand nature of this type of student support is reflective of best practices in online learning.

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.

UMGC students are employed in various industries such as healthcare, human resources, social services, finance, manufacturing, government, IT, cybersecurity, consulting, education, defense industries, and the military. The typical student at UMGC is a working adult with 10+ years of work experience. University-wide, almost two-thirds of our undergraduate students and one-third of our graduate students are military-affiliated or transitioning from the military to a civilian career. Graduates of the BS in Sustainable Value Chain program will be well positioned to enter the diverse and expanding areas of sustainable operations, including industries involved with the procurement of resources, processing of materials, and distribution of products. In contrast to traditional operations management and supply chain degrees that are primarily focused on manufacturing industries, this degree also addresses process optimization that can be applied to service industries including healthcare, finance, and technology (in addition to manufacturing).

Table 1 below presents the Standard Occupational Classification (SOC) Codes that UMGC has identified as most closely aligned to the proposed program.

Table 1: Aligned Occupations for Graduates of UMGC’s Proposed BS in Sustainable Value Chain

SOC Code	Occupational Title
11-1021	General and Operations Managers
11-3031	Financial Managers
11-3051	Industrial Production Managers
11-3071	Transportation, Storage, and Distribution Managers
13-1081	Logisticians
13-1082	Project Management Specialists
13-1111	Management Analysts
13-1161	Market Research Analysts and Marketing Specialists
13-1199	Business Operations Specialists, All Other
15-2031	Operations Research Analysts

Using the SOC codes identified in Table 1, Table 2 below presents 2022-2032 employment projections for these target occupations from the Maryland Department of Labor.

Table 2: Maryland Occupational Projections 2022-2032

SOC Code	Occupational Title	Employment			
		2022	2032	# Change	% Change
11-1021	General and Operations Managers	97,401	105,981	8,580	8.8%
11-3031	Financial Managers	17,766	20,937	3,171	17.9%
11-3051	Industrial Production Managers	2,981	3,128	147	4.9%
11-3071	Transportation, Storage, and Distribution Managers	3,726	4,133	407	10.9%
13-1081	Logisticians	7,548	9,245	1,697	22.5%
13-1082	Project Management Specialists	36,083	40,003	3,920	10.9%
13-1111	Management Analysts	25,390	29,396	4,006	15.8%
13-1161	Market Research Analysts and Marketing Specialists	15,756	18,391	2,635	16.7%
13-1199	Business Operations Specialists, All Other	45,390	48,546	3,156	7.0%
15-2031	Operations Research Analysts	4,008	5,077	1,069	26.7%
Total		256,049	284,837	28,788	11.2%

Data Source: Maryland Department of Labor Long Term Occupational Projections
<https://www.dllr.state.md.us/lmi/iandoproj>

As evident from the data presented in Table 2, occupations that are at the core of the proposed program are in strong demand and are projected to grow over the next decade. Almost 30,000 additional employment opportunities will be created within these core occupational categories in Maryland between 2022 and 2032, an 11% increase in newly created positions. This growth outlook is also apparent in the national demand landscape for specialists within these occupations. Table 3 below presents the 2022-2032 national occupational projections for these same SOC codes from the U.S. Bureau of Labor Statistics.

Table 3: National Occupational Projections 2022-2032 (Reported in Thousands)

SOC Code	Occupational Title	Employment				
		2022	2032	# Change	% Change	Average Annual Openings
11-1021	General and operations managers	3507.8	3655.1	147.3	4.2%	296.3
11-3031	Financial managers	792.6	919.2	126.6	16.0%	69.6
11-3051	Industrial production managers	222.1	225.7	3.6	1.6%	15.3
11-3071	Transportation, storage, and distribution managers	177.7	192.3	14.6	8.2%	15.9
13-1081	Logisticians	208.7	246.9	38.3	18.3%	21.8
13-1082	Project management specialists	881.3	936	54.7	6.2%	68.1
13-1111	Management analysts	987.6	1083.3	95.7	9.7%	92.9
13-1161	Market research analysts and marketing specialists	868.6	985.2	116.6	13.4%	94.6
13-1199	Business operations specialists, all other	1174.8	1223.6	48.7	4.1%	107
15-2031	Operations research analysts	109.9	134.7	24.7	22.5%	9.8
Total		8931.1	9602	670.8	7.5%	791.3

Data Source: U.S. Bureau of Labor Statistics Employment Projections
<https://data.bls.gov/projections/occupationProj>

Table 3 illustrates strong demand nationally for occupations that match the skillset for UMGC’s BS in Sustainable Value Chain graduates, with expected aggregate growth across these occupations of 7.5%, corresponding to over 670,000 newly created employment opportunities between 2022 and 2032.

The next section provides additional data on market demand and employment opportunities in the State of Maryland.

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 labor market analysis presented in Table 4 below represents the number of job openings in Maryland and nationwide for the top 5 job titles in Maryland from Jun 2023 - Jun 2024, using Lightcast analysis of the occupations referenced above. Table 5 presents an analysis from a skills perspective, rather than a job title perspective. It is evident from this analysis that the program-aligned skills desired by Maryland employers mirror the skills sought nationwide.

Table 4: Top 5 Program-Aligned Job Titles in Maryland and Nationwide

Job Title	Maryland Unique Postings Jun 2023 - Jun 2024	% of Postings	Nationwide Unique Postings Jun 2023 - Jun 2024	% of Postings
Project Managers	2,114	5.4%	195,304	4.3%
Business Analysts	813	2.1%	63,905	1.6%
Operations Managers	565	1.4%	81,928	1.5%
Program Analysts	386	1.0%	9,195	0.2%
Project Coordinators	386	1.0%	47,636	1.0%

Data Source: Lightcast <https://lightcast.io/>

Table 5: Top 5 Program-Aligned Specialized Skills in Maryland and Nationwide

Skills	Maryland Unique Postings Jun 2023 - Jun 2024	% of Postings	Nationwide Unique Postings Jun 2023 - Jun 2024	% of Postings
Project Management	11,285	29%	543,654	26%
Finance	5,626	14%	318,073	15%
Auditing	5,094	13%	251,101	12%
Accounting	5,019	13%	291,462	14%
Marketing	4,642	12%	300,031	14%

Data Source: Lightcast <https://lightcast.io/>

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.

Using projections from the Maryland Department of Labor, Table 6 factors both growth in the number of positions expected to be newly created in each program-aligned SOC category in Maryland and the number of job exits (e.g., retirement, leaving workforce) and transfers (e.g., job changes, turnover) within these SOC categories over the same period (2022-2032).

Table 6: Maryland Occupational Projections Total Openings 2022-2032, Including New Positions, Exits, and Transfers

Occ Code	Occupational Title	Position Changes	Position Exits	Position Transfers	Total Projected Openings
11-1021	General and Operations Managers	8,580	25,321	54,618	88,519
11-3031	Financial Managers	3,171	4,981	7,897	16,049
11-3051	Industrial Production Managers	147	739	1,305	2,191
11-3071	Transportation, Storage, and Distribution Managers	407	1,109	1,967	3,483
13-1081	Logisticians	1,697	2,267	4,360	8,324
13-1082	Project Management Specialists	3,920	8,708	17,511	30,139
13-1111	Management Analysts	4,006	9,429	12,606	26,041
13-1161	Market Research Analysts and Marketing Specialists	2,635	5,347	9,935	17,917
13-1199	Business Operations Specialists, All Other	3,156	15,631	24,367	43,154
15-2031	Operations Research Analysts	1,069	1,305	1,416	3,790
Total		28,788	74,837	135,982	239,607

Data Source: Maryland Department of Labor Long Term Occupational Projections
<https://www.dllr.state.md.us/lmi/iandoproj/>

The projections in Table 6 show that the total number of openings across all program-aligned job categories will yield approximately 240,000 employment opportunities in Maryland alone between 2022-2032 (when factoring in job growth, exits, and transfers), or an estimated 24,000 positions annually. When considering the current and projected graduate supply in related bachelor’s degree fields presented in the next section, job demand in these occupations far exceeds Maryland’s current pipeline of graduates.

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

Table 7 presents completion data from all bachelor’s degree programs related to the proposed BS in Sustainable Value Chain across all colleges and universities in the State of Maryland over the most recent four years (2020-2023) for which data are available. Given the market need described in the sections above, even if all graduates from these programs chose to work in Maryland (an improbable scenario), the existing statewide supply of graduates in this field would still be wholly insufficient to satisfy annual market demand. Through this proposed program, UMGC is well-positioned to help fill these gaps and to expand opportunities for returning adult and working students, military-affiliated and veteran students, and career changers to further expand the workforce pipeline and diversify the profession.

Table 7: Completions in Bachelor’s Degree Programs Related to Sustainable Value Chain at Maryland Colleges and Universities

Maryland Institution and Program	2020 Program Completions	2021 Program Completions	2022 Program Completions	2023 Program Completions
Capitol Technology University BS in Logistics and Operations Management	0	0	0	0
Hood College BA in Sustainability Studies	0	0	0	1
Loyola University Maryland BBA in Sustainability Management	0	0	2	7
Morgan State University BS in Services and Supply Chain Management	1	9	2	2
University of Baltimore BA in Environmental Sustainability	7	6	5	2
University of Maryland, College Park BS in Operations Management and Business Analytics	60	75	67	70
University of Maryland, College Park BS in Supply Chain Management	60	49	62	49
Total	128	139	138	131

Data Source: MHEC [Trends in Degrees and Awards by Program 2023 \(maryland.gov\)](https://www.maryland.gov)

D. Reasonableness of Program Duplication

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

A program title and CIP search performed on July 19, 2024, of MHEC’s online Academic Program Inventory found seven programs in Maryland with potential similarities to UMGC’s proposed program. Four of these programs are offered by Maryland public four-year institutions, and three of these programs are offered by Maryland independent colleges and universities. Table 8 below provides a comparative summary of major program features. Unlike other programs currently offered in Maryland, UMGC’s proposed BS in Sustainable Value Chain is fundamentally distinctive in the following ways:

- UMGC’s program will be offered fully online and marketed to reach a national audience of working adults and military-affiliated students.
- UMGC’s program will address the entire value chain of business operations and the ever-increasing focus on sustainability and social, economic, and environmental issues in business strategies and operations.

- UMGC’s degree will stress value creation and its relationship to competitive advantage via process optimization, while emphasizing sustainable digitization of organizational activities.
- The required core courses in the program will cover topics including sustainability management, quality in the value chain, process improvement, project management, data analytics, data visualization, and marketing customer relationships.
- Program electives can be chosen from offerings in adjacent UMGC bachelor’s degrees and include courses in business analytics, environmental systems, marketing, and project management.

Table 8: Program Title and CIP Code Analysis for BS in Sustainable Value Chain at Other Maryland Colleges and Universities

Maryland Colleges and Universities	Program Attributes	Differentiation from UMGC’s Proposed Program
Capitol Technology University	Program Title: BS in Logistics and Operations Management CIP: 52.0203 Total Credits: N/A Modality: N/A	This program was approved by MHEC in 2022 and is currently listed in MHEC’s Academic Program Inventory. However, the program does not yet appear on Capitol Technology University’s website as an active program. Therefore, current information about this program is not available for comparison.
Hood College	Program Title: BA in Sustainability Studies CIP: 30.3301 Total Credits: 57-60 (13-16 of those are from focus area electives) Modality: In-person	This program is focused on environmental studies and sustainability; the curriculum is not business-focused and does not include coursework directly related to the value chain. https://hood.smartcatalogiq.com/2023-2024/hood-college-2023-2024-catalog/undergraduate-studies/undergraduate-majors/sustainability-studies-ba/
Loyola University Maryland	Program Title: BBA in Sustainability Management CIP: 52.0704 Total Credits: 33 major credits (6 elective); 18 business core credits Modality: In-person	This program is focused on qualitative elements of sustainability and does not address the entire value chain of business operations, which is the main focus of the UMGC’s proposed program. https://catalogue.loyola.edu/preview_program.php?catoid=35&poid=4446&returno=1254
Morgan State University	Program Title: BS in Services and Supply Chain Management CIP: 52.0203	This program focuses on the supply chain rather than the entire value chain of business. While supply chain is considered part of the value chain, the focus of UMGC’s proposed program is

Maryland Colleges and Universities	Program Attributes	Differentiation from UMGC's Proposed Program
	<p>Total Credits: 30 major credits (9 electives); 48 business core credits</p> <p>Modality: In-person</p>	<p>broader and emphasizes sustainability in the context of the value chain.</p> <p>https://catalog.morgan.edu/preview_program.php?catoid=11&poid=2273&returnto=719&gl=1*1gkhh82*ga*MjAwNjA4MTMyMy4xNjk2NTI2MzQ1*ga_T3TCY7Q7D7*MTcyMTQwNDM4Ny4yMy4xLjE3MjE0MDQ0MDMuNDQuMC4w</p>
University of Maryland, College Park	<p>Program Title: BS in Operations Management and Business Analytics</p> <p>CIP: 52.1301</p> <p>Total Credits: 21-22 major credits (3 elective); 44-45 business core credits</p> <p>Modality: In-person</p>	<p>This program focuses on the quantitative aspects of the traditional supply chain of tangible items, with a strong emphasis on the analytic use of data. UMGC's proposed program considers both sustainability (management, practices, trends) and the value chain (including service-related elements) of business operations.</p> <p>https://academiccatalog.umd.edu/undergraduate/colleges-schools/business/logistics-business-public-policy/supply-chain-management-major/#requirementstext</p>
University of Maryland, College Park	<p>Program Title: BS in Supply Chain Management</p> <p>CIP: 52.0203</p> <p>Total Credits: 18 Major credits (12 elective); 44-45 business core credits</p> <p>Modality: In-person</p>	<p>This program is focused on the quantitative aspects of the traditional supply chain of tangible items. UMGC's proposed program has a broader focus, considering sustainability and the value chain in both tangible and intangible business models.</p> <p>https://academiccatalog.umd.edu/undergraduate/colleges-schools/business/decision-operations-information-technologies/operations-management-business-analytics-major/#requirementstext</p>
University of Baltimore	<p>Program Title: BA in Environmental Sustainability</p> <p>CIP: 03.0103</p> <p>Total Credits: 52 major credits (9 elective)</p> <p>Modality: In-person</p>	<p>This program is focused on environmental science and related sciences/policies. The curriculum includes limited content in business management and does not address the value chain or associated management science tools.</p> <p>https://www.ubalt.edu/cas/undergraduate-majors-and-minors/majors/environmental-sustainability/degree-requirements.cfm</p>

2. Provide justification for the proposed program.

As evidenced above, the BS in Sustainable Value Chain is well-positioned to support workforce and employer needs in the fields of management science, analytics, and business process improvement. In comparison to “operations” programs focused on manufacturing, UMGC’s proposed degree includes the study of business processes that involve both tangible and intangible value creation. In comparison to “supply chain” programs, UMGC’s proposed degree addresses the entire business value chain with an overarching focus on sustainability. As apparent from both the Maryland and national market data, significant increases in job demand are expected over the next decade in related fields (including supply chain analysis, operations management, marketing research, and quality assurance), supporting the need for this program. Further, Table 7 shows that the current pipeline of students graduating from related bachelor’s degree programs at Maryland colleges and universities is relatively small, averaging 134 graduates per year over the past four years. By offering a fully online program focused on military-affiliated and working adults, UMGC can contribute to the expansion and diversification of this pipeline.

We anticipate that UMGC’s competition for the proposed Bachelor of Science in Sustainable Value Chain will continue to come predominantly from out-of-state online institutions with whom we typically compete for students. Many of these out-of-state institutions are already offering related online degree programs to Maryland students, including American Military University (Bachelor of Arts in Supply Chain Management), ASU Online (Bachelor of Science in Supply Chain Management), Grand Canyon University (Bachelor of Science in Supply and Logistics Management), National University (Bachelor of Science in Logistics and Supply Chain Management), Purdue Global (Bachelor of Science in Business Administration – Supply Chain Management and Logistics), Southern New Hampshire University (Bachelor of Science in Operations Management – Logistics and Transportation), and Western Governor’s University (Bachelor of Science in Supply Chain and Operations Management). UMGC’s proposed program will offer a Maryland-based, public, fully online alternative to these out-of-state programs, both for Maryland students and for a national market.

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 HBIs.

A search performed on July 16, 2024, of MHEC’s online Academic Program Inventory found one related bachelor’s degree program at a Maryland Historically Black Institution (HBI). Morgan State University offers a Bachelor of Science in Services and Supply Chain Management. A comparison between the two programs shows that UMGC’s BS in Sustainable Value Chain will be differentiated from Morgan State’s BS in Services and Supply Chain Management in several ways. First, UMGC’s program will be offered fully online, while Morgan State’s program is offered face-to-face on campus. UMGC will be seeking to reach a national market of online learners with this program.

Second, UMGC’s program has a broader focus on the entire value chain of business. Although the supply chain is considered part of the value chain, the value chain includes activities before the procurement stage and after the sale stage (customer service). Morgan State’s program focuses more specifically on the supply chain and how it drives aspects of the process including sourcing, procurement, channel management, information systems and supply chain risk management.

Third, UMGC's proposed program pays in-depth attention to sustainability in the context of the value chain. The focus in this program is on broader aspects of sustainable value creation across various aspects of business operations.

Finally, when comparing the two programs side-by-side, UMGC's proposed curriculum includes focus areas that are not featured in Morgan State's program, including courses in sustainability, environmental science, business analytics, and project management. There is a significant divergence in 18-21 credits (sustainability, data analytics, and value chain) of the 30 credit hours in Morgan State's major, when compared with UMGC's proposed 33-credit major. Given these multiple points of differentiation, coupled with high market demand both in Maryland and nationally, UMGC's proposed program will have no impact on high-demand programs at Maryland 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.

A search performed on July 16, 2024, of MHEC's online Academic Program Inventory found one related bachelor's degree program at a Maryland Historically Black Institution (HBI). Morgan State University offers a Bachelor of Science in Services and Supply Chain Management. A comparison between the two programs shows that UMGC's BS in Sustainable Value Chain will be differentiated from Morgan State's BS in Services and Supply Chain Management in several ways, as outlined in Section E directly above.

This program is not unique to a Maryland HBI, as Capitol Technology University, Loyola University Maryland, and the University of Maryland, College Park, all currently offer undergraduate business-focused degrees that address logistics, operations, and supply chain management. Further, Morgan State's programs in the Earl G. Graves School of Business and Management have a well-established presence and strong identity within the current business education market in Maryland. For these reasons, this proposal will not impact the uniqueness and institutional identities and missions 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.

Strategic analysis of current offerings for UMGC's School of Business identified a gap in undergraduate offerings in the area of operations, management science and overall value chain at the same time as market indicators confirm that specialists in this area are needed and are being hired in Maryland and across the country as a whole. This was the impetus for proposing a new degree program in Sustainable Value Chain.

The BS in Sustainable Value Chain will be led by an appropriately qualified School of Business Portfolio Director, with academic and professional credentials. In addition to holding a terminal degree, the Portfolio Director will have 10+ years of industry experience and appropriate designations and certifications. Also, program oversight will be supported by two Collegiate Faculty (full-time faculty) in Project Management and Acquisition Management. The program curriculum and courses will be developed and designed by a team of subject matter experts, instructional designers, Collegiate Faculty, and the Portfolio Director.

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

The curriculum for the BS in Sustainable Value Chain provides for comprehensive study of improving the interrelated elements of the value chain using sustainable approaches. The value chain involves the various processes that are associated with the creation and delivery of a product and/or service. With a sustainability focus, this program is interdisciplinary, integrating several functional areas of business including management, marketing, and operations. Students will develop and apply quantitative skills involving data and statistical analysis, management science, and quality management. In addition, students can choose elective courses from business analytics, environmental systems, project management, or marketing to maximize their career relevance and learning interests.

The learning goals for the BS in Sustainable Value Chain are as follows:

- Using data, assess the value chain of a business entity for operational effectiveness and sustainability.
 - Communicate with various stakeholders, to improve organizational efficiency.
 - Recommend improvements to the supply chain of a business to increase quality and organizational sustainability.
 - Employ appropriate statistical techniques to enhance production processes and systems.
 - Recommend improvements in functional aspects of the value chain including marketing, operations, and quality management.
 - Apply project management techniques to managerial decision-making.
 - Recommend enhancements to systems and technology involving procurement, inventory management, and logistics.
 - Analyze processes, technology, and communications to improve customer relationship management.
 - Conduct and present a strategic analysis of a corporation's value chain.
- 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**

UMGC approaches learning design from an "Understanding by Design" perspective, utilizing a backward design model. This approach begins with identifying the program learning goals that a student will achieve through the program of study. The program learning goals are mapped first to the Degree Qualification Program (DQP) to ensure that the goals are comprehensive and appropriate for the degree level. In addition, the program learning goals are mapped against UMGC institutional learning goals to validate that the program aligns with the university mission and institutional goals.

Once the program learning goals have been validated through mapping to the DQP and institutional learning goals, the program learning goals are mapped to the courses in the program. This step ensures that all program learning goals are addressed in the curriculum and provide guidance in the development of courses to ensure that each course contributes to the program learning goals without unnecessary duplication of outcomes across courses. Through these mappings, key assignments are identified in courses for use in assessing student achievement of program learning goals. Periodically, a random sample of student artifacts for these identified key assignments are

collected and reviewed by faculty to assess how effectively students are meeting the program learning goals.

Using student learning assessment results along with non-direct measures of student learning (including student retention and market and labor data), Portfolio Directors produce an annual review of program quality. For new programs, these annual reviews are integrated into an Academic Program Review including external review after five years. After this initial review, programs continue the annual review cycle every year with an Academic Program Review every seven years. Summaries and results from each five-year and seven-year program review are submitted to the University System of Maryland in accordance with their established review cycle.

In November 2020, UMGC licensed AEFIS as its assessment management system. AEFIS is the central repository for program learning goals, assessment maps, and student artifacts. AEFIS integrates with the LEO learning management system to allow student work to be duplicated from LEO into AEFIS for assessment purposes. This process ensures that assessment review is independent of grades and evaluation within individual courses and allows for independent review of student work apart from the classroom faculty. AEFIS also houses all annual program review reports.

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

UMGC's proposed major in Sustainable Valuable Chain is 33 credits (11 courses). The major is comprised of eight required courses, including a capstone, and three elective courses that allow students to focus on a field that appeals to their professional goals and interests. The required courses cover topics including sustainability management, quality in the value chain, process improvement, project management, data analytics, data visualization, and marketing customer relationships. Electives can be chosen from offerings in adjacent undergraduate programs and include courses in business analytics, environmental systems, marketing, and project management. In addition to the 11 major courses, students must also complete general education courses, and other electives to complete the 120-credit Bachelor of Science degree.

BS in Sustainable Value Chain (33 credits)

Core Courses (21 credits):

MRKT 394	Marketing Customer Relationships (3)
BMGT 487	Project Management I (3)
DATA 320	Introduction to Data Analytics (3)
DATA 335	Data Visualization (3)
BMGT 411	Process Improvement (3)
BMGT 400	Sustainability Management (3)
BMGT 415	Quality in the Value Chain (3)

Elective Courses (9 credits):

Students may select three elective courses from the UMGC course portfolio in environmental systems, marketing, project management, and business analytics. These courses are offered in adjacent bachelor's degree programs such as the BS in Business Administration, BS in Marketing, BS in Data Science, and BS in Environmental Health and Safety.

Capstone Course (3 credits):

BMGT 497	Capstone: Sustainable Value Chain (3)
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Table 9: Course Descriptions

MRKT 394 - Managing Customer Relationships in Digital Marketing (3 credits)
Prerequisite: MRKT 310 or MRKT 311. An examination of customer relationship management (CRM) from strategic, operational, and analytical perspectives through the engagement of marketing, sales, and customer service functions with prospective and acquired customers. The goal is to build customer relationships and business processes through effective CRM strategy development and execution. Topics include integrating people, technology, and analytics to effectively bring valued solutions and knowledge to customers and profitable relationships to organizations.
BMGT 487 - Project Management I (3 credits)
An introduction to the terminology, principles, concepts, and practices of project management. The goal is to demonstrate the skills required to manage a project through all project phases, such as scope, scheduling, and cost. Traditional, agile, and hybrid project management approaches are compared to present key considerations of each method. The importance of soft skills like communication and stakeholder engagement is also underscored.
DATA 320 - Introduction to Data Analytics (3 credits)
Prerequisite: STAT 200. A practical introduction to the methodology, practices, and requirements of data science to ensure that data is relevant and properly manipulated to solve problems and address a variety of real-world projects and business scenarios. Focus is on the application of foundational statistical concepts to describing data sets with summary statistics, simple data visualizations, statistical inference, and predictive analytics. The objective is to use data to draw conclusions about the underlying patterns that drive everyday problems through probability, hypothesis testing, and linear model building.
DATA 335 - Data Visualization (3 Credits)
Prerequisite: DATA 320. An overview of the fundamentals of data visualization principles in the context of business and data science. Practical focus is on data visualization of different data types, including time series and multidimensional data, and on creating dynamic tables, heatmaps, infographs, and dashboards. Hands-on projects require exploring data visually at multiple levels to find insights to create a compelling story and incorporating visual design best practices to better communicate insights to the intended audience, such as business stakeholders. Projects are selected from a wide range of content areas such as retail, marketing, healthcare, government, basic sciences, and technology
BMGT 411 - Process Improvement (3 Credits)
A hands-on, project-based introduction to process improvement. The objective is to assess the root cause of a problem; gain buy-in for the improvement; map the process; establish internal controls; and apply a variety of metrics to improve processes, test improvement solutions, and implement the process improvement. Emphasis is on process improvements that are cost-effective and add value to organizational missions. Topics include meeting customer expectations, flowcharting, selecting approaches to change management, acquiring resources, and sustaining improvements.
BMGT 400 - Sustainability Management (3 Credits)

An introduction to the principles, strategies, and practical applications of sustainable business practices. Going beyond traditional profit incentives, this course also integrates social responsibility, environmental stewardship, sustainable resource utilization and economic stability into organizational decision making. Students will explore how businesses can contribute positively to society while strengthening long-term profitability. Students will study the “triple bottom line” for decision making which includes people, planet, and profit. Further, students will analyze the environmental, social, and economic impacts of business while exploring emerging trends and innovations that support sustainable business strategies.

BMGT 415 – Quality in the Value Chain (3 Credits)

An examination of quality improvement through the value chain of an organization. The aim is to explore tools and methodologies needed to assess operational quality including identifying, analyzing, and reducing inefficiencies. Additional focus is on the application of quality management techniques across different stages of the value chain to improve overall customer satisfaction and performance. Topics include the importance of quality to the value chain, assessing quality issues throughout the value chain, implementing quality improvement initiatives to enhance organizational efficiency and effectiveness.

BMGT 497 – Capstone: Sustainable Value Chain

Pre-requisites: MRKT 394, BMGT 487, BMGT 411, BMGT 400, BMGT 415, DATA 320 and DATA 335 A capstone experience for the BS in Sustainable Value Chain that incorporates knowledge and skills acquired throughout the program. Projects include sustainability in the context of the organizational value chain, application of principles of the “triple bottom line,” to analyze and develop solutions for creating sustainable value chains. Topics cover analyzing quality in the value chain, aligning managerial decisions to business policy and strategy, and assessing value chains for environmental, social and economic sustainability. This course culminates with a comprehensive “real-world” case study of sustainable policies in organizational value chains.

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

All UMGC students pursuing a bachelor’s degree are required to complete 41 credit hours in general education requirements. These requirements are aligned with COMAR 13b.06.01.03 (General Education Requirements for Public Institutions) and include courses in writing and communication, arts and humanities, social and behavioral sciences, biological and physical sciences, mathematics, and research and computing literacy. An overview of UMGC’s current [General Education Requirements](#) can be found on UMGC’s website.

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 equipment requirements, learning management systems, availability of academic support services and financial aid resources, and costs and payment policies.

UMGC maintains a comprehensive public website that houses all current information about its programs. Students have online access to degree requirements, course catalogs, course schedules, and other pertinent information. The website also provides specific and clear information and resources about [technology requirements](#) for UMGC students, [information and training on the learning management system](#), and [other additional resources](#) to maximize each student's learning experience. A variety of online support services are available to students for academic assistance ([Tutoring, Writing Center](#)), as well as [advising, accessibility accommodations, career services, tuition planning, financial aid](#), and [technical support](#).

UMGC's [Student Handbook](#) is available online and serves as a general guide for all students with respect to policies, procedures, rules, regulations, and general academic requirements for all students. In addition, the annual UMGC [Catalog](#) includes extensive information about expectations and individual requirements for each academic program as well as university policies, resources, and services for students.

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

All academic program-related communications (including advertising, recruitment, and admission materials) are developed with UMGC-wide institutional communication strategies which adhere to the principle of truth in advertising. All written and electronic materials prepared for prospective students for recruitment will clearly and accurately represent the courses, programs, and services available.

H. Adequacy of Articulation

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

UMGC has developed Alliance Agreements with all 16 Maryland community colleges, which are in effect for an initial period of one year and automatically renewed for successive one-year periods, unless revisions are made. These agreements cover guaranteed admission, dual admission, waived application fees, timelines for transfer credit review, and Completion Scholarships for eligible community college transfer students. They also specify that UMGC guarantees the acceptance of all credits earned from a transfer associate degree program, not to exceed a maximum of 70 credit hours in accordance with Maryland law and regulations. In some cases, UMGC accepts up to 90 credits in transfer from a Maryland community college under specific articulation agreements as authorized in COMAR 13B.06.01.04.

Under these umbrella Alliance Agreements, UMGC has developed Degree Maps for specific articulated programs with individual Maryland community colleges. These Degree Maps are published annually to align with each catalog year and are updated as appropriate when program revisions are made. Degree Maps address course-by-course articulation between the two programs (including general education, major, and elective courses) and specify the remaining requirements

that transfer students will need to complete to earn the bachelor's degree at UMGC. Consistent with COMAR 13B.06.02.13, although we admit transfer students to the current UMGC catalog year in which they enroll, students are not disadvantaged by following the Degree Map requirements that were in effect while enrolled at the Maryland community college, provided they were continuously enrolled.

Consistent with our existing practices, a newly developed Degree Map between Allegany College of Maryland's AAS in Data Analytics and UMGC's BS in Sustainable Value Chain is included in Appendix A as an example.

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.**

UMGC's faculty staffing model employs full-time faculty (known as Collegiate Faculty) in faculty leadership roles, such as Department Chairs and Portfolio Directors, with responsibility for the overall intellectual coherence and integrity of the curriculum and program. Other Collegiate Faculty teach and serve in complementary roles that maintain and support the academic program, providing input into the design and content of the program and courses. This core group of full-time Collegiate Faculty also mentors and supports the adjunct faculty teaching in the program.

In keeping with UMGC's emphasis on workplace relevance, most faculty teaching in the BS Sustainable Value Chain will be credentialed, practicing professionals who teach part-time for UMGC. These adjunct faculty provide instruction for the majority of courses (which is true for all programs at all levels at UMGC). This model is responsible for one of UMGC's greatest strengths: scholar-practitioner faculty who have solid academic credentials and continue to work outside the university, providing a continuous infusion of current workplace knowledge, career relevant perspectives, and maximum flexibility for adapting to changing student demand and rapidly changing industries and technologies. In this way, UMGC supports students in a learning experience that is practical and relevant to today's competitive and evolving global marketplace.

Collegiate and adjunct faculty both hold academic rank and title, based on their academic qualifications and professional experience, including teaching experience at UMGC. Since 1996, UMGC has held an MHEC-approved waiver for the Code of Maryland (COMAR) requirements for total credit hours taught by full-time faculty (see documentation provided in Appendix B).

The centrality and appropriateness of UMGC's faculty model relative to its educational mandate and mission were reaffirmed by MHEC in its 2016 review of mission statements, as evidenced in the following excerpt from the Commission's report:

UMUC intentionally seeks highly-qualified full-time and adjunct faculty who have hands-on experience in the disciplines they teach and who can leverage that experience to provide a richer learning experience for students. The university's mission to serve adult students is supported by adjunct faculty who are scholar-practitioners engaged daily in their profession. The ability to employ adjunct faculty is critical to UMUC's capacity to quickly deploy academic and continuing education programs in response to workforce-related needs. This entrepreneurship and flexibility in establishing new programs is particularly important to the university: given its history of very limited state support, the university's financial model is based on tuition revenues, and all programs must be self-supporting.

Consistent with this model, the School of Business already has an active roster of faculty who are qualified and prepared to teach courses in this program, and the university constantly recruits additional adjunct faculty as needed. Table 10 below provides a partial list of faculty who are anticipated to teach in the program, their appointment type and rank, their graduate degree(s) and fields(s), their status (full-time or part-time), and the courses they are qualified to teach.

Table 10: Faculty Resources

Faculty Name	Appointment Type and Rank	Graduate Degree(s) and Field(s)	Status FT/PT	Course(s) to be Taught
Rudy Watson	Department Chair, Business Management	PhD, Logistics, Technology, and Project Management	FT	BMGT 497, BMGT 415
Elizabeth Callender-Johnson	Assistant Collegiate Faculty	MBA/MHA, Healthcare Administration	FT	BMGT 411
Kate Goldberg	Collegiate Associate Professor	Doctor of Business Administration	FT	DATA 320, DATA 335
Bert Jarreau	Collegiate Professor	Doctor of Management, Innovation and International Business	FT	MRKT 394
Vernon Smith	Adjunct Professor	Doctor of Education, Higher Education Leadership; MS, Project Management	PT	BMGT 487
Christopher Dela Rosa	Adjunct Professor	Doctor of Management, Information Systems and Technology	PT	BMGT 487
David Starnes	Adjunct Associate Professor	PhD, Administration and Management	PT	BMGT 411
Richard Heiens	Adjunct Professor	PhD, Marketing	PT	MRKT 394
Domingo Genao	Adjunct Associate Professor	PhD, Technology Management	PT	DATA 320, DATA 335
Lewis Heuermann	Adjunct Associate Professor	MS, Information Assurance and Security	PT	DATA 320, DATA 335
Goran Trajkovski	Adjunct Associate Professor	PhD, Computer Science	PT	DATA 320, DATA 335
Joseph Cox	Adjunct Assistant Professor	DBA, Operations, Logistics, and Supply Chain; PMP	PT	BMGT 400, BMGT 497
Felicia Levy	Adjunct Professor	PhD, Quality, Operations Management; PMP	PT	BMGT 400, BMGT 497

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

Through Faculty Development, part of the university's Integrative Learning Design unit, UMGC supports its worldwide faculty by providing quality professional development programs and services that are accessible, responsive, comprehensive, and innovative. UMGC provides frequent faculty development workshops and webinars focused on effective online pedagogy, including topics such as providing effective feedback; scaffolding student learning; digital literacy; academic integrity; classroom assessment techniques; accessibility; and diversity, equity, and inclusion in the classroom.

UMGC is committed to providing pedagogy training in support of student learning throughout the faculty life cycle with the institution. FACDEV 411, New Faculty Academic Orientation, is a required two-week, facilitated online class that is designed to welcome new faculty to UMGC and provide information about UMGC's history, mission, values, and students, while preparing faculty to teach online. It is taught by experienced UMGC adjunct faculty. The course covers the history of UMGC, pedagogy of adult learning, facilitating online learning, accessibility, and providing additional support and resources for students through UMGC's Library, Effective Writing Center, Office of Academic Integrity and Accountability, and Office of Accessibility Services.

b) The learning management system

UMGC provides multiple touchpoints to ensure faculty have a thorough orientation to and continued education about our learning management system, Desire2Learn (D2L). Building on the topics and materials provided in FACDEV 411, UMGC offers online faculty workshops on topics such as grading and coaching strategies; the integration of audio and video feedback to students; gradebook setup and rubrics; crafting powerful online introductions; and open education resources (OERs) used in the classroom.

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

In addition to the strategies outlined above, UMGC has recognized the need to equip faculty more comprehensively with knowledge and skills to help increase classroom engagement and support student learning, satisfaction, and retention. In 2021, UMGC launched an additional two-week facilitated training course, FACDEV 112, Coaching Learning and Academic Success Strategies. This course focuses on the development of faculty coaching skills to create an active and motivating presence in the online classroom and to establish helpful and supportive relationships with students, leading to persistence and academic success. To date, over 2,000 UMGC faculty have completed this course.

This addition to UMGC's training catalog is designed to help reduce the distance between faculty and students inherent in online courses. Developed and taught by UMGC faculty, FACDEV 112 emphasizes specific strategies for facilitating consistent and meaningful faculty-student interactions and provides guidance for implementing personalized and actionable academic coaching and feedback.

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.**

No new library resources are needed to serve the BS in Sustainable Value Chain program. In partnership with faculty and program designers, the [UMGC Library](#) annually reviews and maintains a curated collection of academic and professional journal articles, reports, case studies, and books available electronically via a comprehensive set of online library databases to support academic programs. A librarian liaison is designated for each academic department at UMGC to assist faculty with resource identification and other program needs.

The UMGC Library relies on distributed technology as its primary mechanism to provide online access to resources and services to UMGC's widely dispersed adult student population. Library services to all UMGC students, faculty, and staff worldwide include 24/7 reference via live chat and document delivery for materials not otherwise available in the library databases. UMGC's expanding collection of over 75,000 electronic books (e-books) has significantly increased the ability to meet the academic needs of UMGC's global population. Additionally, UMGC students, faculty, and staff within the continental United States have access to more than 10 million volumes in print from the 17-member [University System of Maryland and Affiliated Institutions \(USMAI\) Library Consortium](#).

The UMGC Library provides research assistance in developing search strategies, selecting relevant databases, and evaluating and citing sources in a variety of formats, including online webinars offered globally. A discovery tool allows simultaneously searching of scholarly articles, books, and other research resources via a single search engine of most of the databases to which the UMGC Library subscribes. Students also have access to full-text dissertations and theses via the *ProQuest Dissertations and Theses* database. Resources on the UMGC Library website provide a listing of resource guides for academic subject areas and topics, including relevant databases, websites, books, and other resources along with technical and citation assistance.

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

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

The BS in Sustainable Value Chain program will be offered fully online using the university's distance education platform. Select courses may be taught in a hybrid format at locations where UMGC offers classroom instruction, including regional higher education centers, military bases, and overseas in Europe and Asia. Existing resources related to facilities, infrastructure, and equipment are adequate to meet the program's needs.

- 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**

UMGC has an internal email network that provides all students and faculty with consistent email domains, @student.umgc.edu and @faculty.umgc.edu, respectively. Students are encouraged but not limited to using this email address in all communications with the university. Faculty are required to use their UMGC address for teaching and all official UMGC communications.

UMGC's learning management system is Desire2Learn (D2L); the internal adaptation is called LEO. All UMGC classes are taught using this system and all students with appropriate technology and online access (referenced in Section G8) have access to this system through their learning portal.

Support is available for students and faculty through a 24/7 Help Desk and a large variety of online resources on UMGC's website.

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.

As shown in Table 11 below, the BS in Sustainable Value Chain program is expected to be self-supporting beginning in Year 2 of implementation. In Year 1, \$153,820 will be reallocated from elsewhere in the Academic Affairs budget to support start-up costs. No new General Funds are required for this program's implementation.

The credit hour tuition rate listed is a weighted average of \$330, based on the anticipated makeup of the student cohorts. Consistent with UMGC's demographics and student enrollment patterns, Table 11 assumes that all students will be enrolled part-time, completing an average of 8.9 credits per year. Enrollment and revenue projections are based on new students entering the program.

Table 11: Resources

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$153,820	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$193,842	\$390,621	\$558,030	\$637,329	\$681,384
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	66	133	190	217	232
e. Credit Hour Rate	\$330	\$330	\$330	\$330	\$330
f. Annual Credit Hour Rate	8.9	8.9	8.9	8.9	8.9
g. Total P/T Revenue (d x e x f)	\$193,842	\$390,621	\$558,030	\$637,329	\$681,384
3. Grants, Contracts & Other External Sources	0	0	0	0	0

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	\$347,662	\$390,621	\$558,030	\$637,329	\$681,384

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.

UMGC's existing base of FTE faculty and administrative and support staff will support and serve the program. The faculty category in Table 12 includes two full-time Collegiate Faculty. Adjunct faculty will teach the remaining scheduled courses, with 1 FTE = 30 adjunct-taught credit hours. The adjunct per credit hour rate is calculated at \$1,070 per credit, the rate for an associate professor without a terminal degree at longevity Step 5 in UMGC's adjunct faculty pay scale. This is the median rate for faculty anticipated to be in the pool of faculty eligible to teach courses in the program. The administrative staff category includes a Portfolio Director who will support this program, while the support staff category factors in support from academic program specialists and dean's office staff. Salaries are shown with benefits at current standard rates of 37% for full-time faculty and administrative staff and 8% for adjunct faculty.

Technology services in Row 4 include UMGC's LMS platform licensing, student information system, student relationship management system, and student software and support, at a rate of \$6.30/student credit hour. No new library services (Row 5) or new or renovated physical space (Row 6) will be needed for this program. Other expenses (Row 7) in Year 1 include \$158,800 in course development and maintenance costs for the new online courses in the program. The remaining expenses (Row 7) include admissions, advising and student support services, marketing and advertising, and other operational expenses, proportional to the number of credit hours anticipated to be earned by students in the program each year.

Table 12: Program Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$39,930	\$78,429	\$108,147	\$126,514	\$136,767
a. Number of FTE	0.85	1.91	2.69	3.13	3.33
b. Total Salary	\$34,409	\$69,979	\$97,417	\$114,342	\$123,752
c. Total Benefits	\$5,521	\$8,449	\$10,730	\$12,172	\$13,016
2. Admin. Staff (b + c below)	\$23,570	\$24,278	\$25,006	\$25,756	\$26,529
a. Number of FTE	0.11	0.11	0.11	0.11	0.11
b. Total Salary	\$17,205	\$17,721	\$18,252	\$18,800	\$19,364

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
c. Total Benefits	\$6,366	\$6,557	\$6,753	\$6,956	\$7,165
3. Support Staff (b + c below)	\$18,194	\$18,740	\$19,302	\$19,881	\$20,477
a. Number of FTE	0.12	0.12	0.12	0.12	0.12
b. Total Salary	\$13,280	\$13,679	\$14,089	\$14,512	\$14,947
c. Total Benefits	\$4,914	\$5,061	\$5,213	\$5,369	\$5,530
4. Technical Support and Equipment	\$3,706	\$7,469	\$10,669	\$12,186	\$13,028
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$262,262	\$208,338	\$326,319	\$398,300	\$436,843
TOTAL (Add 1 - 7)	\$347,662	\$337,253	\$489,443	\$582,636	\$633,644

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.

UMGC has developed an annual program review process that includes assessment of student learning, as described earlier, along with non-direct measures of student learning including course evaluations, retention and graduation rates, and program surveys administered in all capstone courses. As part of this process, external data are collected, including enrollment in related programs at other institutions and employment trends in relevant labor markets. UMGC's mission for career relevant education requires that the curriculum and program learning goals are maintained in the context of changing needs in labor markets and required skills for graduates.

As part of UMGC's annual program review, courses within the program portfolio are evaluated for course health. This includes student success rates within each course and course reenrollment rates (i.e., how many students in the course reenroll at the university in the following term). In addition, student course evaluations are administered every term for every course. Data are aggregated in academic dashboards at the course level to let program leaders and faculty evaluate the course curriculum's effectiveness and delivery. When a course is scheduled for revision, all adjunct faculty teaching the course are surveyed to provide input to the faculty and instructional designers revising the course.

Full-time faculty are reviewed at least every two years. Adjunct faculty are reviewed on a course-by-course/term basis. Student course evaluations allow all faculty to receive quantitative and qualitative feedback on their teaching.

- 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.**

UMGC's faculty, academic administrators, and Office of Academic Quality collaborate to implement assessment activities, monitor ongoing developments, review results, and make appropriate curricular or other modifications. Annually, student performance across learning demonstrations is evaluated to determine where improvements may be required. Portfolio Directors and Collegiate Faculty visit online classrooms regularly to track faculty performance and take any necessary corrective actions proactively. Class observations are documented and used in subsequent faculty staffing decisions. Changes are also made to the curriculum and/or student support models, as needed. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness. Regular academic program reviews consider all factors related to academic quality, curriculum currency and relevance, student support, and adequacy of program infrastructure and resources. These processes all support a continuous cycle of improvement.

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.**

UMGC seeks to reflect the diversity of the global communities we serve. Cultural differences are recognized, valued, and considered essential to the educational process. Our welcoming of diverse perspectives differentiates us and drives innovation. UMGC provides an academic environment in which diversity is not only articulated as one of the institutional core values, but it is reflected in the university's ethnically and racially diverse student body, faculty, and staff and our proven record of providing higher education access to underrepresented students. UMGC's Integrative Learning Design unit and Office of Diversity and Equity collaborate to ensure a robustly inclusive curriculum that is built around UMGC's focus on project-, scenario-, and problem-based learning, which have been found to be the most effective learning approaches for adult students. The Integrative Learning Design team is trained and proficient in Universal Design for Learning and provides leadership on matters of inclusive design for all learning experiences, courses, and programs at UMGC.

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.**

UMGC is approved to offer distance education by the Middle States Commission on Higher Education (MSCHE) and maintains compliance with COMAR 13B.02.03.22. UMGC's approval to offer distance education as an alternative delivery method is included within its scope of institutional accreditation, as evidenced in the university's MSCHE [Statement of Accreditation Status](#). Further, UMGC has been an approved institutional participant in the State Authorization Reciprocity

Agreement (SARA) since 2016 and is authorized to offer distance education in all SARA states. Among its many recognitions, UMGC has received five Sloan Consortium (now Online Learning Consortium) Excellence Awards for online program quality and three IMS Global Learning Consortium awards for technology integration in the classroom environment.

