UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
University of Maryland Center for Environmental Science
Rita Rossi Colwell Center
September 20, 2024

AGENDA FOR PUBLIC SESSION **9:00 A.M.**

Call to Order
Chair Gooden

Recognition of BOR Staff Awards

1. Exceptional Contribution: Dr. Michael Allen, University of Maryland Center for Env. Science
2. Exceptional Contribution: Jennifer Ellis, Salisbury University
3. Outstanding Service: Rubin Stevenson, Frostburg State University
4. Outstanding Service: Stephanie Davis, Salisbury University
5. Extraordinary Public Service: Patricia "Ann" Cotten, University of Baltimore
6. Extraordinary Public Service: Henry Jackson, Towson University
7. Effectiveness and Efficiency: Michelle Pryor, Salisbury University
8. Effectiveness and Efficiency: Christopher Serafin, University of Maryland Baltimore County
9. Inclusion, Multiculturalism, and Social Justice: Errica Philpott-Barber, University of Maryland, College Park

PUBLIC COMMENT

Welcome from University of Maryland Center for Environmental Science
President Miralles-Wilhelm

Educational Forum: Title IX Update
Janet Judge, Education & Sports Law Group, LLC

Chancellor's Report
Chancellor Perman

1. Report of Councils

   a. Council of University System Faculty
      Dr. Haverback

   b. Council of University System Staff
      Dr. Patricio

   c. Council of University System Presidents
      President Breaux

d. University System of Maryland Student Council
Ms. Gambhir

2. Consent Agenda
Chair Gooden

a. Committee of the Whole
    i. Approval of meeting minutes from June 14, 2024, Public and Closed Sessions (action)
    ii. Approval of meeting minutes from July 31, 2024, Special Board Meeting (action)

b. Committee on Advancement
    i. Approval of meeting minutes from the September 12th, 2024 public and closed session (action)

c. Committee on Education Policy & Student Life
    i. Approval of Meeting Minutes from September 3, 2024 Public Session (action)
    ii. Academic Program Proposals (action)
        1. BSU: Master of Education in English for Speakers of Other Languages
        2. UMCP: Master of Science in Climate Finance and Risk Management
        3. UMGC: Bachelor of Science in Artificial Intelligence
        4. UMGC: Bachelor of Science in Sustainable Value Chain
        5. UMGC: Master of Science in Operations Management
        6. UMGC: Master of Science in Innovation and Entrepreneurial Leadership
        7. UMGC: Master of Science in Homeland Security Leadership
        8. UMGC: Master of Science in Public Safety Leadership
    iii. EPSLS Overview: Annual EPSLS Bylaws and Charge Review (action)
    iv. Update on HB 1244: Academic Program Approval and Institutional Mission Statements (information)
    v. Tentative Annual Agenda, 2024-2025 (information)

d. Committee on Finance
    i. The University of Baltimore Facilities Master Plan 2024-2034 (information)
    ii. Review of the Finance Committee Charge, Role, and Responsibilities (action)
    iii. University of Maryland, College Park: Emergency Procurement Report (information)

e. Committee on Governance & Compensation
    i. Review of Committee Workplan (information)
    ii. Review of Regent Matrix (information)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

a. Committee of the Whole
    i. Report from Major Investigations Taskforce (information)

Regent Breslin

b. Committee on Education Policy and Student Life
    i. USM Regional Higher Education Centers (information)

5. Reconvene to Closed Session (action)
   Chair Gooden

Report to the USM Board of Regents

Chancellor Jay A. Perman

University of Maryland Center for Environmental Science | September 20, 2024

Thank you, Madame Chair. First, let me extend a warm welcome to Regent Dhruvak Mirani. I look forward to working with you. And I'd be remiss not to mention another member of this Board. Yesterday, I was honored to speak at the dedication of the Catherine and Isiah Leggett Math and Science Building at Montgomery College. From what I could see, everyone in the county attended the dedication, as did dozens of elected leaders. The outpouring of admiration for Ike and Catherine's vision of higher education—their *support* of higher education—was not only extraordinary but, of course, entirely deserved.

I welcome our new Vice Chancellor for Communications and Marketing Mike Sandler. I congratulate the Staff Award winners we honored this morning, so illustrative of our System's excellence. And I thank Janet Judge for providing that important—and timely—Title IX update. We look forward to her partnership as we strengthen Title IX compliance Systemwide.