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

UMGC was an early provider of off-campus educational opportunities for students and one of the first universities in Maryland to develop fully online courses and programs. UMGC has been a leader among public institutions in providing quality and affordable online education and has been providing distance education to the nation's service members and their families, residents of the State of Maryland, and those who live outside of Maryland for more than 75 years. Additionally, UMGC's Europe and Asia divisions offer hybrid and onsite classes to fulfill DOD contract requirements and meet the needs of military-affiliated learners overseas. Stateside, all onsite classes, except an occasional accelerated offering, are offered in hybrid format, blending onsite and online delivery.

UMGC's distance education offerings are in full compliance with [C-RAC's 2011 Guidelines](#).

Appendix A Sample Degree Map

CATALOG YEAR: 2024-2025



ACM ASSOCIATE OF APPLIED SCIENCE IN DATA ANALYTICS

Students transferring from ACM with a conferred Associate of Arts or Associate of Science degree will have the General Education Requirement (Gen Ed) block of courses met at UMGC (A.A.S. degrees not included).
See community college advisor for course sequencing.



UMGC BACHELOR OF SCIENCE IN SUSTAINABLE VALUE CHAIN

[UMGC Maryland Community College Alliances](#)
Degree requirements may change based on date of initial enrollment at UMGC.

CREDITS	ALLEGANY COLLEGE OF MARYLAND Requirements for Associate's Degree	UNIVERSITY OF MARYLAND GLOBAL CAMPUS Requirements for Bachelor's Degree
3	COMP 101 Gen Ed requirement	IFSM 201 (elective)
3	BUAD 101 Program requirement	BMGT 110 (elective)
3	ENG 101 Gen Ed requirement	WRTG 112 (Gen Ed Communications; must be completed with C- or better)
3	MATH 109 Program requirement	STAT 200 (Gen Ed Mathematics)
3	DATA 101 Program requirement	DATA 200 (Gen Ed Computing)
3	MATH 102 Gen Ed elective	MATH 107 (elective)
3	Science Gen Ed elective	Gen Ed Biological & Physical Science
3	DATA 103 Program requirement	DATA elective
3	DATA 105 Program requirement	DATA elective
3	COMP 241 Program requirement	CMSC 105 (elective)
3	BUAD 216 Program requirement	MRKT 310* (elective)
3	Social and Behavioral Science Gen Ed elective	Gen Ed Behavioral & Social Science
3	DATA 201 Program requirement	♦ DATA 320* (required for the major)
3	DATA 206 Program requirement	DATA 300* (elective)
3	SPCH 101 Gen Ed requirement	SPCH 100 (Gen Ed Communications)
3	PHIL 202 Gen Ed requirement	PHIL 140 (Gen Ed Arts & Humanities)
3	ECON 202 Gen Ed requirement	ECON 203 (Gen Ed Behavioral & Social Science)
3	DATA 210 Program requirement	IFSM 330* (elective)
3	DATA 214 Program requirement	♦ DATA 335* (required for the major)
3	DATA 216 Program requirement	DATA elective
60	Total Credits Transferred	Total Credits Transferred

REMAINING REQUIREMENTS FOR BACHELOR'S DEGREE	CREDITS
LIBS 150 Introduction to Research or any Gen Ed credit (to be fulfilled with 1 Gen Ed credit from ACM)	—
PACE 111B Program and Career Exploration in Business or any PACE 111	3
WRTG 293 Introduction to Professional Writing or any Gen Ed writing (Gen Ed Communications)	3
HIST 125 Technological Transformations or any Gen Ed Arts & Humanities	3
♦ MRKT 394 Marketing Customer Relationships (required for the major)	3 <u>UL</u>
NSCI 103 Fundamentals of Physical Science or any Gen Ed Biological & Physical Lab Science	4
Elective	3
♦ BMGT 487 Project Management I (required for the major)	3 <u>UL</u>
WRTG 393 Advanced Technical Writing any upper-level writing (Gen Ed Communications)	3 <u>UL</u>
♦ BMGT 411 Process Improvement (required for the major)	3 <u>UL</u>
Elective	3
♦ Any course in environmental systems, marketing, project management, supply chain and business analytics (req for the major)	3 <u>UL</u>
Elective	3
♦ BMGT 400 Sustainability Management (required for the major)	3 <u>UL</u>
♦ BMGT 415 Quality in the Value Chain (required for the major)	3 <u>UL</u>
Elective	3

◆ Any course in environmental systems, marketing, project management, supply chain and business analytics (req for the major)	3UL
◆ Any course in environmental systems, marketing, project management, supply chain and business analytics (req for the major)	3UL
Elective	3
◆ BMGT 495 Sustainable Value Chain (required capstone for the major)	3UL
Elective	2
TOTAL CREDITS REMAINING AT UMGC	60

NOTES: Minimum of 120 credits, including 30 with UMGC of which at least 15 must be upper-level (courses numbered 300-499), are required for the bachelor's degree with a UMGC grade point average (GPA) of 2.0 (C) or higher / At least one-half of the credits within the major and minor must be comprised of: a. traditional college courses earning a grade (except for the CJLE major); b. UMGC resident coursework (except for the APTC, CJLE, and GECU majors, which require only the major capstone as UMGC resident credit) / No course within the major or minor below the grade of C (2.0) / UMGC does not accept grades below a C (2.0) in transfer from schools outside of the University System of Maryland and the Maryland community colleges (except WRTG 112 which must be completed with a grade of C- (1.67) or better from all schools) / Maximum of 70 transfer credits to UMGC from two-year or community colleges & maximum of 90 transfer credits from all sources combined (actual number of transfer credits dependent on meeting all UMGC bachelor's degree requirements) / ◆^{UL} = Course in major at UMGC / *^{LL} = Lower-level course meets content requirement of upper-level course but does not transfer as upper-level / ^{UL} = Upper-level course (numbered 300-499)

◆^{UL} Course in major at UMGC
^{LL}* Lower-level course meets content requirement of upper-level course but does not transfer as upper-level
^{UL} Upper-level course (numbered 300-499)

Appendix B
Full-Time Faculty and Library Waiver



90.2.1.001
cc: LEL
Bob J.

Robert L. Ehrlich, Jr.
Governor
Michael S. Steele
Lt. Governor
John J. Oliver, Jr.
Chairman
Calvin W. Burnett
Secretary of Higher Education

MEMORANDUM

DATE: January 6, 2005
TO: Dr. Nicholas H. Allen
Provost and Chief Academic Officer, UMUC
FROM: Michael J. Kiphart, Ph.D. *MJK*
Assistant Secretary for Planning and Academic Affairs

Office of the Provost
UMUC
JAN 10 2005

SUBJECT: UMUC Waiver of Full-Time Faculty and Library/Learning Resources Center

According to our records, UMUC's request for a waiver of full-time faculty and library/learning resource center went before the Education Policy Committee on January 16, 1996. The Education Policy Committee **approved for the University a waiver of the definition of full-time faculty and library/learning resource center as provided for in the Commission's *Minimum Requirements for Degree-Granting Institutions*, and further, that the Commission instruct the Secretary of Higher Education to review the University at regular intervals to assure that the University was in compliance with the applicable provisions of the waiver to the minimum requirements.**

On February 15, 1996, the matter went before the Commission and an **amended recommendation was approved. The Commission approved for the University a waiver of the requirements for total credit hours taught by full-time faculty and for a waiver of the requirements for a minimum library collection for the Library/Learning Resource Center as provided for in the Commission's *Minimum Requirements for Degree-Granting Institutions*. Further, the Commission instructed the Secretary of Higher Education to review the University at regular intervals to assure that the University was in compliance with the applicable provisions of the waiver to the minimum requirements.** The Commission also approved a recommendation that the Faculty Advisory Council and Student Advisory Council recommendations be referred to the University of Maryland System Board of Regents.

Enclosed are documents supporting the approval of the waiver. Should you require additional assistance, please contact David Sumler, Director of Academic Affairs – Planning and Policy, at 410-260-4533 or dsumler@mhec.state.md.us.

MJK:aww
Enclosures

MARYLAND HIGHER EDUCATION COMMISSION
839 Bestgate Rd. • Suite 400 • Annapolis, MD 21401-3013
T 410.260.4500 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 • www.mhec.state.md.us



cc: in files

Forwarded memo
for appropriate
action
via
Comm. on Ed
Policy

April 23, 1996

RECEIVED
APR 30 1996
By VCAA

Patrick H. Gensering
Governor
Edward O. Clarke, Jr.
Chairman
Patricia S. Florestano
Secretary of
Higher Education

Mr. Lance W. Billingsley, Esq.
Chairman, Board of Regents
University of Maryland System
3300 Metzgeroff Road
Adelphi, MD 20783

RECEIVED

APR 29 1996

OFFICE OF THE CHANCELLOR
THE UNIVERSITY OF MARYLAND
SYSTEM

Dear Mr. Billingsley:

At its February 15, 1996 meeting, the Maryland Higher Education Commission considered a request by University of Maryland University College for a waiver of the Commission's minimum requirements in the area of full-time faculty and library resources. The Commission has granted the waiver.

In the discussion of the waiver and related issues, both the Faculty Advisory Council and the Student Advisory Council to the Commission raised issues which the Commission felt were more appropriately addressed by the University of Maryland's governing board. Therefore, I am forwarding to you the resolutions submitted to the Commission by these two advisory councils, in addition to the relevant materials considered by the Commission in granting the waivers.

Consistent with the final recommendations of the Commission on this matter, I would appreciate a review of these issues by the Board of Regents. I would also appreciate receiving the results of that review when it is completed. Since the academic year is coming to a close, I realize that any reaction on the part of the Board of Regents may be delayed until next fall. In light of that schedule, could you please supply the Commission with the Board of Regents' position by November 1, 1996.

Sincerely,

Edward O. Clarke, Jr.
(CT)

Edward O. Clarke, Jr.
Chairman

EOC:PSP:JAS:ds

Enclosures

cc: Dr. Patricia S. Florestano
 Dr. Donald N. Langenberg

18 Francis St., Annapolis, MD 21401-1781 | (410) 974-2971 | FAX (410) 974-3513
TTY for the Deaf: (800) 735-2258



TOPIC: University of Maryland Global Campus (UMGC) Master of Science (MS) in Operations Management

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: September 3, 2024

SUMMARY: UMGC's 30-credit online Master of Science in Operations Management will be comprised of seven three-credit core courses, including a capstone course, and three elective courses. The core courses constitute key knowledge areas learners need to excel in operations management. To support their professional interests and goals, students will choose three electives from a pool of UMGC graduate courses representing functional areas that support operating processes such as data analytics, finance, project management, and acquisitions and contract management. These courses are offered in adjacent master's degree programs such as the MS in Data Analytics, MS in Management concentration in Financial Management, MS in Management concentration in Project Management, and MS in Acquisitions and Contract Management.

The seven courses comprising the core are as follows:

OPMG 605 - Procuring Resources and Inventory Management in the Digital Era

OPMG 610 - Sustainable Logistics Systems

OPMG 615 - Digitalization of Operating Processes

OPMG 620 - Operational Risk Analysis

OPMG 625 - Continuous Quality Management

OPMG 630 - Sustainable Value Chain and Marketing Systems

OPMG 690 - Capstone: Strategic Operations

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 and Safety Committee recommend that the Board of Regents approve the UMGC proposal to offer the MS in Operations Management.

COMMITTEE RECOMMENDATION:

DATE: September 3, 2024

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu



**UNIVERSITY OF MARYLAND
GLOBAL CAMPUS**

OFFICE OF THE CHIEF ACADEMIC OFFICER

August 15, 2024

Jay A. Perman, MD
Chancellor
University System of Maryland
3300 Metzert Road
Adelphi, MD 20783

Dear Chancellor Perman:

On behalf of the University of Maryland Global Campus (UMGC), this letter serves as an official request for a new Master of Science in Operations Management (HEGIS: 0507.XX; CIP: 52.1301). In accordance with COMAR 13B.02.03, the following proposal is submitted for your review.

We appreciate your review of this request and look forward to implementing this new program in Fall 2026. If you have any questions or require additional information about this proposal, please contact me at blakely.pomietto@umgc.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "Blakely R. Pomietto".

Blakely R. Pomietto, EdD
Senior Vice President and Chief Academic Officer

CC: Candace Caraco, PhD, Associate Vice Chancellor for Academic Affairs, University System of Maryland

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland Global Campus

Institution Submitting Proposal

Operations Management

Title of Proposed Program

Master of Science

Fall 2026

Award to be Offered

Projected Implementation Date

0507.XX

52.1301

Proposed HEGIS Code

Proposed CIP Code

School of Business

Dr. Anna Seferian

Department in which program will be located

Department Contact

240-684-2400

anna.seferian.umgc.edu

Contact Phone Number

Contact E-Mail Address



August 14, 2024

Signature of President or Designee

Date

**Academic Program Proposal
University of Maryland Global Campus**

Request for a New Master of Science in Operations Management

The University of Maryland Global Campus (UMGC) is proposing a new online Master of Science (MS) in Operations Management to add to the portfolio of graduate programs in the School of Business. This program is designed to prepare students to excel in positions involving the quantitative analysis of organizational processes. The proposed degree emphasizes creating and enhancing operational efficiencies with practical applications in both manufacturing and services industries. Utilizing an interdisciplinary approach, this program provides a comprehensive study of the entire value chain, including assessing customer preferences, forecasting market demand, planning resource allocation, product design, production, logistics, and customer service. Pertinent to many organizations, whether for-profit or not-for-profit, students will learn various management science tools used for assessing and improving productivity, analyzing sustainability, inventory control, and project management. Finally, the program will incorporate various functional areas of business operations including resource costing, management, planning, marketing research, sales, and business strategy.

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.

Consistent with the institutional purpose as stipulated by State statute (Md. Education Code Ann. § 13-101(2013)1), the mission of UMGC is improving the lives of adult learners. UMGC will accomplish this by:

- (1) Operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world;
- (2) Providing our students with affordable, open access to valued, quality higher education; and
- (3) Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose and sharing our perspectives and expertise.

Each facet of UMGC's mission has direct bearing on the academic programs the university offers and how those programs are designed and delivered. By mission and state mandate, every aspect of the UMGC learner experience is designed from its origins for working-adult and military-affiliated students, providing a learning ecosystem that can be seamlessly accessed from anywhere in the world. The selection, training, and evaluation of faculty; success coach advising model; virtual classroom; academic resources; student support services; and the term and session structure are all deliberately derived from adult-learning science in distance and distributed modalities. In particular, the demographic profile of UMGC's students drives the design and delivery of our learning model. The average age of UMGC's undergraduate students is 31 years old, and 79% of these students work full-time. The average age of UMGC's graduate students is 37 years old, and 80% of these students work full-time. Further, 44% of all current UMGC students report having dependent children. For these students, their often-complicated life circumstances while pursuing

higher education means they need and benefit most from the authentic online education that UMGC has delivered for more than two decades.

Authentic online education is fundamentally different from courses and programs originating at traditional institutions and taught remotely in the same way as face-to-face classes. Instead, authentic online education is a distinctive educational architecture intentionally designed for virtual teaching, learning, and assessment, with technology tools strategically deployed for engagement and outcomes, as well as wraparound services that provide support throughout the online student life cycle. These features set UMGC apart in the higher education landscape.

UMGC's strong relationship with the military community is part of our institutional history and identity. Currently, approximately two-thirds of our undergraduate students and one-third of our graduate students are military-affiliated, including active duty servicemembers, their families, and veterans. This dimension of UMGC's identity is a particular point of pride, beginning with the university first sending faculty overseas in 1949 to teach American soldiers on military installations in Europe. The relationship between UMGC and the military has continued to expand over the ensuing decades due to our intentional program design and delivery model that meets adult learners where they are, whether through asynchronous online courses or through innovative hybrid course delivery modes on military bases in Germany, Italy, Japan, Korea, Guam, Colorado, Virginia, and other military locations across the nation and around the world.

Today, UMGC holds competitively awarded contracts from the U.S. Department of Defense (DOD), under which we serve military servicemembers in Europe, Asia, and the Middle East, delivering specifically solicited programs of study identified by the DOD as responsive to the training, education, and upskilling needs of the military. UMGC is consistently recognized as one of the top military- and veteran-friendly schools in the country, with an unmatched expertise and established reputation as a preeminent provider of quality, affordable, career-relevant postsecondary education.

The MS in Operations Management aligns with UMGC's mission to offer high quality, workplace-relevant academic programs that expand the range of credentials and career opportunities for working-adult and military-affiliated learners. The program provides a learner-focused experience based on leading-edge adult learning theory and curriculum design. This fully online, asynchronous program model offers flexibility for students who are seeking to refresh and reshape their career opportunities. Students have the chance to gain new knowledge and practice new skills as they progress through formative instruction. A detailed description of the proposed program requirements, curriculum, and coursework is included in Section G of this proposal.

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

As the public state and national leader in distance education, UMGC awards associate's, bachelor's, master's, and doctoral degrees, as well as undergraduate and graduate certificates. The university's academic inventory includes programs that are core to any public university, while UMGC's mission to serve adult students also results in a sustained academic emphasis on career-relevant and workforce-aligned programs.

UMGC's new [2024-2030 Strategic Plan](#) establishes priorities and strategies guiding the university to achieve its vision of becoming the learner-centric, data-driven, and skills-based school of choice for adults and businesses. This plan is rooted in foundational commitments reflecting UMGC's history

and mission and establishes a series of strategic priorities that advance the university's vision and position us for the future. The five key priorities established in this plan are:

- 1) Market-responsive portfolio management that continuously adapts to learner and employer needs
- 2) A skills architecture that can be translated between educational and work experiences
- 3) Targeted expansion that strengthens and diversifies our learner population
- 4) A responsive, tailored, and seamless experience to maximize the success of our diverse learners
- 5) Intentional study of and investment in our people's needs

This proposal contributes directly to two of the five strategic priorities in UMGC's new strategic plan, utilizing "market-responsive portfolio management that continuously adapts to learner and employer needs" and employing "a skills architecture that can be translated between educational and work experiences." Successful portfolio management requires a focus on university-wide agility, effective resource utilization, and market-responsiveness, all of which were key considerations driving UMGC's decision to develop this program. Further, the innovative curriculum in this program will provide opportunities for learners to develop core skills in domains such as project management, process improvement, data analysis, operations management, business processes, continuous improvement processes, and quality management. While these skills are directly aligned with job requirements in operations management, they are also transferable to a broad range of careers and professional experiences.

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.)

Course development for the new program will be funded through a departmental budget allocation as part of the FY 2025-2026 budget process. The existing base of FTE faculty (full-time and adjunct), administrative staff, and support staff will support the program's initial launch. Tables 11 and 12 in Section L provide additional details and narrative explanations for anticipated resources/revenues and expenditures during the first five years of the program.

**4. Provide a description of the institution's commitment to:
a) ongoing administrative, financial, and technical support of the proposed program**

UMGC's support services are designed to accommodate students' access through entirely online and remote delivery. These services are, therefore, intentionally and thoughtfully built for complete online delivery rather than in the primarily face-to-face format that exists on traditional campuses. Support services include the following:

- Help@UMGC provides support services for the learning management system (online learning platform). UMGC's learning management system is Desire2Learn (D2L); its internal adaptation is called LEO. A specialized technical support team for LEO questions and problems is available 24 hours a day, 7 days a week, 365 days a year. In addition, UMGC trains faculty to handle some LEO troubleshooting; publishes LEO FAQs; and provides chat, phone, and e-mail access to a Help Center.
- MyUMGC is a self-service portal that provides access to UMGC administrative functions and student records. UMGC has designed this portal to ensure that students around the world can complete administrative tasks and view their academic records at their convenience.

- The Integrative Learning Design unit within Academic Affairs provides instructional-design support and consultation to Help Desk staff and program leadership to optimize the learning environment across delivery modes and resolve challenges or obstacles students and faculty may encounter in online classrooms.
- Success Coaches and Military Education Coordinators are committed to partnering with students as they navigate their UMGC journey through thought provoking and supportive conversations, empowering students to make informed degree planned decisions, connecting them with the right resources at the right time, and celebrating the student's successful milestones and educational goals.
- Students receive support in educational technology from UMGC's Virtual Lab Assistants team. Team members are well-versed in the content of the courses they support and can quickly help a struggling student.
- The Effective Writing Center (EWC) offers many writing-related services to students, including resources for improving writing skills, citing and referencing resources, and supporting research activities. The EWC is directly accessible through a link within each online classroom.
- Turnitin has been integrated directly into all online courses as a developmental tool for students to assist with achieving authenticity in their writing. TII's Draft Coach is another tool available to students to help with writing and citing skills.
- UMGC's Library is directly accessible through a link within each online classroom. UMGC's librarians help educate students in the use of library and information resources and services and develop and manage UMGC's extensive online library collection.
- First Term Experience provides high engagement, mentorship, and relevant content in first-term courses, including PACE (Program and Career Exploration), to propel students into their chosen academic programs.
- Free subject matter tutoring is available in select courses. Subject matter tutors can help define and explain concepts, clarify examples from course content, and guide students toward understanding a particular topic. Students can connect with a subject matter tutor by accessing a link in their online classroom. Students can choose to connect at once or schedule a meeting with a tutor at another time. Group sessions are scheduled for certain subject areas, and every student has access to tutoring for Reading Comprehension and Technology skills.
- The Office of Accessibility Services arranges accommodations for students with medical conditions protected under the Americans with Disabilities Act. Students can register with this office via an online form and work with staff to receive appropriate accommodations for their courses.
- Free, anonymous mental health support is offered to students via an online peer-to-peer support service, a 24/7 wellness line supported by licensed clinicians, and a self-service online provider directory.
- Student Engagement and Programming offers students a chance to connect virtually via UMGC's various [clubs and organizations](#) (co-curricular clubs, honor societies, and affinity groups). All official student clubs have a faculty advisor to support student leaders. These groups provide professional growth opportunities, leadership development, and academic recognition. Additionally, students have the opportunity to connect with global peers with a newly acquired online social platform called GetSet.
- UMGC is invested in helping students who are facing other challenges in life that impact finances and basic needs. For example, the [SAFER Program](#) offers emergency funding to students demonstrating distress. UMGC has identified a service for qualifying students to acquire free internet and a tablet through the [Public Wireless](#) program. We are

continuously looking for ways to better serve our students and to connect them to resources that support equitable access.

- The Office of Career Services and its CareerQuest portal provide quality resources and services to assist students and alumni with their career planning and job search needs, including the Community Connect mentorship and InternPLUS programs. Career Services supports students transitioning from one career field to another or looking to advance in their current career, in addition to those entering the workforce for the first time.
- The Tuition Planning team provides students with all-inclusive consultative financial support for all UMGC payment methods, with a focus on comprehensive funding and tuition planning to help guide students from their first class to graduation.
- The Financial Aid Office helps students understand and navigate the process of applying for financial aid. Staff members have expertise with a variety of financial aid options, as UMGC students may be using employer assistance, military or veterans' benefits, or other aid that is more common among adult student populations.

b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

Not applicable as this program is new.

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

As an open-access institution, UMGC plays a pivotal role in meeting societal needs through making educational opportunities and choices available for all students within the State of Maryland, including minority students, first generation students, and military-affiliated and working-adult students. In February 2023, UMGC was designated as a Minority Serving Institution by the U.S. Department of Education Office of Postsecondary Education. The university currently enrolls some 24,000 African American undergraduate and graduate students, 13,000 Hispanic/Latino students, 5,000 Asian students, and 15,000 students who self-identify as Native American, Hawaiian or Pacific Islander, Multiracial, or Other. Currently, more than 50% of all UMGC degrees and certificates are granted to minority students.

In the School of Business, where the MS in Operations Management will be housed, the average age of all graduate students is 37. A majority of these students (55%) are enrolled at UMGC on a part-time basis. In AY 2022-2023, 41% of these students were military-affiliated, and 35% of these military-affiliated students were on active duty. Graduate students in the School of Business are also geographically dispersed, with only 25% residing in Maryland. African American students constitute 31% of all current graduate students in the School of Business, and 14% identify as Hispanic/Latino, 6% as Asian, and 18% as Native American, Hawaiian or Pacific Islander, Multiracial, or Other.

UMGC remains committed to serving all students who have been previously underserved in higher education. The statistics above support that UMGC is successfully reaching and serving these student populations.

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

The MS in Operations Management is designed to meet the needs of our students, the demands of employers, and to support present and future postsecondary priorities of the State, as identified in the *2022 Maryland State Plan for Higher Education*.¹ This program supports the State Plan in the following ways:

The program will support Goal 1 (Access) – specifically Priority 4 (systems for specific student populations to access affordable and quality postsecondary education) – in the State Plan in that it is designed to support UMGC’s overall mission to set a global standard for excellence and to be respected as a leader in affordable and accessible adult education programs. UMGC administers its programs to meet the University System of Maryland’s goals of effectiveness and efficiency by employing data-driven decision-making that ensures that academic programs are broadly accessible and offer high quality education at an affordable cost. UMGC’s commitment to access and affordability is synonymous with our commitment to diversity and inclusion. The university’s open admission approach at both the undergraduate and graduate levels is central to these commitments. The process to apply for admission is streamlined and does not require the submission of standardized test scores. Admission requirements for this new program will be aligned with this mission. UMGC remains committed to serving the educational needs of historically underserved students.

Further, the program will support Goal 2 (Success) – specifically Priority 5 (commitment to high-quality postsecondary education in Maryland) and Priority 7 (postsecondary education as a platform for ongoing lifelong learning) – in the State Plan, as it is based on principles of skills- and performance-based learning that are at the forefront of developments in adult learning in higher education. Skills-aligned learning is an outcomes-based approach to education that emphasizes what students should know and be able to do to be successful in their chosen disciplines, fields, and careers. The approach is learner-focused, and authentic assessment (the measurement of what students have learned and the competencies students master) is embedded in every step of the learning process to assist students in building real-world, job-relevant skills in real time.

Like other UMGC programs, the MS in Operations Management will employ authentic, project-based assessments that are relevant to tasks that graduates will perform on the job; such projects serve as both the means of instruction and assessment of learning in the program. The curriculum and content will focus on skills-aligned learning directed toward problems and issues facing practicing professionals. Retention and success focus on students’ learning experiences and are improved through enhanced learning resources provided online within the learning management system. The methodology and on-demand nature of this type of student support is reflective of best practices in online learning.

¹ Maryland Higher Education Commission. 2022 Maryland State Plan for Higher Education: <https://mhec.maryland.gov/Pages/2022-MarylandStatePlan-MHEC.aspx>

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.

UMGC students are employed in various industries such as healthcare, human resources, social services, finance, manufacturing, government, IT, cybersecurity, consulting, education, defense industries, and the military. The typical student at UMGC is a working adult with 10+ years of work experience. Almost two-thirds of undergraduate students and one-third of graduate students are in the military or are transitioning from the military to a civilian career.

The MS in Operations Management is expected to prepare graduates with varied backgrounds and career interests in improving the operating processes of an organization or business. This program will be attractive to learners seeking to advance in service or manufacturing industries who want to improve their skills and understanding of sustainability and digitization of processes. Also, learners with general management, marketing, and business administration backgrounds will benefit from improving their management science skills including efficiency analysis, quality management, optimization of resource deployment, and use of technology.

Table 1 below presents the Standard Occupational Classification (SOC) Codes that UMGC has identified, based upon the CIP-SOC crosswalk developed by Lightcast, as most closely aligned to the CIP code for UMGC’s proposed program.

Table 1: Aligned Occupations for Graduates of UMGC’s Proposed MS in Operations Management

SOC Code	Occupational Title
11-1021	General and Operations Managers
11-3031	Financial Managers
11-3051	Industrial Production Managers
11-3061	Purchasing Managers
11-3071	Transportation, Storage, and Distribution Managers
11-9199	Managers, All Other
13-1081	Logisticians
13-1082	Project Management Specialists
13-1111	Management Analysts
13-1199	Business Operations Specialists, All Other
15-2031	Operations Research Analysts

Using the SOC codes identified in Table 1, Table 2 below presents 2022-2032 employment projections for these target occupations from the Maryland Department of Labor.

Table 2: Maryland Occupational Projections 2022-2032

SOC Code	Occupational Title	Employment			
		2022	2032	# Change	% Change
11-1021	General and Operations Managers	97,401	105,981	8,580	8.8%
11-3031	Financial Managers	17,766	20,937	3,171	17.9%
11-3051	Industrial Production Managers	2,981	3,128	147	4.9%
11-3061	Purchasing Managers	2,356	2,525	169	7.2%
11-3071	Transportation, Storage, and Distribution Managers	3,726	4,133	407	10.9%
11-9199	Managers, All Other	46,124	49,239	3,115	6.8%
13-1081	Logisticians	7,548	9,245	1,697	22.5%
13-1082	Project Management Specialists	36,083	40,003	3,920	10.9%
13-1111	Management Analysts	25,390	29,396	4,006	15.8%
13-1199	Business Operations Specialists, All Other	45,390	48,546	3,156	7.0%
15-2031	Operations Research Analysts	4,008	5,077	1,069	26.7%
Total		191,372	212,229	20,857	10.9%

Data Source: Maryland Department of Labor Long Term Occupational Projections

<https://www.dllr.state.md.us/lmi/iandoproj>

As evident from the data presented in Table 2, occupations that are at the core of the proposed program are in strong demand and are projected to grow over the next decade. Almost 21,000 additional employment opportunities will be created within these core occupational categories in Maryland between 2022 and 2032, an almost 11% increase in newly created positions. This growth outlook is also apparent in the national demand landscape for specialists within these occupations. Table 3 below presents the 2022-2032 national occupational projections for these same SOC codes from the U.S. Bureau of Labor Statistics.

Table 3: National Occupational Projections 2022-2032 (Reported in Thousands)

SOC Code	Occupational Title	Employment				
		2022	2032	# Change	% Change	Average Annual Openings
11-1021	General and operations managers	3507.8	3655.1	147.3	4.2%	296.3
11-3031	Financial managers	792.6	919.2	126.6	16%	69.6
11-3051	Industrial production managers	222.1	225.7	3.6	1.6%	15.3
11-3061	Purchasing managers	77.5	80.9	3.4	4.4%	6.1

11-3071	Transportation, storage, and distribution managers	177.7	192.3	14.6	8.2%	15.9
11-9199	Managers, all other	1228.3	1269.4	41	3.3%	94.4
13-1081	Logisticians	208.7	246.9	38.3	18.3%	21.8
13-1082	Project management specialists	881.3	936	54.7	6.2%	68.1
13-1111	Management analysts	987.6	1083.3	95.7	9.7%	92.9
13-1199	Business operations specialists, all other	1174.8	1223.6	48.7	4.1%	107
15-2031	Operations research analysts	109.9	134.7	24.7	22.5%	9.8
Total		5860.5	6312	451.3	7.7%	500.9

Data Source: U.S. Bureau of Labor Statistics Employment Projections

<https://data.bls.gov/projections/occupationProj>

Table 3 illustrates strong demand nationally for occupations that match the skillset for MS in Operations Management graduates, with expected aggregate growth across these occupations of 7.7%, corresponding to over 450,000 newly created employment opportunities between 2022 and 2032.

The next section provides additional data on market demand and employment opportunities in the State of Maryland.

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 labor market analysis presented in Table 4 below represents the number of job openings in Maryland and nationwide for the top five job titles in Maryland from June 2023 - June 2024, using Lightcast analysis of the occupations referenced above. Table 5 presents an analysis of the core skills of the program and the demand for these skills in Maryland within the occupations referenced above. It is evident from this analysis that, not only is there a high volume of job postings that this program will prepare its learners for, but the core skills of this program are in high demand across a range of occupations both in Maryland and nationwide.

Table 4 Top Five Program-Aligned Job Titles in Maryland and Nationwide

Job Title	Maryland Unique Postings June 2023 - June 2024	% of Postings	Nationwide Unique Postings June 2023 - June 2024	% of Postings
Project Managers	4,269	5.1%	195,705	4.2%
Business Analysts	1,557	2.0%	64,086	1.6%
Program Managers	1,296	1.6%	38,580	0.8%
Operations Managers	1,439	1.4%	82,472	1.4%
Program Analysts	878	1.0%	9,342	0.2%

Data Source: Lightcast <https://lightcast.io/>

Table 5: Top Seven Program-Aligned Skills in Maryland and Nationwide

Skills	Maryland Unique Postings June 2023 - June 2024	% of Postings	Nationwide Unique Postings June 2023 - June 2024	% of Postings
Project Management	12,248	29%	568,754	27%
Process Improvement	3,357	8%	190,890	9%
Data Analysis	3,109	7%	149,885	7%
Operations Management	2,290	5%	126,053	6%
Business Process	1,980	5%	99,968	5%
Continuous Improvement Process	1,480	4%	90,569	4%
Quality Management	1,226	3%	64,298	3%

Data Source: Lightcast <https://lightcast.io/>

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.

Using projections from the Maryland Department of Labor, Table 6 factors both growth in the number of positions expected to be newly created in each program-aligned SOC category in Maryland and the number of job exits (e.g., retirement, leaving workforce) and transfers (e.g., job changes, turnover) within these SOC categories over the same period (2022-2032).

Table 6: Maryland Occupational Projections Total Openings 2022-2032, Including New Positions, Exits, and Transfers

SOC Code	Occupational Title	Position Changes	Position Exits	Position Transfers	Total Projected Openings
11-1021	General and Operations Managers	8,580	25,321	54,618	88,519
11-3031	Financial Managers	3,171	4,981	7,897	16,049
11-3051	Industrial Production Managers	147	739	1,305	2,191
11-3061	Purchasing Managers	169	699	1,071	1,939
11-3071	Transportation, Storage, and Distribution Managers	407	1,109	1,967	3,483
11-9199	Managers, All Other	3,115	14,552	19,921	37,588
13-1081	Logisticians	1,697	2,267	4,360	8,324
13-1082	Project Management Specialists	3,920	8,708	17,511	30,139
13-1111	Management Analysts	4,006	9,429	12,606	26,041
13-1199	Business Operations Specialists, All Other	3,156	15,631	24,367	43,154
15-2031	Operations Research Analysts	1,069	1,305	1,416	3,790
Total		20,857	59,420	92,421	172,698

Data Source: Maryland Department of Labor Long Term Occupational Projections
<https://www.dllr.state.md.us/lmi/iandoproj/>

The projections in Table 6 show that the total number of openings across all program-aligned job categories will yield over 170,000 employment opportunities in Maryland alone between 2022-2032 (when factoring in job growth, exits, and transfers), or an estimated 17,000 positions annually. When considering the current and projected graduate supply in these fields as presented in the next section, job demand in these occupations far exceeds Maryland’s current pipeline of graduates.

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

Table 7 presents completion data from all master’s level programs related to operations management across all colleges and universities in the State of Maryland over the most recent four years (2020-2023) for which data are available. Given the market need described in the sections above, even if all graduates from these programs chose to work in Maryland (an improbable scenario), the existing statewide supply of graduates in this field would still be wholly insufficient to satisfy annual market demand. Through this proposed program, UMGC is well-positioned to help fill these gaps and to expand opportunities for returning adult and working students, military-affiliated and veteran students, and career changers to further expand the workforce pipeline and diversify the profession.

Table 7: Operations Management Related Completions at Maryland Colleges and Universities

Maryland Institution and Program	2020 Program Completions	2021 Program Completions	2022 Program Completions	2023 Program Completions
University of Maryland, College Park – MS in Management Studies	9	12	30	43
Johns Hopkins University – MS in Management Science	0	0	0	0
Morgan State University – MS in Operations Research	0	0	0	0
Capitol Technology University – MS in Systems Management	0	0	0	0
Total	9	12	30	43

Data Source: MHEC [Trends in Degrees and Awards by Program 2023 \(maryland.gov\)](#)

D. Reasonableness of Program Duplication

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

A program title and CIP search performed on July 7, 2024, of MHEC’s online Academic Program Inventory (API) found four graduate programs in Maryland with potential similarities to UMGC’s proposed program—two at Maryland four-year public universities and two at Maryland independent colleges and universities. However, none of the four programs (or areas of

concentration) listed on the API appeared to be active upon searching each institution’s individual website. These comparative findings are summarized in Table 8 below.

Table 8: Comparison of Operations Management Related Graduate Programs at Maryland Colleges and Universities

Maryland Colleges and Universities	Program Attributes	Differentiation from UMGC’s Proposed Program
University of Maryland, College Park	Program Title: MS in Management Studies Area of Concentration: Operations Research CIP: 52.1301 Total Credits: 30 credits total Modality: In-person and Online	https://www.rhsmith.umd.edu/programs/business-masters/curriculum Search of UMD’s website showed that while the MS in Management Studies is offered, the Operations Research area of concentration listed on the API did not appear to be active (which could have potentially been similar to UMGC’s proposed program). No comparative information is available.
Johns Hopkins University	Program Title: MS in Management Science CIP: 14.3501 Total Credits: Unknown Modality: Unknown	While listed in the API, the MS in Management Science did not appear to be active on JHU’s website. No comparative information is available. There were no completions in this program in the last four years.
Morgan State University	Program Title: MS in Operations Research CIP: 14.3701 Total Credits: Unknown Modality: Unknown	While listed in the API, the MS in Operations Research did not appear to be active on Morgan State’s website. No comparative information is available. There were no completions in this program in the last four years.
Capitol Technology University	Program Title: MS in Systems Management CIP: 52.0205 Total Credits: Unknown Modality: Unknown	While listed in the API, the MS in Systems Management did not appear to be active on Capitol Tech’s website. No comparative information is available. There were no completions in this program in the last four years.

Based on our review of programs summarized in Table 8, we did not find evidence of any potentially duplicative, active, Maryland-based master's degrees or areas of concentration for UMGC's proposed MS in Operations Management. We anticipate that competition for the proposed program will continue to come predominantly from out-of-state online institutions with whom we typically compete for graduate students in business. UMGC's proposed program will offer a Maryland-based, public, fully online alternative, both for Maryland students and for a national market.

2. Provide justification for the proposed program.

In the rapidly evolving global marketplace, the need for a forward-looking graduate program in operations management is strong and well supported. Critically aligned occupations, including Management Analysts, Logisticians, and Operations Research Analysts, are growing at rates of 10%-23% over the next 10 years, according to BLS projections. A portfolio analysis within the School of Business identified operations management as a critical gap in our current graduate-level program offerings.

Operations management of the future requires individuals with the knowledge and skills needed to thrive in dynamic environments, including the ability to enable digital transformation, sustainability, and organizational flexibility. Utilizing an interdisciplinary approach, this program will provide a comprehensive study of organizational operations including assessing customer preferences, forecasting market demand, planning resource allocation, product design, production, logistics, and customer service. Students will learn various management science tools used for assessing and improving productivity, analyzing sustainability, inventory control, and project management. Finally, the program will incorporate various functional areas of business operations including resource costing, management, planning, marketing research, sales, and business strategy. Expanding on traditional operations management principles, this new degree will explore emerging trends and have a futuristic approach.

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 HBIs.

A program title and CIP search performed on July 7, 2024, of MHEC's online Academic Program Inventory found a Master of Science in Operations Research offered at Morgan State University. As described in Section D above, however, it does not appear to be an active program. No comparative information was available from Morgan State's catalog or website. Bowie State University, Coppin State University, and the University of Maryland Eastern Shore did not have comparable graduate programs. UMGC's proposed program will, therefore, have no impact on the implementation or maintenance of high-demand programs at Maryland's four 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.

A program title and CIP search performed on July 7, 2024, of MHEC's online Academic Program Inventory found a Master of Science in Operations Research offered at Morgan State University. As described in Section D above, however, it does not appear to be an active program. No comparative information was available from Morgan State's catalog or website. Bowie State University, Coppin State University, and the University of Maryland Eastern Shore did not have comparable graduate

programs. UMGC's proposed program will, therefore, have no impact on the uniqueness and institutional identities and missions of Maryland's four 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 MS in Operations Management will be led by an appropriately qualified UMGC Portfolio Director in the School of Business, with academic and professional credentials. In addition to holding a terminal degree, the Portfolio Director will have 10+ years of industry experience and appropriate designations/certifications. Also, program oversight will be supported by two Collegiate Faculty (full-time faculty) in Project Management and Acquisition Management. The program curriculum and courses will be developed by a team of subject matter experts and instructional designers, in collaboration with the Portfolio Director and Collegiate Faculty.

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

The following Program Learning Goals (PLGs) have been developed for the MS in Operations Management:

- Analyze data to make decisions that enhance operational performance.
- Recommend the appropriate application of digital technologies including data analytics, Internet of Things (IOT), artificial intelligence (AI), and blockchain in optimizing operational structure and processes.
- Communicate organizational change through digital transformation initiatives that impact organizational processes.
- Apply methodologies that foster lean management and continuous improvement in dynamic business environments.
- Assess and optimize supply chain systems including procurement, inventory management, and logistics.
- Recommend resilient and adaptive risk-management strategies that consider data security, supply chain disruptions, and unknown threats to operational processes.
- Evaluate the implications of digital technologies in operations management, including ethical/privacy concerns, sustainability, and social responsibility.
- Develop strategic plans that integrate digital solutions into all areas of operations management, including inventory management, supply chain, production planning, marketing systems, and quality control.

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**

UMGC approaches learning design from an "Understanding by Design" perspective, utilizing a backward design model. This approach begins with identifying the program learning goals that a student will achieve through the program of study. The program learning goals are mapped first to the Degree Qualification Program (DQP) to ensure that the goals are comprehensive and

appropriate for the degree level. In addition, the program learning goals are mapped against UMGC institutional learning goals to validate that the program aligns with the university mission and institutional goals.

Once the program learning goals have been validated through mapping to the DQP and institutional learning goals, the program learning goals are mapped to the courses in the program. This step ensures that all program learning goals are addressed in the curriculum and provide guidance in the development of courses to ensure that each course contributes to the program learning goals without unnecessary duplication of outcomes across courses. Through these mappings, key assignments are identified in courses for use in assessing student achievement of program learning goals. Periodically, a random sample of student artifacts for these identified key assignments are collected and reviewed by faculty to assess how effectively students are meeting the program learning goals.

Using student learning assessment results along with non-direct measures of student learning (including student retention and market and labor data), Portfolio Directors produce an annual review of program quality. For new programs, these annual reviews are integrated into an Academic Program Review including external review after five years. After this initial review, programs continue the annual review cycle every year with an Academic Program Review every seven years. Summaries and results from each five-year and seven-year program review are submitted to the University System of Maryland in accordance with their established review cycle.

In November 2020, UMGC licensed AEFIS as its assessment management system. AEFIS is the central repository for program learning goals, assessment maps, and student artifacts. AEFIS integrates with the LEO learning management system to allow student work to be duplicated from LEO into AEFIS for assessment purposes. This process ensures that assessment review is independent of grades and evaluation within individual courses and allows for independent review of student work apart from the classroom faculty. AEFIS also houses all annual program review reports.

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

UMGC's 30-credit online MS in Operations Management will be comprised of seven three-credit core courses, including a capstone course, and three elective courses. The seven core courses constitute key knowledge areas learners need to excel in operations management. In support of their professional interests and goals, students will choose three electives from a pool of UMGC graduate courses representing functional areas that support operating processes.

MS in Operations Management (30 credits)

Core Courses (21 credits):

OPMG 605 - Procuring Resources and Inventory Management in the Digital Era (3 Credits)

OPMG 610 - Sustainable Logistics Systems (3 Credits)

OPMG 615 - Digitalization of Operating Processes (3 Credits)

OPMG 620 - Operational Risk Analysis (3 Credits)

OPMG 625 - Continuous Quality Management (3 Credits)

OPMG 630 - Sustainable Value Chain and Marketing Systems (3 Credits)

OPMG 690 - Capstone: Strategic Operations (3 Credits)

Elective Courses (9 credits):

Students may select three elective courses from the existing UMGC graduate course portfolio in data analytics, finance, project management, and acquisitions and contract management. These courses are offered in adjacent master's degree programs such as the MS in Data Analytics, MS in Management concentration in Financial Management, MS in Management concentration in Project Management, and MS in Acquisitions and Contract Management.

Table 9: Course Descriptions

OPMG 605 - Procuring Resources and Inventory Management in the Digital Era (3 Credits)
A study of strategic and operational aspects of procurement and inventory management. The objective is to analyze methodologies and tools utilized to achieve competitive advantage in organizations, in support of optimizing supply chain efficiency. Topics include the study of sourcing of resources, supply management and best practices in inventory control. Discussions emphasize technological innovation, quality initiatives, project management and consideration of ethical and sustainable procurement practices.
OPMG 610 - Sustainable Logistics Systems (3 Credits)
An exploration of logistics within the context of global supply chains with the focus on sustainability. The aim is to examine logistical systems and their relationship to operational efficiency and meeting customer expectations. The discussion integrates the importance of technology, government policy, environmental, social and economic factors to distribution systems. Topics include the "triple bottom line," reverse logistics, compliance and supply chain resilience.
OPMG 615 - Digitalization of Operating Processes (3 Credits)
An examination of the evolution of digitization in operations management with a focus on the supply chain. The goal is to explore the utilization of digital technologies to optimize operational agility, efficiency and performance. Topics include the use of predictive analytics, blockchain and cyber-physical systems to enhance operational agility, productivity and competitive positioning. The course has a futuristic focus including coverage of automation, robotics artificial intelligence and their importance to operating processes.
OPMG 620 - Operational Risk Analysis (3 Credits)
In the context of operations management and the supply chain, this course studies practices of risk management. Students will investigate methods and processes to identify and assess risk. Further, students will develop strategies to mitigate risk. In support of this, the class covers qualitative and quantitative measures of risk, operations-based risk modeling, diversification, contingency planning in the supply chain, scenario analysis of operating processes and operational resilience.

OPMG 625 - Continuous Quality Management (3 Credits)

A study of the theory, principles, and methodologies of quality management within the organization to enhance product and service quality and operational efficiency. The course addresses quality management principles and tools including quality standards, process control, TQM, ISO, Lean management and Six Sigma while focusing on the needs of customers and organizational performance. The course integrates the importance of quality initiatives to strategic planning, organizational management and the supply chain.

OPMG 630 - Sustainable Value Chain and Marketing Systems (3 Credits)

A thorough review of the importance of marketing systems to an organization's value chain. The aim is to assess how marketing systems contribute to organizational success by creating value for customers. Using a systems approach, course topics include customer relationship management, the appropriate utilization of marketing data, aligning organizational processes and overall performance with marketing-based data. Discussion covers the role of marketing and customer service to the value chain, aligning marketing efforts with both operational and strategic business decisions that support competitiveness.

OPMG 690 - Capstone: Strategic Operations (3 Credits)

Pre-requisites: OPMG 605, OPMG 610, OPMG 615, OPMG 620, OPMG 625, OPMG 630: The capstone in strategic operations management is the culminating experience, incorporating content, knowledge and skills acquired throughout the program. The objective is to integrate the various areas important to operations management including customer relationship management systems, quality assurance, sustainability, digitization of operating processes, procurement of resources, managing projects, and risk assessment and mitigation. This course involves a comprehensive case study that synthesizes the role of operations management with the organizational value chain and strategic decision-making.

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 equipment requirements, learning management systems, availability of academic support services and financial aid resources, and costs and payment policies.

UMGC maintains a comprehensive public website that houses all current information about its programs. Students have online access to degree requirements, course catalogs, course schedules, and other pertinent information. The website also provides specific and clear information and resources about [technology requirements](#) for UMGC students, [information and training on the learning management system](#), and [other additional resources](#) to maximize each student's learning experience. A variety of online support services are available to students for academic assistance ([Tutoring](#), [Writing Center](#)), as well as [advising](#), [accessibility accommodations](#), [career services](#), [tuition planning](#), [financial aid](#), and [technical support](#).

UMGC's [Student Handbook](#) is available online and serves as a general guide for all students with respect to policies, procedures, rules, regulations, and general academic requirements for all students. In addition, the annual UMGC [Catalog](#) includes extensive information about expectations and individual requirements for each academic program as well as university policies, resources, and services for students.

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

All academic program-related communications (including advertising, recruitment, and admission materials) are developed with UMGC-wide institutional communication strategies which adhere to the principle of truth in advertising. All written and electronic materials prepared for prospective students for recruitment will clearly and accurately represent the courses, programs, and services available.

H. Adequacy of Articulation

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

Not Applicable

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.

UMGC's faculty staffing model employs full-time faculty (known as Collegiate Faculty) in faculty leadership roles, such as Department Chairs and Portfolio Directors, with responsibility for the overall intellectual coherence and integrity of the curriculum and program. Other Collegiate Faculty teach and serve in complementary roles that maintain and support the academic program,

providing input into the design and content of the program and courses. This core group of full-time Collegiate Faculty also mentors and supports the adjunct faculty teaching in the program.

In keeping with UMGC's emphasis on workplace relevance, most faculty teaching in the MS in Operations Management will be credentialed, practicing professionals who teach part-time for UMGC. These adjunct faculty provide instruction for the majority of courses (which is true for all programs at all levels at UMGC). This model is responsible for one of UMGC's greatest strengths: scholar-practitioner faculty who have solid academic credentials and continue to work outside the university, providing a continuous infusion of current workplace knowledge, career relevant perspectives, and maximum flexibility for adapting to changing student demand and rapidly changing industries and technologies. In this way, UMGC supports students in a learning experience that is practical and relevant to today's competitive and evolving global marketplace.

Collegiate and adjunct faculty both hold academic rank and title, based on their academic qualifications and professional experience, including teaching experience at UMGC. Since 1996, UMGC has held an MHEC-approved waiver for the Code of Maryland (COMAR) requirements for total credit hours taught by full-time faculty (see documentation provided in Appendix A).

The centrality and appropriateness of UMGC's faculty model relative to its educational mandate and mission were reaffirmed by MHEC in its 2016 review of mission statements, as evidenced in the following excerpt from the Commission's report:

UMUC intentionally seeks highly-qualified full-time and adjunct faculty who have hands-on experience in the disciplines they teach and who can leverage that experience to provide a richer learning experience for students. The university's mission to serve adult students is supported by adjunct faculty who are scholar-practitioners engaged daily in their profession. The ability to employ adjunct faculty is critical to UMUC's capacity to quickly deploy academic and continuing education programs in response to workforce-related needs. This entrepreneurship and flexibility in establishing new programs is particularly important to the university: given its history of very limited state support, the university's financial model is based on tuition revenues, and all programs must be self-supporting.²

Consistent with this model, the School of Business already has an active roster of faculty who are qualified and prepared to teach courses in this program, and the university constantly recruits additional adjunct faculty as needed. Table 10 below provides a partial list of faculty who are anticipated to teach in the program, their appointment type and rank, their graduate degree(s) and fields(s), their status (full-time or part-time), and the courses they are qualified to teach.

² Maryland Higher Education Commission (December 2015), Mission Statement Review: https://mhec.maryland.gov/institutions_training/Documents/acadaff/2016MissionStatementReview.pdf

Table 10: Faculty Resources

Faculty Name	Appointment Type and Rank	Graduate Degree(s) and Field(s)	Status (FT/PT)	Course(s) to be Taught
Rudy Watson	Department Chair, Business Management	PhD (Logistics, Technology, and Project Management)	FT	OPMG 605 OPMG 610 OPMG 690
Kate Goldberg	Collegiate Associate Professor	Doctor of Business Administration	FT	OPMG 625 OPMG 630 OPMG 690
Joseph D'Mello	Collegiate Professor	PhD, PMP (Project Management)	FT	OPMG 605 OPMG 625 OPMG 690
Jeffrey Pullen	Adjunct Professor	DBA, PMP (Project Management, Supply Chain)	PT	OPMG 605 OPMG 620 OPMG 625 OPMG 630
Joseph Cox	Adjust Assistant Professor	DBA, PMP (Operations, Logistics, and Supply Chain)	PT	OPMG 610 OPMG 625 OPMG 630
Felicia Levy	Adjunct Professor	PhD, PMP (Quality, Operations Management)	PT	OPMG 605 OPMG 620 OPMG 625 OPMG 690
Douglas Little	Adjunct Professor	PhD, PMP (Digitization and Operations Management)	PT	OPMG 605 OPMG 615
Vernon Smith	Adjunct Professor	Doctor of Education, Higher Education Leadership; MS (Project Management)	PT	OPMG 625
Christopher Dela Rosa	Adjunct Professor	Doctor of Management (Information Systems and Technology)	PT	OPMG 615
David Starnes	Adjunct Associate Professor	PhD (Administration and Management)	PT	OPMG 625 OPMG 630
Joseph Cox	Adjunct Assistant Professor	DBA, PMP (Operations, Logistics, and Supply Chain)	PT	OPMG 605 OPMG 610 OPMG 620 OPMG 690

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

Through Faculty Development, part of the university's Integrative Learning Design unit, UMGC supports its worldwide faculty by providing quality professional development programs and services that are accessible, responsive, comprehensive, and innovative. UMGC provides frequent faculty development workshops and webinars focused on effective online pedagogy, including topics such as providing effective feedback; scaffolding student learning; digital literacy; academic

integrity; classroom assessment techniques; accessibility; and diversity, equity, and inclusion in the classroom.

UMGC is committed to providing pedagogy training in support of student learning throughout the faculty life cycle with the institution. FACDEV 411, New Faculty Academic Orientation, is a required two-week, facilitated online class that is designed to welcome new faculty to UMGC and provide information about UMGC's history, mission, values, and students, while preparing faculty to teach online. It is taught by experienced UMGC adjunct faculty. The course covers the history of UMGC, pedagogy of adult learning, facilitating online learning, accessibility, and providing additional support and resources for students through UMGC's Library, Effective Writing Center, Office of Academic Integrity & Accountability, and Office of Accessibility Services.

b) The learning management system

UMGC provides multiple touchpoints to ensure faculty have a thorough orientation to and continued education about our learning management system, Desire2Learn (D2L). Building on the topics and materials provided in FACDEV 411, UMGC offers online faculty workshops on topics such as grading and coaching strategies; the integration of audio and video feedback to students; gradebook setup and rubrics; crafting powerful online introductions; and open education resources (OERs) used in the classroom.

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

In addition to the strategies outlined above, UMGC has recognized the need to equip faculty more comprehensively with knowledge and skills to help increase classroom engagement and support student learning, satisfaction, and retention. In 2021, UMGC launched an additional two-week facilitated training course, FACDEV 112, Coaching Learning and Academic Success Strategies. This course focuses on the development of faculty coaching skills to create an active and motivating presence in the online classroom and to establish helpful and supportive relationships with students, leading to persistence and academic success. To date, over 2,000 UMGC faculty have completed this course.

This addition to UMGC's training catalog is designed to help reduce the distance between faculty and students inherent in online courses. Developed and taught by UMGC faculty, FACDEV 112 emphasizes specific strategies for facilitating consistent and meaningful faculty-student interactions and provides guidance for implementing personalized and actionable academic coaching and feedback.

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.

No new library resources are needed to serve the MS in Operations Management. In partnership with faculty and program designers, the [UMGC Library](#) annually reviews and maintains a curated collection of academic and professional journal articles, reports, case studies, and books available electronically via a comprehensive set of online library databases to support academic programs. A librarian liaison is designated for each academic department at UMGC to assist faculty with resource identification and other program needs.

The UMGC Library relies on distributed technology as its primary mechanism to provide online access to resources and services to UMGC's widely dispersed adult student population. Library services to all UMGC students, faculty, and staff worldwide include 24/7 reference via live chat and document delivery for materials not otherwise available in the library databases. UMGC's expanding collection of over 75,000 electronic books (e-books) has significantly increased the ability to meet the academic needs of UMGC's global population. Additionally, UMGC students, faculty, and staff within the continental United States have access to more than 10 million volumes in print from the 17-member [University System of Maryland and Affiliated Institutions \(USMAI\) Library Consortium](#).

The UMGC Library provides research assistance in developing search strategies, selecting relevant databases, and evaluating and citing sources in a variety of formats, including online webinars offered globally. A discovery tool allows simultaneously searching of scholarly articles, books, and other research resources via a single search engine of most of the databases to which the UMGC Library subscribes. Students also have access to full-text dissertations and theses via the *ProQuest Dissertations and Theses* database. Resources on the UMGC Library website provide a listing of resource guides for academic subject areas and topics, including relevant databases, websites, books, and other resources along with technical and citation assistance.

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

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

The MS in Operations Management will be offered fully online using the university's distance education platform. Select courses may be taught in a hybrid format at locations where UMGC offers classroom instruction, including regional higher education centers, military bases, and overseas in Europe and Asia. Existing resources related to facilities, infrastructure, and equipment are adequate to meet the program's needs.

- 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**

UMGC has an internal email network that provides all students and faculty with consistent email domains, @student.umgc.edu and @faculty.umgc.edu, respectively. Students are encouraged but not limited to using this email address in all communications with the university. Faculty are required to use their UMGC address for teaching and all official UMGC communications. UMGC's learning management system is Desire2Learn (D2L); the internal adaptation is called LEO. All UMGC classes are taught using this system and all students with appropriate technology and online access (referenced in Section G8) have access to this system through their learning portal. Support is available for students and faculty through a 24/7 Help Desk and a large variety of online resources on UMGC's website.

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.

As shown in Table 11 below, the MS in Operations Management is expected to be self-supporting from inception. No new General Funds are required for the implementation of this program. If necessary, resources will be reallocated internally within the department during the first year. The credit hour tuition rate listed is a weighted average of the in-state, out-of-state, and military graduate tuition rates based on the anticipated makeup of the student cohorts. The tuition rate is estimated to increase 1% each year. Consistent with UMGC’s demographics and student enrollment patterns, Table 11 assumes that all students will be enrolled part-time, completing an average of 9.5 credits per year. Enrollment and revenue projections are based on new students entering the program.

Table 11: 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)	\$623,935	\$955,785	\$1,287,849	\$1,453,395	\$1,635,934
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	131	199	266	297	331
e. Credit Hour Rate	\$500	\$505	\$510	\$515	\$520
f. Annual Credit Hour Rate	9.5	9.5	9.5	9.5	9.5
g. Total P/T Revenue (d x e x f)	\$623,935	\$955,785	\$1,287,849	\$1,453,395	\$1,635,934
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	\$623,935	\$955,785	\$1,287,849	\$1,453,395	\$1,635,934

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.

UMGC’s existing base of FTE faculty and administrative and support staff will support and serve the program. The faculty category in Table 12 includes two full-time Collegiate Faculty. Adjunct faculty will teach the remaining scheduled courses, with 1 FTE = 30 adjunct-taught credit hours. The adjunct per credit hour rate is calculated at \$1,070 per credit, the rate for an associate professor without a terminal degree at longevity Step 5 in UMGC’s adjunct faculty pay scale. This is the median rate for faculty anticipated to be in the pool of faculty eligible to teach courses in the program. The administrative staff category includes a Portfolio Director who will support this program, while the support staff category factors in support from academic program specialists and Dean’s office staff. Salaries are shown with benefits at current standard rates of 37% for full-time faculty and administrative staff and 8% for adjunct faculty.

Technology services in Row 4 include UMGC’s LMS platform licensing, student information system, student relationship management system, and student software and support, at a rate of \$6.20/student credit hour. No new library services (Row 5) or new or renovated physical space (Row 6) will be needed for this program. Other expenses (Row 7) in Year 1 include \$185,360 for course development and maintenance to create the new program. The remaining expenses in Row 7 include admissions, advising and student support services, and marketing and advertising, proportional to the number of credit hours anticipated to be earned by students in the program each year.

Table 12: Program Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$117,568	\$190,341	\$243,474	\$266,959	\$274,537
a. Number of FTE	2.62	4.60	5.96	6.45	6.50
b. Total Salary	\$102,236	\$169,420	\$218,412	\$239,947	\$246,747
c. Total Benefits	\$15,332	\$20,921	\$25,062	\$27,012	\$27,791
2. Admin. Staff (b + c below)	\$38,200	\$39,346	\$40,526	\$41,742	\$42,994
a. Number of FTE	0.20	0.20	0.20	0.20	0.20
b. Total Salary	\$27,883	\$28,720	\$29,581	\$30,469	\$31,383
c. Total Benefits	\$10,317	\$10,626	\$10,945	\$11,273	\$11,612

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
3. Support Staff (b + c below)	\$25,606	\$26,375	\$27,166	\$27,981	\$28,820
a. Number of FTE	0.19	0.19	0.19	0.19	0.19
b. Total Salary	\$18,691	\$19,252	\$19,829	\$20,424	\$21,037
c. Total Benefits	\$6,916	\$7,123	\$7,337	\$7,557	\$7,784
4. Technical Support and Equipment	\$7,787	\$11,810	\$15,756	\$17,605	\$19,620
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$369,255	\$424,734	\$597,636	\$670,060	\$687,190
TOTAL (Add 1 - 7)	\$558,415	\$692,606	\$924,558	\$1,024,347	\$1,053,162

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.

UMGC has developed an annual program review process that includes assessment of student learning, as described earlier, along with non-direct measures of student learning including course evaluations, retention and graduation rates, and program surveys administered in all capstone courses. As part of this process, external data are collected, including enrollment in related programs at other institutions and employment trends in relevant labor markets. UMGC's mission for career relevant education requires that the curriculum and program learning goals are maintained in the context of changing needs in labor markets and required skills for graduates.

As part of UMGC's annual program review, courses within the program portfolio are evaluated for course health. This includes student success rates within each course and course reenrollment rates (i.e., how many students in the course reenroll at the university in the following term). In addition, student course evaluations are administered every term for every course. Data are aggregated in academic dashboards at the course level to allow program leaders and faculty to evaluate the effectiveness of the course curriculum and delivery. When a course is scheduled for revision, all adjunct faculty teaching the course are surveyed to provide input to the faculty and instructional designers revising the course.

Full-time faculty are reviewed at least every two years. Adjunct faculty are reviewed on a course-by-course/term basis. Student course evaluations provide an opportunity for all faculty to receive both quantitative and qualitative feedback on their teaching.

- 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.**

UMGC's faculty, academic administrators, and Office of Academic Quality collaborate to implement assessment activities, monitor ongoing developments, review results, and make appropriate curricular or other modifications. Annually, student performance across learning demonstrations is evaluated to determine where improvements may be required. Portfolio Directors and Collegiate Faculty visit online classrooms regularly to track faculty performance and take any necessary corrective actions proactively. Class observations are documented and used in subsequent faculty staffing decisions. Changes are also made to the curriculum and/or student support models, as needed. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness. Regular academic program reviews consider all factors related to academic quality, curriculum currency and relevance, student support, and adequacy of program infrastructure and resources. These processes all support a continuous cycle of improvement.

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.**

UMGC seeks to reflect the diversity of the global communities we serve. Cultural differences are recognized, valued, and considered essential to the educational process. Our welcoming of diverse perspectives differentiates us and drives innovation. UMGc provides an academic environment in which diversity is not only articulated as one of the institutional core values, but it is reflected in the university's ethnically and racially diverse student body, faculty, and staff and our proven record of providing higher education access to underrepresented students. UMGc's Integrative Learning Design unit and Office of Diversity and Equity collaborate to ensure a robustly inclusive curriculum that is built around UMGc's focus on project-, scenario-, and problem-based learning, which have been found to be the most effective learning approaches for adult students. The Integrative Learning Design team is trained and proficient in Universal Design for Learning and provides leadership on matters of inclusive design for all learning experiences, courses, and programs at UMGc.

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.**

UMGC is approved to offer distance education by the Middle States Commission on Higher Education (MSCHE) and maintains compliance with COMAR 13B.02.03.22. UMGc's approval to offer distance education as an alternative delivery method is included within its scope of institutional accreditation, as evidenced in the university's MSCHE [Statement of Accreditation Status](#). Further,

UMGC has been an approved institutional participant in the State Authorization Reciprocity Agreement (SARA) since 2016 and is authorized to offer distance education in all SARA states. Among its many recognitions, UMGc has received five Sloan Consortium (now Online Learning Consortium) Excellence Awards for online program quality and three IMS Global Learning Consortium awards for technology integration in the classroom environment.

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

UMGC was an early provider of off-campus educational opportunities for students and one of the first universities in Maryland to develop fully online courses and programs. UMGc has been a leader among public institutions in providing quality and affordable online education and has been providing distance education to the nation's service members and their families, residents of the State of Maryland, and those who live outside of Maryland for more than 75 years. Additionally, UMGc's Europe and Asia divisions offer hybrid and onsite classes to fulfill DOD contract requirements and meet the needs of military-affiliated learners overseas. Stateside, all onsite classes, except an occasional accelerated offering, are offered in hybrid format, blending onsite and online delivery.

UMGC's distance education offerings are in full compliance with [C-RAC's 2011 Guidelines](#).

Appendix A
Full-Time Faculty and Library Waiver



90-211,001
cc: LEL
Bob S

Robert L. Ehrlich, Jr.
Governor
Michael S. Steele
Lt. Governor
John J. Oliver, Jr.
Chairman
Calvin W. Burnett
Secretary of Higher Education

MEMORANDUM

DATE: January 6, 2005
TO: Dr. Nicholas H. Allen
Provost and Chief Academic Officer, UMUC
FROM: Michael J. Kiphart, Ph.D. *MAK*
Assistant Secretary for Planning and Academic Affairs
SUBJECT: UMUC Waiver of Full-Time Faculty and Library/Learning Resources Center

Office of the Provost
UMUC
JAN 10 2005

According to our records, UMUC's request for a waiver of full-time faculty and library/learning resource center went before the Education Policy Committee on January 16, 1996. The Education Policy Committee **approved for the University a waiver of the definition of full-time faculty and library/learning resource center as provided for in the Commission's *Minimum Requirements for Degree-Granting Institutions*, and further, that the Commission instruct the Secretary of Higher Education to review the University at regular intervals to assure that the University was in compliance with the applicable provisions of the waiver to the minimum requirements.**

On February 15, 1996, the matter went before the Commission and an **amended recommendation was approved. The Commission approved for the University a waiver of the requirements for total credit hours taught by full-time faculty and for a waiver of the requirements for a minimum library collection for the Library/Learning Resource Center as provided for in the Commission's *Minimum Requirements for Degree-Granting Institutions*.** Further, the Commission instructed the Secretary of Higher Education to **review the University at regular intervals to assure that the University was in compliance with the applicable provisions of the waiver to the minimum requirements.** The Commission also approved a recommendation that the Faculty Advisory Council and Student Advisory Council recommendations be referred to the University of Maryland System Board of Regents.

Enclosed are documents supporting the approval of the waiver. Should you require additional assistance, please contact David Sumler, Director of Academic Affairs – Planning and Policy, at 410-260-4533 or dsumler@mhec.state.md.us.

MJK:aaw
Enclosures

MARYLAND HIGHER EDUCATION COMMISSION
839 Bestgate Rd. • Suite 400 • Annapolis, MD 21401-3013
T 410.260.4500 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 • www.mhec.state.md.us



cc: in files

Forwarded memo
for appropriate
action
via
Conn. n ED
Pekin

Mr. Lance W. Billingsley, Esq.
Chairman, Board of Regents
University of Maryland System
3300 Metzgeroff Road
Adelphi, MD 20783

April 23, 1996

RECEIVED
APR 30 1996
By VCAA

Paris H. Glensinger
Governor
Edward O. Clarke, Jr.
Chairman
Patricia S. Florestano
Secretary of
Higher Education

RECEIVED

APR 29 1996

OFFICE OF THE CHANCELLOR
THE UNIVERSITY OF MARYLAND
SYSTEM

Dear Mr. Billingsley:

At its February 15, 1996 meeting, the Maryland Higher Education Commission considered a request by University of Maryland University College for a waiver of the Commission's minimum requirements in the area of full-time faculty and library resources. The Commission has granted the waiver.

In the discussion of the waiver and related issues, both the Faculty Advisory Council and the Student Advisory Council to the Commission raised issues which the Commission felt were more appropriately addressed by the University of Maryland's governing board. Therefore, I am forwarding to you the resolutions submitted to the Commission by these two advisory councils, in addition to the relevant materials considered by the Commission in granting the waivers.

Consistent with the final recommendations of the Commission on this matter, I would appreciate a review of these issues by the Board of Regents. I would also appreciate receiving the results of that review when it is completed. Since the academic year is coming to a close, I realize that any reaction on the part of the Board of Regents may be delayed until next fall. In light of that schedule, could you please supply the Commission with the Board of Regents' position by November 1, 1996.

Sincerely,
Edward O. Clarke, Jr.
Edward O. Clarke, Jr.
Chairman

EOC:PSP:JAS:ds

Enclosures

cc: Dr. Patricia S. Florestano
Dr. Donald N. Langenberg

13 Francis St., Annapolis, MD 21401-1781 | (410) 974-2971 | FAX (410) 974-3513
TTY for the Deaf: (800) 735-2258



TOPIC: University of Maryland Global Campus (UMGC) Master of Science (MS) in Innovation and Entrepreneurial Leadership

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: September 3, 2024

SUMMARY: The 30-credit MS in Innovation and Entrepreneurial Leadership will be comprised of seven core courses, including a capstone course, and three elective courses. Core courses will be designed to help students develop a unique set of entrepreneurial skills to navigate the complexities and challenges of fostering innovation within an organization. Course topics will include innovation culture and lifecycle, talent management, organizational learning, sustainability social impact, financing, governance, and strategy. Program electives will offer students the flexibility to focus on fields of interest such as sustainable innovation, biotechnology, and agile project management, among others. Through collaborative projects and case studies, learners will understand what it takes to lead and inspire teams with an entrepreneurial mindset to adopt innovations that ensure sustainability in dynamic environments.

The MS in Innovation and Entrepreneurial Leadership curriculum will emphasize leading change, fostering creativity, and building a culture of innovation. Graduates will develop the necessary skills to analyze data to guide decision-making, assess and recommend new technologies, and develop strategies to market and sell innovative solutions. Graduates will be equipped to design and implement innovative systems and strategies that address real-world challenges, ensuring positive outcomes for people, the planet, and long-term economic growth.

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 and Safety Committee recommend that the Board of Regents approve the UMGC proposal to offer the MS in Innovation and Entrepreneurial Leadership.

COMMITTEE RECOMMENDATION:

DATE: September 3, 2024

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu



**UNIVERSITY OF MARYLAND
GLOBAL CAMPUS**

OFFICE OF THE CHIEF ACADEMIC OFFICER

August 15, 2024

Jay A. Perman, MD
Chancellor
University System of Maryland
3300 Metzert Road
Adelphi, MD 20783

Dear Chancellor Perman:

On behalf of the University of Maryland Global Campus (UMGC), this letter serves as an official request for a new Master of Science in Innovation and Entrepreneurial Leadership (HEGIS: 0506.XX; CIP: 52.0213). In accordance with COMAR 13B.02.03, the following proposal is submitted for your review.

We appreciate your review of this request and look forward to implementing this new program in Fall 2026. If you have any questions or require additional information about this proposal, please contact me at blakely.pomietto@umgc.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "Blakely R. Pomietto".

Blakely R. Pomietto, EdD
Senior Vice President and Chief Academic Officer

CC: Candace Caraco, PhD, Associate Vice Chancellor for Academic Affairs, University System of Maryland

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland Global Campus

Institution Submitting Proposal

Innovation and Entrepreneurial Leadership

Title of Proposed Program

Master of Science

Fall 2026

Award to be Offered

Projected Implementation Date

0506.xx

52.0213

Proposed HEGIS Code

Proposed CIP Code

School of Business

Dr. Anna Seferian

Department in which program will be located

Department Contact

240-684-2400

anna.seferian.umgc.edu

Contact Phone Number

Contact E-Mail Address



August 14, 2024

Signature of President or Designee

Date

**Academic Program Proposal
University of Maryland Global Campus**

Request for a New Master of Science in Innovation and Entrepreneurial Leadership

University of Maryland Global Campus (UMGC) is proposing a new online Master of Science in Innovation and Entrepreneurial Leadership. This program is designed for working professionals and non-traditional students interested in becoming more innovation-focused in their careers and enhancing their ability to achieve outcomes with an entrepreneurial mindset. The program is aligned with UMGC's mission and institutional learning goals to provide career-relevant education and develop our students' capacity for lifelong learning and growth, which are essential for graduates as they approach their future professional careers and entrepreneurial endeavors. With these goals in mind, the courses in this 30-credit master's degree will be interdisciplinary with embedded skills in strategic thinking, creativity, risk management, problem solving, communication, leading diverse teams, interdisciplinary collaboration, organizational development, sustainability, and financial acumen.

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.

Consistent with the institutional purpose as stipulated by State statute (Md. Education Code Ann. § 13-101(2013)1), the mission of UMGC is improving the lives of adult learners. UMGC will accomplish this by:

- (1) Operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world;
- (2) Providing our students with affordable, open access to valued, quality higher education; and
- (3) Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose and sharing our perspectives and expertise.

Each facet of UMGC's mission has direct bearing on the academic programs the university offers and how those programs are designed and delivered. By mission and state mandate, every aspect of the UMGC learner experience is designed from its origins for working-adult and military-affiliated students, providing a learning ecosystem that can be seamlessly accessed from anywhere in the world. The selection, training, and evaluation of faculty; success coach advising model; virtual classroom; academic resources; student support services; and the term and session structure are all deliberately derived from adult-learning science in distance and distributed modalities. In particular, the demographic profile of UMGC's students drives the design and delivery of our learning model. The average age of UMGC's undergraduate students is 31 years old, and 79% of these students work full-time. The average age of UMGC's graduate students is 37 years old, and 80% of these students work full-time. Further, 44% of all current UMGC students report having dependent children. For these students, their often-complicated life circumstances while pursuing higher education means they need and benefit most from the authentic online education that UMGC has delivered for more than two decades.

Authentic online education is fundamentally different from courses and programs originating at traditional institutions and taught remotely in the same way as face-to-face classes. Instead,

authentic online education is a distinctive educational architecture intentionally designed for virtual teaching, learning, and assessment, with technology tools strategically deployed for engagement and outcomes, as well as wraparound services that provide support throughout the online student life cycle. These features set UMGC apart in the higher education landscape.

UMGC's strong relationship with the military community is part of our institutional history and identity. Currently, approximately two-thirds of our undergraduate students and one-third of our graduate students are military affiliated, including active duty servicemembers, their families, and veterans. This dimension of UMGC's identity is a particular point of pride, beginning with the university first sending faculty overseas in 1949 to teach American soldiers on military installations in Europe. The relationship between UMGC and the military has continued to expand over the ensuing decades due to our intentional program design and delivery model that meets adult learners where they are, whether through asynchronous online courses or through innovative hybrid course delivery modes on military bases in Germany, Italy, Japan, Korea, Guam, Colorado, Virginia, and other military locations across the nation and around the world.

Today, UMGC holds competitively awarded contracts from the U.S. Department of Defense (DOD), under which we serve military servicemembers in Europe, Asia, and the Middle East, delivering specifically solicited programs of study identified by the DOD as responsive to the training, education, and upskilling needs of the military. UMGC is consistently recognized as one of the top military- and veteran-friendly schools in the country, with an unmatched expertise and established reputation as a preeminent provider of quality, affordable, career-relevant postsecondary education.

The MS in Innovation and Entrepreneurial Leadership aligns with UMGC's mission to offer high quality, workplace-relevant academic programs that expand the range of credentials and career opportunities for working-adult and military-affiliated learners. The program provides a learner-focused experience based on leading-edge adult learning theory and curriculum design. This fully online, asynchronous program model offers flexibility for students who are seeking to refresh and reshape their career opportunities. Students can gain new knowledge and practice new skills as they progress through formative instruction. A detailed description of the proposed program requirements, curriculum, and coursework is included in Section G of this proposal.

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

As the public state and national leader in distance education, UMGC awards associate's, bachelor's, master's, and doctoral degrees, as well as undergraduate and graduate certificates. The university's academic inventory includes programs that are core to any public university, while UMGC's mission to serve adult students also results in a sustained academic emphasis on career-relevant and workforce-aligned programs.

UMGC's new [2024-2030 Strategic Plan](#) establishes priorities and strategies guiding the university to achieve its vision of becoming the learner-centric, data-driven, and skills-based school of choice for adults and businesses. This plan is rooted in foundational commitments reflecting UMGC's history and mission and establishes a series of strategic priorities that advance the university's vision and position us for the future. The five key priorities established in this plan are:

- 1) Market-responsive portfolio management that continuously adapts to learner and employer needs
- 2) A skills architecture that can be translated between educational and work experiences

- 3) Targeted expansion that strengthens and diversifies our learner population
- 4) A responsive, tailored, and seamless experience to maximize the success of our diverse learners
- 5) Intentional study of and investment in our people's needs

This proposal contributes directly to two of the five strategic priorities in UMGC's new strategic plan, utilizing "market-responsive portfolio management that continuously adapts to learner and employer needs" and employing "a skills architecture that can be translated between educational and work experiences." Successful portfolio management requires a focus on university-wide agility, effective resource utilization, and market-responsiveness, all of which were key considerations driving UMGC's decision to develop this graduate program. Further, the innovative curriculum in this program will provide opportunities for learners to develop core skills in domains such as innovation leadership, entrepreneurial leadership, and organizational leadership. These skills are transferable to a broad range of careers and professional experiences.

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.)

Course development for this new program will be funded through a departmental budget allocation as part of the FY 2025-2026 budget process. The existing base of FTE faculty (full-time and adjunct), administrative staff, and support staff will support the program's initial launch. Tables 11 and 12 in Section L provide additional details and narrative explanations for anticipated resources/revenues and expenditures during the first five years of the program.

**4. Provide a description of the institution's commitment to:
a) ongoing administrative, financial, and technical support of the proposed program**

UMGC's support services are designed to accommodate students' access through entirely online and remote delivery. These services are, therefore, intentionally and thoughtfully built for complete online delivery rather than in the primarily face-to-face format that exists on traditional campuses. Support services include the following:

- Help@UMGC provides support services for the learning management system (online learning platform). UMGC's learning management system is Desire2Learn (D2L); its internal adaptation is called LEO. A specialized technical support team for LEO questions and problems is available 24 hours a day, 7 days a week, 365 days a year. In addition, UMGC trains faculty to handle some LEO troubleshooting; publishes LEO FAQs; and provides chat, phone, and e-mail access to a Help Center.
- MyUMGC is a self-service portal that provides access to UMGC administrative functions and student records. UMGC has designed this portal to ensure that students around the world can complete administrative tasks and view their academic records at their convenience.
- The Integrative Learning Design unit within Academic Affairs provides instructional-design support and consultation to Help Desk staff and program leadership to optimize the learning environment across delivery modes and resolve challenges or obstacles students and faculty may encounter in online classrooms.
- Success Coaches and Military Education Coordinators are committed to partnering with students as they navigate their UMGC journey through thought provoking and supportive conversations, empowering students to make informed degree planned decisions, connecting them with the right resources at the right time, and celebrating the student's successful milestones and educational goals.

- Students receive support in educational technology from UMGC's Virtual Lab Assistants team. Team members are well-versed in the content of the courses they support and can quickly help a struggling student.
- The Effective Writing Center (EWC) offers many writing-related services to students, including resources for improving writing skills, citing and referencing resources, and supporting research activities. The EWC is directly accessible through a link within each online classroom.
- Turnitin has been integrated directly into all online courses as a developmental tool for students to assist with achieving authenticity in their writing. TII's Draft Coach is another tool available to students to help with writing and citing skills.
- UMGC's Library is directly accessible through a link within each online classroom. UMGC's librarians help educate students in the use of library and information resources and services and develop and manage UMGC's extensive online library collection.
- First Term Experience provides high engagement, mentorship, and relevant content in first-term courses, including PACE (Program and Career Exploration), to propel students into their chosen academic programs.
- Free subject matter tutoring is available in select courses. Subject matter tutors can help define and explain concepts, clarify examples from course content, and guide students toward understanding a particular topic. Students can connect with a subject matter tutor by accessing a link in their online classroom. Students can choose to connect at once or schedule a meeting with a tutor at another time. Group sessions are scheduled for certain subject areas, and every student has access to tutoring for Reading Comprehension and Technology skills.
- The Office of Accessibility Services arranges accommodations for students with medical conditions protected under the Americans with Disabilities Act. Students can register with this office via an online form and work with staff to receive appropriate accommodations for their courses.
- Free, anonymous mental health support is offered to students via an online peer-to-peer support service, a 24/7 wellness line supported by licensed clinicians, and a self-service online provider directory.
- Student Engagement and Programming offers students a chance to connect virtually via UMGC's various [clubs and organizations](#) (co-curricular clubs, honor societies, and affinity groups). All official student clubs have a faculty advisor to support student leaders. These groups provide professional growth opportunities, leadership development, and academic recognition. Additionally, students have the opportunity to connect with global peers with a newly acquired online social platform called GetSet.
- UMGC is invested in helping students who are facing other challenges in life that impact finances and basic needs. For example, the [SAFER Program](#) offers emergency funding to students demonstrating distress. UMGC has identified a service for qualifying students to acquire free internet and a tablet through the [Public Wireless](#) program. We are continuously looking for ways to better serve our students and to connect them to resources that support equitable access.
- The Office of Career Services and its CareerQuest portal provide quality resources and services to assist students and alumni with their career planning and job search needs, including the Community Connect mentorship and InternPLUS programs. Career Services supports students transitioning from one career field to another or looking to advance in their current career, in addition to those entering the workforce for the first time.

- The Tuition Planning team provides students with all-inclusive consultative financial support for all UMGC payment methods, with a focus on comprehensive funding and tuition planning to help guide students from their first class to graduation.
- The Financial Aid Office helps students understand and navigate the process of applying for financial aid. Staff members have expertise with a variety of financial aid options, as UMGC students may be using employer assistance, military or veterans' benefits, or other aid that is more common among adult student populations.

b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

Not applicable as this program is new.

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

As an open-access institution, UMGC plays a pivotal role in meeting societal needs through making educational opportunities and choices available for all students within the State of Maryland, including minority students, first generation students, and military-affiliated and working-adult students. In February 2023, UMGC was designated as a Minority Serving Institution by the U.S. Department of Education Office of Postsecondary Education. The university currently enrolls some 24,000 African American undergraduate and graduate students, 13,000 Hispanic/Latino students, 5,000 Asian students, and 15,000 students who self-identify as Native American, Hawaiian or Pacific Islander, Multiracial, or Other. Currently, more than 50% of all UMGC degrees and certificates are granted to minority students.

In UMGC's School of Business, where the MS in Innovation and Entrepreneurial Leadership will be housed, the average age of all graduate students is 37. A majority of these students (56%) are enrolled at UMGC on a part-time basis. In AY 2022-2023, 41% of these students were military-affiliated, and 35% of these military-affiliated students were on active duty. Graduate students in the School of Business are also geographically dispersed, with only 25% residing in Maryland. African American students constitute 31% of all current graduate students in the School of Business, and 14% identify as Hispanic/Latino, 6% as Asian, and 18% as Native American, Hawaiian or Pacific Islander, Multiracial, or Other.

UMGC remains committed to serving all students who have been previously underserved in higher education. The statistics above support that the UMGC is successfully reaching and serving these student populations.

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

The MS in Innovation and Entrepreneurial Leadership is designed to meet the needs of our students, the demands of employers, and to support present and future postsecondary priorities of the State, as identified in the [2022 Maryland State Plan for Higher Education](#).¹ This program supports the State Plan in the following ways:

The program will support Goal 1 (Access) – specifically Priority 4 (systems for specific student populations to access affordable and quality postsecondary education) – in the State Plan in that it is designed to support UMGC’s overall mission to set a global standard for excellence and to be respected as a leader in affordable and accessible adult education programs. UMGC administers its programs to meet the University System of Maryland’s goals of effectiveness and efficiency by employing data-driven decision-making that ensures that academic programs are broadly accessible and offer high quality education at an affordable cost. UMGC’s commitment to access and affordability is synonymous with our commitment to diversity and inclusion. The university’s open admission approach at both the undergraduate and graduate levels is central to these commitments. The process to apply for admission is streamlined and does not require the submission of standardized test scores. Admission requirements for this new program will be aligned with this mission. UMGC remains committed to serving the educational needs of historically underserved students.

Further, the program will support Goal 2 (Success) – specifically Priority 5 (commitment to high-quality postsecondary education in Maryland) and Priority 7 (postsecondary education as a platform for ongoing lifelong learning) – in the State Plan, as it is based on principles of skills- and performance-based learning that are at the forefront of developments in adult learning in higher education. Skills-aligned learning is an outcomes-based approach to education that emphasizes what students should know and be able to do to be successful in their chosen disciplines, fields, and careers. The approach is learner-focused, and authentic assessment (the measurement of what students have learned and the competencies students master) is embedded in every step of the learning process to assist students in building real-world, job-relevant skills in real time.

Like other UMGC programs, this new program will employ authentic, project-based assessments relevant to tasks graduates will perform on the job; such projects serve as the means of instruction and assessment of learning in the program. The curriculum and content will focus on skills-aligned learning directed toward problems and issues facing practicing professionals. Retention and success focus on students’ learning experiences and are improved through enhanced learning resources provided online within the learning management system. The methodology and on-demand nature of this type of student support is reflective of best practices in online learning.

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.

¹ Maryland Higher Education Commission. *2022 Maryland State Plan for Higher Education*. <https://mhec.maryland.gov/Pages/2022-MarylandStatePlan-MHEC.aspx>

UMGC students are employed in a variety of industries such as healthcare, human resources, social services, finance, manufacturing, government, IT, cybersecurity, consulting, education, defense industries, and the military. The typical student at UMGC is a working adult with 10+ years of work experience. Almost two-thirds of undergraduate students and one-third of graduate students are in the military or are transitioning from the military to a civilian career.

The MS in Innovation and Entrepreneurial Leadership is expected to prepare graduates for leadership roles in startups, established companies, consulting firms, investment firms, government agencies and contractors, and non-profit organizations, among other settings. Potential roles for graduates exist in a variety of domains such as product management (leading a cross-functional team to improve a product or oversee the development of a new product); data science (using innovative data analysis techniques to make data-driven decisions); marketing (implementing innovative marketing strategies); sustainability (leading initiatives to reduce the organization’s environmental impact); banking and finance (implementing digital transformation and AI); and supply chain management (ensuring that steps in production and assembly minimize energy consumption and are environmentally friendly and ethically sourced).

Table 1 below presents the Standard Occupational Classification (SOC) Codes that UMGC has identified, based upon the CIP-SOC crosswalks developed by Lightcast, as most closely aligned to the relevant CIP codes for UMGC’s proposed program.

Table 1: Aligned Occupations for Graduates of UMGC’s Proposed MS in Innovation and Entrepreneurial Leadership

SOC Code	Occupational Title
11-1011	Chief Executives
11-1021	General and Operations Managers
11-2021	Marketing Managers
11-2033	Fundraising Managers
11-3121	Human Resources Managers
11-9199	Managers, All Other
13-1082	Project Management Specialists
13-1111	Management Analysts
13-1199	Business Operations Specialists, All Other

Using the SOC codes identified in Table 1, Table 2 below presents 2022-2032 employment projections for these target occupations from the Maryland Department of Labor.

Table 2: Maryland Occupational Projections 2022-2032

SOC Code	Occupational Title	Employment			
		2022	2032	# Change	% Change
11-1011	Chief Executives	7,463	7,136	-327	-4.4%
11-1021	General and Operations Managers	97,401	105,981	8,580	8.8%
11-2021	Marketing Managers	7,031	7,696	665	9.5%

11-2033	Fundraising Managers	1,511	1,651	140	9.3%
11-3121	Human Resources Managers	3,990	4,337	347	8.7%
11-9199	Managers, All Other	46,124	49,239	3,115	6.8%
13-1082	Project Management Specialists	36,083	40,003	3,920	10.9%
13-1111	Management Analysts	25,390	29,396	4,006	15.8%
13-1199	Business Operations Specialists, All Other	45,390	48,546	3,156	7.0%
Total		270,383	293,985	23,602	8.7%

Data Source: Maryland Department of Labor Long Term Occupational Projections

<https://www.dllr.state.md.us/lmi/iandoproj>

As evident from the data presented in Table 2, occupations that are at the core of the proposed program are in strong demand and are projected to grow over the next decade. Over 23,500 additional employment opportunities will be created within these core occupational categories in Maryland between 2022 and 2032, an almost 9% increase in newly created positions. This growth rate outpaces national growth for these occupations, even though strong growth in the national demand landscape is also apparent. Table 3 below presents the 2022-2032 national occupational projections for these same SOC codes from the U.S. Bureau of Labor Statistics.

Table 3: National Occupational Projections 2022-2032 (Reported in Thousands)

SOC Code	Occupational Title	Employment				Occupational Openings 2022-2032 Annual Average
		2022	2032	# Change	% Change	
11-1011	Chief Executives	280	257	-23	-8.2%	15.3
11-1021	General And Operations Managers	3507.8	3655.1	147.3	4.2%	296.3
11-2021	Marketing Managers	358.2	381.9	23.7	6.6%	31.2
11-2033	Fundraising Managers	33.7	35.4	1.7	5.1%	2.5
11-3121	Human Resources Managers	191.6	201.6	10	5.2%	15.5
11-9199	Managers, All Other	1228.3	1269.4	41	3.3%	94.4
13-1082	Project Management Specialists	881.3	936	54.7	6.2%	68.1
13-1111	Management Analysts	987.6	1083.3	95.7	9.7%	92.9
13-1199	Business Operations Specialists, All Other	1174.8	1223.6	48.7	4.1%	107
Total		8643.3	9043.3	399.8	4.6%	723.2

Data Source: U.S. Bureau of Labor Statistics Employment Projections

<https://data.bls.gov/projections/occupationProj>

Table 3 illustrates strong demand nationally for occupations that match the skillset for MS in Innovation and Entrepreneurial Leadership graduates, with expected aggregate growth across these occupations of over 4.5%, corresponding to over 700,000 newly created employment opportunities between 2022 and 2032.

The next section provides additional data on market demand and employment opportunities in the State of Maryland.

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 labor market analysis presented in Table 4 below represents the number of job openings in Maryland and nationwide for the top five job titles in Maryland from June 2023 - June 2024, using Lightcast analysis of the occupations referenced above. Table 5 presents an analysis from a skills perspective, rather than a job title perspective. It is evident from this analysis that the program-aligned skills desired by Maryland employers mirror the skills sought nationwide.

Table 4: Top Five Program-Aligned Job Titles in Maryland and Nationwide

Job Title	Maryland Unique Postings June 2023 - June 2024	% of Postings	Nationwide Unique Postings June 2023 - June 2024	% of Postings
Project Managers	2,111	6.0%	89,731	5%
Business Analysts	811	2.0%	32,890	2%
Program Managers	663	2%	17,025	1%
Operations Managers	556	2%	29,002	2%
Human Resources Managers	437	1%	21,489	1%

Data Source: Lightcast <https://lightcast.io/>

Table 5: Top 5 Program-Aligned Specialized Skills in Maryland and Nationwide

Skills	Maryland Unique Postings June 2023 - June 2024	% of Postings	Nationwide Unique Postings June 2023 - June 2024	% of Postings
Project Management	12,068	34%	551,918	32%
Marketing	5,146	15%	316,059	18%
Finance	3,236	9%	167,936	10%
Auditing	2,935	8%	127,438	7%
Data Analysis	2,869	8%	132,130	8%

Data Source: Lightcast <https://lightcast.io/>

Furthermore, there is an increased need in the labor market for innovative business solutions and professionals with an entrepreneurial mindset. In a 2023 [Boston Consulting Group](#)² report, 79% of global companies ranked innovation as a top corporate priority; however, only one in four was “innovation ready,” including having the leadership needed to enable their innovation ambitions.

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.

Using projections from the Maryland Department of Labor, Table 6 factors both growth in the number of positions expected to be newly created in each program-aligned SOC category in Maryland and the number of job exits (e.g., retirement, leaving workforce) and transfers (e.g., job changes, turnover) within these SOC categories over the same period (2022-2032).

Table 6: Maryland Occupational Projections Total Openings 2022-2032, Including New Positions, Exits, and Transfers

SOC Code	Occupational Title	Position Changes	Position Exits	Position Transfers	Total Projected Openings
11-1011	Chief Executives	-327	2,256	2,535	4,464
11-1021	General and Operations Managers	8,580	25,321	54,618	88,519
11-2021	Marketing Managers	665	1,748	3,990	6,403
11-2033	Fundraising Managers	140	357	697	1,194
11-3121	Human Resources Managers	347	1,186	1,889	3,422
11-9199	Managers, All Other	3,115	14,552	19,921	37,588
13-1082	Project Management Specialists	3,920	8,708	17,511	30,139
13-1111	Management Analysts	4,006	9,429	12,606	26,041
13-1199	Business Operations Specialists, All Other	3,156	15,631	24,367	43,154
Total		23,602	79,188	138,134	240,924

Data Source: Maryland Department of Labor Long Term Occupational Projections

<https://www.dllr.state.md.us/lmi/iandoproj/>

The projections in Table 6 show that the total number of openings across all program-aligned job categories will yield over 240,000 employment opportunities in Maryland alone between 2022-2032 (when factoring in job growth, exits, and transfers), or an estimated 24,000 positions annually. When considering the current and projected graduate supply in these fields as presented in the next section, job demand in these occupations far exceeds Maryland’s current pipeline of graduates.

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

Table 7 presents master’s degree completion data from all programs broadly related to UMGC’s proposed MS in Innovation and Entrepreneurial Leadership across all colleges and universities in the State of Maryland over the most recent four years (2020-2023) for which data are available. Given the market need described in the sections above, even if all graduates from these programs

² Boston Consulting Group (May 2023). *Reaching New Heights in Uncertain Times*. [bcg-most-innovative-companies-2023-reaching-new-heights-in-uncertain-times-may-2023.pdf](#)

chose to work in Maryland (an improbable scenario), the existing statewide supply of graduates in this field would still be wholly insufficient to satisfy annual market demand. Through this proposed program, UMGC is well-positioned to help fill these gaps and to expand opportunities for returning adult and working students, military-affiliated and veteran students, and career changers to further expand the workforce pipeline and diversify the profession.

Table 7: Innovation and Entrepreneurial Leadership Related Master’s Degree Completions at Maryland Colleges and Universities

Maryland Institution and Program*	2020 Program Completions	2021 Program Completions	2022 Program Completions	2023 Program Completions
University of Baltimore - Master of Science in Nonprofit Management and Social Entrepreneurship	12	5	3	7
University of Maryland, Baltimore County - Master of Professional Studies in Entrepreneurship, Innovation, and Leadership**	-	-	-	-
University of Maryland, College Park - Master of Professional Studies in Technology Entrepreneurship and Corporate Innovation**	-	-	-	-
Johns Hopkins University – Master of Science in Organizational Leadership	20	0	12	36
Notre Dame of Maryland University - Master of Arts in Leadership and Management	8	8	4	2
Stevenson University – Master of Science in Digital Transformation and Innovation	39	30	17	11
Total	79	43	36	56

*MHEC’s API lists a master’s degree in Social Entrepreneurship at the University of Maryland, Baltimore (UMB). However, this does not appear to be an active program according to UMB’s website. UMB does offer a graduate certificate in Social Entrepreneurship. Also, MHEC’s API lists a master’s degree in Transformative Leadership and Social Change at the Maryland University of Integrative Health (MUIH). This program has had no student completions in the past four years and is not currently admitting new students. Further, Notre Dame of Maryland University acquired MUIH in February 2024. Therefore, the programs at UMB and MUIH were omitted from the completions data in Table 7.

**Degree completions for Master of Professional Studies (MPS) programs are not reported separately to MHEC for each individual MPS degree offered by the University of Maryland, College Park, or the University of Maryland, Baltimore County. Rather, they are aggregated across all MPS degrees offered by these institutions. Therefore, UMGC could not determine how many MPS completions were specific to programs related to Innovation and Entrepreneurial Leadership.

Data Source: [TRENDS IN DEGREES AND AWARDS BY PROGRAM 2023.pdf \(maryland.gov\)](#)

D. Reasonableness of Program Duplication

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

A program title and CIP search performed on July 29, 2024, of MHEC’s online Academic Program Inventory found eight programs in Maryland with potential similarities to UMGC’s proposed program. Four of these programs are offered by Maryland public four-year institutions, and four of these programs are offered by Maryland independent colleges and universities. Table 8 below provides a comparative summary of major program features. Unlike other programs currently offered in Maryland, UMGC’s proposed MS in Innovation and Entrepreneurial Leadership is fundamentally distinctive in the following ways:

- Offered by the School of Business as an entirely online and asynchronous degree, marketed to reach a national audience of working adults and military-affiliated students
- Taught by scholar-practitioner faculty members with extensive industry experience in related fields
- Focuses on the development of entrepreneurial leadership skills needed to drive innovation
- Emphasizes data-driven decision-making while enabling sustainable innovation and desirable social impact
- Features an interdisciplinary set of courses to contextualize innovative ideas, products, processes, and business models
- Program electives can be chosen from offerings in adjacent UMGC master's degrees and include courses in organizational development, project management, and related areas.

Table 8: Comparison of Master’s Degrees Related to Innovation and Entrepreneurial Leadership at Maryland Colleges and Universities

Maryland Colleges and Universities	Program Attributes	Differentiation from UMGC’s Proposed Program
Stevenson University	Program Title: MS in Digital Transformation and Innovation CIP: 11.0401 Total Credits: 36 Modality: Online, 18 months Professional Focus/Distinctive Features: Replaced the MS in Business and Technology Management. Targeted towards future CIOs, CTOs, and a variety of IT roles.	This program focuses on digital business technologies and information technology and prepares graduates for IT-related leadership positions. UMGC’s proposed program prepares managers across a range of functional areas to use entrepreneurial leadership skills to enable innovation.
University of Baltimore	Program Title: MS in Non-Profit Management and Social Entrepreneurship	This program focuses on social entrepreneurship with specialization options in global

Maryland Colleges and Universities	Program Attributes	Differentiation from UMGC's Proposed Program
	<p>CIP: 44.0401</p> <p>Total Credits: 36</p> <p>Modality: Online</p> <p>Professional Focus/Distinctive Features: For managers of nonprofit organizations and social enterprises.</p>	<p>affairs, health management, and general management. Prepares graduates for the nonprofit sector specifically. UMGC's MS degree program is broader in scope and focuses on innovation in all types of organizations (including commercial and government settings).</p>
<p>University of Maryland, Baltimore</p>	<p>Program Title: MS in Social Entrepreneurship</p> <p>CIP:51.2201</p> <p>Total Credits: N/A</p> <p>Modality: N/A</p> <p>Professional Focus/Distinctive Features: N/A</p>	<p>While listed in MHEC's API, the MS in Social Entrepreneurship does not appear to be active on the University of Maryland, Baltimore's website. No comparative information is available. UMB offers a 12-credit graduate certificate in this area.</p>
<p>Johns Hopkins University</p>	<p>Program Title: MS in Organizational Leadership</p> <p>CIP: 52.0213</p> <p>Total Credits: 30</p> <p>Modality: Online</p> <p>Professional Focus/Distinctive Features: Offered in the School of Arts and Sciences.</p>	<p>The MS in Organizational Leadership has a broad focus on the development of leadership competencies; it is not aligned to a specific industry or discipline. UMGC's specific focus will be on innovation and entrepreneurship.</p>
<p>Maryland University of Integrative Health</p>	<p>Program Title: MA in Transformative Leadership and Social Change</p> <p>CIP: 30.1701</p> <p>Total Credits: 36</p> <p>Modality: Online</p> <p>Professional Focus/Distinctive Features: Social impact and health professions.</p>	<p>The focus of this degree is on leadership and social impact in the health professions, aligned with MUIH's academic programs and mission. The degree has had no recent student completions and is not currently enrolling new students. Further, Notre Dame of Maryland University acquired MUIH in February 2024.</p>
<p>Notre Dame of Maryland University</p>	<p>Program Title: MA in Leadership and Management</p> <p>CIP: 52.0201</p> <p>Total Credits: 39</p>	<p>This degree has a broad focus on leadership and ethics. In-person courses are held on weekday evenings. UMGC's proposed degree will be offered entirely online and focused on leadership skills for innovation.</p>

Maryland Colleges and Universities	Program Attributes	Differentiation from UMGC's Proposed Program
	Modality: In-Person/Hybrid Professional Focus/Distinctive Features: Leadership and ethics	
University of Maryland, Baltimore County	Program Title: Master of Professional Studies (MPS) in Entrepreneurship, Innovation, and Leadership CIP: 30.9999 Total Credits: 30 Modality: In-Person/Hybrid Professional Focus/Distinctive Features: Students can choose between three pathways: Entrepreneurship, Intrapreneurship, and Social Entrepreneurship. Six-credit capstone experience.	This program is an MPS, not an MS. Three-year professional studies degree offered in hybrid format; requires attending classes on UMBC campus and has an entrepreneurship focus. UMGC's proposed program is offered in fully online format and is an MS degree focused on leadership skills for innovation.
University of Maryland, College Park	Program Title: Master of Professional Studies (MPS) in Technology Entrepreneurship and Corporate Innovation CIP: 30.9999 Total Credits: 30 Modality: Online Professional Focus/Distinctive Features: Technology startups and entrepreneurship.	This program is an MPS, not an MS. Offered by the School of Engineering with an emphasis on new product development and technology startups. UMGC's proposed MS degree is offered in the School of Business and is focused on leadership skills for innovation.

Based on our review of programs summarized in Table 8, we did not find evidence of any other Maryland-based fully online master's degrees with a similar focus on innovation and entrepreneurial leadership, or with a significant overlap in program learning objectives and coursework. We anticipate that competition for the proposed program will continue to come predominantly from out-of-state online institutions with whom we typically compete for graduate students in business. For example, American Military University offers an online Master of Arts in Entrepreneurship, and both National University and Southern New Hampshire University offer a specialization in Entrepreneurship within their online Master of Business Administration programs. UMGC's proposed program will offer a Maryland-based, public, fully online alternative, both for Maryland students and for a national market.

2. Provide justification for the proposed program.

There is evidence of greater recognition that businesses in Maryland need to be innovative to remain competitive. The Moore-Miller Administration's [2024 State Plan](#) mentions that "Maryland's overall economy is growing at a slower rate than other states, at 0.7% GDP, and trailed behind peer states in its innovation climate and foreign investment."³ As evident from the data presented in Table 2 in this proposal, occupations that are at the core of UMGC's proposed degree program are in strong demand both in Maryland and nationally and are projected to grow over the next decade. The total number of openings across all program-aligned job categories will yield almost 290,000 employment opportunities in Maryland alone between 2022-2032. When considering the current and projected supply of graduates in these fields, job demand in these occupations far exceeds Maryland's current pipeline of graduates. By proposing this degree, UMGC is positioning itself to help meet this demand and to further expand educational opportunities for returning adult and working students, military-affiliated and veteran students, and career changers.

Many existing graduate programs emphasize entrepreneurship, but there is an equal, if not greater, need for a focus on building core skills to enable innovation in existing businesses as well as startups. As reflected in a recent Harvard Business School Online Business Insights blog post, "Innovations don't have to be major breakthroughs in technology or new business models; they can be as simple as upgrades to a company's customer service or features added to an existing product."⁴ The skills needed to effectively lead innovation efforts include change management, collaboration, open communication, empowerment, motivation, risk taking, learning from failure, resource allocation, talent management, and above all, critical thinking and analytical ability. UMGC's proposed MS in Innovation and Entrepreneurial Leadership is designed intentionally for learners to learn, build, practice, and demonstrate these skills across all course assignments and projects.

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 HBIs.

A program title and CIP search performed on July 29, 2024, of MHEC's online Academic Program Inventory found no related MS in Innovation and Entrepreneurial Leadership programs offered at Historically Black Institutions in Maryland. This includes the three HBIs in the University System of Maryland (Bowie State University, Coppin State University, and University of Maryland Eastern Shore) and Morgan State University. UMGC's proposed program will, therefore, have no impact on the implementation or maintenance of high-demand programs at Maryland's HBIs.

³ Moore-Miller Administration. *2024 State Plan*.

<https://governor.maryland.gov/priorities/Documents/2024%20State%20Plan.pdf>

⁴ Harvard Business School Online Business Insights. (March 8, 2022). *Innovation in Business: What It Is & Why It's So Important*. <https://online.hbs.edu/blog/post/importance-of-innovation-in-business>

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.

A program title and CIP search performed on July 29, 2024, of MHEC's online Academic Program Inventory found no related MS in Innovation and Entrepreneurial Leadership programs offered at Historically Black Institutions in Maryland. This includes the three HBIs in the University System of Maryland (Bowie State University, Coppin State University, and University of Maryland Eastern Shore) and Morgan State University. UMGC's proposed program will, therefore, have no impact on the uniqueness and institutional identities and missions 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.

As stated previously, there is an unmet need for leadership skills education for professionals who are increasingly expected to be innovative in their current organizations or develop new businesses that can compete nationally and globally. Through an environmental scan of current market opportunities in Maryland and a review of our current portfolio of programs in the School of Business, UMGC identified an opportunity to meet this need. In response, the proposed MS in Innovation and Entrepreneurial Leadership degree has a strong focus on innovation and the leadership skills needed to drive innovation throughout the entire innovation lifecycle. The program is designed specifically to prepare students to lead with an entrepreneurial mindset, recognizing opportunities for innovation and understanding how to work with teams and create a culture that supports and enables innovation. The goal is to prepare graduates who can analyze innovation holistically and develop innovative solutions.

The MS in Innovation and Entrepreneurial Leadership will be led by an appropriately qualified Portfolio Director in the School of Business, with academic and professional credentials. Also, the program will be supported by two Collegiate Faculty (full-time faculty) with expertise in innovation and leadership. The program curriculum will be developed by a team of subject matter experts, Collegiate Faculty, the Portfolio Director, and instructional designers.

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

The Program Learning Goals for the proposed degree are listed below:

- Design innovative solutions and systems to enable sustainable futures for people, the planet, and long-term economic growth
- Analyze data and key performance indicators to inform decision-making throughout the innovation lifecycle
- Evaluate technologies, make recommendations, and plan for the facilitation of technology-enabled innovation
- Create strategies to market and sell innovative ideas, products, processes, and business models
- Design change leadership strategies that facilitate innovation and transformation efforts

- Develop learning structures to cultivate creative talent and the culture of innovation

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**

UMGC approaches learning design from an “Understanding by Design” perspective, utilizing a backward design model. This approach begins with identifying the program learning goals that a student will achieve through the program of study. The program learning goals are mapped first to the Degree Qualification Program (DQP) to ensure that the goals are comprehensive and appropriate for the degree level. In addition, the program learning goals are mapped against UMGC institutional learning goals to validate that the program aligns with the university mission and institutional goals.

Once the program learning goals have been validated through mapping to the DQP and institutional learning goals, the program learning goals are mapped to the courses in the program. This step ensures that all program learning goals are addressed in the curriculum and provide guidance in the development of courses to ensure that each course contributes to the program learning goals without unnecessary duplication of outcomes across courses. Through these mappings, key assignments are identified in courses for use in assessing student achievement of program learning goals. Periodically, a random sample of student artifacts for these identified key assignments are collected and reviewed by faculty to assess how effectively students are meeting the program learning goals.

Using student learning assessment results along with non-direct measures of student learning (including student retention and market and labor data), Portfolio Directors produce an annual review of program quality. For new programs, these annual reviews are integrated into an Academic Program Review including external review after five years. After this initial review, programs continue the annual review cycle every year with an Academic Program Review every seven years. Summaries and results from each five-year and seven-year program review are submitted to the University System of Maryland in accordance with their established review cycle.

In November 2020, UMGC licensed AEFIS as its assessment management system. AEFIS is the central repository for program learning goals, assessment maps, and student artifacts. AEFIS integrates with the LEO learning management system to allow student work to be duplicated from LEO into AEFIS for assessment purposes. This process ensures that assessment review is independent of grades and evaluation within individual courses and allows for independent review of student work apart from the classroom faculty. AEFIS also houses all annual program review reports.

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

The 30-credit MS in Innovation and Entrepreneurial Leadership is for students who are interested in becoming more innovation-focused in their careers and enhancing their leadership skills with an entrepreneurial mindset. The program focuses on developing practical skills to create sustainable and impactful solutions for society, the environment, and businesses. Students will learn to analyze

data to guide decision-making, assess and recommend new technologies, and develop strategies to market and sell innovative ideas. The program emphasizes leading change, fostering creativity, and building a culture of innovation. Graduates will be equipped to design and implement innovative systems and strategies that address real-world challenges, ensuring positive outcomes for people, the planet, and long-term economic growth. Through collaborative projects and case studies, students will be prepared to lead and inspire teams to innovate in dynamic environments.

The program curriculum includes seven required core courses (21 credits, including a capstone) and three elective courses (9 credits). Course descriptions are included in Table 9 below.

Core Courses (21 credits):

- INEL 610 Entrepreneurial Leadership and Innovation Culture (3 credits)
- INEL 620 The Innovation Journey (3 credits)
- INEL 630 Talent and the Learning Organization (3 credits)
- INEL 640 Technology-Enabled Solutions (3 credits)
- INEL 650 Social Innovation (3 credits)
- INEL 660 Financial Funding and Governance (3 credits)
- INEL 690 Capstone: Strategic Innovation and Transformation (3 credits)

Elective Courses (9 credits):

Students may select three elective courses from UMGC's graduate course portfolio in organizational development, innovation, entrepreneurship, project management, and other related areas. These course offerings will be in adjacent master's degree programs such as the Master of Science in Management.

Table 9: Core Course Descriptions

INEL 610 - Entrepreneurial Leadership and Innovation Culture (3 credits)
A comprehensive review of the multifaceted entrepreneurial traits, skills, and behaviors seen among leaders of innovative organizations. The goal is to identify the range, scope, and complexity of issues involved in becoming a successful innovator, and how one might conceive, adapt, and execute strategies to enable innovation. Discussion covers the exploration of leadership characteristics such as creativity, resilience, strategic thinking, risk-taking, problem-solving, negotiation, and teamwork. The work will include an in-depth study of the entrepreneurial leader's mindset and the key factors that motivate individuals to embark on and lead others on their innovation journeys.
INEL 620 - The Innovation Journey (3 credits)
An exploration of the process of innovation within modern organizations through a blend of theoretical frameworks and practical applications. Topics include the stages of innovation from ideation to implementation, including the identification of opportunities, creative problem-solving, strategic planning, and execution. Discussion focuses on key topics such as design thinking, disruptive innovation, and the role of leadership in fostering an innovative culture. Students will engage with real-world case studies, collaborative projects, and industry guest

speakers and gain the skills and insights needed to drive and manage innovation in diverse business environments.

INEL 630 - Talent and the Learning Organization (3 credits)

Critical analysis and synthesis of the principles and practices essential for cultivating a learning organization. The aim is to evaluate strategies for identifying, developing, and retaining talent in a dynamic environment, and to examine the role of leadership in fostering a culture of continuous improvement, innovation, and learning. Projects include analysis of various organizational learning theories and models and application of these concepts to real-world case studies; as well as designing and implementing effective talent management systems aligned with organizational goals. Students will assess the impact of various learning interventions on employee performance and organizational outcomes.

INEL 640 - Technology-Enabled Solutions (3 credits)

Comprehensive study of the knowledge, skills, and methods necessary to identify viable technology innovations within domains such as cloud computing, AI, machine learning, analytics, and blockchain, among others. Evaluate alternative innovative approaches for scalability, flexibility, cost efficiency, and strategic implementation, design business processes and enhance decision making by deploying these innovations for the benefit the enterprise and/or its customers. The course will also focus on the unique aspects of managing innovative and cutting-edge technology solutions to business problems, including the importance of iterative design, user testing, and incorporating customer feedback. Course projects include critical assessment of MIS challenges, advanced information security measures, and development of robust risk management frameworks to ensure system integrity

INEL 650 - Social Innovation (3 credits)

An in-depth exploration of business models focused on social impact, coupled with various types of social enterprises, including non-profits, for-profits, and hybrid models, and discuss the legal and regulatory considerations for each. The goal is to explore the ideation process, from identifying social problems and opportunities to developing innovative solutions, while engaging in hands-on exercises to generate and refine the student's own social venture ideas, apply design thinking and other creative problem-solving methodologies. Focus is on methods and tools for assessing social impact, including qualitative and quantitative approaches, exploration of strategies for scaling a social enterprise, including replication, franchising, partnerships, and mergers, Evaluation of various funding options available to social enterprises, including grants, donations, impact investments, and revenue-generating activities.

INEL 660 - Financial Funding and Governance (3 credits)

Analysis of the financial strategies, funding sources, and capital management techniques that are essential for launching and sustaining a business venture. Discussion of various financial models and strategies, and how to apply these strategies. This includes understanding how to manage cash flow, how to make informed investment decisions, and how to plan for future financial growth. From venture capital and angel investors to crowdfunding and bootstrapping, students will analyze the pros and cons of each funding source and determine which source is the best fit. Managing the venture's capital to ensure its long-term sustainability is emphasized. Allocation of

resources, administration of funds, ethics, risk management, and compliance are covered in depth.

INEL 690 - Capstone: Strategic Innovation and Transformation (3 credits)

A project driven study of an innovation opportunity within a chosen domain and a thorough analysis of the market landscape, customer needs, and competitive dynamics. The project includes development of a comprehensive business plan that outlines the value proposition, target market, marketing and sales strategies, and financial projections that will result in a professional presentation that summarizes the student's innovation journey. Discussion is focused on topics such as intellectual property, equity distribution, and pitching to investors.

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 equipment requirements, learning management systems, availability of academic support services and financial aid resources, and costs and payment policies.

UMGC maintains a comprehensive public website that houses all current information about its programs. Students have online access to degree requirements, course catalogs, course schedules, and other pertinent information. The website also provides specific and clear information and resources about [technology requirements](#) for UMGc students, [information and training on the learning management system](#), and [other additional resources](#) to maximize each student's learning experience. A variety of online support services are available to students for academic assistance ([Tutoring](#), [Writing Center](#)), as well as [advising](#), [accessibility accommodations](#), [career services](#), [tuition planning](#), [financial aid](#), and [technical support](#).

UMGC's [Student Handbook](#) is available online and serves as a general guide for all students with respect to policies, procedures, rules, regulations, and general academic requirements for all students. In addition, the annual UMGc [Catalog](#) includes extensive information about expectations

and individual requirements for each academic program as well as university policies, resources, and services for students.

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

All academic program-related communications (including advertising, recruitment, and admission materials) are developed with UMGC-wide institutional communication strategies which adhere to the principle of truth in advertising. All written and electronic materials prepared for prospective students for recruitment will clearly and accurately represent the courses, programs, and services available.

H. Adequacy of Articulation

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

Not Applicable

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.

UMGC's faculty staffing model employs full-time faculty (known as Collegiate Faculty) in faculty leadership roles, such as Department Chairs and Portfolio Directors, with responsibility for the overall intellectual coherence and integrity of the curriculum and program. Other Collegiate Faculty teach and serve in complementary roles that maintain and support the academic program, providing input into the design and content of the program and courses. This core group of full-time Collegiate Faculty also mentors and supports the adjunct faculty teaching in the program.

In keeping with UMGC's emphasis on workplace relevance, most faculty teaching in the MS in Innovation and Entrepreneurial Leadership will be credentialed, practicing professionals who teach part-time for UMGC. These adjunct faculty provide instruction for the majority of courses (which is true for all programs at all levels at UMGC). This model is responsible for one of UMGC's greatest strengths: scholar-practitioner faculty who have solid academic credentials and continue to work outside the university, providing a continuous infusion of current workplace knowledge, career relevant perspectives, and maximum flexibility for adapting to changing student demand and rapidly changing industries and technologies. In this way, UMGC supports students in a learning experience that is practical and relevant to today's competitive and evolving global marketplace.

Collegiate and adjunct faculty both hold academic rank and title, based on their academic qualifications and professional experience, including teaching experience at UMGC. Since 1996, UMGC has held an MHEC-approved waiver for the Code of Maryland (COMAR) requirements for total credit hours taught by full-time faculty (see documentation provided in Appendix A).

The centrality and appropriateness of UMGC's faculty model relative to its educational mandate and mission were reaffirmed by MHEC in its 2016 review of mission statements, as evidenced in the following excerpt from the Commission's report:

UMUC intentionally seeks highly-qualified full-time and adjunct faculty who have hands-on experience in the disciplines they teach and who can leverage that experience to provide a richer learning experience for students. The university's mission to serve adult students is supported by adjunct faculty who are scholar-practitioners engaged daily in their profession. The ability to employ adjunct faculty is critical to UMUC's capacity to quickly deploy academic and continuing education programs in response to workforce-related needs. This entrepreneurship and flexibility in establishing new programs is particularly important to the university: given its history of very limited state support, the university's financial model is based on tuition revenues, and all programs must be self-supporting.⁵

Consistent with this model, the School of Business already has an active roster of faculty who are qualified and prepared to teach courses in this program, and the university constantly recruits additional adjunct faculty as needed. Table 10 below provides a partial list of faculty who are anticipated to teach in the program, their appointment type and rank, their graduate degree(s) and fields(s), their status (full-time or part-time), and the courses they are qualified to teach.

⁵ Maryland Higher Education Commission. *2016 Mission Statement Review*.
https://mhec.maryland.gov/institutions_training/Documents/acadaff/2016MissionStatementReview.pdf.

Table 10: Faculty Resources

Faculty Name	Appointment Type and Rank	Graduate Degree(s) and Field(s)	Status (FT/PT)	Course(s) to be Taught
Freda Powell-Bell	Portfolio Director	PhD, Organizational Leadership	FT	INEL 630; INEL 610
Camelia Fawzy	Collegiate Professor	Doctor of Management	FT	INEL 690; INEL 650
Bert Jarreau	Collegiate Professor	Doctor of Management	FT	INEL 620; INEL 650
Mohamed Ezz	Collegiate Professor	Doctor of Management	FT	INEL 620
Sandeep Patnaik	Portfolio Director	PhD, Psychology	FT	INEL 620
Anthony Vrba	Collegiate Professor	PhD, Organization Management	FT	INEL 630; INEL 610
Brandon Schweitzer	Collegiate Professor	PhD, Management	FT	INEL 660
Peter Bush	Collegiate Professor	Doctor of Business Administration	FT	INEL 660
Raymond Chacon	Adjunct Professor	PhD, Leadership Studies	PT	INEL 640
Dermod Wood	Adjunct Professor	PhD, Management	PT	INEL 610, INEL 640
James Sanders	Adjunct Professor	PhD, Entrepreneurship	PT	INEL 620; INEL 690
James Welch	Adjunct Professor	JD, PhD, Educational Leadership	PT	INEL 690; INEL 610
Juan Flores	Adjunct Professor	PhD, Business Administration	PT	INEL 620
Juan Stegmann	Adjunct Professor	PhD, Business Strategy	PT	INEL 650; INEL 660
T. Raymond Fang	Adjunct Professor	PhD, Management	PT	INEL 660
Raymond Smith	Adjunct Professor	PhD, Business Management	PT	INEL 620

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

Through Faculty Development, part of the university's Integrative Learning Design unit, UMGC supports its worldwide faculty by providing quality professional development programs and services that are accessible, responsive, comprehensive, and innovative. UMGC provides frequent faculty development workshops and webinars focused on effective online pedagogy, including topics such as providing effective feedback; scaffolding student learning; digital literacy; academic integrity; classroom assessment techniques; accessibility; and diversity, equity, and inclusion in the classroom.

UMGC is committed to providing pedagogy training in support of student learning throughout the faculty life cycle with the institution. FACDEV 411, New Faculty Academic Orientation, is a required two-week, facilitated online class that is designed to welcome new faculty to UMGC and provide information about UMGC's history, mission, values, and students, while preparing faculty to teach online. It is taught by experienced UMGC adjunct faculty. The course covers the history of UMGC, pedagogy of adult learning, facilitating online learning, accessibility, and providing additional support and resources for students through UMGC's Library, Effective Writing Center, Office of Academic Integrity & Accountability, and Office of Accessibility Services.

b) The learning management system

UMGC provides multiple touchpoints to ensure faculty have a thorough orientation to and continued education about our learning management system, Desire2Learn (D2L). Building on the topics and materials provided in FACDEV 411, UMGC offers online faculty workshops on topics such as grading and coaching strategies; the integration of audio and video feedback to students; gradebook setup and rubrics; crafting powerful online introductions; and open education resources (OERs) used in the classroom.

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

In addition to the strategies outlined above, UMGC has recognized the need to equip faculty more comprehensively with knowledge and skills to help increase classroom engagement and support student learning, satisfaction, and retention. In 2021, UMGC launched an additional two-week facilitated training course, FACDEV 112, Coaching Learning and Academic Success Strategies. This course focuses on the development of faculty coaching skills to create an active and motivating presence in the online classroom and to establish helpful and supportive relationships with students, leading to persistence and academic success. To date, over 2,000 UMGC faculty have completed this course.

This addition to UMGC's training catalog is designed to help reduce the distance between faculty and students inherent in online courses. Developed and taught by UMGC faculty, FACDEV 112 emphasizes specific strategies for facilitating consistent and meaningful faculty-student interactions and provides guidance for implementing personalized and actionable academic coaching and feedback.

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.

No new library resources are needed to serve the MS in Innovation and Entrepreneurial Leadership. In partnership with faculty and program designers, the [UMGC Library](#) annually reviews and maintains a curated collection of academic and professional journal articles, reports, case studies, and books available electronically via a comprehensive set of online library databases to support academic programs. A librarian liaison is designated for each academic department at UMGC to assist faculty with resource identification and other program needs.

The UMGC Library relies on distributed technology as its primary mechanism to provide online access to resources and services to UMGC's widely dispersed adult student population. Library services to all UMGC students, faculty, and staff worldwide include 24/7 reference via live chat and document delivery for materials not otherwise available in the library databases. UMGC's expanding collection of over 75,000 electronic books (e-books) has significantly increased the ability to meet the academic needs of UMGC's global population. Additionally, UMGC students, faculty, and staff within the continental United States have access to more than 10 million volumes in print from the 17-member [University System of Maryland and Affiliated Institutions \(USMAI\) Library Consortium](#).

The UMGC Library provides research assistance in developing search strategies, selecting relevant databases, and evaluating and citing sources in a variety of formats, including online webinars offered globally. A discovery tool allows simultaneously searching of scholarly articles, books, and other research resources via a single search engine of most of the databases to which the UMGC Library subscribes. Students also have access to full-text dissertations and theses via the *ProQuest Dissertations and Theses* database. Resources on the UMGC Library website provide a listing of resource guides for academic subject areas and topics, including relevant databases, websites, books, and other resources along with technical and citation assistance.

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

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

The MS in Innovation and Entrepreneurial Leadership will be offered fully online using the university's distance education platform. Select courses may be taught in a hybrid format at locations where UMGC offers classroom instruction, including regional higher education centers, military bases, and overseas in Europe and Asia. Existing resources related to facilities, infrastructure, and equipment are adequate to meet the program's needs.

- 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**

UMGC has an internal email network that provides all students and faculty with consistent email domains, @student.umgc.edu and @faculty.umgc.edu, respectively. Students are encouraged but not limited to using this email address in all communications with the university. Faculty are required to use their UMGC address for teaching and all official UMGC communications.

UMGC’s learning management system is Desire2Learn (D2L); the internal adaptation is called LEO. All UMGC classes are taught using this system and all students with appropriate technology and online access (referenced in Section G8) have access to this system through their learning portal.

Support is available for students and faculty through a 24/7 Help Desk and a large variety of online resources on UMGC’s website.

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.**

As shown in Table 11 below, the MS in Innovation and Entrepreneurial Leadership is expected to be self-supporting from inception. No new General Funds are required for the implementation of this program. If necessary, resources will be reallocated internally within the department during the first year.

The credit hour tuition rate listed is a weighted average of the in-state, out-of-state, and military graduate tuition rates based on the anticipated makeup of the student cohorts. The average tuition rate is estimated to increase 1% annually. Consistent with UMGC’s demographics and student enrollment patterns, Table 11 assumes that all students will be enrolled part-time, completing an average of 9.6 credits per year. Enrollment and revenue projections are based on new students entering the program.

Table 11: 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)	\$583,141	\$994,970	\$1,351,573	\$1,479,436	\$1,647,390
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	125	212	285	308	340
e. Credit Hour Rate	\$485	\$490	\$495	\$500	\$505
f. Annual Credit Hour Rate	9.6	9.6	9.6	9.6	9.6

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
g. Total P/T Revenue (d x e x f)	\$583,141	\$994,970	\$1,351,573	\$1,479,436	\$1,647,390
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	\$583,141	\$994,970	\$1,351,573	\$1,479,436	\$1,647,390

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.

UMGC's existing base of FTE faculty and administrative and support staff will support and serve the program. The faculty category in Table 12 includes two full-time Collegiate Faculty. Adjunct faculty will teach the remaining scheduled courses, with 1 FTE = 30 adjunct-taught credit hours. The adjunct per credit hour rate is calculated at \$1,414 per credit, the rate for an associate professor with a terminal degree at longevity Step 8 in UMGc's adjunct faculty pay scale, the median rate for the anticipated faculty pool for this program. The administrative staff category includes a Portfolio Director who will support the program, while the support staff category factors in support from academic program specialists and the School of Business Dean's office staff. Salaries are shown with benefits at current standard rates of 37% for full-time faculty and administrative staff and 8% for adjunct faculty.

Technology services in Row 4 include UMGc's LMS platform licensing, student information system, student relationship management system, and student software and support, at a rate of \$6.30/student credit hour.

No new library services (Row 5), or new or renovated physical space (Row 6) will be needed for this program. Other expenses (Row 7) in Years 1 and 2 include \$198,600 each year for course development and maintenance to create the new program. The remaining expenses in Row 7 include admissions, advising and student support services, and marketing and advertising, proportional to the number of credit hours anticipated to be earned by students in the program each year.

Table 12: Program Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$93,388	\$177,335	\$238,763	\$263,851	\$273,729
a. Number of FTE	1.80	3.55	4.77	5.18	5.27

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
b. Total Salary	\$83,396	\$161,032	\$217,815	\$240,946	\$249,992
c. Total Benefits	\$9,993	\$16,303	\$20,948	\$22,904	\$23,737
2. Admin. Staff (b + c below)	\$10,609	\$10,928	\$11,255	\$11,593	\$11,941
a. Number of FTE	0.06	0.06	0.06	0.06	0.06
b. Total Salary	\$7,744	\$7,976	\$8,215	\$8,462	\$8,715
c. Total Benefits	\$2,865	\$2,951	\$3,039	\$3,130	\$3,224
3. Support Staff (b + c below)	\$30,948	\$31,877	\$32,833	\$33,818	\$34,832
a. Number of FTE	0.19	0.19	0.19	0.19	0.19
b. Total Salary	\$22,589	\$23,267	\$23,965	\$24,684	\$25,425
c. Total Benefits	\$8,358	\$8,609	\$8,867	\$9,133	\$9,407
4. Technical Support and Equipment	\$7,575	\$12,796	\$17,211	\$18,652	\$20,564
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$401,167	\$681,492	\$686,434	\$767,785	\$796,223
TOTAL (Add 1 - 7)	\$543,687	\$914,427	\$986,497	\$1,095,699	\$1,137,289

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.

UMGC has developed an annual program review process that includes assessment of student learning, as described earlier, along with non-direct measures of student learning including course evaluations, retention and graduation rates, and program surveys administered in all capstone courses. As part of this process, external data are collected, including enrollment in related programs at other institutions and employment trends in relevant labor markets. UMGC's mission for career relevant education requires that the curriculum and program learning goals are maintained in the context of changing needs in labor markets and required skills for graduates.

As part of UMGC's annual program review, courses within the program portfolio are evaluated for course health. This includes student success rates within each course and course reenrollment rates (i.e., how many students in the course reenroll at the university in the following term). In addition, student course evaluations are administered every term for every course. Data are aggregated in academic dashboards at the course level to allow program leaders and faculty to evaluate the effectiveness of the course curriculum and delivery. When a course is scheduled for revision, all adjunct faculty teaching the course are surveyed to provide input to the faculty and instructional designers revising the course.

Full-time faculty are reviewed at least every two years. Adjunct faculty are reviewed on a course-by-course/term basis. Student course evaluations provide an opportunity for all faculty to receive both quantitative and qualitative feedback on their teaching.

- 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.**

UMGC's faculty, academic administrators, and Office of Academic Quality collaborate to implement assessment activities, monitor ongoing developments, review results, and make appropriate curricular or other modifications. Annually, student performance across learning demonstrations is evaluated to determine where improvements may be required. Portfolio Directors and Collegiate Faculty visit online classrooms at a regular frequency to track faculty performance and take any necessary corrective actions in a proactive manner. Class observations are documented and used in subsequent faculty staffing decisions. Changes are also made to the curriculum and/or student support models, as needed. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness. Regular academic program reviews consider all factors related to academic quality, curriculum currency and relevance, student support, and adequacy of program infrastructure and resources. These processes all support a continuous cycle of improvement.

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.**

UMGC seeks to reflect the diversity of the global communities we serve. Cultural differences are recognized, valued, and considered essential to the educational process. Our welcoming of diverse perspectives differentiates us and drives innovation. UMGC provides an academic environment in which diversity is not only articulated as one of the institutional core values, but it is reflected in the university's ethnically and racially diverse student body, faculty, and staff and our proven record of providing higher education access to underrepresented students. UMGC's Integrative Learning Design unit and Office of Diversity and Equity collaborate to ensure a robustly inclusive curriculum that is built around UMGC's focus on project-, scenario-, and problem-based learning, which have been found to be the most effective learning approaches for adult students. The Integrative Learning Design team is trained and proficient in Universal Design for Learning and provides leadership on matters of inclusive design for all learning experiences, courses, and programs at UMGC.

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.**

UMGC is approved to offer distance education by the Middle States Commission on Higher Education (MSCHE) and maintains compliance with COMAR 13B.02.03.22. UMGC's approval to offer distance education as an alternative delivery method is included within its scope of institutional accreditation, as evidenced in the university's MSCHE [Statement of Accreditation Status](#). Further, UMGC has been an approved institutional participant in the State Authorization Reciprocity Agreement (SARA) since 2016 and is authorized to offer distance education in all SARA states. Among its many recognitions, UMGC has received five Sloan Consortium (now Online Learning Consortium) Excellence Awards for online program quality and three IMS Global Learning Consortium awards for technology integration in the classroom environment.

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

UMGC was an early provider of off-campus educational opportunities for students and one of the first universities in Maryland to develop fully online courses and programs. UMGC has been a leader among public institutions in providing quality and affordable online education and has been providing distance education to the nation's service members and their families, residents of the State of Maryland, and those who live outside of Maryland for more than 75 years. Additionally, UMGC's Europe and Asia divisions offer hybrid and onsite classes to fulfill DOD contract requirements and meet the needs of military-affiliated learners overseas. Stateside, all onsite classes, with the exception of an occasional accelerated offering, are offered in hybrid format, blending onsite and online delivery.

UMGC's distance education offerings are in full compliance with [C-RAC's 2011 Guidelines](#).

Appendix A
Full-Time Faculty and Library Waiver



90-211,001
cc: LEL
Bob S

Robert L. Ehrlich, Jr.
Governor
Michael S. Steele
Lt. Governor
John J. Oliver, Jr.
Chairman
Calvin W. Burnett
Secretary of Higher Education

MEMORANDUM

DATE: January 6, 2005
TO: Dr. Nicholas H. Allen
Provost and Chief Academic Officer, UMUC
FROM: Michael J. Kiphart, Ph.D. *MAK*
Assistant Secretary for Planning and Academic Affairs
SUBJECT: UMUC Waiver of Full-Time Faculty and Library/Learning Resources Center

Office of the Provost
UMUC
JAN 10 2005

According to our records, UMUC's request for a waiver of full-time faculty and library/learning resource center went before the Education Policy Committee on January 16, 1996. The Education Policy Committee **approved for the University a waiver of the definition of full-time faculty and library/learning resource center as provided for in the Commission's *Minimum Requirements for Degree-Granting Institutions*, and further, that the Commission instruct the Secretary of Higher Education to review the University at regular intervals to assure that the University was in compliance with the applicable provisions of the waiver to the minimum requirements.**

On February 15, 1996, the matter went before the Commission and an **amended recommendation was approved. The Commission approved for the University a waiver of the requirements for total credit hours taught by full-time faculty and for a waiver of the requirements for a minimum library collection for the Library/Learning Resource Center as provided for in the Commission's *Minimum Requirements for Degree-Granting Institutions*.** Further, the Commission instructed the Secretary of Higher Education to **review the University at regular intervals to assure that the University was in compliance with the applicable provisions of the waiver to the minimum requirements.** The Commission also approved a recommendation that the Faculty Advisory Council and Student Advisory Council recommendations be referred to the University of Maryland System Board of Regents.

Enclosed are documents supporting the approval of the waiver. Should you require additional assistance, please contact David Sumler, Director of Academic Affairs – Planning and Policy, at 410-260-4533 or dsumler@mhec.state.md.us.

MJK:aaw
Enclosures

MARYLAND HIGHER EDUCATION COMMISSION
839 Bestgate Rd. • Suite 400 • Annapolis, MD 21401-3013
T 410.260.4500 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 • www.mhec.state.md.us



cc: in files

Forwarded memo
for appropriate
action
via
Conn. n ED
Pekin

Mr. Lance W. Billingsley, Esq.
Chairman, Board of Regents
University of Maryland System
3300 Metzgeroff Road
Adelphi, MD 20783

April 23, 1996

RECEIVED
APR 30 1996
By VCAA

Paris H. Glendening
Governor
Edward O. Clarke, Jr.
Chairman
Patricia S. Florestano
Secretary of
Higher Education

RECEIVED

APR 29 1996

OFFICE OF THE CHANCELLOR
THE UNIVERSITY OF MARYLAND
SYSTEM

Dear Mr. Billingsley:

At its February 15, 1996 meeting, the Maryland Higher Education Commission considered a request by University of Maryland University College for a waiver of the Commission's minimum requirements in the area of full-time faculty and library resources. The Commission has granted the waiver.

In the discussion of the waiver and related issues, both the Faculty Advisory Council and the Student Advisory Council to the Commission raised issues which the Commission felt were more appropriately addressed by the University of Maryland's governing board. Therefore, I am forwarding to you the resolutions submitted to the Commission by these two advisory councils, in addition to the relevant materials considered by the Commission in granting the waivers.

Consistent with the final recommendations of the Commission on this matter, I would appreciate a review of these issues by the Board of Regents. I would also appreciate receiving the results of that review when it is completed. Since the academic year is coming to a close, I realize that any reaction on the part of the Board of Regents may be delayed until next fall. In light of that schedule, could you please supply the Commission with the Board of Regents' position by November 1, 1996.

Sincerely,
Edward O. Clarke, Jr.
Edward O. Clarke, Jr.
Chairman

EOC:PSP:JAS:ds

Enclosures

cc: Dr. Patricia S. Florestano
Dr. Donald N. Langenberg

13 Francis St., Annapolis, MD 21401-1781 | (410) 974-2971 | FAX (410) 974-3513
TTY for the Deaf: (800) 735-2258



TOPIC: University of Maryland Global Campus (UMGC) Master of Science (MS) in Homeland Security Leadership

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: September 3, 2024

SUMMARY: The 30-credit MS degree in Homeland Security Leadership will prepare learners for leadership roles within the homeland, national, and global security sectors. The program will empower learners to address complex security challenges and safeguard communities against national and international security threats. This program will provide students with essential skill sets such as analytical thinking and reasoning skills, the ability to use initiative, excellent verbal communication skills, and the ability to develop plans and analyze results. The curriculum will focus on a wide range of relevant and timely topics related to homeland and national security, intelligence, counterintelligence, cybersecurity, counterterrorism, emergency management, critical infrastructure, risk assessment, and strategic planning.

The proposed Homeland Security Leadership program is comprised of five three-credit core courses: MSHS 600 Homeland Security Critical Infrastructure Protection; MSHS 610 Homeland Security Cyber Threats and Emerging Technologies; MSHS 620 Homeland Security, Intelligence, and Information Sharing; MSHS 630 Research and Evaluation Methods; and MSHS 640 Homeland Security Leadership Capstone. The program also requires the completion of three three-credit courses from one of three available specialization areas: Homeland Security, Emergency Management, or Intelligence. Finally, students must complete at least two elective course options selected from one of the other specializations. Students can also select the Workplace Learning/Experience course and one other elective course.

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 and Safety Committee recommend that the Board of Regents approve the UMGC proposal to offer the MS in Homeland Security Leadership.

COMMITTEE RECOMMENDATION: DATE: September 3, 2024

BOARD ACTION: DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992 awrynn@usmd.edu



**UNIVERSITY OF MARYLAND
GLOBAL CAMPUS**

OFFICE OF THE CHIEF ACADEMIC OFFICER

August 15, 2024

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

Dear Chancellor Perman:

On behalf of the University of Maryland Global Campus (UMGC), this letter serves as an official request for a new Master of Science in Homeland Security Leadership (HEGIS: 2199.XX; CIP: 43.0301). In accordance with COMAR 13B.02.03, the following proposal is submitted for your review.

We appreciate your review of this request and look forward to implementing this new program in Fall 2025. If you have any questions or require additional information about this proposal, please contact me at blakely.pomietto@umgc.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "Blakely R. Pomietto".

Blakely R. Pomietto, EdD
Senior Vice President and Chief Academic Officer

CC: Candace Caraco, PhD, Associate Vice Chancellor for Academic Affairs, University System of Maryland

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland Global Campus

Institution Submitting Proposal

Homeland Security Leadership

Title of Proposed Program

Master of Science

Fall 2025

Award to be Offered

Projected Implementation Date

2199.XX

43.0301

Proposed HEGIS Code

Proposed CIP Code

School of Integrative and Professional Studies

Dr. Rand Hansen

Department in which program will be located

Department Contact

240-684-2962

randall.hansen@umgc.edu

Contact Phone Number

Contact E-Mail Address



August 14, 2024

Signature of President or Designee

Date

**Academic Program Proposal
University of Maryland Global Campus**

Request for a New Master of Science in Homeland Security Leadership

The University of Maryland Global Campus (UMGC) is proposing a new master's degree program in Homeland Security Leadership. This program will require a total of 30 credit hours of graduate-level coursework. The program's curriculum emphasizes the integration of theory and practice to address contemporary homeland security challenges and promote resilience in the face of evolving threats. The program allows students to tailor their coursework to their specific interests and career goals by choosing elective courses in areas such as cyber threats, intelligence analysis, and critical infrastructures.

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.

Consistent with the institutional purpose as stipulated by State statute (Md. Education Code Ann. § 13-101(2013)1), the mission of UMGC is improving the lives of adult learners. UMGC will accomplish this by:

- (1) Operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world;
- (2) Providing our students with affordable, open access to valued, quality higher education; and
- (3) Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose and sharing our perspectives and expertise.

Each facet of UMGC's mission has direct bearing on the academic programs the university offers and how those programs are designed and delivered. By mission and state mandate, every aspect of the UMGC learner experience is designed from its origins for working-adult and military-affiliated students, providing a learning ecosystem that can be seamlessly accessed from anywhere in the world. The selection, training, and evaluation of faculty; success coach advising model; virtual classroom; academic resources; student support services; and the term and session structure are all deliberately derived from adult-learning science in distance and distributed modalities. In particular, the demographic profile of UMGC's students drives the design and delivery of our learning model. The average age of UMGC's graduate students is 37 years old, and 80% of these students work full-time. Further, 44% of all current UMGC students report having dependent children. For these students, their often-complicated life circumstances while pursuing higher education means they need and benefit most from the authentic online education that UMGC has delivered for more than two decades.

Authentic online education is fundamentally different from courses and programs originating at traditional institutions and taught remotely in the same way as face-to-face classes. Instead, authentic online education is a distinctive educational architecture intentionally designed for virtual teaching, learning, and assessment, with technology tools strategically deployed for engagement and outcomes, as well as wraparound services that provide support throughout the online student life cycle. These features set UMGC apart in the higher education landscape.

UMGC's strong relationship with the military community is part of our institutional history and identity. Currently, approximately two-thirds of our undergraduate students and one-third of our graduate students are military affiliated, including active duty servicemembers, their families, and veterans. This dimension of UMGC's identity is a particular point of pride, beginning with the university first sending faculty overseas in 1949 to teach American soldiers on military installations in Europe. The relationship between UMGC and the military has continued to expand over the ensuing decades due to our intentional program design and delivery model that meets adult learners where they are, whether through asynchronous online courses or through innovative hybrid course delivery modes on military bases in Germany, Italy, Japan, Korea, Guam, Colorado, Virginia, and other military locations across the nation and around the world.

Today, UMGC holds competitively awarded contracts from the U.S (United States). Department of Defense (DOD), under which we serve military servicemembers in Europe, Asia, and the Middle East, delivering specifically solicited programs of study identified by the DOD as responsive to the training, education, and upskilling needs of the military. UMGC is consistently recognized as one of the top military- and veteran-friendly schools in the country, with an unmatched expertise and established reputation as a preeminent provider of quality, affordable, career-relevant postsecondary education.

The Master of Science in Homeland Security Leadership aligns with UMGC's mission to offer high quality, workplace-relevant academic programs that expand the range of credentials and career opportunities for working-adult and military-affiliated learners. The program provides a learner-focused experience based on leading-edge adult learning theory and curriculum design. This fully online, asynchronous program model offers flexibility for students who are seeking to refresh and reshape their career opportunities. Students can gain new knowledge and learn and practice new skills as they progress through formative instruction. A detailed description of the proposed program requirements, curriculum, and coursework is included in Section G of this proposal.

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

As the public state and national leader in distance education, UMGC awards associate's, bachelor's, master's, and doctoral degrees, as well as undergraduate and graduate certificates. The university's academic inventory includes programs that are core to any public university, while UMGC's mission to serve adult students also results in a sustained academic emphasis on career-relevant and workforce-aligned programs.

UMGC's new [2024-2030 Strategic Plan](#) establishes priorities and strategies guiding the university to achieve its vision of becoming the learner-centric, data-driven, and skills-based school of choice for adults and businesses. This plan is rooted in foundational commitments reflecting UMGC's history and mission and establishes a series of strategic priorities that advance the university's vision and position us for the future. The five key priorities established in this plan are:

- 1) Market-responsive portfolio management that continuously adapts to learner and employer needs
- 2) A skills architecture that can be translated between educational and work experiences
- 3) Targeted expansion that strengthens and diversifies our learner population
- 4) A responsive, tailored, and seamless experience to maximize the success of our diverse learners
- 5) Intentional study of and investment in our people's needs

This proposal contributes directly to two of the five strategic priorities in UMGC’s new strategic plan, utilizing “market-responsive portfolio management that continuously adapts to learner and employer needs” and employing “a skills architecture that can be translated between educational and work experiences.”

Successful portfolio management requires a focus on university-wide agility, effective resource utilization, and market-responsiveness, all of which were key considerations driving UMGC’s decision to develop this program. Further, the innovative curriculum in this program will provide opportunities for learners to develop core skills in domains such as analytical thinking and reasoning skills, the ability to use initiative, excellent verbal communication skills, and the ability to develop plans and analyze results, all of which are explicitly aligned with their current needs and interests, while also transferable to a broad range of careers and professional experiences.

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.)

Course development for the new program will be funded through a departmental budget allocation as part of the 2025 budget process. The existing base of FTE faculty (full-time and adjunct), administrative staff, and support staff will be sufficient to support the initial launch of the program. Tables 11 and 12 in Section L provide additional details and narrative explanations for anticipated resources/revenues and expenditures during the first five years of the program.

**4. Provide a description of the institution’s commitment to:
a) ongoing administrative, financial, and technical support of the proposed program**

UMGC’s support services are designed to accommodate students’ access through entirely online and remote delivery. These services are, therefore, intentionally and thoughtfully built for complete online delivery rather than in the primarily face-to-face format that exists on traditional campuses. Support services include the following:

- Help@UMGC provides support services for the learning management system (online learning platform). UMGC’s learning management system is Desire2Learn (D2L); its internal adaptation is called LEO. A specialized technical support team for LEO questions and problems is available 24 hours a day, 7 days a week, 365 days a year. In addition, UMGC trains faculty to handle some LEO troubleshooting; publishes LEO FAQs; and provides chat, phone, and e-mail access to a Help Center.
- MyUMGC is a self-service portal that provides access to UMGC administrative functions and student records. UMGC has designed this portal to ensure that students around the world can complete administrative tasks and view their academic records at their convenience.
- The Integrative Learning Design unit within Academic Affairs provides instructional-design support and consultation to Help Desk staff and program leadership to optimize the learning environment across delivery modes and resolve challenges or obstacles students and faculty may encounter in online classrooms.
- Success Coaches and Military Education Coordinators are committed to partnering with students as they navigate their UMGC journey through thought provoking and supportive conversations, empowering students to make informed degree planned decisions, connecting them with the right resources at the right time, and celebrating the student’s successful milestones and educational goals.

- Students receive support in educational technology from UMGC's Virtual Lab Assistants team. Team members are well-versed in the content of the courses they support and can quickly help a struggling student.
- The Effective Writing Center (EWC) offers many writing-related services to students, including resources for improving writing skills, citing, and referencing resources, and supporting research activities. The EWC is directly accessible through a link within each online classroom.
- Turnitin has been integrated directly into all online courses as a developmental tool for students to assist with achieving authenticity in their writing. TII's Draft Coach is another tool available to students to help with writing and citing skills.
- UMGC's Library is directly accessible through a link within each online classroom. UMGC's librarians help educate students in the use of library and information resources and services and develop and manage UMGC's extensive online library collection.
- First Term Experience provides high engagement, mentorship, and relevant content in first-term courses, including PACE (Program and Career Exploration), to propel students into their chosen academic programs.
- Free subject matter tutoring is available in select courses. Subject matter tutors can help define and explain concepts, clarify examples from course content, and guide students toward understanding a particular topic. Students can connect with a subject matter tutor by accessing a link in their online classroom. Students can choose to connect at once or schedule a meeting with a tutor at another time. Group sessions are scheduled for certain subject areas, and every student has access to tutoring for Reading Comprehension and Technology skills.
- The Office of Accessibility Services arranges accommodations for students with medical conditions protected under the Americans with Disabilities Act. Students can register with this office via an online form and work with staff to receive appropriate accommodations for their courses.
- Free, anonymous mental health support is offered to students via an online peer-to-peer support service, a 24/7 wellness line supported by licensed clinicians, and a self-service online provider directory.
- Student Engagement and Programming offers students a chance to connect virtually via UMGC's various [clubs and organizations](#) (co-curricular clubs, honor societies, and affinity groups). All official student clubs have a faculty advisor to support student leaders. These groups provide professional growth opportunities, leadership development, and academic recognition. Additionally, students have the opportunity to connect with global peers with a newly acquired online social platform called GetSet.
- UMGC is invested in helping students who are facing other challenges in life that impact finances and basic needs. For example, the [SAFER Program](#) offers emergency funding to students demonstrating distress. UMGC has identified a service for qualifying students to acquire free internet and a tablet through the [Public Wireless](#) program. We are continuously looking for ways to better serve our students and to connect them to resources that support equitable access.
- The Office of Career Services and its CareerQuest portal provide quality resources and services to assist students and alumni with their career planning and job search needs, including the Community Connect mentorship and InternPLUS programs. Career Services supports students transitioning from one career field to another or looking to advance in their current career, in addition to those entering the workforce for the first time.

- The Tuition Planning team provides students with all-inclusive consultative financial support for all UMGC payment methods, with a focus on comprehensive funding and tuition planning to help guide students from their first class to graduation.
- The Financial Aid Office helps students understand and navigate the process of applying for financial aid. Staff members have expertise with a variety of financial aid options, as UMGC students may be using employer assistance, military or veterans' benefits, or other aid that is more common among adult student populations.

b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

Although UMGC is requesting a new standalone master's degree program in Homeland Security Leadership, this proposal represents a consolidation of multiple, long-standing, MHEC-approved areas of concentration (AOC) in UMGC's existing Master of Science in Management (MSM). Those AOCs include Homeland Security Management, Emergency Management, and Intelligence Management. If the new standalone master's degree is approved, UMGC plans to suspend and then discontinue these AOCs for the MSM. Students who are pursuing those AOCs at the time of suspension will be permitted to complete those degree programs if they wish. Alternatively, they will be permitted to change to the new standalone master's degree program in Homeland Security Leadership if this program fits their educational and career goals more closely. Any students who choose to change to this program will be carefully advised regarding the impact on credit already earned for one of the AOCs in the MSM.

In addition, the new master's degree in Homeland Security Leadership will leverage content in our existing master's degree program in Information Technology (MSIT) with an AOC in Homeland Security Management. However, the AOC within the MSIT will not be suspended or discontinued because of its substantively different focus on technology rather than leadership skills. The AOC within the MSIT complements the new standalone degree program in Homeland Security Leadership in terms of UMGC's overall academic portfolio, but it does not replace it.

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

As an open-access institution, UMGC plays a pivotal role in meeting societal needs through making educational opportunities and choices available for all students within the State of Maryland, including minority students, first generation students, and military-affiliated and working-adult students. In February 2023, UMGC was designated as a Minority Serving Institution by the U.S. Department of Education Office of Postsecondary Education. The university currently enrolls some 24,000 African American undergraduate and graduate students, 13,000 Hispanic/Latino students, 5,000 Asian students, and 15,000 students who self-identify as Native American, Hawaiian or Pacific Islander, Multiracial, or Other. Currently, more than 50% of all UMGC degrees and certificates are granted to minority students.

In the School of Integrative and Professional Studies, where the Master of Science in Homeland Security Leadership will be housed, the average age of all graduate students is 35. A majority of these students (89%) are enrolled at UMGC on a part-time basis. In AY 2022 - 2023, 32% of these students were military-affiliated, and 10% of these military-affiliated students were on active duty. Graduate students in the School of Integrative and Professional Studies are also geographically dispersed, with only 45% residing in Maryland. African American students constitute 22% of all current graduate students in the School of Integrative and Professional Studies, and 19% identify as Hispanic/Latino, 6% as Asian, and 14% as Native American, Hawaiian or Pacific Islander, Multiracial, or Other. UMGC remains committed to serving all students who have been previously underserved in higher education. The statistics above indicate that UMGC is successfully reaching and serving these student populations.

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

The Master of Science in Homeland Security Leadership is designed to meet the needs of our students, the demands of employers, and to support present and future postsecondary priorities of the State, as identified in the *2022 Maryland State Plan for Higher Education*.¹ This program supports the State Plan in the following ways:

The program will support Goal 1 (Access) – specifically Priority 4 (systems for specific student populations to access affordable and quality postsecondary education) – in the State Plan in that it is designed to support UMGC’s overall mission to set a global standard for excellence and to be respected as a leader in affordable and accessible adult education programs. UMGC administers its programs to meet the University System of Maryland’s goals of effectiveness and efficiency by employing data-driven decision-making that ensures that academic programs are broadly accessible and offer high quality education at an affordable cost. UMGC’s commitment to access and affordability is synonymous with our commitment to diversity and inclusion. The university’s open admission approach at both the undergraduate and graduate levels is central to these commitments. The process to apply for admission is streamlined and does not require the submission of standardized test scores. Admission requirements for this new program will be aligned with this mission. UMGC remains committed to serving the educational needs of historically underserved students.

Further, the program will support Goal 2 (Success) – specifically Priority 5 (commitment to high-quality postsecondary education in Maryland) and Priority 7 (postsecondary education as a platform for ongoing lifelong learning) – in the State Plan, as it is based on principles of skills- and performance-based learning that are at the forefront of developments in adult learning in higher education. Skills-aligned learning is an outcomes-based approach to education that emphasizes what students should know and be able to do to be successful in their chosen disciplines, fields, and careers. The approach is learner-focused, and authentic assessment (the measurement of what students have learned and the competencies students master) is embedded in every step of the learning process to assist students in building real-world, job-relevant skills in real time.

Like other UMGC programs, this new program will employ authentic, project-based assessments

¹ Source: 2022 Maryland State Plan for Higher Education: <https://mhec.maryland.gov/Pages/2022-MarylandStatePlan-MHEC.aspx>

that are relevant to tasks that graduates will actually perform on the job; such projects serve as both the means of instruction and assessment of learning in the program. The curriculum and content will focus on skills-aligned learning directed toward problems and issues facing practicing professionals. Retention and success focus on students' learning experiences and are improved through enhanced learning resources provided online within the learning management system. The methodology and on-demand nature of this type of student support is reflective of best practices in online learning.

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.

UMGC students are employed in a variety of industries such as criminal justice, healthcare, human resources, social services, finance, manufacturing, government, information technology, cybersecurity, consulting, education, defense industries, and the military. The typical student at UMGC is a working adult with 10+ years of work experience. Almost two-thirds of undergraduate students and one-third of graduate students are in the military or are transitioning from the military to a civilian career.

The Homeland Security Leadership program will prepare graduates for professional positions that focus on protecting the country against natural and human-made domestic and international threats. Graduates interested in homeland security careers have various leadership opportunities available to them. For example, DHS is currently seeking exceptional candidates to fill mission-critical positions in the areas of cybersecurity, information technology, intelligence, law enforcement, business operations/mission support, immigration, travel security, prevention and response, and emergency management.

Table 1 below presents the Standard Occupational Classification (SOC) Codes that UMGC has identified, based upon the CIP-SOC crosswalk developed by Lightcast, as most closely aligned to the CIP code for UMGC's proposed program.

Table 1: Aligned Occupations for Graduates of UMGC's MS in Homeland Security Leadership

SOC Code	Occupational Title
11-9160	Emergency Management Directors
15-1212	Information Security Analysts
33-1012	First-Line Supervisors of Police and Detectives
33-1091	First-line Supervisors of Security Workers
33-3021	Detectives and Criminal Investigators

Using the SOC codes identified in Table 1, Table 2 below presents 2022-2032 employment projections for these target occupations from the Maryland Department of Labor.

Table 2: Maryland Occupational Projections 2022-2032

SOC Code	Occupational Title	Employment			
		2022	2032	# Change	% Change
15-1212	Information Security Analysts	7163	9817	2654	27.03%
33-1012	First-Line Supervisors of Police and Detectives	7232	7870	638	8.11%
33-1091	First-line Supervisors of Security Workers	1409	1386	-23	-1.66%
33-3021	Detectives and Criminal Investigators	678	701	23	3.28%
11-9160*	Emergency Management Directors	See note below	See note below	See note below	See note below
Total		16482	19774	3292	16.65%

Data Source: Maryland Department of Labor Long Term Occupational Projections
<https://www.dllr.state.md.us/lmi/iandoproj>

*Note: Maryland does not report on SOC 11-9161 (Emergency Management Directors)

As evident from the data presented in Table 2, occupations that are at the core of the proposed program are in strong demand and are projected to grow over the next decade. An additional 3,292 employment opportunities will be created within these core occupational categories in Maryland between 2022 and 2032, an almost 17% increase in newly created positions. This growth outlook is also apparent in the national demand landscape for specialists within these occupations.

Table 3 below presents the 2022-2032 national occupational projections for these same SOC codes from the U.S. Bureau of Labor Statistics.

Table 3: National Occupational Projections 2022-2032

SOC Code	Occupational Title	Employment 2022	Employment 2032	Employment # Change 2022-2032	Employment % Change 2022-2032	Occupational Openings 2022-2032 Annual Average
11-9160	Emergency Management Directors	11800	12200	400	3.3%	90
15-1212	Information Security Analysts	168900	222200	53300	24.0%	16800
33-1012	First-Line Supervisors of Police and Detectives	137900	142200	4300	3.0%	9500
33-1091	First-line Supervisors of Security Workers	62200	59800	-2400	-4.0%	530

33-3021	Detectives and Criminal Investigators	114400	116100	1700	1.5%	860
Total		495,200	552,500	57,300	10.4%	27,780

Data Source: U.S. Bureau of Labor Statistics Employment Projections

<https://data.bls.gov/projections/occupationProj>

Table 3 illustrates strong demand nationally for occupations that match the skillset for Master of Science in Homeland Security Leadership graduates, with expected aggregate growth across these occupations of more than 10.4, corresponding to over 27,780 newly created employment opportunities between 2022 and 2032.

The next section provides additional data on market demand and employment opportunities in the State of Maryland.

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 labor market analysis presented in Table 4 below represents the number of job openings in Maryland and nationwide from June 2023 to June 2024, using Lightcast data for the top five program-aligned job categories. Table 5 presents an analysis from a skills perspective, rather than a job title perspective.

It is evident from this analysis that the program-aligned skills desired by Maryland employers mirror the skills sought nationwide. Further, all the top 10 program-aligned skills are categorized as Growing or Rapidly Growing, with percent demand projections ranging from 10%-27%. The additional skills are in the areas of Risk and Vulnerability Assessment, Data Analysis, Finance and Management.

Table 4: Top 5 Program-Aligned Job Titles in Maryland and Nationwide

Job Title	Maryland Unique Postings June 2023–June 2024	% of Postings	Nationwide Unique Postings June 2023–June 2024	% of Postings
Project/Program Managers/Coordinators	3826	6.8%	155318	19.4%
Information Systems Security Officers/Analysts	594	1.1%	7027	0.9%
Cybersecurity Analysts	265	0.5%	4700	0.6%
Intelligence Analysts	174	0.3%	2005	0.3%
Background Specialists	163	0.3%	10215	1.3%

Data Source: Lightcast <https://lightcast.io/>

Table 5: Top 5 Program-Aligned Specialized Skills in Maryland and Nationwide

Skills	Maryland Unique Postings June 2023 - June 2024	% of Postings	Nationwide Unique Postings June 2023 - June 2024	% of Postings
Project Management	8905	44%	379,627	47%
Cyber Security	2362	12%	44,220	6%
Auditing	2124	10%	92,229	11%
Computer Science	1643	10%	47,761	6%
Construction	1571	8%	80,488	10%

Data Source: Lightcast <https://lightcast.io/>

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.

Using projections from the Maryland Department of Labor, Table 6 factors both growth in the number of positions expected to be newly created in each program-aligned SOC category in Maryland and the number of job exits (e.g., retirement, leaving workforce) and transfers (e.g., job changes, turnover) within these SOC categories over the same period (2022-2032).

Table 6: Maryland Occupational Projections Total Openings 2022-2032, Including New Positions, Exits, and Transfers

SOC Code	Occupational Title	Position Exits	Position Transfers	Total Projected Openings	Projected Annual Openings
11-9160	Emergency Management Directors*	See note below	See note below	See note below	See note below
15-1212	Information Security Analysts	1848	3121	7623	762
33-1012	First-Line Supervisors of Police and Detectives	2027	2712	5360	537
33-1091	First-line Supervisors of Security Workers	553	709	1239	124
33-3021	Detectives and Criminal Investigators	219	284	526	52
Total		4,647	6,826	14,748	1,475

Data Source: Maryland Department of Labor Long Term Occupational Projections <https://www.dllr.state.md.us/lmi/iandoproj/>

*Note: Maryland does not report on SOC 11-9161 (Emergency Management Directors)

The projections in Table 6 show that the total number of openings across all program-aligned job categories will yield approximately 14,748 employment opportunities in Maryland alone over the next 10 years (when factoring in job growth, exits, and transfers), or an estimated 1,475 positions annually. When considering the current and projected supply of graduates in these fields as

presented in the next section, job demand in these occupations far exceeds Maryland’s current pipeline of graduates.

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

Table 7 presents completion data from all Master of Science in Homeland Security Leadership programs across all colleges and universities in the State of Maryland over the most recent four years (2020-2023) for which data are available. Given the market need described in the sections above, even if all graduates from these programs chose to work in Maryland (an improbable scenario), the existing statewide supply of graduates in this field would still be wholly insufficient to satisfy annual market demand. Through this proposed program, UMGC is well-positioned to help fill these gaps and to expand opportunities for returning adult and working students, military-affiliated and veteran students, and career changers to further expand the workforce pipeline and diversify the profession.

Table 7: Master of Science in Homeland Security Leadership Completions at Maryland Colleges and Universities, In Rank Order of 2023 Degrees Granted

Maryland Institution	2020 Program Completions	2021 Program Completions	2022 Program Completions	2023 Program Completions
University of Maryland, Baltimore -Francis King Carey School of Law	11	6	18	13
Towson University	4	8	4	4
Total	15	14	22	17

Data Source: [TRENDS IN DEGREES AND AWARDS BY PROGRAM 2023.pdf \(maryland.gov\)](#)

D. Reasonableness of Program Duplication

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

A program title and CIP search performed, on April 30, 2024, and again on August 5, 2024, of MHEC’s online Academic Program Inventory found two master’s degree programs in Maryland with potential similarities to UMGC’s proposed program. One program is offered by Towson University (Master of Science in Integrated Homeland Security Management; CIP 43.0301), and the other is offered by the Francis King Carey School of Law at the University of Maryland, Baltimore (Master of Science in Homeland Security and Crisis Management Law; CIP 22.0201). While there are other master’s degree programs in Maryland (in addition to the two aforementioned programs) that focus on adjacent topics covered in UMGC’s proposed curriculum (including intelligence analysis and global security), none of these other programs are specifically focused on homeland security leadership.

Table 8 below provides a comparative summary of major program features between UMGC’s proposed Master of Science in Homeland Security Leadership and the existing master’s degree programs at Towson University and the University of Maryland, Baltimore. In drawing comparisons

across all three programs, UMGC's proposed program will be fundamentally distinctive in the following ways:

- UMGC's proposed program and the existing programs offered at Towson University and the University of Maryland at Baltimore all focus on substantively different aspects of Homeland Security.
 - UMGC's proposed program focuses on leadership in intelligence, homeland security, and emergency management.
 - UMB's program focuses strictly on legal studies commensurate with a law school program which will attract students interested in matriculating with a law-associated degree.
 - Towson University's program focuses on leadership in information assurance, health preparedness, and security policy.
- UMGC's program is centered around homeland security leadership at its core, developing strategic leaders who can effectively navigate this complex landscape, while providing learners with the opportunity to specialize in critical infrastructure threats in addition to building their leadership skills.
- UMGC's program is, *by design*, interdisciplinary in nature, drawing from the fields of homeland security, intelligence, counterterrorism, emergency management, criminal justice, political science, and cybertechnology. This program leverages existing content from UMGC's current areas of concentration in our Master of Science in Management (Homeland Security Management, Emergency Management, and Intelligence Management) and Master of Science in Information Technology (Homeland Security Management) into a single stand-alone degree program.
- UMGC's Program allows learners to earn credit through workplace learning, which provides the opportunity to apply theory to practical projects involving significant analysis and problem-solving in their workplace.

Table 8: Comparison of Homeland Security Master's Programs at Maryland Colleges and Universities

Maryland Colleges and Universities	Comparison Program Features	UMGC's Proposed Program Features
Towson University	Master of Science in Integrated Homeland Security Management	Master of Science in Homeland Security Leadership
	CIP: 43.0301 (Homeland Security)	CIP: 43.0301 (Homeland Security)
	Total Credits: 36	Total Credits: 30
	Modality: Online or Hybrid	Modality: Online
	Professional Focus/Distinctive Features: Core is specifically focused on security assurance and management (15/36 credits); choice of specialization areas in information assurance, health preparedness, and security policy.	Professional Focus/Distinctive Features: Core is specifically focused on homeland security leadership (15/30 credits); choice of specialization areas in homeland security, emergency

Maryland Colleges and Universities	Comparison Program Features	UMGC's Proposed Program Features
	<p>Curriculum:</p> <p><u>Core Courses (15 credits):</u> Critical National Infrastructures (3 credits) Planning, Prevention, and Risk Management (3 credits) Emergency Communication and Management (3 credits) Team Building and Leadership Skills (3 credits) Strategic and Tactical Planning (3 credits)</p> <p><u>Specialization Courses (9 credits):</u> <i>Information Assurance</i> Information Systems Vulnerability and Risk Analysis (3 credits) Introduction to Software Security (3 credits) Network Security (3 credits)</p> <p><i>Health Preparedness</i> Mental Health Emergency Preparedness and Response (3 credits) Bioterror Public Health Preparedness (3 credits) Disaster Response and Community Health (3 credits)</p> <p><i>Security Policy</i> Terrorism and Political Violence (3 credits) Intelligence and Homeland Security (3 credits) Homeland Security and Constitutional Rights (3 credits)</p> <p><u>Collateral Courses (6 credits):</u> One introductory course in each of the two areas outside of the student's chosen area of specialization</p> <p><u>Elective Courses (3 credits):</u> GIS Applications: Homeland Security and Emergency Management (3 credits) Special Topics in Homeland Security (3 credits) Independent Study in Homeland Security (3 credits)</p>	<p>management, or intelligence; workplace/experiential learning option</p> <p>Curriculum:</p> <p><u>Core Courses (15 credits):</u> Homeland Security Critical Infrastructure Protection (3 credits) Homeland Security Cyber Threats and Emerging Technologies (3 credits) Homeland Security, Intelligence, and Information Sharing (3 credits) Research and Evaluation Methods (3 credits) Homeland Security Leadership Capstone (3 credits)</p> <p><u>Specialization Courses (9 credits):</u> <i>Homeland Security</i> Homeland Security Concepts (3 credits) Community Engagement and Resilience (3 credits) Disaster Preparedness and Response (3 credits)</p> <p><i>Emergency Management</i> Crisis Management (3 credits) Coordination, Collaboration, and Partnerships (3 credits) Preparedness, Response, Mitigation, and Recovery (3 credits)</p> <p><i>Intelligence</i> Intelligence Collection (3 credits) Intelligence Analysis (3 credits) Counterintelligence Threats (3 credits)</p> <p><u>Elective Courses (6 credits):</u> Workplace Learning/Experience (3 credits) and one course from one of the other specializations areas OR two courses from the other specializations areas</p>

Maryland Colleges and Universities	Comparison Program Features	UMGC's Proposed Program Features
	<u>Capstone Course (3 credits)</u>	
University of Maryland, Baltimore - Francis King Carey School of Law	Master of Science in Homeland Security and Crisis Management Law	Master of Science in Homeland Security Leadership
	CIP: 22.0201 (Advanced Legal Research/Studies, General)	CIP: 43.0301(Homeland Security)
	Total Credits: 30	Total Credits: 30
	Modality: Online	Modality: Online
	Professional Focus/Distinctive Features: Almost half of the curriculum (14/30 credits) is comprised of legal foundation core courses (e.g., legal skills, legal methods and research, U.S. legal system, policy/regulatory processes and procedures)	Professional Focus/Distinctive Features: Core is specifically focused on homeland security leadership (15/30 credits); choice of specialization areas in homeland security, emergency management, or intelligence; workplace/experiential learning option
Curriculum: <u>Core Courses shared with other Master of Science in Law Programs—Health Care Law and Cybersecurity Law (14 credits):</u> Dispute Resolution and Negotiation (2 credits) Ethics in Law and Public Policy (1 credit) Legal Methods and Process: Analysis and Argument (3 credits) Legal Research (2 credits) Public Law and the Regulatory Process (3 credits) U.S. Law and the Legal System (3 credits) <u>Specialization Courses (12 credits):</u> Homeland Security and the Law of Counterterrorism (3 credits) Law and Policy of Emergency Management (3 credits) Law and Policy of Emergency Public Health Response (3 credits) Law and Policy of Cybersecurity (3 credits) <u>Capstone Course (4 credits)</u>	Curriculum: <u>Core Courses (15 credits):</u> Homeland Security Critical Infrastructure Protection (3 credits) Homeland Security Cyber Threats and Emerging Technologies (3 credits) Homeland Security, Intelligence, and Information Sharing (3 credits) Research and Evaluation Methods (3 credits) Homeland Security Leadership Capstone (3 credits) <u>Specialization Courses (9 credits):</u> <i>Homeland Security</i> Homeland Security Concepts (3 credits) Community Engagement and Resilience (3 credits) Disaster Preparedness and Response (3 credits) <i>Emergency Management</i> Crisis Management (3 credits) Coordination, Collaboration, and Partnerships (3 credits) Preparedness, Response, Mitigation, and Recovery (3 credits)	

Maryland Colleges and Universities	Comparison Program Features	UMGC's Proposed Program Features
		<p><i>Intelligence</i> Intelligence Collection (3 credits) Intelligence Analysis (3 credits) Counterintelligence Threats (3 credits)</p> <p><u>Elective Courses (6 credits):</u></p> <p>Workplace Learning/Experience (3 credits) and one course from one of the other specializations areas OR two courses from the other specializations areas</p>

As noted above in section A.4.b, this proposal represents a consolidation of multiple, long-standing, MHEC-approved areas of concentration in UMGC's existing Master of Science in Management (Homeland Security Management, Emergency Management, Intelligence Management) as well as some similar content from the Master of Science in Information Technology (Homeland Security Management).

These programs have already coexisted for years with the successful programs at Towson University and the University of Maryland, Baltimore. This proposal focuses on transitioning these curricula into a single program with homeland security leadership as the central focus, allowing students the opportunity to choose electives in their area of professional interest. In the process, program learning goals and courses are being redeveloped to ensure program currency and continued market responsiveness. These changes will help UMGC achieve efficiencies in our course and program portfolio and better serve our student population through providing a more flexible and adaptive master's program model.

UMGC does not plan to make any changes to the admission process or criteria, target student audience, or faculty model for this program. Consequently, the unique elements of UMGC's overall mission as an open access institution serving adult students with scholar-practitioner faculty will also make this program distinct from the existing programs at Towson University and the University of Maryland, Baltimore.

Finally, we anticipate that UMGC's competition for the proposed Master of Science in Homeland Security Leadership will continue to come predominantly from out-of-state online institutions with whom we typically compete for students already. Many of these out-of-state institutions are already offering online homeland security master's degree programs to Maryland students, including American Military University (Master of Arts in Homeland Security), ASU Online (Master of Arts in Emergency Management and Homeland Security), Liberty University (Master of Science in National Security with Homeland Security Specialization), National University (Master of Science in Homeland Security and Emergency Management), and Purdue Global (Master of Science in Homeland Security and Emergency Management).

2. Provide justification for the proposed program.

This new master's degree in Homeland Security Leadership degree will strengthen UMGC's position as a leader and innovator in workforce-focused national and global security. This interdisciplinary program draws from the Homeland Security, Intelligence, Counterterrorism, Emergency Management, Criminal Justice, Political Science, and Cyber Technology fields. This program also diversifies credential options for our working adult and military-affiliated populations and responds to the adult learner's need for a variety of pathways to credentials in higher education. Students can tailor their coursework to their specific interests and career goals by choosing elective courses in areas such as cyber threats, intelligence analysis, and critical infrastructures.

The master's degree in Homeland Security Leadership provides students with a credential they can earn in an expeditious amount of time by earning 30 credits through 8-week sessions instead of 12-week semesters. What makes this program unique is its immediate market value with respect to employment and career options in the homeland security sector. These types of flexibility and innovative approaches to serving UMGC's students are clearly consistent with the institution's mission. Additionally, as noted previously, the program proposal aligns with three of UMGC's 2024-2030 UMGC Strategic Plan: market-responsive portfolio management, skills architecture adaptable between education and work experiences and targeted expansion that strengthens and diversifies our learner population.

This proposed program also offers an excellent opportunity for those UMGC students who have completed the Homeland Security or Emergency Management undergraduate programs. Students who have completed one of those bachelor's degrees have a pathway to continue their education with graduate studies in one of three specializations that fit within their professional objectives and interests. With the compact timeline of this proposed Homeland Security Leadership program, UMGC students will be able to complete their higher education goals, making them more competitive for positions in the growing Homeland Security job market or promotional opportunities in their current organizations.

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 HBIs.

A search performed on April 30, 2024, and again on August 5, 2024, of MHEC's online Academic Program Inventory found no master's degrees related to Homeland Security Leadership offered at Historically Black Institutions in Maryland. This includes the three HBIs in the University System of Maryland (Bowie State University, Coppin State University, and the University of Maryland Eastern Shore) and Morgan State University. UMGC's proposed program should, therefore, have no impact on the implementation or maintenance of high-demand programs at Maryland's 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.

A search performed on April 30, 2024, and again on August 5, 2024, of MHEC's online Academic Program Inventory found no master's degrees related to MS-Homeland Security Leadership offered

at Historically Black Institutions in Maryland. This includes the three HBIs in the University System of Maryland (Bowie State University, Coppin State University, and the University of Maryland Eastern Shore) and Morgan State University. UMGC's proposed program should, therefore, have no impact on the uniqueness and institutional identities and missions 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 master's degree in Homeland Security Leadership was designed according to UMGC's institutional learning goals for helping students master academic and professional content with a balanced emphasis on technology and information literacy. This innovative program was established to prepare students for a variety of career opportunities in the rapidly growing homeland security, intelligence, and emergency management sectors.

Collegiate Associate Professor Brian Powers, Homeland, Intelligence and Emergency Management Portfolio Director, will oversee the implementation of the Homeland Security Leadership program. Professor Powers is a retired Air Force Officer who worked in the homeland security and intelligence sectors of the United States military.

Dr. Kathleen Mitchell, Mr. Mark Murtha, and Mr. Ralph Hutton, all Collegiate Associate Professors for Homeland, Intelligence and Emergency Management, will help maintain the courses of the Homeland Security Leadership program. Dr. Mitchell holds a terminal degree in Adult Education and has extensive professional and educational experience in course development for several universities as well as governmental homeland security agencies. Mr. Murtha and Mr. Hutton also have extensive professional and educational experience in course development for several universities as well as governmental homeland security and emergency management agencies.

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

The learning outcomes established for the master's degree in Homeland Security Leadership program follow industry requirements. The learning outcomes also effectively map to UMGC institutional learning outcomes. The overarching goal is that students completing the program will have the knowledge to construct strategies for leading, managing, organizing, and coordinating homeland security operations specializing in the homeland security, emergency management, and intelligence sectors.

The Homeland Security Leadership program allows students to focus on the leadership aspects of homeland security but also gives them the flexibility to select specialized courses that best suit their knowledge, academic goals, and experience requirements based on their individual professional or academic needs. The master's degree in Homeland Security Leadership program requires the completion of 30 credits from the following course offerings.

The proposed Homeland Security Leadership program is comprised of five three-credit core courses (15 credits):

- MSHS 600 Homeland Security Critical Infrastructure Protection (3)

- MSHS 610 Homeland Security Cyber Threats and Emerging Technologies (3)
- MSHS 620 Homeland Security, Intelligence, and Information Sharing (3)
- MSHS 630 Research and Evaluation Methods (3)
- MSHS 640 Homeland Security Leadership Capstone (3)

The program also requires the completion of three three-credit courses from one of the specialization areas listed below. Finally, students must complete at least two elective course options selected from one of the other specializations. Students can also select the Workplace Learning/Experience course and one other elective course.

Course descriptions are below in section G.4. The Workplace Learning/Experience course is described in Appendix A of this document.

Specializations (9 credits)	Course #	Course Title
Homeland Security	MSHS 650	Homeland Security Concepts (3)
	MSHS 652	Community Engagement and Resilience (3)
	MSHS 654	Disaster Preparedness and Response (3)
Emergency Management	MSHS 660	Crisis Management (3)
	MSHS 662	Coordination, Collaboration, and Partnerships (3)
	MSHS 664	Preparedness, Response, Mitigation, and Recovery (3)
Intelligence	MSHS 670	Intelligence Collection (3)
	MSHS 672	Intelligence Analysis (3)
	MSHS 674	Counterintelligence Threats (3)
Electives (6 credits)	Course #	Course Title
	MSHS 686	Workplace Learning/Experience (3) and one additional course selected from one of the two other specializations OR
		Select two courses from the other specializations offered.

The learning outcomes that have been developed for the master’s degree in Homeland Security Leadership are as follows:

- Apply strategies and tactics for managing crisis communications to include the use of current technologies through a strategic approach to develop community-specific public responses to homeland and national security crises.
- Develop strategies for leading, managing, organizing, and coordinating homeland security operations within the relationships with federal, state, local, and international governments, and the private sector.
- Evaluate the laws, authorities, regulations, policies, and ethical considerations as well as emerging political, legal, and policy issues, and the importance of information assurance to

solve problems, inform decision-making, assign resources, and determine potential solutions for homeland security issues.

- Demonstrate an understanding of cybersecurity plans, strategy, policy, initiatives, and regulatory compliance; and assess the role of the Department of Homeland Security Cyber Security and Infrastructure Security Agency to defend against cyber-attacks and support essential preparedness and disaster support operations.
- Assess specific applications of advanced information and other technologies (such as artificial intelligence, drones, 5G networks, and cloud solutions), systems, and services for protection, response, recovery, and resilience, addressing homeland and national security priorities.
- Demonstrate critical thinking and decision-making skills in applying risk methodologies and assessments, resilience planning, organizational theory, disaster response, and recovery principles in managing new and emerging threats against the Homeland.

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**

UMGC approaches learning design from an “Understanding by Design” perspective, utilizing a backward design model. This approach begins with identifying the program learning goals that a student will achieve through the program of study. The program learning goals are mapped first to the Degree Qualification Program (DQP) to ensure that the goals are comprehensive and appropriate for the degree level. In addition, the program learning goals are mapped against UMGC institutional learning goals to validate that the program aligns with the university mission and institutional goals.

Once the program learning goals have been validated through mapping to the DQP and institutional learning goals, the program learning goals are mapped to the courses in the program. This step ensures that all program learning goals are addressed in the curriculum and provide guidance in the development of courses to ensure that each course contributes to the program learning goals without unnecessary duplication of outcomes across courses. Through these mappings, key assignments are identified in courses for use in assessing student achievement of program learning goals. Periodically, a random sample of student artifacts for these identified key assignments are collected and reviewed by faculty to assess how effectively students are meeting the program learning goals.

Using student learning assessment results along with non-direct measures of student learning (including student retention and market and labor data), Program Directors produce an annual review of program quality. For new programs, these annual reviews are integrated into an Academic Program Review including external review after five years. After this initial review, programs continue the annual review cycle every year with an Academic Program Review every seven years. Summaries and results from each five-year and seven-year program review are submitted to the University System of Maryland in accordance with their established review cycle.

In November 2020, UMGC licensed AEFIS as its assessment management system. AEFIS is the central repository for program learning goals, assessment maps, and student artifacts. AEFIS integrates with the LEO learning management system to allow student work to be duplicated from LEO into AEFIS for assessment purposes. This process ensures that assessment review is independent of grades and evaluation within individual courses and allows for independent review of student work apart from the classroom faculty. AEFIS also houses all annual program review reports.

The curriculum for the Homeland Security Leadership program was developed following the principles of competency-and performance-based learning. The required competencies comprising the program’s learning outcomes, curriculum, and assessments were developed by academic and professional experts in the field of homeland security, intelligence, and emergency management. This approach is learner-focused, and authentic assessments are embedded in each step of the learning process.

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

Students enrolled in the Homeland Security Leadership program are required to complete all five 3-credit Homeland Security Leadership core courses (15 credit hours). Students are also required to complete three 3-credit courses (identified in section G.2. and described in Table 9 below) from one of the following specializations: Homeland Security, Emergency Management, or Intelligence (9 credit hours). Students have the flexibility to choose electives that best suit their professional or academic interests from the two other specializations in the program. For example, a student specializing in Intelligence can pick two elective courses from the Homeland Security or Emergency Management specializations. Students will also have the flexibility to take the Workplace Learning/Experience course and one other elective to satisfy the program requirements.

Table 9: Homeland Security Leadership Course Descriptions

CORE COURSES (REQUIRED)
MSHS 600 Homeland Security Critical Infrastructure Protection (3 credits)
The Homeland Security Critical Infrastructure Protection course prepares students for leadership roles in homeland security, with a focus on safeguarding the nation's critical assets against a wide range of threats. This course equips students with the knowledge and skills to identify vulnerabilities, assess risks, and implement protective measures to ensure the resilience and security of essential systems and assets. Students will learn about protecting critical infrastructure sectors, risk assessments and management, threat analysis, policy and regulations, and interagency and public-private collaboration.
MSHS 610 Homeland Security Cyber Threats and Emerging Technologies (3 credits)

<p>The Homeland Security Cyber Threats and Emerging Technologies course is designed to equip students with the expertise needed to address the rapidly evolving landscape of cyber threats and technological advancements. The course prepares students to become leaders who can navigate the complexities of the digital age and ensure the security of the nation's critical assets. This course provides a comprehensive understanding of cyber threats, cybersecurity strategies, and the implications of emerging technologies for homeland security covering topics to include the Cyber Threat Landscape, Cybersecurity Fundamentals, Risk Assessment and Management, Emerging Technologies, Legal and Regulatory Framework, and Strategic Planning and Policy Development.</p>
<p>MSHS 620 Homeland Security, Intelligence, and Information Sharing (3 credits)</p>
<p>The Homeland Security, Intelligence, and Information Sharing course prepares students for leadership roles that require the ability to navigate the complexities of the intelligence community and ensure the seamless flow of critical information to protect the nation. Students will gain an in-depth understanding of the role of intelligence in homeland security, the processes for effective information sharing, and the challenges associated with interagency collaboration by covering subjects to include Intelligence Fundamentals, Intelligence Community and Agencies, Information Sharing, Data Integration and Analysis, Threat Assessment and Risk Analysis, Legal and Ethical Considerations, and Interagency Collaboration.</p>
<p>MSHS 630 Research and Evaluation Methods (3 credits)</p>
<p>This course provides a comprehensive overview of research, analysis, and evaluation methods critical to homeland security leadership. Students will be prepared to become effective leaders who can use research-based approaches to address complex security challenges. The course covers research methods focused on real-world applications such as threat assessment, policy analysis, and emergency response evaluation. Key topics include Data Collection Techniques, Data Analysis, Evaluation Methods, Ethical Considerations, and Application of Research: Translating research findings into actionable insights for policy making, strategic planning, and operational improvements in homeland security.</p>
<p>MSHS 640 Homeland Security Leadership Capstone (3 credits)</p>
<p>The Homeland Security Leadership Capstone course is the culminating experience for students in the Homeland Security Leadership Master's program. This course is designed to equip students with the essential leadership skills and strategic insights necessary to address the complex and evolving challenges in the homeland security landscape, integrating the knowledge, skills, and competencies acquired throughout the program and applies them to real-world challenges in homeland security. Students will engage in a comprehensive, hands-on project that addresses a significant issue within the homeland security field identifying a problem, conduct in-depth research, and develop innovative solutions. The capstone project will require students to demonstrate their proficiency in strategic planning, policy analysis, crisis management, and leadership.</p>
<p style="text-align: center;">SPECIALIZATIONS</p>
<p>HOMELAND SECURITY</p>
<p>MSHS 650 Homeland Security Concepts (3 credits)</p>
<p>The Homeland Security Concepts course prepares students to think critically and strategically about homeland security issues and to develop effective policies and strategies to protect the nation. This course covers the historical, theoretical, and practical aspects of homeland security, preparing students to develop and implement effective strategies to protect the nation from diverse threats. Students will learn about the History and Evolution of Homeland Security, Homeland Security Frameworks and Policies, Threats and Hazards, Critical Infrastructure Protection, Principles of risk management and resilience, Emergency Management, Interagency</p>

<p>and Intergovernmental Coordination, and the Ethical and Legal Considerations. Students will engage in practical exercises that simulate real-world scenarios, allowing them to apply theoretical concepts to practical situations.</p>
<p>MSHS 652 Community Engagement and Resilience (3 credits)</p>
<p>The Community Engagement and Resilience course focuses on the critical role of community involvement in enhancing homeland security and resilience. This course prepares students for leadership roles in homeland security, emphasizing the importance of community engagement and collaboration in achieving national security goals. Topics covered include Principles of Community Resilience, Risk Communication, Community-Based Disaster Preparedness, Public-Private Partnerships, Vulnerable Populations, Crisis and Emergency Response, and Case Studies and Best Practices.</p>
<p>MSHS 654 Disaster Preparedness and Response (3 credits)</p>
<p>Disaster Preparedness and Response is designed to equip students with the knowledge and skills necessary to effectively prepare for, respond to, and recover from disasters. This course covers the principles and practices of disaster management, emphasizing the importance of planning, coordination, and leadership in mitigating the impacts of natural and man-made disasters. This course prepares students for leadership roles in homeland security, to manage the complexities and challenges of disaster situations to protect and support affected communities by teaching Disaster Management Frameworks, Preparedness Planning, Emergency Operations, Response Coordination, Logistics and Resource Management, Communication and Information Management, Recovery and Mitigation.</p>
<p>EMERGENCY MANAGEMENT</p>
<p>MSHS 660 Crisis Management (3 credits)</p>
<p>The Crisis Management course is an essential part of the Homeland Security Leadership Master's program, designed to prepare students for leadership roles in handling emergencies and crises. This course provides a deep understanding of the principles and practices of crisis management, emphasizing strategic planning, decision-making, and coordination required to effectively respond to and recover from various crisis situations. This course prepares students for leadership roles in homeland security, capable of navigating the complexities of crisis situations with confidence and competence to include an analysis of real-world case studies to learn the best practices in crisis management.</p>
<p>MSHS 662 Coordination, Collaboration, and Partnerships (3 credits)</p>
<p>The Coordination, Collaboration, and Partnerships course teaches the importance of effective interagency and cross-sector cooperation to enhance homeland security efforts. This course prepares students for leadership roles in homeland security, emphasizing the importance of building and maintaining strong partnerships to achieve common security goals. This course provides students with the skills and knowledge necessary to build and maintain strong partnerships, facilitating seamless coordination and collaboration among diverse stakeholders with topics to include Interagency Coordination, Public-Private Partnerships, Non-Governmental and Community-Based Organizations, Collaborative Frameworks and Models, and Crisis and Emergency Coordination.</p>
<p>MSHS 664 Preparedness, Response, Mitigation, and Recovery (3 credits)</p>
<p>The Preparedness, Response, Mitigation, and Recovery course provides students with a comprehensive understanding of the four key phases of emergency management. This course prepares students for leadership roles in homeland security and emergency management, equipping them with the skills to enhance community resilience and effectively manage the impacts of disasters and emergencies. Students will gain the knowledge and skills necessary to effectively plan for, respond to, mitigate, and recover from disasters and emergencies, ensuring</p>

the resilience and safety of communities by learning about Integrated Emergency Management, Policy and Legal Frameworks, and Community and Public Engagement.
INTELLIGENCE
MSHS 670 Intelligence Collection (3 credits)
The Intelligence Collection course is a critical component of the Homeland Security Leadership Master’s program, designed to provide students with an in-depth understanding of the methods and techniques used to gather intelligence. This course prepares students for leadership roles in homeland security, equipping them with the skills to effectively gather and analyze intelligence to support decision-making and operational planning. This course focuses on the various sources and disciplines of intelligence collection, equipping students with the skills necessary to effectively gather and analyze information to support homeland security operations.
MSHS 672 Intelligence Analysis (3 credits)
The Intelligence Analysis course will equip students with advanced skills and methodologies for analyzing intelligence data. This course focuses on the processes and techniques used to interpret and synthesize information from multiple sources, providing actionable insights to support decision-making in homeland security operations. It prepares students for leadership roles in homeland security using decision-making processes with robust and reliable intelligence assessments.
MSHS 674 Counterintelligence Threats (3 credits)
The Counterintelligence Threats course provides students with a comprehensive understanding of counterintelligence principles, practices, and challenges focusing on identifying, assessing, and mitigating threats posed by foreign intelligence entities and insider threats to national security. This course prepares students for leadership roles in homeland security to protect national security interests against espionage and insider threats.
ELECTIVE
MSHS 686 Workplace Learning/Experience (3 credits)
The Workplace Learning/Experience course is a pivotal component of the Homeland Security Leadership Master’s program, designed to bridge the gap between academic theory and practical application. This course integrates discipline-specific knowledge with experiences in the work environment. Students engage in projects and tasks that address real-world issues in homeland security, such as emergency planning, intelligence analysis, risk assessment, and crisis management. Tasks include completing a series of academic assignments that parallel the students work experiences in real-world issues in homeland security. Prerequisites: 12 graduate credits in the program and prior program approval (requirements detailed online at umgc.edu/wkpl).

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 equipment requirements, learning management systems, availability of academic support services and financial aid resources, and costs and payment policies.

- UMGC maintains a comprehensive public website that houses all current information about its programs. Students have online access to degree requirements, course catalogs, course schedules, and other pertinent information.
- The website also provides specific and clear information and resources about [technology requirements](#) for UMGC students, [information and training on the learning management system](#), and [other additional resources](#) to maximize each student's learning experience.
- A variety of online support services are available to students for academic assistance ([Tutoring](#), [Writing Center](#)), as well as [advising](#), [accessibility accommodations](#), [career services](#), [tuition planning](#), [financial aid](#), and [technical support](#).
- UMGC's students are guided by the [Student Handbook](#) available online and serves as a general guide for all students with respect to policies, procedures, rules, regulations, and general academic requirements for all students.
- In addition, the annual UMGC [Catalog](#) includes extensive information about expectations and individual requirements for each academic program as well as university policies, resources, and services for students.

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

All Homeland Security Leadership program-related communications (including advertising, recruitment, and admission materials) are developed in conjunction with UMGC-wide institutional communication strategies which adhere to the principle of truth in advertising. All written and electronic materials prepared for prospective students for the purpose of recruitment will clearly and accurately represent the courses, programs, and services available.

H. Adequacy of Articulation

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

Not Applicable

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.

UMGC's faculty staffing model employs full-time faculty (known as Collegiate Faculty) in faculty leadership roles, such as Department Chairs and Program Directors, with responsibility for the overall intellectual coherence and integrity of the curriculum and program. Other Collegiate Faculty teach and serve in complementary roles that maintain and support the academic program, providing input into the design and content of the program and courses. This core group of full-time Collegiate Faculty also mentors and supports the adjunct faculty teaching in the program.

In keeping with UMG C's emphasis on workplace relevance, most of the faculty teaching in the Master of Science in Homeland Security Leadership program are scholar-practitioner professionals who teach part-time for UMG C. These faculty members have solid academic credentials and continue to work outside the university, providing a continuous infusion of current workplace knowledge, career relevant perspectives, and maximum flexibility for adapting to changing student demand and rapidly changing industries and technologies. In this way, UMG C supports students in a learning experience that is practical and relevant to today's competitive and evolving global marketplace. Many adjuncts have considerable experience with UMG C.

Collegiate and adjunct faculty both hold academic rank and title, based on their academic qualifications and professional experience, including teaching experience at UMG C. Since 1996, UMG C has held an MHEC-approved waiver for the Code of Maryland (COMAR) requirements for total credit hours taught by full-time faculty (see documentation provided in Appendix B).

The centrality and appropriateness of UMG C's faculty model relative to its educational mandate and mission were reaffirmed by MHEC in its 2016 review of mission statements, as evidenced in the following excerpt from the Commission's report:

"UMUC intentionally seeks highly qualified full-time and adjunct faculty who have hands-on experience in the disciplines they teach and who can leverage that experience to provide a richer learning experience for students. The university's mission to serve adult students is supported by adjunct faculty who are scholar-practitioners engaged daily in their profession. The ability to employ adjunct faculty is critical to UMUC's capacity to quickly deploy academic and continuing education programs in response to workforce-related needs. This entrepreneurship and flexibility in establishing new programs is particularly important to the university: given its history of very limited state support, the university's financial model is based on tuition revenues, and all programs must be self-supporting."²

Consistent with this model, the Department of Integrative and Professional Studies already has an active roster of faculty who are qualified and prepared to teach courses in this program, and

² Source: Maryland Higher Education Commission (December 2015), Mission Statement Review: https://mhec.maryland.gov/institutions_training/Documents/acadaff/2016MissionStatementReview.pdf.

the university constantly recruits additional adjunct faculty as needed. Table 10 below provides a partial list of faculty who are anticipated to teach in the program, their appointment type and rank, their graduate degree(s) and fields(s), their status (full-time or part-time), and the courses they are qualified to teach.

Table 10: Faculty Resources

Faculty Name	Appointment Type and Rank	Graduate Degree(s) and Field(s)	Status (FT/P T)	Course(s) to be Taught
Kathleen Mitchell	Collegiate Faculty	PhD, Adult Education M.Ed., Adult Education MS, Criminal Justice	(FT)	MSHS 674 Counterintelligence Threats MSHS 630 Research and Evaluation Methods MSHS 640 Homeland Security Leadership Capstone
Brian Powers	Program Director & Collegiate Faculty	MA, Business and Organizational Security Management MA, National Security Affairs, U.S. Naval Postgraduate School MA, International Relations	(FT)	MSHS 640 Homeland Security Leadership Capstone MSHS 686 Workplace Learning/Experience
Ralph Hutton	Collegiate Faculty	MS, Disaster Science	(FT)	MSHS 600 Homeland Security Critical Infrastructure Protection MSHS 660 Crisis Management (3 credits) MSHS 686 Workplace Learning/Experience
Mark Murtha	Collegiate Faculty	MS, Criminal Justice	(FT)	MSHS 650 Homeland Security Concepts MSHS 686 Workplace Learning/Experience
Mark Landahl	Adjunct Associate Professor	PhD, Fire and Emergency Management Administration MA, Security Studies / Homeland Defense and Security	(PT)	MSHS 652 Community Engagement and Resilience
Terrance Andrews	Adjunct Associate Professor	MA, Criminal Justice JD, Roger Williams University School of Law	(PT)	MSHS 654 Disaster Preparedness and Response
Phillip Schertzing	Adjunct Associate Professor	MA, Homeland Security	(PT)	MSHS 654 Disaster Preparedness and Response

				MSHS 664 Preparedness, Response, Mitigation, and Recovery
Liz Howard	Adjunct Associate Professor	Ph.D, Dept. of Government & International Affairs MA, Political Science	(PT)	MSHS 672 Intelligence Analysis
Hunter LaCroix	Adjunct Associate Professor	PhD (ABD), Homeland Security Studies MA, Global Security Studies	(PT)	MSHS 674 Counterintelligence Threats MSHS 686 Workplace Learning/Experience
Christopher Drew	Adjunct Associate Professor	D.Sc. Civil Security Leadership, Management and Policy MA, Education	(PT)	MSHS 610 Homeland Security Cyber Threats and Emerging Technologies
Kevin Brothers	Adjunct Associate Professor	J.D. Washington College of Law, American University M.S. Strategic Intelligence	(PT)	MSHS 630 Research and Evaluation Methods MSHS 620 Homeland Security, Intelligence, and Information Sharing
Michael Kotzian	Adjunct Associate Professor	Doctor of Management Master of Science in Electrical Engineering	(PT)	MSHS 660 Crisis Management
Murat Elahi	Adjunct Associate Professor	PhD, Homeland Security Studies and Criminal Justice MA, Homeland Security Studies	(PT)	MSHS 600 Homeland Security Critical Infrastructure Protection
Peter Tehan	Adjunct Associate Professor	M.S., Applied Intelligence	(PT)	MSHS 670 Intelligence Collection MSHS 672 Intelligence Analysis
Greg Mandoli	Adjunct Associate Professor	Juris Doctorate-Golden Gate University School of Law Master's Degree Law Enforcement Integration	(PT)	MSHS 662 Coordination, Collaboration, and Partnerships
Donald Denton	Adjunct Associate Professor	M.S. Homeland Security and Emergency Preparedness	(PT)	MSHS 664 Preparedness, Response, Mitigation, and Recovery

Lawrence Prokop	Adjunct Associate Professor	Master of Science, Public Safety Leadership/Criminal Justice Master of Arts in Religion	(PT)	MSHS 670 Intelligence Collection MSHS 686 Workplace Learning/Experience
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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

Through Faculty Development, part of the university’s Integrative Learning Design unit, UMGC supports its worldwide faculty by providing quality professional development programs and services that are accessible, responsive, comprehensive, and innovative. UMGC provides frequent faculty development workshops and webinars focused on effective online pedagogy, including topics such as providing effective feedback; scaffolding student learning; digital literacy; academic integrity; classroom assessment techniques; accessibility; and diversity, equity, and inclusion in the classroom.

UMGC is committed to providing pedagogy training in support of student learning throughout the faculty life cycle with the institution. FACDEV 411, New Faculty Academic Orientation, is a required two-week, facilitated online class that is designed to welcome new faculty to UMGC and provide information about UMGC’s history, mission, values, and students, while preparing faculty to teach online. It is taught by experienced UMGC adjunct faculty. The course covers the history of UMGC, pedagogy of adult learning, facilitating online learning, accessibility, and providing additional support and resources for students through UMGC’s Library, Effective Writing Center, Office of Academic Integrity & Accountability, and Office of Accessibility Services.

In 2021, UMGC launched an additional two-week facilitated training course, FACDEV 112, Coaching Learning and Academic Success Strategies, focused on the development of faculty coaching skills to create an active and motivating presence in the classroom in order to establish helpful and supportive relationships with students leading to persistence and academic success. UMGC also provides frequent faculty development workshops and webinars focused on effective online pedagogy, including topics such as recursive feedback; scaffolding student learning; digital literacy; classroom assessment techniques; and diversity, equity, and inclusion in the classroom

b) The learning management system

UMGC provides multiple touchpoints to ensure thorough orientation to and continued education about our Learning Management System (LMS), Desire2Learn. Building on the materials provided in FACDEV 411, UMGC offers workshops on grading strategies; the integration of audio and video feedback to students; gradebook setup and rubrics; crafting powerful introductions; open education resources (OERs) used in the classroom; and netiquette. In addition, many webinars directly amplify the skills needed by faculty members to be successful in the online classroom, e.g.,

recursive feedback; scaffolding student learning; digital literacy; classroom assessment techniques; creating a more engaging classroom; etc.

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

Besides the strategies outlined above, UMGC has recognized the need to equip faculty more comprehensively with skills and abilities to enhance engagement and coaching, in order to improve student learning and retention. To that end, UMGC has developed a coaching training that is available to all UMGC faculty and is highly encouraged for all UMGC faculty. Faculty teaching in this program will therefore benefit from this training. This new faculty training course, FACDEV 211—Coaching and Providing Feedback that Matters—will provide coaching skills to create an active and motivating presence in the classroom to establish helpful and supportive relationships with each student leading to persistence and academic success.

This addition to our training catalog will diminish the distance between faculty and students inherent in online courses by providing specific strategies and tactics to facilitate regular interaction and outreach and personalized and actionable coaching and feedback.

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.

No new library resources are needed to serve the Homeland Security Leadership program. The UMGC Library provides access to a vast array of library resources and services to UMGC students, faculty, and staff worldwide to meet their academic needs and includes a wide and varied collection of journal articles, reports, case studies, and, in some instances, complete books available electronically via a comprehensive selection of online library databases. Library services include instruction, reference, electronic reserves, and document delivery for materials not otherwise available in the library databases. The UMGC Library relies on distributed technology as its primary mechanism to provide online access to resources and services to UMGC's widely dispersed, working-adult student population.

The curated collection of online academic research databases available to UMGC faculty and students provides access to hundreds of thousands of full-text articles as well as reports, statistics, case studies, book chapters, and complete books in a wide range of subject areas. In addition, students have access to the full text of dissertations and theses via the *ProQuest Dissertations and Theses* database. The library assists faculty and learning designers in providing links to Library materials directly in online classes.

The UMGC Library also offers other resources and services. UMGC students, faculty, and staff within the continental United States have access to more than ten million volumes in print from the 16-member University System of Maryland and Affiliated Institutions (USMAI) library consortium. The UMGC Library offers document delivery services to all UMGC students, faculty, and staff worldwide for a variety of materials, including journal articles and book chapters. UMGC's expanding collection of 75,000 electronic books (e-books) has significantly increased the ability to meet the needs of UMGC's global population.

The UMGC Library provides faculty and students with research assistance in creating search strategies, selecting relevant databases, and evaluating and citing sources in a variety of formats via

its [Ask a Librarian](#), which includes 24/7 chat and email. A guide to locating scholarly articles and using UMGC's [library databases](#). The UMGC Library *OneSearch* tool allows users to simultaneously search for scholarly articles, books, and/or other research resources via a single search engine in most of the databases to which the UMGC Library subscribes, either directly or as additional resources.^[1] In addition, UMGC faculty can request customized library instruction sessions for both on-site and online classes, and can also add UMGC Library tutorials and materials to their learning management system classrooms and refer students to them through the Web gateway.

A librarian liaison assigned to each academic department assists faculty with resource identification and other program needs. The Subject Guides area of the [library's web site](#) provides a listing of resource guides for each subject area, with each guide containing relevant databases, Web sites, books, and other resources along with technical and citation assistance.

^[1] Source: UMGC Library, 2020: <http://sites.umgc.edu/library/index.cfm>

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 instructional equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.**

The Master of Science in Homeland Security Leadership will be offered fully online using the university's distance education platform. Select courses may be taught in a hybrid format at locations where UMGC offers classroom instruction, including regional higher education centers, military bases, and overseas in Europe and Asia. Existing resources related to facilities, infrastructure, and equipment are adequate to meet the program's needs.

- 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**

UMGC has an internal email network that provides all students and faculty with consistent email domains, @student.umgc.edu and @faculty.umgc.edu, respectively. Students are encouraged but not limited to using this email address in all communications with the university. Faculty are required to use their UMGC address for teaching and all official UMGC communications.

UMGC's learning management system is Desire2Learn (D2L); the internal adaptation is called LEO. All UMGC classes are taught using this system and all students with appropriate technology and online access (referenced in Section G8) have access to this system through their learning portal.

Support is available for students and faculty through a 24/7 Help Desk and a large variety of online resources on UMGC's website.

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

1. Complete [Table 11: 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.

As shown in Table 11 below, the Master of Science in Homeland Security Leadership is expected to be self-supporting beginning in year 2. In year 1, \$39,023 will be reallocated from the existing MS in Management with a specialization in Homeland Security. No new General Funds are required for the implementation of this program.

The credit hour tuition rate listed is a weighted average of the in-state, out-of-state, and military graduate tuition rates based on the anticipated makeup of the student cohorts. Consistent with UMGC's demographics and student enrollment patterns, Table 11 assumes that all students will be enrolled part-time, completing an average of 9.4 credits per year. Enrollment and revenue projections are based on new students entering the program.

Table 11: Resources

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$39,023	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$608,123	\$1,128,049	\$1,527,490	\$1,690,759	\$1,910,752
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	NA	NA	NA	NA	NA
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	131	243	330	365	412
e. Credit Hour Rate	\$493	\$493	\$493	\$493	\$493
f. Annual Credit Hour Rate	9.4	9.4	9.4	9.4	9.4
g. Total PIT Revenue (d x e x f)	\$608,123	\$1,128,049	\$1,527,490	\$1,690,759	\$1,910,752
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	\$642,307	\$1,128,049	\$1,527,490	\$1,690,759	\$1,910,752

2. Complete [Table 12: 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.

UMGC’s existing base of FTE faculty and administrative and support staff will support and serve the program. The faculty category in Table 12 includes 2 full-time Collegiate Faculty. Adjunct faculty will teach the remaining scheduled courses, with 1 FTE = 30 adjunct-taught credit hours. The adjunct per credit hour rate is calculated at \$1,134 per credit, the rate for an associate professor without a terminal degree at longevity Step 8 in UMGC’s adjunct faculty pay scale. The administrative staff category includes a program director who will support this program, while the support staff category factors in support from academic program specialists and dean’s office staff. Salaries are shown with benefits at current standard rates of 37% for full-time faculty and administrative staff and 8% for adjunct faculty.

Technology services in Row 4 include UMGC’s LMS platform licensing, student information system, student relationship management system, and student software and support, at a rate of \$6.30/student credit hour. No new library services (5), or new or renovated physical space (6) will be needed for this program. Other expenses (Row 7) in year 1 include \$264,800 of course development and maintenance to create the new program. The remaining expenses in row 7 include admissions, advising and student support services, and marketing and advertising, proportional to the number of credit hours anticipated to be earned by students in the program each year.

Table 12: Program Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$122,094	\$232,879	\$307,258	\$334,650	\$343,664
a. Number of FTE	2.45	5.33	7.14	7.68	7.72
b. Total Salary	\$104,876	\$207,210	\$275,827	\$300,930	\$309,008
c. Total Benefits	\$17,218	\$25,669	\$31,431	\$33,720	\$34,656
2. Admin. Staff (b + c below)	\$55,908	\$57,585	\$59,313	\$61,092	\$62,925
a. Number of FTE	0.26	0.26	0.26	0.26	0.26
b. Total Salary	\$40,809	\$42,033	\$43,294	\$44,593	\$45,930
c. Total Benefits	\$15,099	\$15,552	\$16,019	\$16,499	\$16,994

3. Support Staff (b + c below)	\$17,916	\$18,454	\$19,007	\$19,577	\$20,165
a. Number of FTE	0.12	0.12	0.12	0.12	0.12
b. Total Salary	\$13,077	\$13,470	\$13,874	\$14,290	\$14,719
c. Total Benefits	\$4,839	\$4,984	\$5,133	\$5,287	\$5,446
4. Technical Support and Equipment	\$7,710	\$14,302	\$19,367	\$21,437	\$24,226
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$443,518	\$580,078	\$845,977	\$938,132	\$960,276
TOTAL (Add 1 - 7)	\$647,146	\$903,298	\$1,250,922	\$1,374,888	\$1,411,255

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.

UMGC has developed an annual program review process that includes assessment of student learning, as described earlier, along with non-direct measures of student learning including course evaluations, retention and graduation rates, and program surveys administered in all capstone courses. As part of this process, external data are collected, including enrollment in related programs at other institutions and employment trends in relevant labor markets. UMGC’s mission for career relevant education requires that the curriculum and program learning goals are maintained in the context of changing needs in labor markets and required skills for graduates.

As part of UMGC’s annual program review, courses within the program portfolio are evaluated for course health. This includes student success rates within each course and course reenrollment rates (i.e., how many students in the course reenroll at the university in the following term). In addition, student course evaluations are administered every term for every course. Data are aggregated in academic dashboards at the course level to allow program leaders and faculty to evaluate the effectiveness of the course curriculum and delivery. When a course is scheduled for revision, all

adjunct faculty teaching the course are surveyed to provide input to the faculty and instructional designers revising the course.

Full-time faculty are reviewed at least every two years. Adjunct faculty are reviewed on a course-by-course/term basis. Student course evaluations allow all faculty to receive quantitative and qualitative feedback on their teaching.

- 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.**

UMGC's faculty, academic administrators, and Office of Academic Quality collaborate to implement assessment activities, monitor ongoing developments, review results, and make appropriate curricular or other modifications. Annually, student performance across learning demonstrations is evaluated to determine where improvements may be required. Program Directors and Collegiate Faculty visit online classrooms at a regular frequency to track faculty performance and take any necessary corrective actions in a proactive manner. Class observations are documented and used in subsequent faculty staffing decisions. Changes are also made to the curriculum and/or student support models, as needed. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness. Regular academic program reviews consider all factors related to academic quality, curriculum currency and relevance, student support, and adequacy of program infrastructure and resources. These processes all support a continuous cycle of improvement.

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.**

UMGC seeks to reflect the diversity of the global communities we serve. Cultural differences are recognized, valued, and considered essential to the educational process. Our welcoming of diverse perspectives differentiates us and drives innovation. UMGC provides an academic environment in which diversity is not only articulated as one of the institutional core values, but it is reflected in the university's ethnically and racially diverse student body, faculty, and staff and our proven record of providing higher education access to underrepresented students. UMGC's Integrative Learning Design unit and Office of Diversity and Equity collaborate to ensure a robustly inclusive curriculum that is built around UMGC's focus on project-, scenario-, and problem-based learning, which have been found to be the most effective learning approaches for adult students. The Integrative Learning Design team is trained and proficient in Universal Design for Learning and provides leadership on matters of inclusive design for all learning experiences, courses, and programs at UMGC.

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.

UMGC is approved to offer distance education by the Middle States Commission on Higher Education (MSCHE) and maintains compliance with COMAR 13B.02.03.22. UMGC's approval to offer distance education as an alternative delivery method is included within its scope of institutional accreditation, as evidenced in the university's MSCHE [Statement of Accreditation Status](#). Further, UMGC has been an approved institutional participant in the State Authorization Reciprocity Agreement (SARA) since 2016 and is authorized to offer distance education in all SARA states. Among its many recognitions, UMGC has received five Sloan Consortium (now Online Learning Consortium) Excellence Awards for online program quality and three IMS Global Learning Consortium awards for technology integration in the classroom environment.

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

UMGC was an early provider of off-campus educational opportunities for students and one of the first universities in Maryland to develop fully online courses and programs. UMGC has been a leader among public institutions in providing quality and affordable online education and has been providing distance education to the nation's service members and their families, residents of the State of Maryland, and those who live outside of Maryland for more than 75 years. Additionally, UMGC's Europe and Asia divisions offer hybrid and onsite classes to fulfill DOD contract requirements and meet the needs of military-affiliated learners overseas. Stateside, all onsite classes, with the exception of an occasional accelerated offering, are offered in hybrid format, blending onsite and online delivery.

UMGC's distance education offerings are in full compliance with [C-RAC's 2011 Guidelines](#).

Appendix A Sample Degree Sheet



UMGC MASTER OF SCIENCE IN HOMELAND SECURITY LEADERSHIP

Specializations: Homeland Security, Emergency Management, and Intelligence

CREDITS	UNIVERSITY OF MARYLAND GLOBAL CAMPUS Requirements for master's degree
3	MSHS 600 Homeland Security Critical Infrastructure Protection (3)
3	MSHS 610 Homeland Security Cyber Threats and Emerging Technologies (3)
3	MSHS 620 Homeland Security, Intelligence, and Information Sharing (3)
3	MSHS 630 Research and Evaluation Methods (3)
3	MSHS 640 Homeland Security Leadership Capstone (3)
18	Total Core Credits

SPECIALIZATION COURSE SEQUENCE FOR MASTER'S DEGREE	9 CREDITS
Homeland Security	
MSHS 650 Homeland Security Concepts (Specialization requirement)	3
MSHS 652 Community Engagement and Resilience (Specialization requirement)	3
MSHS 654 Disaster Preparedness and Response (Specialization requirement)	3
Emergency Management	
MSHS 660 Crisis Management (Specialization requirement)	3
MSHS 662 Coordination, Collaboration, and Partnerships (Specialization requirement)	3
MSHS 664 Preparedness, Response, Mitigation, and Recovery (Specialization requirement)	3
Intelligence	
MSHS 670 Intelligence Collection (Specialization requirement)	3
MSHS 672 Intelligence Analysis (Specialization requirement)	3
MSHS 674 Counterintelligence Threats (Specialization requirement)	3
TOTAL ELECTIVE CREDITS REMAINING AT UMGC	
MSHS 686 Workplace Learning / Experience and	3
one additional course selected from one of the two other specializations, of	3
Select two courses from the other specializations courses offered	6

Through your coursework, you will learn how to

- Apply strategies and tactics for managing crisis communications to include the use of current technologies through a strategic approach to develop community-specific public responses to homeland and national security crises.
- Develop strategies for leading, managing, organizing, and coordinating homeland security operations within the relationships with federal, state, local, and international governments, and the private sector.
- Evaluate the laws, authorities, regulations, policies, and ethical considerations as well as emerging political, legal, and policy issues, and the importance of information assurance to solve problems, inform decision-making, assign resources, and determine potential solutions for homeland security issues.
- Demonstrate an understanding of cybersecurity plans, strategy, policy, initiatives, and regulatory compliance; and assess the role of the Department of Homeland Security Cyber Security and Infrastructure Security Agency (CSIA) to defend against cyber-attacks and support essential preparedness and disaster support operations.
- Assess specific applications of advanced information and other technologies (such as artificial intelligence, drones, 5G networks, and cloud solutions), systems, and services for protection, response, recovery, and resilience, addressing homeland and national security priorities.
- Demonstrate critical thinking and decision-making skills in applying risk methodologies and assessments, resilience planning, organizational theory, disaster response, and recovery principles in managing new and emerging threats against the Homeland.

Appendix B
Full-Time Faculty and Library Waiver



90-211,001
cc: LEL
Bob S

Robert L. Ehrlich, Jr.
Governor
Michael S. Steele
Lt. Governor
John J. Oliver, Jr.
Chairman
Calvin W. Burnett
Secretary of Higher Education

MEMORANDUM

DATE: January 6, 2005
TO: Dr. Nicholas H. Allen
Provost and Chief Academic Officer, UMUC
FROM: Michael J. Kiphart, Ph.D. *MAK*
Assistant Secretary for Planning and Academic Affairs
SUBJECT: UMUC Waiver of Full-Time Faculty and Library/Learning Resources Center

Office of the Provost
UMUC
JAN 10 2005

According to our records, UMUC's request for a waiver of full-time faculty and library/learning resource center went before the Education Policy Committee on January 16, 1996. The Education Policy Committee **approved for the University a waiver of the definition of full-time faculty and library/learning resource center as provided for in the Commission's *Minimum Requirements for Degree-Granting Institutions*, and further, that the Commission instruct the Secretary of Higher Education to review the University at regular intervals to assure that the University was in compliance with the applicable provisions of the waiver to the minimum requirements.**

On February 15, 1996, the matter went before the Commission and an **amended recommendation was approved. The Commission approved for the University a waiver of the requirements for total credit hours taught by full-time faculty and for a waiver of the requirements for a minimum library collection for the Library/Learning Resource Center as provided for in the Commission's *Minimum Requirements for Degree-Granting Institutions*.** Further, the Commission instructed the Secretary of Higher Education to **review the University at regular intervals to assure that the University was in compliance with the applicable provisions of the waiver to the minimum requirements.** The Commission also approved a recommendation that the Faculty Advisory Council and Student Advisory Council recommendations be referred to the University of Maryland System Board of Regents.

Enclosed are documents supporting the approval of the waiver. Should you require additional assistance, please contact David Sumler, Director of Academic Affairs – Planning and Policy, at 410-260-4533 or dsumler@mhec.state.md.us.

MJK:aaw
Enclosures

MARYLAND HIGHER EDUCATION COMMISSION
839 Bestgate Rd. • Suite 400 • Annapolis, MD 21401-3013
T 410.260.4500 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 • www.mhec.state.md.us



cc: in files

Forwarded memo
for appropriate
action
via
Cann. & ED
Pelin

April 23, 1996

RECEIVED
APR 30 1996
By VCAA

Paris H. Glensiding
Governor
Edward O. Clarke, Jr.
Chairman
Patricia S. Florestano
Secretary of
Higher Education

RECEIVED

APR 29 1996

OFFICE OF THE CHANCELLOR
THE UNIVERSITY OF MARYLAND
SYSTEM

Mr. Lance W. Billingsley, Esq.
Chairman, Board of Regents
University of Maryland System
3300 Metzgerott Road
Adelphi, MD 20783

Dear Mr. Billingsley:

At its February 15, 1996 meeting, the Maryland Higher Education Commission considered a request by University of Maryland University College for a waiver of the Commission's minimum requirements in the area of full-time faculty and library resources. The Commission has granted the waiver.

In the discussion of the waiver and related issues, both the Faculty Advisory Council and the Student Advisory Council to the Commission raised issues which the Commission felt were more appropriately addressed by the University of Maryland's governing board. Therefore, I am forwarding to you the resolutions submitted to the Commission by these two advisory councils, in addition to the relevant materials considered by the Commission in granting the waivers.

Consistent with the final recommendations of the Commission on this matter, I would appreciate a review of these issues by the Board of Regents. I would also appreciate receiving the results of that review when it is completed. Since the academic year is coming to a close, I realize that any reaction on the part of the Board of Regents may be delayed until next fall. In light of that schedule, could you please supply the Commission with the Board of Regents' position by November 1, 1996.

Sincerely,
Edward O. Clarke, Jr.
Edward O. Clarke, Jr.
Chairman

EOC:PSP:JAS:ds

Enclosures

cc: Dr. Patricia S. Florestano
Dr. Donald N. Langenberg

13 Francis St., Annapolis, MD 21401-1781 | (410) 974-2971 | FAX (410) 974-3513
TTY for the Deaf: (800) 735-2258



TOPIC: University of Maryland Global Campus (UMGC) Master of Science (MS) in Public Safety Leadership

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: September 3, 2024

SUMMARY: In UMGC's MS in Public Safety Leadership, students will develop theoretical and applied knowledge, skills, and abilities. The degree will have core courses to address the key responsibilities of public safety leaders such as ethical leadership, decision-making, and communications. The remaining elective courses allow students to address specific roles of leaders in public safety such as law enforcement, corrections, fire, emergency medical services, and school safety and security. Finally, students will have workplace learning opportunities to build industry knowledge and real-world learning.

The Public Safety Leadership program is 30 credits, delivered in ten 3-credit courses that include five core courses, four elective courses, and a capstone course. Core courses are Concepts of Ethical Leadership; Decision-making for Public Safety Leaders; Public Safety Organizational Management; Strategic Planning and Innovation; and Communications for Public Safety Leaders.

Students will select four electives from this list with more courses available in the future: Evidence-based Policing; Legal Aspects of Law Enforcement Leadership; Law Enforcement Leadership Communications; Building Trust and Legitimacy; Contemporary Law Enforcement Issues; and Workplace Learning for Public Safety Leadership.

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 and Safety Committee recommend that the Board of Regents approve the UMGC proposal to offer the MS in Public Safety Leadership.

COMMITTEE RECOMMENDATION: DATE: September 3, 2024

BOARD ACTION: DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992 awrynn@usmd.edu



**UNIVERSITY OF MARYLAND
GLOBAL CAMPUS**

OFFICE OF THE CHIEF ACADEMIC OFFICER

August 15, 2024

Jay A. Perman, MD
Chancellor
University System of Maryland
3300 Metzert Road
Adelphi, MD 20783

Dear Chancellor Perman:

On behalf of the University of Maryland Global Campus (UMGC), this letter serves as an official request for a new Master of Science in Public Safety Leadership (HEGIS: 2199.XX; CIP: 43.0104) In accordance with COMAR 13B.02.03, the following proposal is submitted for your review.

We appreciate your review of this request and look forward to implementing this new program in Fall 2025. If you have any questions or require additional information about this proposal, please contact me at blakely.pomietto@umgc.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "Blakely R. Pomietto".

Blakely R. Pomietto, EdD
Senior Vice President and Chief Academic Officer

CC: Candace Caraco, PhD, Associate Vice Chancellor for Academic Affairs, University System of Maryland

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland Global Campus

Institution Submitting Proposal

Public Safety Leadership

Title of Proposed Program

Master of Science

Fall 2025

Award to be Offered

Projected Implementation Date

2199.XX

43.0104

Proposed HEGIS Code

Proposed CIP Code

School of Integrative and Professional Studies

Dr. Rand Hansen

Department in which program will be located

Department Contact

240-684-2962

randall.hansen@umgc.edu

Contact Phone Number

Contact E-Mail Address



August 14, 2024

Signature of President or Designee

Date

**Academic Program Proposal
University of Maryland Global Campus**

Request for a New Master of Science in Public Safety Leadership

The University of Maryland Global Campus (UMGC) is proposing a new master's degree to replace UMGC's current master's degree in management with an Area of Concentration in criminal justice management. The new Master of Science in Public Safety Leadership will have five core classes that address the key responsibilities of public safety leaders and five additional courses chosen by the student from a pool of electives. The electives will address public safety leadership from the perspective of professionals in various fields within public safety.

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.

Consistent with the institutional purpose as stipulated by State statute (Md. Education Code Ann. § 13-101(2013)1), the mission of UMGC is improving the lives of adult learners. UMGC will accomplish this by:

- (1) Operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world;
- (2) Providing our students with affordable, open access to valued, quality higher education; and
- (3) Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose and sharing our perspectives and expertise.

Each facet of UMGC's mission has direct bearing on the academic programs the university offers and how those programs are designed and delivered. By mission and state mandate, every aspect of the UMGC learner experience is designed from its origins for working-adult and military-affiliated students, providing a learning ecosystem that can be seamlessly accessed from anywhere in the world. The selection, training, and evaluation of faculty; success coach advising model; virtual classroom; academic resources; student support services; and the term and session structure are all deliberately derived from adult-learning science in distance and distributed modalities. In particular, the demographic profile of UMGC's students drives the design and delivery of our learning model. The average age of UMGC's graduate students is 37 years old, and 80% of these students work full-time. Further, 44% of all current UMGC students report having dependent children. For these students, their often-complicated life circumstances while pursuing higher education means they need and benefit most from the authentic online education that UMGC has delivered for more than two decades.

Authentic online education is fundamentally different from courses and programs originating at traditional institutions and taught remotely in the same way as face-to-face classes. Instead, authentic online education is a distinctive educational architecture intentionally designed for virtual teaching, learning, and assessment, with technology tools strategically deployed for engagement and outcomes, as well as wraparound services that provide support throughout the online student life cycle. These features set UMGC apart in the higher education landscape.

UMGC's strong relationship with the military community is part of our institutional history and identity. Currently, approximately two-thirds of our undergraduate students and one-third of our graduate students are military affiliated, including active duty servicemembers, their families, and veterans. This dimension of UMGC's identity is a particular point of pride, beginning with the university first sending faculty overseas in 1949 to teach American soldiers on military installations in Europe. The relationship between UMGC and the military has continued to expand over the ensuing decades due to our intentional program design and delivery model that meets adult learners where they are, whether through asynchronous online courses or through innovative hybrid course delivery modes on military bases in Germany, Italy, Japan, Korea, Guam, Colorado, Virginia, and other military locations across the nation and around the world.

Today, UMGC holds competitively awarded contracts from the U.S. Department of Defense (DOD), under which we serve military servicemembers in Europe, Asia, and the Middle East, delivering specifically solicited programs of study identified by the DOD as responsive to the training, education, and upskilling needs of the military. UMGC is consistently recognized as one of the top military- and veteran-friendly schools in the country, with an unmatched expertise and established reputation as a preeminent provider of quality, affordable, career-relevant postsecondary education.

The Master of Science in Public Safety Leadership aligns with UMGC's mission to offer high quality, workplace-relevant academic programs that expand the range of credentials and career opportunities for working-adult and military-affiliated learners. The program provides a learner-focused experience based on leading-edge adult learning theory and curriculum design. This fully online, asynchronous program model offers flexibility for students who are seeking to refresh and reshape their career opportunities. Students have the opportunity to gain new knowledge and learn and practice new skills as they progress through formative instruction. A detailed description of the proposed program requirements, curriculum, and coursework is included in Section G of this proposal.

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

As the public state and national leader in distance education, UMGC awards associate's, bachelor's, master's, and doctoral degrees, as well as undergraduate and graduate certificates. The university's academic inventory includes programs that are core to any public university, while UMGC's mission to serve adult students also results in a sustained academic emphasis on career-relevant and workforce-aligned programs.

UMGC's new [2024-2030 Strategic Plan](#) establishes priorities and strategies guiding the university to achieve its vision of becoming the learner-centric, data-driven, and skills-based school of choice for adults and businesses. This plan is rooted in foundational commitments reflecting UMGC's history and mission and establishes a series of strategic priorities that advance the university's vision and position us for the future. The five key priorities established in this plan are:

- 1) Market-responsive portfolio management that continuously adapts to learner and employer needs
- 2) A skills architecture that can be translated between educational and work experiences
- 3) Targeted expansion that strengthens and diversifies our learner population

- 4) A responsive, tailored, and seamless experience to maximize the success of our diverse learners
- 5) Intentional study of and investment in our people's needs

This proposal contributes directly to two of the five strategic priorities in UMGC's new strategic plan, utilizing "market-responsive portfolio management that continuously adapts to learner and employer needs" and employing "a skills architecture that can be translated between educational and work experiences." Successful portfolio management requires a focus on university-wide agility, effective resource utilization, and market-responsiveness, all of which were key considerations driving UMGC's decision to develop this program at this time.

Further, the innovative curriculum in this program will provide opportunities for learners to develop core skills in career relevant areas such as ethical leadership, public safety organizational management, leadership communication, strategic planning, and organizational transparency that are explicitly aligned with current industry trends. A determination concerning the relevancy of the curriculum was influenced by, among other things, a review of the types of learning opportunities favored by the industry, a survey provided to current industry leaders and academic professionals from within the UMGC criminal justice program, and a review of approximately 100 public safety administration job descriptions from across the nation. The skillsets within this curriculum have been identified as transferable to a broad range of public safety careers and professional opportunities.

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.)

Course development for the new program will be funded through a departmental budget allocation as part of the 2025 budget process. The existing base of FTE faculty (full-time and adjunct), administrative staff, and support staff will be sufficient to support the initial launch of the program. Tables 11 and 12 in Section L provide additional details and narrative explanations for anticipated resources/revenues and expenditures during the first five years of the program.

4. Provide a description of the institution's commitment to:

a) ongoing administrative, financial, and technical support of the proposed program

UMGC's support services are designed to accommodate students' access through entirely online and remote delivery. These services are, therefore, intentionally and thoughtfully built for complete online delivery rather than in the primarily face-to-face format that exists on traditional campuses. Support services include the following:

- Help@UMGC provides support services for the learning management system (online learning platform). UMGC's learning management system is Desire2Learn (D2L); its internal adaptation is called LEO. A specialized technical support team for LEO questions and problems is available 24 hours a day, 7 days a week, 365 days a year. In addition, UMGC trains faculty to handle some LEO troubleshooting; publishes LEO FAQs; and provides chat, phone, and e-mail access to a Help Center.

- MyUMGC is a self-service portal that provides access to UMGC administrative functions and student records. UMGC has designed this portal to ensure that students around the world can complete administrative tasks and view their academic records at their convenience.
- The Integrative Learning Design unit within Academic Affairs provides instructional-design support and consultation to Help Desk staff and program leadership to optimize the learning environment across delivery modes and resolve challenges or obstacles students and faculty may encounter in online classrooms.
- Success Coaches and Military Education Coordinators are committed to partnering with students as they navigate their UMGC journey through thought provoking and supportive conversations, empowering students to make informed degree planned decisions, connecting them with the right resources at the right time, and celebrating the student's successful milestones and educational goals.
- Students receive support in educational technology from UMGC's Virtual Lab Assistants team. Team members are well-versed in the content of the courses they support and can quickly help a struggling student.
- The Effective Writing Center (EWC) offers many writing-related services to students, including resources for improving writing skills, citing and referencing resources, and supporting research activities. The EWC is directly accessible through a link within each online classroom.
- Turnitin has been integrated directly into all online courses as a developmental tool for students to assist with achieving authenticity in their writing. TII's Draft Coach is another tool available to students to help with writing and citing skills.
- UMGC's Library is directly accessible through a link within each online classroom. UMGC's librarians help educate students in the use of library and information resources and services and develop and manage UMGC's extensive online library collection.
- First Term Experience provides high engagement, mentorship, and relevant content in first-term courses, including PACE (Program and Career Exploration), to propel students into their chosen academic programs.
- Free subject matter tutoring is available in select courses. Subject matter tutors can help define and explain concepts, clarify examples from course content, and guide students toward understanding a particular topic. Students can connect with a subject matter tutor by accessing a link in their online classroom. Students can choose to connect at once or schedule a meeting with a tutor at another time. Group sessions are scheduled for certain subject areas, and every student has access to tutoring for Reading Comprehension and Technology skills.
- The Office of Accessibility Services arranges accommodations for students with medical conditions protected under the Americans with Disabilities Act. Students can register with this office via an online form and work with staff to receive appropriate accommodations for their courses.
- Free, anonymous mental health support is offered to students via an online peer-to-peer support service, a 24/7 wellness line supported by licensed clinicians, and a self-service online provider directory.
- Student Engagement and Programming offers students a chance to connect virtually via UMGC's various [clubs and organizations](#) (co-curricular clubs, honor societies, and affinity groups). All official student clubs have a faculty advisor to support student leaders. These groups provide professional growth opportunities, leadership development, and academic recognition. Additionally, students have the opportunity to connect with global peers with a newly acquired online social platform called GetSet.

- UMGC is invested in helping students who are facing other challenges in life that impact finances and basic needs. For example, the [SAFER Program](#) offers emergency funding to students demonstrating distress. UMGC has identified a service for qualifying students to acquire free internet and a tablet through the [Public Wireless](#) program. We are continuously looking for ways to better serve our students and to connect them to resources that support equitable access.
- The Office of Career Services and its CareerQuest portal provide quality resources and services to assist students and alumni with their career planning and job search needs, including the Community Connect mentorship and InternPLUS programs. Career Services supports students transitioning from one career field to another or looking to advance in their current career, in addition to those entering the workforce for the first time.
- The Tuition Planning team provides students with all-inclusive consultative financial support for all UMGC payment methods, with a focus on comprehensive funding and tuition planning to help guide students from their first class to graduation.
- The Financial Aid Office helps students understand and navigate the process of applying for financial aid. Staff members have expertise with a variety of financial aid options, as UMGC students may be using employer assistance, military or veterans' benefits, or other aid that is more common among adult student populations.

b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

As noted previously, UMGC is requesting a new standalone master's degree program in Public Safety Leadership to replace the existing Criminal Justice Management Area of Concentration (AOC) for the Master of Science in Management (MSM). If the new standalone master's degree is approved, UMGC plans to suspend and then discontinue this AOC for the MSM.

Students who are pursuing this AOC at the time of suspension will be permitted to complete that degree program if they wish. Alternatively, they can choose to change to the new standalone master's degree program in Public Safety Leadership if this program fits their educational and career goals more closely. Any students who choose to change to this program will be carefully advised regarding the impact on credit already earned for the Criminal Justice Management AOC in the MSM.

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

As an open-access institution, UMGC plays a pivotal role in meeting societal needs through making educational opportunities and choices available for all students within the State of Maryland,

including minority students, first generation students, and military-affiliated and working-adult students. In February 2023, UMGC was designated as a Minority Serving Institution by the U.S. Department of Education Office of Postsecondary Education. The university currently enrolls some 24,000 African American undergraduate and graduate students, 13,000 Hispanic/Latino students, 5,000 Asian students, and 15,000 students who self-identify as Native American, Hawaiian or Pacific Islander, Multiracial, or Other. Currently, more than 50% of all UMGC degrees and certificates are granted to minority students.

In the School of Integrative and Professional Studies, where the Master of Science in Public Safety Leadership will be housed, the average age of all graduate students is 35. A majority of these students (89%) are enrolled at UMGC on a part-time basis. In AY 2022 - 2023, 32% of these students were military-affiliated, and 10% of these military-affiliated students were on active duty. Graduate students in the School of Integrative and Professional Studies are also geographically dispersed, with only 45% residing in Maryland. African American students constitute 22% of all current graduate students in the School of Integrative and Professional Studies, and 19% identify as Hispanic/Latino, 6% as Asian, and 14% as Native American, Hawaiian or Pacific Islander, Multiracial, or Other.

UMGC remains committed to serving all students who have been previously underserved in higher education. The statistics above support that the UMGC is successfully reaching and serving these student populations.

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

The Master of Science in Public Safety Leadership is designed to meet the needs of our students, the demands of employers, and to support present and future postsecondary priorities of the State, as identified in the *2022 Maryland State Plan for Higher Education*.¹ This program supports the State Plan in the following ways:

The program will support Goal 1 (Access) – specifically Priority 4 (systems for specific student populations to access affordable and quality postsecondary education) – in the State Plan in that it is designed to support UMGC’s overall mission to set a global standard for excellence and to be respected as a leader in affordable and accessible adult education programs. UMGC administers its programs to meet the University System of Maryland’s goals of effectiveness and efficiency by employing data-driven decision-making that ensures that academic programs are broadly accessible and offer high quality education at an affordable cost. UMGC’s commitment to access and affordability is synonymous with our commitment to diversity and inclusion. The university’s open admission approach at both the undergraduate and graduate levels is central to these commitments. The process to apply for admission is streamlined and does not require the submission of standardized test scores. Admission requirements for this new program will be aligned with this mission. UMGC remains committed to serving the educational needs of historically underserved students.

Further, the program will support Goal 2 (Success) – specifically Priority 5 (commitment to high-quality postsecondary education in Maryland) and Priority 7 (postsecondary education as a platform for ongoing lifelong learning) – in the State Plan, as it is based on principles of skills- and performance-based learning that are at the forefront of developments in adult learning in higher education. Skills-aligned learning is an outcomes-based approach to education that

¹ Source: 2022 Maryland State Plan for Higher Education: <https://mhec.maryland.gov/Pages/2022-MarylandStatePlan-MHEC.aspx>

emphasizes what students should know and be able to do to be successful in their chosen disciplines, fields, and careers. The approach is learner-focused, and authentic assessment (the measurement of what students have learned and the competencies students master) is embedded in every step of the learning process to assist students in building real-world, job-relevant skills in real time.

Like other UMGC programs, this new program will employ authentic, project-based assessments that are relevant to tasks that graduates will actually perform on the job; such projects serve as both the means of instruction and assessment of learning in the program. The curriculum and content will focus on skills-aligned learning directed toward problems and issues facing practicing professionals. Retention and success focus on students' learning experiences and are improved through enhanced learning resources provided online within the learning management system. The methodology and on-demand nature of this type of student support is reflective of best practices in online learning.

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.

UMGC students are employed in a variety of industries such as healthcare, human resources, social services, finance, manufacturing, government, IT, cybersecurity, consulting, education, defense industries, and the military. The typical student at UMGC is a working adult with 10+ years of work experience. Almost two-thirds of undergraduate students and one-third of graduate students are in the military or are transitioning from the military to a civilian career.

The Master of Science in Public Safety Leadership is expected to prepare graduates for the fields of Law Enforcement, Corrections, Emergency Management, Fire Service, School Safety and Security, and others looking to grow in their leadership roles and needing a graduate credential. This includes public safety leaders and aspiring public safety leaders who are interested in advancing their careers and increasing their skills in the field. UMGC focuses on the skills necessary to meet the realities of their careers as public safety leaders.

Table 1 below presents the Standard Occupational Classification (SOC) Codes that UMGC has identified, based upon the CIP-SOC crosswalk developed by Lightcast, as most closely aligned to the CIP code for UMGC's proposed program.

Table 1: Aligned Occupations for Graduates of UMGC's Proposed Master of Science in Public Safety Leadership

SOC Code	Occupational Title
11-9161	Emergency Management Directors
33-1010	First-Line Supervisor of Law Enforcement Workers
33-1011	First-Line Supervisor of Correctional Officers
33-1012	First-Line Supervisor of Police and Detectives
33-1020/33-1021	First-Line Supervisor Firefighting and Prevention Workers

SOC Code	Occupational Title
33-3012	Correctional Officers and Jailors
33-3020/33-3021	Detective and Criminal Investigators
33-3051	Police and Sheriff's Patrol Officers
43-5031	Public Safety Telecommunicators

Using the SOC codes identified in Table 1, Table 2 below presents 2022-2032 employment projections for these target occupations from the Maryland Department of Labor.

Table 2: Maryland Occupational Projections 2022-2032

SOC Code	Occupational Title	Employment			
		2022	2032	# Change	% Change
11-9161*	Emergency Management Directors	-	-	-	-
33-1010*	First-Line Supervisor of Law Enforcement Workers	-	-	-	-
33-1011	First-Line Supervisor of Correctional Officers	1403	1403	0	0.0%
33-1012	First-Line Supervisor of Police and Detectives	7232	7870	638	8.1%
33-1020/33-1021	First-Line Supervisor Firefighting and Prevention Workers	1887	2079	192	9.2%
33-3012	Correctional Officers and Jailors	4700	4504	-196	-4.4%
33-3020/33-3021	Detective and Criminal Investigators	678	701	23	3.3%
33-3051	Police and Sheriff's Patrol Officers	9639	10437	798	7.6%
43-5031	Public Safety Telecommunicators	1453	1574	121	7.7%
	Totals	26,992	28,568	1,576	5.5%

Data Source: Maryland Department of Labor Long Term Occupational Projections
<https://www.dllr.state.md.us/lmi/iandoproj>

*Note: Maryland does not report on SOC 11-9161 (Emergency Management Directors) or SOC 33-1010 (Law Enforcement Workers).

As evident from the data presented in Table 2, occupations that are at the core of the proposed program are in demand and are projected to grow over the next decade. An additional 1576 employment opportunities will be created within these core occupational categories in Maryland between 2022 and 2032, an almost 6% increase in newly created positions. This growth outlook is also apparent in the national demand landscape for specialists within these occupations. Table 3 below presents the 2022-2032 national occupational projections for these same SOC codes from the U.S. Bureau of Labor Statistics.

Table 3: National Occupational Projections 2022-2032

SOC Code	Occupational Title	Employment 2022	Employment 2032	Employment # Change 2022-2032	Employment % Change 2022-2032	Occupational Openings 2022-2032 Annual Average
11-9161	Emergency Management Directors	11,800	12,200	400.0	3.3%	900.0
33-1010	First-Line Supervisor of Law Enforcement Workers	196,400	199,100	2,700.0	1.4%	1,400.0
33-1011	First-Line Supervisor of Correctional Officers	58,500	56,900	-1,600.0	-2.8%	4,400.0
33-1012	First-Line Supervisor of Police and Detectives	137,900	142,200	4,300.0	3.0%	9,500.0
33-1020/33-1021	First-Line Supervisor Firefighting and Prevention Workers	87,100	90,200	3,100.0	3.4%	5,700.0
33-3012	Correctional Officers and Jailors	378,500	349,900	-28,600.0	-8.2%	28,600.0
33-3020/33-3021	Detective and Criminal Investigators	114,400	116,100	1,700.0	1.5%	8,600.0
33-3051	Police and Sheriff's Patrol Officers	684,000	706,500	22,500.0	3.2%	55,000.0
43-5031	Public Safety Telecommunicators	99,500	102,900	3,400.0	3.3%	10,400.0
	Totals	1,768,100	1,776,000	7,900	0.4%	124,500.0
	Totals Excluding Correctional Occupations	1,331,100	1,369,200	38,100	2.8%	

Data Source: U.S. Bureau of Labor Statistics Employment Projections
<https://data.bls.gov/projections/occupationProj>

Table 3 illustrates consistent demand nationally for occupations that match the skillset for Master of Science in Public Safety Leadership graduates, with a noted exception of correctional workers. If these positions are excluded, the expected aggregate growth across the remaining occupations of nearly 3%, corresponding to over 38,100 newly created employment opportunities between 2022 and 2032.

The next section provides additional data on market demand and employment opportunities in the State of Maryland.

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 labor market analysis presented in Table 4 below represents the number of job openings in Maryland and nationwide from June 2023 to June 2024, using Lightcast data for the top five program-aligned job categories. Table 5 presents an analysis from a skills perspective, rather than a job title perspective. It is evident from this analysis that the program-aligned skills desired by Maryland employers mirror the skills sought nationwide. Further, all the top 10 program-aligned skills are categorized as Growing or Rapidly Growing, with percent demand projections ranging from 10%-27%. These include key program-aligned skill areas such as Emergency Response, Case Management Finance and Data Analysis.

Table 4: Top 5 Program-Aligned Job Titles in Maryland and Nationwide

Job Title	Maryland Unique Postings June 2023-June 2024	% of Postings	Nationwide Unique Postings June 2023-June2024	% of Postings
Security Officer	952	2.7%	63,961	3.9%
Armed Security Officer	279	0.8%	14,621	0.9%
Background Specialist	165	0.5%	10,371	0.6%
Border Patrol Agents	140	0.4%	11,779	0.7%
Police Officer	79	0.2%	8,148	0.5%

Data Source: Lightcast <https://lightcast.io/>

Table 5: Top 5 Program-Aligned Specialized Skills in Maryland and Nationwide

Skills	Maryland Unique Postings June 2023-June 2024	% of Postings	Nationwide Unique Postings June 2023-June 2024	% of Postings
Project Management	9,223	26%	393,273	24%
Auditing	2,900	8%	124,471	8%
Social Work	2,835	8%	141,527	9%
Law Enforcement	1,956	5%	100,916	6%
Risk Management	1,818	5%	69,010	4%

Data Source: Lightcast <https://lightcast.io/>

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.

Using projections from the Maryland Department of Labor, Table 6 factors both growth in the number of positions expected to be newly created in each program-aligned SOC category in Maryland and the number of job exits (e.g., retirement, leaving workforce) and transfers (e.g., job changes, turnover) within these SOC categories over the same period (2022-2032).

Table 6: Maryland Occupational Projections Total Openings 2022-2032, Including New Positions, Exits, and Transfers

Occ Code	Occupational Title	Position Exits	Position Transfers	Total Projected Openings	Projected Annual Openings
11-9161*	Emergency Management Directors	-	-	-	-
33-1010*	First-Line Supervisor of Law Enforcement Workers	-	-	-	-
33-1011	First-Line Supervisor of Correctional Officers	468	643	1111	110
33-1012	First-Line Supervisor of Police and Detectives	2103	2814	5555	557
33-1020/33-1021	First-Line Supervisor Firefighting and Prevention Workers	488	708	1388	137
33-3012	Correctional Officers and Jailors	1584	2386	3774	379
33-3020/33-3021	Detective and Criminal Investigators	219	284	526	52
33-3051	Police and Sheriff's Patrol Officers	2928	4686	8412	843
43-5031	Public Safety Telecommunicators	700	804	1625	160
	Totals	8490	12325	22391	2238

Data Source: Maryland Department of Labor Long Term Occupational Projections
<https://www.dllr.state.md.us/lmi/iandoproj/>

*Note: Maryland does not report on SOC 11-9161 (Emergency Management Directors) or SOC 33-1010 (Law Enforcement Workers)

The projections in Table 6 show that the total number of openings across all program-aligned job categories will yield approximately 22,391 employment opportunities in Maryland alone over the next 10 years (when factoring in job growth, exits, and transfers), or an estimated 2,238 positions annually. When considering the current and projected supply of graduates in these fields as presented in the next section, it is clear that job demand in these occupations far exceeds Maryland's current pipeline of graduates.

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

Table 7 presents completion data from all Master of Science in Public Safety Leadership programs across all colleges and universities in the state of Maryland over the most recent four years (2020-2023) for which data are available. Given the market need described in the sections above, even if all graduates from these programs chose to work in Maryland (an improbable scenario), the existing statewide supply of graduates in this field would still be wholly insufficient to satisfy annual market demand. Through this proposed program, UMGC is well-positioned to help fill these gaps and to expand opportunities for returning adult and working students, military-affiliated and

veteran students, and career changers to further expand the workforce pipeline and diversify the profession.

Table 7: Master of Science in Public Safety Leadership Completions at Maryland Colleges and Universities, In Rank Order of 2023 Degrees Granted

Maryland Institution	2020 Program Completions	2021 Program Completions	2022 Program Completions	2023 Program Completions
University of Maryland College Park	22	7	43	25
University of Maryland Baltimore	23	13	16	20
Coppin State	6	6	4	5
University of Maryland Eastern Shore	3	9	3	4
Total	54	35	66	54

Data Source: [TRENDS IN DEGREES AND AWARDS BY PROGRAM 2023.pdf \(maryland.gov\)](https://www.maryland.gov/publications/TRENDS_IN_DEGREES_AND_AWARDS_BY_PROGRAM_2023.pdf)

D. Reasonableness of Program Duplication

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

A program title and CIP search performed on July 9, 2024, of MHEC’s online Academic Program Inventory found four master’s degree programs in Maryland with potential similarities to UMGC’s proposed program. All four programs are offered by University System of Maryland institutions—Coppin State University, University of Baltimore, University of Maryland, College Park, and University of Maryland Eastern Shore—and focus on criminal justice at their core rather than public safety.

Table 8 below provides a comparative summary of major program features. Unlike other programs currently offered in Maryland, UMGC’s proposed Master of Science in Public Safety Leadership will be fundamentally distinctive in the following ways:

- The program is centered around public safety leadership at its core, rather than criminal justice.
- The curriculum is skills-based and aligned with current industry trends, providing opportunities for learners to develop core skills in career relevant domains such as public safety organizational management, ethical leadership, strategic planning, and communication.
- The coursework is interdisciplinary in nature, drawing from law enforcement, corrections, emergency management, fire service, school safety and security and other public safety fields.
- Learners with experience in public safety and related fields can earn graduate credit through prior learning and workplace learning.
- The program anticipates industry professionals coming to the program with high-level industry specific leadership training and education common to public safety. The program is designed to accept appropriate prior learning through industry specific

training and education as electives within the program while requiring the core classes be completed by all.

Table 8: Comparison of Public Safety Leadership Related Programs at Maryland Colleges and Universities

Maryland Colleges and Universities	Program Attributes	Differentiation from UMGC's Proposed Program
Coppin State University	<p>Program Title: Master of Science (M.S.) in Criminal Justice</p> <p>CIP: 43.0199</p> <p>Total Credits: 36</p> <ul style="list-style-type: none"> • Core courses (18 credits) • Content area courses (12 credits) • Capstone (6 credits) – comprehensive exam or thesis <p>Specialization Areas:</p> <ul style="list-style-type: none"> • Criminal Justice Administration • Crime and Delinquency Prevention/Control • Correctional Counseling • Criminal Justice Research and Planning • Negotiation and Conflict Management (w/UBalt) • Rehabilitation Counseling • Special Education <p>Modality: On-Campus</p>	<p>Coppin's program is offered on-campus.</p> <p>Core courses are focused on criminal justice (e.g., criminal justice administration, advanced criminology) and research methods (e.g., statistics in social and behavioral sciences, research methods).</p> <p>Coppin offers extensive and differentiated specialization/elective areas whereas UMGC's proposed program focuses primarily on leadership skills.</p> <p>Requires comprehensive exams or thesis project versus UMGC's capstone course experience.</p> <p>Criminal Justice, Master's Coppin State University</p>
University of Baltimore	<p>Program Title: Master of Science (M.S.) in Criminal Justice</p> <p>CIP: 43.0107</p> <p>Total Credits: 33</p> <ul style="list-style-type: none"> • Core courses (18 credits) • Specialization courses (12 credits) • Culminating coursework (3 credits for capstone course or 6 credits for thesis option; students who elect to complete a thesis are not required to complete a 3-credit specialization internship) <p>Specialization Areas:</p> <ul style="list-style-type: none"> • Courts • Corrections • Justice Leadership 	<p>University of Baltimore's program is offered on-campus.</p> <p>Core courses are focused on criminal justice (e.g., ethics in criminal justice, crime and policy development, research analysis for criminal justice, management and supervision in criminal justice, leadership development in criminal justice, advanced criminology).</p> <p>UB offers extensive and differentiated specialization/elective areas whereas UMGC's proposed program focuses primarily on leadership skills.</p>

Maryland Colleges and Universities	Program Attributes	Differentiation from UMGC's Proposed Program
	<ul style="list-style-type: none"> Juvenile Policing Victim Studies <p>Other Features:</p> <ul style="list-style-type: none"> Dual MS/JD option available with University of Baltimore School of Law <p>Modality: On-Campus</p>	<p>Requires completion of a thesis or internship versus UMGC's capstone course experience.</p> <p>Masters (M.S.) in Criminal Justice University of Baltimore (ubalt.edu)</p>
<p>University of Maryland, College Park</p>	<p>Program Title: Master of Arts (M.A.) in Criminology and Criminal Justice</p> <p>CIP: 45.0401</p> <p>Total Credits: 30</p> <ul style="list-style-type: none"> Core courses (15 credits) Elective courses (9 credits) Thesis (6 credits) <p>Other Features:</p> <ul style="list-style-type: none"> Dual MA/JD option available with University of Maryland, Baltimore School of Law <p>Modality: On-Campus</p>	<p>UMD's program is offered on-campus.</p> <p>The program focuses on preparing students to conduct research in criminology and criminal justice whereas UMGC's proposed program focuses primarily on leadership skills.</p> <p>Core courses are focused on criminal justice (e.g., seminars in criminal justice and criminology) and research methods (e.g., fundamentals for criminological research, research methods, general linear models). Dual degree option with UMB's School of Law.</p> <p>Requires completion of a master's thesis.</p> <p>UMD previously offered an online professional studies Master of Public Safety Leadership and Administration, but the program has been discontinued and is no longer accepting new students.</p> <p>Criminology and Criminal Justice. Master of Arts (M.A.) University of Maryland Catalog (umd.edu)</p>
<p>University of Maryland Eastern Shore</p>	<p>Program Title: Master of Science (M.S.) in Criminology and Criminal Justice</p> <p>CIP: 45.0401</p> <p>Total Credits (30-33):</p> <ul style="list-style-type: none"> 15 credits of core coursework 30-credit thesis option: 24 credits of coursework plus 6 thesis credits 	<p>UMES's program is offered online.</p> <p>Core courses are focused on criminal justice (e.g., criminology and criminal justice; theoretical perspectives on crime and justice; minorities, crime, and justice) and research methods (e.g., applied statistics and computer application in criminal justice, research methods in criminal justice).</p>

Maryland Colleges and Universities	Program Attributes	Differentiation from UMGC's Proposed Program
	<ul style="list-style-type: none"> 33-credit non-thesis option: 30 credits of coursework plus 3 master's seminar paper credits <p>Specialization Areas:</p> <ul style="list-style-type: none"> Criminology and Research Law Enforcement and Courts Corrections and Delinquency Prevention <p>Modality: Online</p>	<p>UMES offers a variety of differentiated specialization/elective areas whereas UMGC's proposed program focuses primarily on leadership skills.</p> <p>Research oriented thesis option for students who plan to continue their studies to the doctoral level.</p> <p>Criminal Justice Criminal Justice Program (umes.edu)</p>

Note: MHEC's Academic Program Inventory lists a master's degree in Justice Leadership and Management (HEGIS: 210504; CIP: 430103) as an active degree at the University of Baltimore. MHEC approved this degree in 2014, and their records show five program graduates to date (2 in 2018, 1 in 2020, and 2 in 2021). From a review of the University of Baltimore's website, however, this does not appear to be an active program.

While UMGC is requesting a new master's degree program, this proposal represents the transition and restructuring of a long-standing MHEC-approved area of concentration (Criminal Justice Management) in UMGC's existing Master of Science in Management. This program has already coexisted for years with the master's degree programs at Coppin State University, University of Baltimore, University of Maryland, College Park, and University of Maryland Eastern Shore.

This proposal focuses on transitioning the curriculum into a stand-alone program with public safety leadership (rather than criminal justice management) as the central focus, allowing students the opportunity to choose electives in related areas of professional interest. In the process, program learning goals and courses are being redeveloped to ensure program currency and continued market responsiveness. These changes will help UMGC achieve efficiencies in our course and program portfolio and better serve our student population through providing a more flexible and adaptive master's program model. UMGC is not planning to make any corresponding changes to the admission process or criteria, target student audience, or faculty model.

Further, we anticipate that UMGC's competition for the proposed Master of Science in Public Safety Leadership will continue to come predominantly from out-of-state online institutions with whom we typically compete for students. Many of these out-of-state institutions are already offering online public safety related master's degree programs to Maryland students, including American Military University (Master of Arts in Criminal Justice), ASU Online (Master of Public Safety Leadership and Administration), Grand Canyon University (Master of Science in Criminal Justice – Law Enforcement), Liberty University (Master of Science in Public Safety), National University (Master of Criminal Justice Leadership), Purdue Global (Master of Science in Criminal Justice), Southern New Hampshire University (Master of Science in Criminal Justice – Public Safety Administration), and the University of Phoenix (Master of Science in Administration of Justice and Security). UMGC's proposed program will offer a Maryland-based, public, fully online alternative to these out-of-state programs, both for Maryland students and for a national market.

2. Provide justification for the proposed program.

This new Master of Science in Public Safety Leadership will build upon the content in the existing area of concentration in criminal justice management in UMGC's Master of Science in Management and will strengthen UMGC's position as a leader and innovator in workforce-focused education for Public Safety professionals. This interdisciplinary program will draw from the fields of Law Enforcement, School Safety and Security, Corrections, Fire Service, Emergency Management, and other public safety fields.

The program is designed to address management and leadership from the unique perspective of public safety leaders broadly and to provide industry specific coursework for learners in specific fields. While UMGC's existing Area of Concentration in criminal justice management provides skills relevant to public safety leaders, the proposed M.S. in Public Safety Leadership will provide a more Public Safety focused curriculum and industry specific skills.

In addition to its enhanced Public Safety focus, the MS in Public Safety Leadership program diversifies credential options for our working adult and military-affiliated populations and responds to the adult learner's need for a variety of pathways to credentials in higher education. The MS in Public Safety Leadership provides students with a credential they can earn in an expeditious format, earning 30 credits through 8-week sessions instead of 12-week semesters.

In addition, recognizing that many UMGC students are working professionals in the industry, and that Public Safety organizations often provide high-level industry specific leadership learning opportunities, the Public Safety Leadership program will encourage industry professionals in the program to take advantage of college credit for prior learning and workplace learning opportunities. A master's degree has immediate market value with respect to employment and career options in the Public Safety sector. What makes this program unique is that it enhances that value by tailoring much of the coursework to meet specific industry needs. These types of flexible and innovative approaches to serving UMGC's students are clearly consistent with the institution's mission.

Finally, the program proposal aligns with UMGC's 2024-2030 UMGC Strategic Plan's three priorities: market-responsive portfolio management, skills architecture adaptable between education and work experiences and targeted expansion that strengthens and diversifies our learner population.

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 HBIs.

A CIP and title search performed on July 9, 2024, of MHEC's online Academic Program Inventory found no master's degree programs specifically focused on public safety leadership at Maryland's four Historically Black Institutions (HBI). As noted in our duplication analysis in Section D above, Coppin State University currently offers an on-campus Master of Science in Criminal Justice, and the University of Maryland Eastern Shore offers an online Master of Science in Criminology and Criminal Justice. Both programs emphasize criminal justice rather than public safety leadership in their core and offer specialization/elective areas that differ from UMGC's proposed areas. Differences across these programs are presented in Table 8 above. UMGC also proactively reached

out to both Coppin State University's Dean for Behavioral and Social Sciences and the University of Maryland Eastern Shore's Dean of Graduate Studies during the University System of Maryland's Letter of Intent process to ensure that neither institution had concerns about UMGC's proposal moving forward. Neither institution indicated any objections to UMGC's proposed program. Given the multiple points of differentiation presented above, coupled with high market demand both in Maryland and nationally, UMGC's proposed program should have no impact on high-demand programs at Maryland 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.

A CIP and title search performed on July 9, 2024, of MHEC's online Academic Program Inventory found no master's degree programs specifically focused on public safety leadership at Maryland's four Historically Black Institutions (HBI). As noted in our duplication analysis in Section D above, Coppin State University currently offers an on-campus Master of Science in Criminal Justice, and the University of Maryland Eastern Shore offers an online Master of Science in Criminology and Criminal Justice. Comparisons between these two programs and UMGC's proposed Master of Science in Public Safety Leadership show that the programs are substantively different in multiple ways, as summarized in Table 8 above.

In addition, these programs are not unique to Maryland HBIs, as the University of Baltimore and the University of Maryland, College Park both currently offer master's degree programs in criminal justice. For these reasons, this proposal should not impact the uniqueness and institutional identities and missions 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.

UMGC's proposed Public Safety Leadership program was designed according to UMGC's institutional learning goals to help students master academic and professional content with a balanced emphasis on information literacy. This program was established to prepare students for a variety of career opportunities in the growing demand for public safety administrators throughout the nation.

Collegiate Associate Professor Christopher Swain J.D., who is the Portfolio Director for Criminal Justice, Public Safety, Fire Service Administration, and Forensic Investigations, will oversee the implementation of this program. Professor Swain is a retired police major who worked in public safety for 33 years.

Dr. Susan Blankenship, Collegiate Professor for Forensic Investigations and Criminal Justice, and Dr. Justin Baumgartner, Collegiate Professor for Public Safety, Criminal Justice, and Fire Service Administration, will assist in maintaining the courses of the Public Safety Leadership program. Dr. Blankenship holds a terminal degree in public management, along with a master's in forensic

science, and has 17 years of educational experience in course development along with 16 years in forensic science, specializing in crime scene investigation and forensic chemistry. Dr. Blankenship is a board-certified forensic scientist. Dr. Baumgartner holds a terminal degree in public policy and administration and has extensive experience in the criminal justice system along with adult education course development.

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

The learning outcomes established for the Master of Science degree program in Public Safety Leadership follow industry requirements. The overarching goals are that students completing the program will have the knowledge to incorporate modern organizational management principles, influence organizational change, and effectively communicate strategy in the areas of law enforcement, corrections, emergency management, fire service, and school safety and security.

The unique structure of this program differentiates it from other Public Safety graduate programs. The program's focus on leadership principles and growth within public safety, as well as its flexibility in allowing students to select elective courses that best suit their academic and professional interest, sets it apart. The Public Safety Leadership program requires the completion of 30 credits as described below,

The proposed program is comprised of five (3-Credit) core courses (15 Credits):

- MSPS 600 Public Safety Organizational Management (3 Credits)
- MSPS 610 Decision-Making for Public Safety Leaders (3 Credits)
- MSPS 620 Communications for Public Safety Leaders (3 Credits)
- MSPS 630 Strategic Planning and Innovation (3 Credits)
- MSPS 640 Public Safety Leadership Capstone (3 Credits)

This program requires the completion of five (3-Credit) courses from the electives listed below. A sample degree plan for the Master of Science degree program in Public Safety Leadership is available in Appendix A of this document.

- MSPS 650 Evidence-Based Policing (3 Credits)
- MSPS 652 Legal Aspects of Law Enforcement Leadership (3 Credits)
- MSPS 654 Law Enforcement Leadership Communication (3 Credits)
- MSPS 660 Building Trust and Legitimacy (3 Credits)
- MSPS 662 Contemporary Law Enforcement Issues (3 Credits)
- MSPS 631 Threat Assessments: The role of School Safety and Security Leadership (3 Credits)
- MSPS 651 Evidence-based practices for correctional leaders (3 credits)
- MSPS 686 Workplace Learning/Experience (3 Credits)

The program learning goals that have been developed for the Master of Science in Public Safety Leadership program are as follows:

- Students will apply ethical frameworks and principles to common decision-making scenarios in public safety leadership to promote an organizational culture of integrity, accountability, and ethical decision-making.

- Students will analyze the weight and sufficiency of evidence to make informed, evidence-based decisions that prioritize public safety and organizational effectiveness.
- Students will integrate contemporary leadership and management strategies to optimize operations, resources, and personnel.
- Students will design advanced communication strategies to effectively lead public safety organizations.

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**

UMGC approaches learning design from an “Understanding by Design” perspective, utilizing a backward design model. This approach begins with identifying the program learning goals that a student will achieve through the program of study. The program learning goals are mapped first to the Degree Qualification Program (DQP) to ensure that the goals are comprehensive and appropriate for the degree level. In addition, the program learning goals are mapped against UMGC institutional learning goals to validate that the program aligns with the university mission and institutional goals.

Once the program learning goals have been validated through mapping to the DQP and institutional learning goals, the program learning goals are mapped to the courses in the program. This step ensures that all program learning goals are addressed in the curriculum and provide guidance in the development of courses to ensure that each course contributes to the program learning goals without unnecessary duplication of outcomes across courses. Through these mappings, key assignments are identified in courses for use in assessing student achievement of program learning goals. Periodically, a random sample of student artifacts for these identified key assignments are collected and reviewed by faculty to assess how effectively students are meeting the program learning goals.

Using student learning assessment results along with non-direct measures of student learning (including student retention and market and labor data), Program Directors produce an annual review of program quality. For new programs, these annual reviews are integrated into an Academic Program Review including external review after five years. After this initial review, programs continue the annual review cycle every year with an Academic Program Review every seven years. Summaries and results from each five-year and seven-year program review are submitted to the University System of Maryland in accordance with their established review cycle.

In November 2020, UMGC licensed AEFIS as its assessment management system. AEFIS is the central repository for program learning goals, assessment maps, and student artifacts. AEFIS integrates with the LEO learning management system to allow student work to be duplicated from LEO into AEFIS for assessment purposes. This process ensures that assessment review is independent of grades and evaluation within individual courses and allows for independent review of student work apart from the classroom faculty. AEFIS also houses all annual program review reports.

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

Students enrolled in the Public Safety Leadership program are required to complete all five (3-credit) core courses (15 credit hours). The program also requires students to complete five (3-credit) courses from the courses listed in the Electives section of Table 9 provided below. Students will have the flexibility to choose elective courses aligned with their professional or academic interests, along with an option to explore a workplace learning experience and appropriate prior learning opportunities to satisfy the elective program requirements.

Table 9: Course Descriptions

CORE COURSES (Required)
MSPS 600 Public Safety Organizational Management (3 Credits)
This course provides a comprehensive examination of organizational management principles and practices within public safety agencies. Students will expand their knowledge and skillset to effectively lead and manage public safety organizations including law enforcement, corrections, emergency management, fire service, and school safety and security organizations. Topics include leadership theories, employee relations, job design, personnel administration, managing organizational change and resource allocation.
MSPS 610 Decision-Making for Public Safety Leaders (3 Credits)
Decision-making for Public Safety Leaders is designed to enhance the critical thinking and decision-making skills of public safety leaders, focusing on the unique challenges faced in law enforcement, corrections, emergency management, fire service, and school safety and security and related fields. Students will learn to apply analytical frameworks to make evidence-based decisions in low and high-pressure situations. Topics include evidence-based decision making and risk analysis, decision making for critical incidents, public safety interoperability decision round table, and balancing government/organization/public interest.
MSPS 620 Communications for Public Safety Leaders (3 Credits)
Communications for Public Safety Leaders provides students with advanced communication skills essential for effective leadership in emergency services, law enforcement, and crisis management. This course explores strategies in communication operations, interagency collaboration, and public engagement. Topics include media/social media relations, managing the organizational image, internal transparency, and multi-agency communication.
MSPS 630 Strategic Planning and Innovation (3 Credits)
Strategic Planning and Innovation explores the methodologies and tools necessary to develop effective, calculated plans that promote innovation and drive organizational growth. Students will learn to navigate the complexities of strategic planning in public safety to continue the mission for today, and advancement for future operational growth. Topics include strategic/tactical/operational planning, contingency planning, succession planning, project management and planning for policy.

MSPS 640 Public Safety Leadership Capstone (3 Credits)
The Public Safety Leadership Capstone applies key concepts learned throughout the Master of Science: Public Safety Leadership program. Students will integrate theoretical frameworks, practical applications, and personal reflection of ethical leadership skills and challenges in the public safety field. Topics include executive leadership, solving ethical dilemmas, leadership principles, ethics in public safety, and challenges of the 21 st century public safety executive.
ELECTIVE COURSES
MSPS 650 Evidence-Based Policing (3 Credits)
Evidence-Based Policing explores foundational principles, and the modern approach of effective police practices grounded in research and direct field experiences. Topics include current profession philosophies/challenges, adaptation to evolving community need, historical guidance, and modern practices for proactive, evidence-based policing engagement.
MSPS 652 Legal Aspects of Law Enforcement Leadership (3 Credits)
Legal Aspects of Law Enforcement Leadership guides students through legal challenges, along with understanding current trends to navigate command-level decision making. This course explores the balance of community expectations, governmental strategy from the police perspective, and effective employment management for daily operations. Topics include the navigation of police employment relations, engaging community demand, and political expectations from the police perspective.
MSPS 654 Law Enforcement Leadership Communication (3 Credits)
Law Enforcement Leadership Communication examines several intricate layers of communication techniques required to properly convey information to stakeholders throughout the criminal justice apparatus. Topics include constructing a press release to be provided to media partners, internal communication within a law enforcement organization, communication transparency to public inquiry, industry standards for multi-jurisdiction and political notification, and social media's impact on law enforcement.
MSPS 660 Building Trust and Legitimacy (3 Credits)
Building Trust and Legitimacy provides in-depth understanding of community relations and improving public trust. This course explores evidence-based strategies to build and maintain legitimacy in the roles of public servants and law enforcement leaders. Topics include cultural competence and diversity awareness within the community, community engagement strategies, transparency and accountability in policing, and building partnerships with community organizations.
MSPS 662 Contemporary Law Enforcement Issues (3 Credits)
Contemporary Law Enforcement Issues integrates concepts of the ever-evolving challenges facing modern law enforcement agencies in today's rapidly changing environment. This course provides a historical context of policing, along with a critical examination of current issues confronted by law enforcement leaders in the 21 st century. Topics include police-community relations, mental health and drug crisis intervention, police reform and accountability, emerging technologies and police practices, and evidence-based solutions to contemporary law enforcement problems.
MSPS 631 Threat Assessments: The role of School Safety and Security Leadership (3 Credits)
School safety and security departments play a vital role in threat assessments on campuses. This course explores the best practices associated with assessing and mitigating threats on K-12 and post-secondary school campuses and the role of leadership in implementing them. Topics

include assessing known threats, assessing vulnerabilities, the appropriate role of safety leadership on threat assessment teams, and appropriate mitigation efforts and their legal and operational limits.

MSPS 651 Evidence-based practices for correctional leaders (3 credits)

Correctional organizations, like other organizations, struggle with change. This course explores the most effective evidence-based practices in the correctional environment and considers how correctional leaders can successfully support transitioning from the status quo to those best practices. Topics include determining the appropriate best practices, assessing the organization's openness to change, communicating leadership support for the change, managing change, and assessing outcomes.

MSPS 686 Workplace Learning/Experience (3 Credits)

Prerequisites: 12 graduate credits in the program and prior program approval (requirements detailed online at <https://www.umgc.edu/current-students/degree-requirements/workplace-learning.html>). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences and demonstrate proficiency in one or more public safety leadership skills.

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 equipment requirements, learning management systems, availability of academic support services and financial aid resources, and costs and payment policies.

UMGC maintains a comprehensive public website that houses all current information about its programs. Students have online access to degree requirements, course catalogs, course schedules, and other pertinent information. The website also provides specific and clear information and resources about [technology requirements](#) for UMGC students, [information and training on the learning management system](#), and [other additional resources](#) to maximize each student's learning experience. A variety of online support services are available to students for academic assistance ([Tutoring](#), [Writing Center](#)), as well as [advising](#), [accessibility accommodations](#), [career services](#), [tuition planning](#), [financial aid](#), and [technical support](#).

UMGC's [Student Handbook](#) is available online and serves as a general guide for all students with respect to policies, procedures, rules, regulations, and general academic requirements for all students. In addition, the annual UMGC [Catalog](#) includes extensive information about expectations and individual requirements for each academic program as well as university policies, resources, and services for students.

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

All academic program-related communications (including advertising, recruitment, and admission materials) are developed in conjunction with UMGC-wide institutional communication strategies which adhere to the principle of truth in advertising. All written and electronic materials prepared for prospective students for the purpose of recruitment will clearly and accurately represent the courses, programs, and services available.

H. Adequacy of Articulation

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

Not Applicable

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.**

UMGC's faculty staffing model employs full-time faculty (known as Collegiate Faculty) in faculty leadership roles, such as Department Chairs and Program Directors, with responsibility for the overall intellectual coherence and integrity of the curriculum and program. Other Collegiate Faculty teach and serve in complementary roles that maintain and support the academic program, providing input into the design and content of the program and courses. This core group of full-time Collegiate Faculty also mentors and supports the adjunct faculty teaching in the program.

In keeping with UMGC's emphasis on workplace relevance, most faculty teaching in the Master of Science in Public Safety Leadership will be credentialed, practicing professionals who teach part-time for UMGC. These adjunct faculty provide instruction for the majority of courses (which is true for all programs at all levels at UMGC). This model is responsible for one of UMGC's greatest strengths: scholar-practitioner faculty who have solid academic credentials and continue to work outside the university, providing a continuous infusion of current workplace knowledge, career relevant perspectives, and maximum flexibility for adapting to changing student demand and rapidly changing industries and technologies. In this way, UMGC supports students in a learning experience that is practical and relevant to today's competitive and evolving global marketplace.

Collegiate and adjunct faculty both hold academic rank and title, based on their academic qualifications and professional experience, including teaching experience at UMGC. Since 1996, UMGC has held an MHEC-approved waiver for the Code of Maryland (COMAR) requirements for total credit hours taught by full-time faculty (see documentation provided in Appendix B).

The centrality and appropriateness of UMGC's faculty model relative to its educational mandate and mission were reaffirmed by MHEC in its 2016 review of mission statements, as evidenced in the following excerpt from the Commission's report:

"UMUC intentionally seeks highly-qualified full-time and adjunct faculty who have hands-on experience in the disciplines they teach and who can leverage that experience to provide a richer learning experience for students. The university's mission to serve adult students is supported by adjunct faculty who are scholar-practitioners engaged daily in their profession. The ability to employ adjunct faculty is critical to UMUC's capacity to quickly deploy academic and continuing education programs in response to workforce-related needs. This entrepreneurship and flexibility in establishing new programs is particularly important to the university: given its history of very limited state support, the university's financial model is based on tuition revenues, and all programs must be self-supporting."²

Consistent with this model, the Department of Education and Professional Studies already has an active roster of faculty who are qualified and prepared to teach courses in this program, and the university constantly recruits additional adjunct faculty as needed. Table 10 below provides a partial list of faculty who are anticipated to teach in the program, their appointment type and rank, their graduate degree(s) and field(s), their status (full-time or part-time), and the courses they are qualified to teach.

² Source: Maryland Higher Education Commission (December 2015), Mission Statement Review: https://mhec.maryland.gov/institutions_training/Documents/acadaff/2016MissionStatementReview.pdf.

Table 10: Faculty Resources

Faculty Name	Appointment Type and Rank	Graduate Degree(s) and Field(s)	Status (FT/PT)	Course(s) to be Taught
Susan Blankenship	Collegiate Professor	PhD Management M.S. Forensic Science	FT	MSPS 600, 640, 686
Justin Baumgartner	Collegiate Professor	PhD Administration M.A. Administration of Justice	FT	MSPS 600.,686
George Ackerman	Adjunct Associate Professor	PhD Criminal Justice J.D	PT	MSPS 650, 660
Susan Adams	Adjunct Professor	PhD Human Development M.S Adult Learning/HR Dev.	PT	MSPS 610, 654, 620
Thomas Alexander	Adjunct Professor	PhD & M.S Criminology/Criminal Justice	PT	MSPS 640, 660
John Barrios	Adjunct Professor	PhD & M.A organizational Management	PT	MSPS 630, 640
Robert Bayer	Adjunct Professor	Ph.D. Public Administration M.P.A. Public Administration M.A. English Literature	PT	MSPS 630, 610, 651
Frank DiMarino	Adjunct Professor	Juris Doctor	PT	MSPS 652,686
Frank Evans	Adjunct Professor	Juris Doctor	PT	MSPS 652, 686
Lamont Flanagan	Adjunct Professor	Juris Doctor	PT	MSPS 652, 686,
William Jeffords	Adjunct Assoc Professor	Juris Doctor	PT	MSPS 652, 686
Derrick Jones	Adjunct Professor	PhD Criminal Justice M.A. Psychology	PT	MSPS 610, 650, 662
Stephen Muffler	Adjunct Professor	Juris Doctor LL.M - International Law	PT	MSPS 610, 630, 650
Robert Patton	Adjunct Assoc Professor	Ed.D. M.P.A. Public Administration	PT	MSPS 630, 600, 651
Jarrold Sadulski	Adjunct Professor	PhD Criminal Justice M.A. Criminal Justice	PT	MSPS 650, 660, 631
Thomas Shull	Adjunct Assoc Professor	PhD Business Administration MBA	PT	MSPS 600, 620,651
Dale Brooker	Adjunct Professor	PhD Criminal Justice M.A, Sociology/Criminology	PT	MSPS 662, 660, 631
Richard Ehrlich	Adjunct Professor	Juris Doctor	PT	MSPS 654, 620
Timothy Pardue	Adjunct Assoc Professor	PhD Education Mgt. & Leadership M.A. Criminal Justice M.B.A	PT	MSPS 654, 620,631

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

Through Faculty Development, part of the university's Integrative Learning Design unit, UMGC supports its worldwide faculty by providing quality professional development programs and services that are accessible, responsive, comprehensive, and innovative. UMGC provides frequent faculty development workshops and webinars focused on effective online pedagogy, including topics such as providing effective feedback; scaffolding student learning; digital literacy; academic integrity; classroom assessment techniques; accessibility; and diversity, equity, and inclusion in the classroom.

UMGC is committed to providing pedagogy training in support of student learning throughout the faculty life cycle with the institution. FACDEV 411, New Faculty Academic Orientation, is a required two-week, facilitated online class that is designed to welcome new faculty to UMGC and provide information about UMGC's history, mission, values, and students, while preparing faculty to teach online. It is taught by experienced UMGC adjunct faculty. The course covers the history of UMGC, pedagogy of adult learning, facilitating online learning, accessibility, and providing additional support and resources for students through UMGC's Library, Effective Writing Center, Office of Academic Integrity & Accountability, and Office of Accessibility Services.

b) The learning management system

UMGC provides multiple touchpoints to ensure faculty have a thorough orientation to and continued education about our learning management system, Desire2Learn (D2L). Building on the topics and materials provided in FACDEV 411, UMGC offers online faculty workshops on topics such as grading and coaching strategies; the integration of audio and video feedback to students; gradebook setup and rubrics; crafting powerful online introductions; and open education resources (OERs) used in the classroom.

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

In addition to the strategies outlined above, UMGC has recognized the need to equip faculty more comprehensively with knowledge and skills to help increase classroom engagement and support student learning, satisfaction, and retention. In 2021, UMGC launched an additional two-week facilitated training course, FACDEV 112, Coaching Learning and Academic Success Strategies. This course focuses on the development of faculty coaching skills to create an active and motivating presence in the online classroom and to establish helpful and supportive relationships with students, leading to persistence and academic success. To date, over 2,000 UMGC faculty have completed this course.

This addition to UMGC's training catalog is designed to help reduce the distance between faculty and students inherent in online courses. Developed and taught by UMGC faculty, FACDEV 112 emphasizes specific strategies for facilitating consistent and meaningful faculty-student interactions and provides guidance for implementing personalized and actionable academic coaching and feedback.

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.**

No new library resources are needed to serve the Master of Science in Public Safety Leadership. In partnership with faculty and program designers, the UMGC Library annually reviews and maintains a curated collection of academic and professional journal articles, reports, case studies, and books available electronically via a comprehensive set of online library databases to support academic programs. A librarian liaison is designated for each academic department at UMGC to assist faculty with resource identification and other program needs.

The UMGC Library relies on distributed technology as its primary mechanism to provide online access to resources and services to UMGC's widely dispersed adult student population. Library services to all UMGC students, faculty, and staff worldwide include 24/7 reference via live chat and document delivery for materials not otherwise available in the library databases. UMGC's expanding collection of over 75,000 electronic books (e-books) has significantly increased the ability to meet the academic needs of UMGC's global population.

The UMGC Library provides research assistance in developing search strategies, selecting relevant databases, and evaluating and citing sources in a variety of formats, including online webinars offered globally. A discovery tool allows simultaneously searching of scholarly articles, books, and other research resources via a single search engine of most of the databases to which the UMGC Library subscribes. Resources on the UMGC Library website provide a listing of resource guides for academic subject areas and topics, including relevant databases, websites, books, and other resources along with technical and citation assistance.

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 instructional equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.**

The Master of Science in Public Safety Leadership will be offered fully online using the university's distance education platform. Select courses may be taught in a hybrid format at locations where UMGC offers classroom instruction, including regional higher education centers, military bases, and overseas in Europe and Asia. Existing resources related to facilities, infrastructure, and equipment are adequate to meet the program's needs.

- 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**

UMGC has an internal email network that provides all students and faculty with consistent email domains, @student.umgc.edu and @faculty.umgc.edu, respectively. Students are encouraged but not limited to using this email address in all communications with the university. Faculty are required to use their UMGC address for teaching and all official UMGC communications.

UMGC’s learning management system is Desire2Learn (D2L); the internal adaptation is called LEO. All UMGC classes are taught using this system and all students with appropriate technology and online access (referenced in Section G8) have access to this system through their learning portal.

Support is available for students and faculty through a 24/7 Help Desk and a large variety of online resources on UMGC’s website.

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

- 1. Complete [Table 11: 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.**

As shown in Table 11 below, the MS in Public Safety Leadership is expected to be self-supporting beginning in year 2. In year 1, \$148,125 will be reallocated from the existing MS in Management with a concentration in Criminal Justice. No new General Funds are required for this program's implementation.

The credit hour tuition rate listed is a weighted average of the in-state, out-of-state, and military graduate tuition rates based on the anticipated makeup of the student cohorts. Consistent with UMGC’s demographics and student enrollment patterns, Table 11 assumes that all students will be enrolled part-time, completing an average of 8.9 credits per year. Enrollment and revenue projections are based on new students entering the program.

Table 11: Resources

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$39,023	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$608,123	\$1,128,04	\$1,527,49	\$1,690,75	\$1,910,75
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	NA	NA	NA	NA	NA
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	131	243	330	365	412
e. Credit Hour Rate	\$493	\$493	\$493	\$493	\$493

f. Annual Credit Hour Rate	9.4	9.4	9.4	9.4	9.4
g. Total PIT Revenue (d x e x f)	\$608,123	\$1,128,049	\$1,527,490	\$1,690,759	\$1,910,752
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	\$642,307	\$1,128,049	\$1,527,490	\$1,690,759	\$1,910,752

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.

UMGC's existing base of FTE faculty and administrative and support staff will support and serve the program. The faculty category in Table 12 includes 2 full-time Collegiate Faculty. Adjunct faculty will teach the remaining scheduled courses, with 1 FTE = 30 adjunct-taught credit hours. The adjunct per credit hour rate is calculated at \$1,134 per credit, the rate for an associate professor without a terminal degree at longevity Step 8 in UMGC's adjunct faculty pay scale. This is the median rate for faculty anticipated to be in the pool of faculty eligible to teach courses in the program.

The administrative staff category includes a program director who will support this program, while the support staff category factors in support from academic program specialists and dean's office staff. Salaries are shown with benefits at current standard rates of 37% for full-time faculty and administrative staff and 8% for adjunct faculty.

Technology services in Row 4 include UMGC's LMS platform licensing, student information system, student relationship management system, and student software and support, at a rate of \$6.30/student credit hour. No new library services (5), or new or renovated physical space (6) will be needed for this program. Other expenses (Row 7) in year 1 include \$264,800 of course development and maintenance to create the new program. The remaining expenses in row 7 include admissions, advising and student support services, and marketing and advertising, proportional to the number of credit hours anticipated to be earned by students in the program each year.

Table 12: Program Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$122,094	\$232,879	\$307,258	\$334,650	\$343,664
a. Number of FTE	2.45	5.33	7.14	7.68	7.72

b. Total Salary	\$104,876	\$207,210	\$275,827	\$300,930	\$309,008
c. Total Benefits	\$17,218	\$25,669	\$31,431	\$33,720	\$34,656
2. Admin. Staff (b + c below)	\$55,908	\$57,585	\$59,313	\$61,092	\$62,925
a. Number of FTE	0.26	0.26	0.26	0.26	0.26
b. Total Salary	\$40,809	\$42,033	\$43,294	\$44,593	\$45,930
c. Total Benefits	\$15,099	\$15,552	\$16,019	\$16,499	\$16,994
3. Support Staff (b + c below)	\$17,916	\$18,454	\$19,007	\$19,577	\$20,165
a. Number of FTE	0.12	0.12	0.12	0.12	0.12
b. Total Salary	\$13,077	\$13,470	\$13,874	\$14,290	\$14,719
c. Total Benefits	\$4,839	\$4,984	\$5,133	\$5,287	\$5,446
4. Technical Support and Equipment	\$7,710	\$14,302	\$19,367	\$21,437	\$24,226
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$443,518	\$580,078	\$845,977	\$938,132	\$960,276
TOTAL (Add 1 - 7)	\$647,146	\$903,298	\$1,250,92	\$1,374,88	\$1,411,25

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.

UMGC has developed an annual program review process that includes assessment of student learning, as described earlier, along with non-direct measures of student learning including course evaluations, retention and graduation rates, and program surveys administered in all capstone courses. As part of this process, external data are collected, including enrollment in related

programs at other institutions and employment trends in relevant labor markets. UMGC's mission for career relevant education requires that the curriculum and program learning goals are maintained in the context of changing needs in labor markets and required skills for graduates.

As part of UMGC's annual program review, courses within the program portfolio are evaluated for course health. This includes student success rates within each course and course reenrollment rates (i.e., how many students in the course reenroll at the university in the following term). In addition, student course evaluations are administered every term for every course. Data are aggregated in academic dashboards at the course level to allow program leaders and faculty to evaluate the effectiveness of the course curriculum and delivery. When a course is scheduled for revision, all adjunct faculty teaching the course are surveyed to provide input to the faculty and instructional designers revising the course.

Full-time faculty are reviewed at least every two years. Adjunct faculty are reviewed on a course-by-course/term basis. Student course evaluations provide an opportunity for all faculty to receive both quantitative and qualitative feedback on their teaching.

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.

UMGC's faculty, academic administrators, and Office of Academic Quality collaborate to implement assessment activities, monitor ongoing developments, review results, and make appropriate curricular or other modifications. Annually, student performance across learning demonstrations is evaluated to determine where improvements may be required. Program Directors and Collegiate Faculty visit online classrooms at a regular frequency to track faculty performance and take any necessary corrective actions in a proactive manner. Class observations are documented and used in subsequent faculty staffing decisions. Changes are also made to the curriculum and/or student support models, as needed. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness. Regular academic program reviews consider all factors related to academic quality, curriculum currency and relevance, student support, and adequacy of program infrastructure and resources. These processes all support a continuous cycle of improvement.

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.

UMGC seeks to reflect the diversity of the global communities we serve. Cultural differences are recognized, valued, and considered essential to the educational process. Our welcoming of diverse perspectives differentiates us and drives innovation. UMGC provides an academic environment in which diversity is not only articulated as one of the institutional core values, but it is reflected in the university's ethnically and racially diverse student body, faculty, and staff and our proven record of providing higher education access to underrepresented students. UMGC's Integrative Learning Design unit and Office of Diversity and Equity collaborate to ensure a robustly inclusive curriculum that is built around UMGC's focus on project-, scenario-, and problem-based learning, which have been found to be the most effective learning approaches for adult students. The Integrative Learning Design team is trained and proficient in Universal Design for Learning and provides

leadership on matters of inclusive design for all learning experiences, courses, and programs at UMGC.

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.**


UMGC is approved to offer distance education by the Middle States Commission on Higher Education (MSCHE) and maintains compliance with COMAR 13B.02.03.22. UMGC's approval to offer distance education as an alternative delivery method is included within its scope of institutional accreditation, as evidenced in the university's MSCHE [Statement of Accreditation Status](#). Further, UMGC has been an approved institutional participant in the State Authorization Reciprocity Agreement (SARA) since 2016 and is authorized to offer distance education in all SARA states. Among its many recognitions, UMGC has received five Sloan Consortium (now Online Learning Consortium) Excellence Awards for online program quality and three IMS Global Learning Consortium awards for technology integration in the classroom environment.

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

UMGC was an early provider of off-campus educational opportunities for students and one of the first universities in Maryland to develop fully online courses and programs. UMGC has been a leader among public institutions in providing quality and affordable online education and has been providing distance education to the nation's service members and their families, residents of the State of Maryland, and those who live outside of Maryland for more than 75 years. Additionally, UMGC's Europe and Asia divisions offer hybrid and onsite classes to fulfill DOD contract requirements and meet the needs of military-affiliated learners overseas. Stateside, all onsite classes, with the exception of an occasional accelerated offering, are offered in hybrid format, blending onsite and online delivery.

UMGC's distance education offerings are in full compliance with [C-RAC's 2011 Guidelines](#).

Appendix A Sample Degree Map

 UNIVERSITY OF MARYLAND GLOBAL CAMPUS		UMGC MASTER OF SCIENCE IN PUBLIC SAFETY LEADERSHIP
Credits	UNIVERSITY OF MARYLAND GLOBAL CAMPUS Requirements for a master's degree	
3	MSPS 600 Public Safety Organizational Management	
3	MSPS 610 Decision-Making for Public Safety Leaders	
3	MSPS 620 Communications for Public Safety Leaders	
3	MSPS 630 Strategic Planning and Innovation	
3	MSPS 640 Public Safety Leadership Capstone	
15	Total Core Credits	
ELECTIVE COURSE OPTIONS FOR MASTER'S DEGREE (SELECT FIVE COURSES)		15 Credits
	MSPS 650 Evidence-Based Policing	3
	MSPS 652 Legal Aspects of Law Enforcement Leadership	3
	MSPS 654 Law Enforcement Leadership Communication	3
	MSPS 660 Building Trust and Legitimacy	3
	MSPS 662 Contemporary Law Enforcement Issues	3
	MSPS 651 Evidence-based practices for correctional leaders	3
	MSPS 631 Threat Assessments: The role of School Safety and Security Leadership	3
	MSPS 686 Workplace Learning/Experience	3
Through your coursework, you will learn how to <ul style="list-style-type: none"> Apply ethical frameworks and principles to common decision-making scenarios in public safety leadership to promote an organizational culture of integrity, accountability, and ethical decision-making. Analyze the weight and sufficiency of evidence to make informed, evidence-based decisions that prioritize public safety and organizational effectiveness. Integrate contemporary leadership and management strategies to optimize operations, resources, and personnel. Design advanced communication strategies to effectively lead public safety organizations. 		

Appendix B
Full-Time Faculty and Library Waiver



90-211.001
cc: LEL
Bob S

Robert L. Ehrlich, Jr.
Governor
Michael S. Steele
Lt. Governor
John J. Oliver, Jr.
Chairman
Calvin W. Burnett
Secretary of Higher Education

MEMORANDUM

DATE: January 6, 2005
TO: Dr. Nicholas H. Allen
Provost and Chief Academic Officer, UMUC
FROM: Michael J. Kiphart, Ph.D. *MAK*
Assistant Secretary for Planning and Academic Affairs
SUBJECT: UMUC Waiver of Full-Time Faculty and Library/Learning Resources Center

Office of the Provost
UMUC
JAN 10 2005

According to our records, UMUC's request for a waiver of full-time faculty and library/learning resource center went before the Education Policy Committee on January 16, 1996. The Education Policy Committee **approved for the University a waiver of the definition of full-time faculty and library/learning resource center as provided for in the Commission's *Minimum Requirements for Degree-Granting Institutions*, and further, that the Commission instruct the Secretary of Higher Education to review the University at regular intervals to assure that the University was in compliance with the applicable provisions of the waiver to the minimum requirements.**

On February 15, 1996, the matter went before the Commission and an **amended recommendation was approved. The Commission approved for the University a waiver of the requirements for total credit hours taught by full-time faculty and for a waiver of the requirements for a minimum library collection for the Library/Learning Resource Center as provided for in the Commission's *Minimum Requirements for Degree-Granting Institutions*.** Further, the Commission instructed the Secretary of Higher Education to **review the University at regular intervals to assure that the University was in compliance with the applicable provisions of the waiver to the minimum requirements.** The Commission also approved a recommendation that the Faculty Advisory Council and Student Advisory Council recommendations be referred to the University of Maryland System Board of Regents.

Enclosed are documents supporting the approval of the waiver. Should you require additional assistance, please contact David Sumler, Director of Academic Affairs – Planning and Policy, at 410-260-4533 or dsumler@mhec.state.md.us.

MJK:aaw
Enclosures

MARYLAND HIGHER EDUCATION COMMISSION
839 Bestgate Rd. • Suite 400 • Annapolis, MD 21401-3013
T 410.260.4500 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 • www.mhec.state.md.us



cc: in files

Forwarded memo
for appropriate
action
via
Carr. & Ed
Pekin

Mr. Lance W. Billingsley, Esq.
Chairman, Board of Regents
University of Maryland System
3300 Metzgerott Road
Adelphi, MD 20783

April 23, 1996

RECEIVED
APR 30 1996
By VCAA

Paris H. Glensiding
Governor
Edward O. Clarke, Jr.
Chairman
Patricia S. Florestano
Secretary of
Higher Education

RECEIVED

APR 29 1996

OFFICE OF THE CHANCELLOR
THE UNIVERSITY OF MARYLAND
SYSTEM

Dear Mr. Billingsley:

At its February 15, 1996 meeting, the Maryland Higher Education Commission considered a request by University of Maryland University College for a waiver of the Commission's minimum requirements in the area of full-time faculty and library resources. The Commission has granted the waiver.

In the discussion of the waiver and related issues, both the Faculty Advisory Council and the Student Advisory Council to the Commission raised issues which the Commission felt were more appropriately addressed by the University of Maryland's governing board. Therefore, I am forwarding to you the resolutions submitted to the Commission by these two advisory councils, in addition to the relevant materials considered by the Commission in granting the waivers.

Consistent with the final recommendations of the Commission on this matter, I would appreciate a review of these issues by the Board of Regents. I would also appreciate receiving the results of that review when it is completed. Since the academic year is coming to a close, I realize that any reaction on the part of the Board of Regents may be delayed until next fall. In light of that schedule, could you please supply the Commission with the Board of Regents' position by November 1, 1996.

Sincerely,
Edward O. Clarke, Jr.
Edward O. Clarke, Jr.
Chairman

EOC:PSP:JAS:ds

Enclosures

cc: Dr. Patricia S. Florestano
Dr. Donald N. Langenberg

13 Francis St., Annapolis, MD 21401-1781 | (410) 974-2971 | FAX (410) 974-3513
TTY for the Deaf: (800) 735-2258



TOPIC: Annual Review: EPSLS Committee Bylaws and Charge and Role and Responsibilities

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: September 3, 2024

SUMMARY: In November 2023, the committee considered and approved revisions to the Education Policy and Student Life and Safety (EPSLS) section of the Board of Regents Bylaws as well as the EPSLS Charge, Role, and Responsibilities. Those revisions changed the name of the Committee to be the Committee on Education Policy and Student Life and Safety to reflect the Board's continued emphasis on safety and security.

Today's review will put this process back on schedule for a beginning-of-the-year annual review of these documents, as requested by the Committee on Governance and Compensation.

ALTERNATIVE(S): Regents can offer recommendations that can be agreed upon during the meeting or taken back for further exploration and consideration.

FISCAL IMPACT: There is no fiscal impact.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the Committee on Education Policy and Student Life and Safety recommend that the Board of Regents reaffirm (1) the EPSLS section of the Board of Regent Bylaws and (2) the EPSLS Committee Charge, Role, and Responsibilities guidance.

COMMITTEE ACTION:

DATE: September 3, 2024

BOARD ACTION:

DATE:

SUBMITTED BY: Alison Wrynn, awrynn@usmd.edu; 301-445-1992



BYLAWS OF THE BOARD OF REGENTS
OF THE UNIVERSITY SYSTEM OF MARYLAND

(Adopted by the Board of Regents, April 5, 1989; Amended, September 27, 1990; Amended February 27, 1991; Amended June 9, 1995; Amended August 25, 1995; Amended December 1, 1995; Amended April 12, 1996; Amended April 4, 1997, Amended December 8, 2000, Amended August 23, 2002; Amended September 12, 2003; Amended December 12, 2003, Amended October 21, 2005, Amended September, 2008, Amended April 15, 2011, Amended December 7, 2012, Amended April 11, 2014, Amended June 10, 2016, Amended December 9, 2016, Amended February 22, 2019; Amended April 6, 2020 to be effective immediately, Amended April 16, 2021 to be effective July 1, 2021, Amended November 10, 2023, Amended December 15, 2023)

Article X

Section 1. Standing Committees of the Board. The Standing Committees of the Board are the Committee on Audit, the Committee on Education Policy and Student Life and Safety, the Committee on Finance, the Committee of the Whole, the Committee on Governance and Compensation, the Committee on Advancement, the Committee on Economic Development and Technology Commercialization, and the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare.

Section 4. Committee on Education Policy and Student Life and Safety.

A. The Committee on Education Policy and Student Life and Safety shall consider and report or recommend to the Board on all matters relating to institutional mission statements and education policies and programs for all institutions and major units, and all issues relating to academic programs such as curriculum development, adequacy of instructional facilities and specialized centers and institutes, and institutional support for student academic services.

- a. This Committee shall consider and report or recommend to the Board proposals for new academic programs and review and report to the board on the review of existing academic programs that align with the institution's mission, strategic plan, and priorities.
- b. This Committee shall also consider and report or recommend to the Board on matters and policies relating to faculty, including but not limited to conditions affecting recruitment, appointment, rank, tenure, and retention, and issues brought to the Advisory Councils and USM Office of Academic and Student Affairs.

B. This Committee shall also consider and report or recommend to the Board matters and policies related to students and student support services including, but not limited to, college readiness, student enrollment, recruitment, retention, transfer, and articulation; financial aid; campus safety and security; student health and wellness; student government; and student organizations.

C. This Committee shall also consider and report or recommend to the Board matters and policies on inter-institutional cooperation, System-wide activities to include, but not limited to, training and public service, and collaborations with affiliated organizations.

D. This Committee shall also consider or report or recommend to the Board:

a. student-athlete health, wellness, and academic matters brought to it by the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare, the Chancellor, or the Board;

b. alumni engagement and related matters brought to it by the Committee on Advancement, the Chancellor, or the Board; and

c. research and related matters brought to it by the Committee on Economic Development & Technology Commercialization, the Chancellor, or the Board.



UNIVERSITY SYSTEM
of MARYLAND

**Board of Regents
Committee on Education Policy and Student Life and Safety
Charge, Role, and Responsibilities**

Charge:

The Committee on Education Policy and Student Life and Safety shall perform all necessary business and provide guidance to the Board of Regents on issues that pertain to academic affairs and student affairs functions at the institutions within the University System of Maryland.

Role and Responsibilities:

The Committee on Education Policy and Student Life and Safety shall consider and report or recommend to the Board of Regents on matters concerning academic and student affairs-related policies and programs for all institutions and major units including, but not limited to, all issues relating to academic programs such as curriculum development, adequacy of instructional facilities and specialized centers and institutes, and institutional support for student academic services; matters and policies relating to faculty; student enrollment, recruitment, retention, transfer, and articulation; financial aid; campus safety and security; student health and wellness; student government; and student organizations; and the overall intellectual, social, and emotional climate of the university.

Members of the Committee on Education Policy and Student Life and Safety are appointed annually by the Chairperson of the Board. The Committee holds at least five regularly scheduled meetings during the fiscal year. The members of the Committee may expect to receive information for review in order to consider and report or recommend to the Board of Regents on any of the following matters:

- A. Institutional mission statements and goals
- B. Establishment and disestablishment of schools and colleges
- C. Proposals for new academic programs
- D. Review of existing academic programs and enrollments within those programs
- E. P-20 partnerships and initiatives
- F. Academic transformation and innovation
- G. Academic integrity
- H. Libraries
- I. Civic education and civic engagement
- J. Student life and student services
- K. Diversity, equity, inclusion, and accessibility
- L. Global engagement
- M. Student enrollment, recruitment, and retention
- N. Transfer and articulation
- O. Access and affordability
- P. Student health and wellness
- Q. Campus safety and security

- R. Title IX and sexual misconduct
- S. Faculty life and faculty conduct
- T. Faculty policies and procedures including, but not limited to, appointments in rank and promotion to tenure
- U. Faculty workload
- V. Faculty awards nominations
- W. Student awards and scholarships
- X. Honorary degree nominations
- Y. Extramural funding
- Z. Relevant issues, reports, or requests as brought to the USM by the Maryland Higher Education Commission and other state agencies
- AA. Additional pertinent issues as raised by the student, staff, and faculty advisory councils; university administrators; USM officials; and regents

The Committee on Education Policy and Student Life and Safety may receive, for information purposes from the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare, reports on academic issues (including but not limited to Academic Progress Rate and mid-year academic indicators) for and the health and wellness of student athletes and/or athletics teams.

TOPIC: Regional Higher Education Centers

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: September 3, 2024

SUMMARY: The University System of Maryland has three Regional Higher Education Centers (RHECs) – the Universities at Shady Grove (USG), the University System of Maryland at Hagerstown (USMH), and the University System of Maryland at Southern Maryland (USMSM). These RHECs play a critical role in helping the System achieve its core mission of access, affordability and student success. They provide a cost-effective option for students, increase access in underserved areas, and address regional workforce needs.

Each of the RHEC Executive Directors will present information about their current status and their view for the future.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION:

DATE: September 3, 2024

BOARD ACTION:

DATE:

SUBMITTED BY: Alison Wrynn, awrynn@usmd.edu; 301-445-1992

TOPIC: Report on Academic Program Actions Delegated to the Chancellor, AY 2023-2024

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: September 3, 2024

SUMMARY: In accordance with Board Resolution III-7.03, a report is submitted annually to the Board of Regents of program actions delegated to the Chancellor. Between September 2023 and August 14, 2024, the Chancellor approved 133 actions, including:

- suspension or discontinuation of 41 programs (including 8 degree programs, 14 certificates, and 19 areas of concentration within an existing degree);
- 20 title changes;
- 16 modality changes (adding or changing to online);
- 22 Classification of Instructional Programs (CIP) code changes;
- 23 new certificates (11 upper-division and 12 post-baccalaureate);
- 4 new areas of concentration and 5 other major modifications to existing degree programs; and
- 2 new offerings at USM Regional Higher Education Centers.

In addition, the Board of Regents approved 17 new degree programs (8 BS, 2 BA, 1 MA, 5 MS, 1 DVM) and one general education program was revamped. Closed sites are notifications rather than action requests so new closed sites are not listed in this report. A chart detailing the Chancellor's actions and programs approved by the Board for a total of 150 approvals for this report is attached.

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: September 3, 2024

BOARD ACTION: Information Only DATE: September 20, 2024

SUBMITTED BY: Alison Wrynn 301-445-1992 awrynn@usmd.edu

Academic Program Actions AY 2023-24

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates, Concentrations/Modified Programs and Degree Changes	Title Changes	
Bowie State University (BSU)				B.S. in Virtual Reality and Gaming – new program (06-17-24)
Coppin State University (CSU)		M.Ed. Teacher Leadership change in program modality (8-30-23)		

AOC: Area of Concentration
 BA: Bachelor of Arts
 BFA: Bachelor of Fine Arts
 BS: Bachelor of Science
 BTS: Bachelor of Technical Studies
 BPS: Bachelor of Professional Studies

CAS: Certificate of Advanced Studies
 DNP: Doctor of Nursing Practice
 MA: Master of Arts
 MFA: Master of Fine Arts
 MPS: Master of Professional Studies
 MS: Master of Science

LDC: Lower-Division Certificate
 PBC: Post-Baccalaureate Certificate
 PMC: Post-Master's Certificate
 UDC: Upper-Division Certificate

Academic Program Actions AY 2023-24

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
Frostburg State University (FSU)	BS Economics – discontinue areas of concentration in -Business Economics (12/21/23) -Quantitative Economics (12/21/23) -Public Policy (12/20/23) BS Geography – discontinue area of concentration in Mapping and Geospatial Sciences (12/21/23) BS Elementary Education (Major) – suspension of education program. (3-28-24) BA Foreign Languages & Literature Major, Spanish Area of Concentration –discontinue (5-3-24) BS International Studies – suspend (5-20-24)	BS Political Science – substantial modification (6-27-24)	BS – Title Change Cybersecurity and Information Assurance – retitle from Secure Computing and Information Assurance (5-3-24)	

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 BPS: Bachelor of Professional Studies

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 DNP: Doctor of Nursing Practice
 MA: Master of Art
 MFA: Master of Fine Arts
 MPS: Master of Professional Studies
 MS: Master of Science

LDC: Lower-Division Certificate
 PBC: Post-Baccalaureate Certificate
 PMC: Post-Master's Certificate
 UDC: Upper-Division Certificate

Academic Program Actions AY 2023-24

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
Salisbury University (SU)		General Education – Approve new General Education Program (11-28-23) MEd Education Leadership – Add online modality (3-12-24) CIP Code Change for BA Economics and BS in Business Economics (7-15-24)		BA Music Therapy – new program (5/2/24) BS Engineering Physics – new program (4-19-24) MA Public Communication – new program (2/5/24)

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Academic Program Actions AY 2023-24

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
Towson University (TU)	<p>Discontinue AOC BS Functional Biology of Animals (4-11-24)</p> <p>Suspend MFA Theatre Arts (8-18-24; MHEC approval date pending)</p>	<p>PBC Professional Spanish – move to online modality (10-9-23)</p> <p>MS Education – Secondary Education – add online modality (1-8-24)</p> <p>MEd Educational Leadership – change in program modality to online (3-12-24)</p> <p>UDC – Geospatial Technologies – new certificate program with existing degree (6-4-24)</p> <p>MS Accounting & Business Advisory Services with UB - CIP Code change (4-4-24)</p> <p>PBC Music Therapy (stand-alone); (8-18-24; MHEC approval pending as of 082324)</p>	<p>PBC Interactive Media retitled to PBC in Design in User Experience (UX) (10-9-23)</p> <p>MA Leadership in Jewish and Communal Service retitled to Jewish Studies, Education and Communal Leadership (3-12.-24)</p> <p>MEd in Special Education (AOC) title change to Teach as Leader in Autism Spectrum Disorder to the AOC as Teacher as Leader in Autism (5-20-24)</p> <p>Retitle PBC in Autism Spectrum Disorders in the Classroom to PBC in Autism in the Classroom (5-20-24)</p>	<p>BS Biophysics – new program (5-10-24)</p> <p>BS in Interdisciplinary Physics – new program (6-4-24)</p>

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Academic Program Actions AY 2023-24

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Baltimore (UBalt)	<p>Suspend MS in Applied Psychology with AOCs in I/O Psychology and Counseling Psychology (6-18-24)</p> <p>Discontinue BA Jurisprudence (10-6-23)</p> <p>Suspend PBC Internal Audit – (4-29-24)</p>	<p>BS Cyber Forensics - add online modality (2-14-24)</p> <p>MS Cyber Forensics – add online modality (2-14-24)</p> <p>New PBC Essential Conflict Resolution within the existing MS in Negotiations and Conflict Management Program (2-13-24)</p> <p>New PBC Diversity, Equity and Inclusion- within the existing MPA - dual modality (2-22-24)</p> <p>New PBC in Global Engagement within the existing MA in Global Affairs and Human Security - dual modality. (4-1-24)</p> <p>New PBC Global Engagement within the existing MA in Global Affairs and Human Security - dual modality (4-1-24)</p> <p>New PBC in Nonprofit Leadership within existing MS in Non-profit Management and Social Entrepreneurship - on campus (3-25-24)</p> <p>MBA – offer existing program at the USM Hagerstown – new program (5-10-24)</p> <p>CIP code change MS Accounting & Business Advisory Services (joint with Towson U) (4-4-24)</p>	<p>Retitle MS Counseling to MS Counseling Psychology (6-6-24)</p>	<p>MS Artificial Intelligence in Business- new program (4-19-24)</p>

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Academic Program Actions AY 2023-24

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Maryland, Baltimore (UMB)	<p>PBC Scientific and Medical Entrepreneurship – discontinue (11-28-23)</p> <p>PBC Global Health Innovation – discontinue (11-28-23)</p> <p>MS Social Entrepreneurship – discontinue (10-9-23)</p> <p>MS Global Health - Discontinue AOC Global Health Innovation (3-11-24)</p> <p>PBC Evidence-Based Practice in Nursing – discontinue (1-15-24)</p> <p>PBC Oncology Nursing – discontinue (12-21-23)</p> <p>PhD Nursing – AOC Direct Nursing – discontinue (1-4-2024)</p> <p>PhD Nursing – AOC Indirect Nursing – discontinue (1-4-2024)</p> <p>Discontinue AOC Social Strategy within the MSW (5-6-24)</p>	<p>PBC Intercultural Leadership modality change from hybrid to online (10-3-23)</p> <p>MS Diversity, Equity, and Inclusion Leadership modality change from hybrid to online (10-3-23)</p> <p>MS Nursing AoC Nursing and Inclusive Leadership - substantive modification of AOC (9-7-23)</p> <p>MS Nursing AoC in Health Services Leadership and Management – substantive modification of AOC (9-7-23)</p> <p>MS Global Health – new AOC in Social Entrepreneurship (4-17-24)</p> <p>MS Global Health – new AOC in Global Research Ethics (3-25-24)</p> <p>MS Global Health – new AOC Global Health Innovation (3-25-24)</p> <p>New PBC Palliative Care (within existing MS in Palliative Care) (1-3-24)</p> <p>New PBC Research in Palliative Care – within existing MS and PhD in Palliative Care (1-3-24)</p> <p>PhD Health Profession Education – Make online (limited residency) (12-11-24)</p>	<p>PBC Research Ethics title change to Global Research Ethics (3-11-23)</p> <p>MS Nursing – Nursing Administration AOC retitled to Nursing Leadership and Management (9-18-23)</p> <p>MS Health Sciences retitle AOC Research Ethics to AoC Global Research Ethics (3-11-24)</p> <p>Retitle MS Health Science AOC Research Implementation and Dissemination to AOC Implementation and Dissemination Science (2-8-24)</p> <p>MSW retitle AOC Social Administration to AOC Leadership, Policy, and Social Change (6-10-24)</p>	

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Academic Program Actions AY 2023-24

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Maryland, Baltimore (UMB)	<p>MS Nursing – Discontinue the following concentrations: (11-28-23): AOC Clinical Research Management - AOC Gerontological AOC Maternal Child Health AOC Medical-Surgical AOC Nurse Anesthesia AOC Primary Care AOC Policy AOC Psychiatric Adult & Child AOC Teaching</p> <p>Suspend MS Medical and Research Technology (8-15-24 UMS; MHEC approval pending)</p> <p>Discontinue BS Medical and Research Technology (8-15-24 USM; MHEC approval pending)</p>	<p>MS Health Sciences – new AOC Social Entrepreneurship (online) (4-17-24)</p>		

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Academic Program Actions AY 2023-24

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	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Maryland Baltimore County (UMBC)	<p>PBC Mechatronics (7-15-24) suspend</p> <p>PBC Mathematics Instructional Leadership (8-2-24) suspend</p> <p>PBC Elementary/Middle Science Education (8-2-24) suspend</p> <p>PBC Secondary Science Inquiry - suspend (8-2-24)</p> <p>PBC S.T.E.M. Education - suspend (8-2-24)</p> <p>UDC Project Management for Information Technology - suspend (6-27-24)</p> <p>Suspend PBC Secondary Physical Science Education (8-13-24)</p> <p>Suspend PBC STEM Educational Leadership (8-12-24)</p> <p>Discontinue PBC in Music Entrepreneurship (5-28-24)</p>	<p>MS Cybersecurity – additional location at Universities at Shady Grove (1-8-24)</p> <p>New PBC Healthcare Emergency Management (MHEC approval pending as of 08-23-24)</p>	<p>Retitle BA Gender and Women's Studies as Gender, Women's, and Sexuality Studies as (3-11-24)</p> <p>Retitle BFA Visual Arts AoC Photography to AoC Photography and Cinema (AOC) - (3/11/24)</p> <p>M.S. - Emergency and Disaster Health Systems retitled from Emergency Health Services (8-2-24)</p>	

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Academic Program Actions AY 2023-24

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	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Maryland College Park (UMD/UMCP)		PBC Professional Studies – Add new iteration – Risk Management and Mitigation (1-11-24) MS Criminology and Criminal Justice – Add online modality (12-11-23) MS Applied Economics – add online modality (3/19/24) BS Fire Protection Engineering – add online modality 2/26/24 CIP code change for Master in Community Planning (7-15-24) CIP code change for MS in Management (7-1-24)	BA African American Studies – change name to BA African American and Africana Studies (11-28-23) UDC African American Studies – change name to UDC African American and Africana Studies (11-28-23) Retitle BS Community Health to BS Public Health Practice (5-20-24)	BA and BS in International Relations – new programs (4-19-24) BS Global Health – new program (11-29-23) MS Applied Machine Learning – new program (1/9/24) MS Data Science – new program (1-16-24) MS Quantum Computing – new program (4/22/24) MS Bioinformatics and Computational Biology – new program (1/16/24)

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Academic Program Actions AY 2023-24

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	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Maryland, Eastern Shore (UMES)		<p>BS Sport Management (Online) - change modality to online (11-28-23)</p> <p>New UDC Aviation Maintenance – Powerplant (stand-alone; later to be stackable) (12-27-23)</p> <p>New PBC Global Humanitarian Disaster Assistance (stand-alone, online) (12-27-23)</p> <p>New UDC Aviation Maintenance Technology – Airframe (stand-alone) – (1-26-24)</p> <p>New PBC Career Technology (CTE) with existing (MEd) in CTE (5-14-24)</p> <p>UDC Work-Based Learning (WBL) and Career Counseling – new certificate (6-1-24)</p> <p>UDC – Career and Technology (5-10-24)</p> <p>New UDC Cloud Computing and Networking within existing BS in Cybersecurity Technology (2-13-24)</p> <p>Substantial Modification to Pharm D program (4-17-24)</p> <p>Add online modality for BS in General Studies (7-1-24)</p>		<p>BS Gaming and Software Engineering – new program (12/19/23)</p> <p>Doctor of Veterinary Medicine – new program (1/16/24)</p> <p>BS Aviation Maintenance Management – new Program (4-9-24)</p>

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Academic Program Actions AY 2023-24

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Maryland Global Campus (UMGC)	Suspend AOC in Nonprofit and Association Management (within the MS in Management (11/9/24)	Substantial Modification to BSN (3-25-24) Substantial Modification MBA (11-28-23) B.S. Management Information Systems CIP code change (6-14-24) New UDC Artificial Intelligence Foundations (4-14-24) New UDC Drones and Autonomous Systems (5-9-24) B.S. Cybersecurity Management and Policy - CIP code change (5-31-24) BS Cyber Operations – CIP code change (2-8-24) PBC Informatics - CIP code change (6-8-24) PBC Cybersecurity Management and Policy - CIP code change (5-31-24) PBC Cyber Operations - CIP code change (6-14-24) MS Data Analytics - CIP code change (5-31-24) MS Cybersecurity Management and Policy - CIP code change (5-31-24) MS - Digital Forensics and Cyber Investigation - CIP code change (6-12-24)	MS Management – AOC in Information Systems and Services – Title Change (to Information Systems) (1-26-24) BS Cyber Operations Online– retitle from Software Development and Security (2-8-24) Retitle BS Software Development and Security to BS Cyber Operations (2-8-24)	

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Academic Program Actions AY 2023-24

BPS: Bachelor of Professional Studies

MS: Master of Science

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Maryland Global Campus (continued)		MS Cyber Operations - CIP code change (7-1-24) New UDC Crime Scene Investigation within existing BS Criminal Justice (2-13-24) New UDC Cloud Computing and Networking within existing BS Cybersecurity Technology (2-13-24) UDC Digital Design – CIP code change (6-14-24) UDC Cyber Threat Hunting – CIP code change (6-14-24) UDC Web Design – CIP code change (7-1-24) UDC Management Information Systems – CIP code change (6-14-24) UDC Vulnerability Assessment – CIP code change (6-14-24) BS Computer Science – CIP code change (6-14-24) BS Management Information Systems – CIP code change (6-14-24) New UDC Fundamentals of Workplace Safety (12-27-23)		

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Academic Program Actions AY 2023-24

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TOPIC: Notification of Awards: Wilson H. Elkins Professorships, FY25

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: September 3, 2024

SUMMARY: Annually, the University System of Maryland (USM) Office of Academic and Student Affairs facilitates the distribution of research funds in support of its faculty.

The Wilson H. Elkins Professorship is designated to supplement an existing faculty line and/or to support faculty research. Special effort is made to bestow the award in those areas where the Elkins Professor will have an opportunity to make an important contribution to the teaching, research, and public service mission of the institution and the entire University System of Maryland. The Professorship is an opportunity for the faculty member and institution to build on their strengths to be of greater service to its students and to society.

These awards are supported by endowed funds, which are managed by USM officials.

The Elkins Professorship summary reveals the names, institutions, and project descriptions of the FY25 awardees.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION: DATE: September 3, 2024

BOARD ACTION: DATE:

SUBMITTED BY: Alison Wrynn, awrynn@usmd.edu; 301-445-1992

Wilson H. Elkins Professorship

The Elkins Professorship, which began in 1978 at the University of Maryland, College Park, was established to perpetuate the name and contributions of Wilson H. Elkins, a former Rhodes Scholar who led the University of Maryland to new levels of distinction as its president from 1954 to 1978. When the new University System of Maryland began in 1988, Dr. Elkins agreed that the professorship bearing his name should extend to the entire USM family. The Professorship may be used to recruit an outstanding individual to an institution to fill a vacancy or to provide special recognition and support to retain a current outstanding member of the faculty. An internal USM committee evaluates nominations and makes special effort to bestow the award in those areas where the Elkins Professor will have an opportunity to make an important contribution to the teaching, research, and public service mission of their institution and the entire University System of Maryland. Direct involvement with undergraduate and/or graduate students and outreach to other institutions within the System are hallmarks of the Elkins Professors. The Professorship is an opportunity for institutions to build on their strengths and to be of greater service to their students and to society.

FY24 Elkins Professorship Awardees Elkins Traditional Professorships

Award to Towson University to support the work of Dr. Mahnaz Moallem, Professor and Chair of the Department of Learning Technologies, Design, and School Library Media – Using funds to establish Girls Computing and Cybersecurity Clubs in the College of Education that will address persistent racial and gender disparities in computing, artificial intelligence, and cybersecurity. The clubs will serve as a research and professional development hub for faculty in teacher preparation programs. \$66,578

Award to the University of Maryland, Baltimore to support the work of Professor Rabiya Akande, Francis King Carey School of Law - Using funds to explore the relationship between law and colonial power. This project will engage students and personnel within the communities being studied and will result in scholarship, a workshop series, podcasts, and conference presentations. \$40,000 – Year 1 of 2

Award to the University of Maryland, College Park to support the work of Dr. Miao Yu, Professor and Director of the Sensors and Actuators Laboratory within the Department of Mechanical Engineering – Using funds to support a collaborative project (at the interface of engineering, computer science, biology, and aquaculture) investigating novel sensing and robotics tools for the study of marine ecosystem dynamics to promote sustainability. The collaboration includes the University of Maryland Center for Environmental Science and the University of Maryland Eastern Shore and the research team will include graduate, undergraduate, and high school students. \$30,000 – Year 2 of 2

Elkins Academic Transformation Professorships

Award to Bowie State University to support the work of Dr. Rosemary Shumba, Chair and Professor of Computer Science - Using funds to conduct a feasibility study to establish an Experiential Learning Center (ELC) within the Department of Computer Science to enhance access, affordability, and quality for underrepresented students in computing fields. \$30,000

Scholarship of Teaching and Learning Fellows

The 2024-25 Elkins SoTL Fellows are:

Debra McLaughlin, Program Director, Natural Sciences, University of Maryland Global Campus, with co-principal investigator Meenu Vikram, part-time faculty at University of Maryland Global Campus and full-time faculty at Notre Dame University of Maryland.

David Leasure, First-Term Experience, University of Maryland Global Campus

Haitham Alkhateeb, Professor, Mathematics, University of Baltimore

Carlos Faerron Guzmán, Associate Professor of Global Health, with co-principal investigator Amy Ramirez, Executive Director, Global Learning, University of Maryland, Baltimore

Nicole Hollywood, Professor, Business, Management and Accounting, with co-principal investigator Katherine Quinn, Associate Professor, Hospitality and Tourism Management, University of Maryland Eastern Shore

TOPIC: Update on HB 1244: Academic Program Approval and Institutional Mission Statements

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: September 3, 2024

SUMMARY: HB 1244: Academic Program Approval and Institutional Mission Statements was passed during the 2024 Maryland General Assembly session. This bill establishes a new process for academic program approval and institutional mission statements based on identifying State and regional workforce needs. It establishes new review processes for academic programs to ensure alignment with workforce demands and incentives collaboration between institutions. It specifies that the Maryland Higher Education Commission (MHEC) must review existing programs and establish a council and procedures related to the review process. It establishes a separate approval process for graduate programs and online programs.

Dr. Alison Wrynn, Senior Vice Chancellor for Academic and Student Affairs, will provide an update on the bill and its implementation.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION: DATE: September 3, 2024

BOARD ACTION: DATE:

SUBMITTED BY: Alison Wrynn, awrynn@usmd.edu; 301-445-1992

TOPIC: Education Policy and Student Life and Safety Tentative Annual Agenda, 2024-2025

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: September 3, 2024

SUMMARY: The Tentative Agenda for 2024-2025 comprises anticipated action items, including new academic program proposals and new Board of Regents policies, as well as information and discussion items. Some of the information items are reported on an annual schedule to ensure that the regents are well informed about topics of general interest (e.g., extramural funding, civic engagement and education, academic innovation), while others respond to specific requests for reports and recommendations on a variety of topics of interest to the Committee as previously noted by the regents.

Today, the Committee has an opportunity to review the proposed annual agenda and suggest modifications, including the addition of items that Committee members believe warrant particular attention by the Board.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION: DATE: September 3, 2024

BOARD ACTION: DATE:

SUBMITTED BY: Alison Wrynn, awrynn@usmd.edu; 301-445-1992

**USM BOARD OF REGENTS
COMMITTEE ON EDUCATION POLICY AND STUDENT LIFE AND SAFETY
TENTATIVE AGENDA 2024-2025**

Tuesday, September 3, 2024 (9:30am; Virtual)

1. New Academic Program Proposals (Action)
2. EPSLS Overview: Annual EPSLS Bylaws and Charge Review (Action)
3. Report on Academic Program Actions Delegated to the Chancellor, AY 2024-2025 (Information)
4. Notification of Awards: Wilson H. Elkins Professorships, FY25 (Information)
5. Tentative Annual Agenda, 2024-2025 (Information)
6. USM Regional Higher Education Centers (Information)
7. Update on HB 1244: Academic Program Approval and Institutional Mission Statements (Information)

Tuesday, December 3, 2024 (9:30am; Virtual)

1. New Academic Program Proposals (Action)
2. Student Withdrawal Policy (Action)
3. Report on Extramural Funding – FY 2024 (Information)
4. Humanities Across the USM (Information)
5. Notification of Awards: USM Regents Scholars Program, AY 2024-2025 (Information)

Thursday, January 30, 2025 (9:30am; Virtual)

1. New Academic Program Proposals (Action)
2. III-1.41 – Policy on Credit for Competency-Based Education and Prior Learning (Action)
3. Report: Workload of the USM Faculty – Academic Year 2023-2024 (Information)
4. Tenure Process Overview (Information)
5. Residential Housing Overview (Information)

~~~~~Closed Session~~~~~

6. Board of Regents Faculty Awards Recommendations (Action)
7. Honorary Degree Nominations (Action)

**Thursday, April 3, 2025 (9:30am; Virtual)**

1. New Academic Program Proposals (Action)
2. Results of Periodic (7-Year) Reviews of Academic Programs (Information)
3. Campus Safety Reports (Information)
4. New Program 5-Year Enrollment Review (Information)
5. Honors Colleges in the USM (Information)
6. Academic and Student Affairs Updates from Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare (Information)

~~~~~Closed Session~~~~~

7. Board of Regents Student Excellence Scholarships (Action)

Thursday, May 15, 2025 (9:30am; Virtual)

1. New Academic Program Proposals (Action)
2. Diversity, Equity, and Inclusion – 2024 Cultural Diversity Reports and Beyond (Action)
3. Policy on Undergraduate Admissions (Action)
4. Update: P-20: School-University Pipelines and Partnerships (Information)
5. Teacher Shortages in Maryland (Information)
6. Update on Test Optional Status (Information)
7. 2025-2026 EPSLS Agenda Brainstorming (Information)