I'm delighted that this Board meeting is taking place at the Rita Rossi Colwell Center. It's a first for us. And it's overdue—because this center is a true USM community. As you know, it's home to the Institute of Marine and Environmental Technology, a partnership of the University of Maryland Center for Environmental Science (UMCES), the University of Maryland, Baltimore (UMB), and the University of Maryland, Baltimore County (UMBC). It's home to Towson University's (TU) Center for STEM Excellence, which enriches STEM education for local K–12 students. And, of course, it's also *my* home base, so I get to see all this work up close. It's very special.

I thank our host today, Dr. Fernando Miralles-Wilhelm, who's taken on not one but *two* critical roles: president of UMCES and USM vice chancellor for sustainability. As the U.S. higher education community takes decisive action to fight our climate crisis, I look forward to his leadership.

Dr. Miralles-Wilhelm has come aboard at an exciting time for UMCES. Earlier this summer, the university released its annual report card on the health of the Chesapeake Bay. The C+ grade awarded by UMCES is the highest in 20 years. That improvement is a credit to UMCES's influence in environmental science, policy, and practice, and signals the indispensable role that UMCES will play in the restoration and protection work that remains to be done.

Of course, UMCES's impact is felt far beyond Maryland. The university's new web application, Future Urban Climates, allows people around the world to appreciate the potential impact of climate change by matching the expected *future* climate of their hometown with the *current* climate of another city or region. By bringing greater clarity to the impacts of climate change, UMCES hopes to fortify our public will to stop it. I'll have more to share on our host university later in my report.

Let me broaden my remarks to the System as a whole. I'll start with our Elkins Professors. The Elkins professorship supports compelling scholarship that advances the System's public service mission. We recently announced our FY25 awardees.

- **Dr. Mahnaz Moallem** from Towson University will establish Girls Computing and Cybersecurity Clubs in the College of Education to close persistent racial and gender disparities in computing, artificial intelligence, and cybersecurity. The clubs will serve as a research and professional development hub for education faculty.
- **Prof. Rabiat Akande** from the Carey School of Law at UMB will explore the relationship between law and colonial power. The project will engage communities affected by colonial and postcolonial dynamics, and will generate scholarship, workshops, podcasts, and conference presentations.
- **Dr. Miao Yu**, from the University of Maryland, College Park (UMD), will begin Year 2 of her collaborative project involving UMCES and the University of Maryland Eastern Shore (UMES), investigating novel sensing and robotics tools for the study of marine ecosystem dynamics. The research team will include graduate, undergraduate, and high school students.
- **Dr. Rosemary Shumba** of Bowie State University (BSU)—winner of the Elkins Academic Transformation Professorship—will conduct a feasibility study to establish an Experiential Learning Center within the Department of Computer Science to improve computing education access, affordability, and quality for underrepresented students.

EVIDENCE OF OUR EXCELLENCE

These projects are a testament to the dynamic and public-serving scholarship that advances our excellence—excellence validated each year in national rankings.

America's Top Colleges, put out by *Forbes*, measures affordability, quality, graduation success, and post-grad earnings. Towson, UMBC, Salisbury University (SU), the University of Maryland Global Campus (UMGC), and the University of Baltimore (UBalt) were recognized. And College Park rose to 12th among public institutions.

The Princeton Review lists three USM schools among its best: Salisbury, UMBC, and College Park. Among *Money's* Best Colleges, you'll find UMBC, UMD, Towson, Salisbury, Bowie, Coppin, Frostburg, and UMES.

The *Wall Street Journal* / College Pulse list considers student outcomes, learning environments, and diversity. Among their best you'll find Salisbury, UMBC, and UMD. Towson University *led* our System—ranked 40th overall and 15th among publics.

And *Washington Monthly*'s annual College Guide and Rankings—which measures quality by social mobility, public service, and research—includes every eligible USM school in its best-value list for the Northeast.

UBalt was selected for Phi Theta Kappa's 2024 Transfer Honor Roll, recognizing its dynamic pathways that support transfer students. College Park, UMBC, and Towson were cited in the *Times Higher Education* Impact Rankings for their contributions to gender equality in education. Towson was named sixth-best university in the world and was the U.S.'s highest ranking university.

Now let me keep going to *individual* excellence.

- Mellany Sophia Morales Menéndez, Coppin State University Class of '25, is 2024 White House HBCU Scholar, recognizing her exceptional academic performance, leadership, and commitment to her community.
- Nicole Ibrahim, from UMCES's Appalachian Laboratory, is the first-ever UMCES student to receive a Boren Fellowship. She'll conduct research at the Kazakhstan Academy of Sciences and then serve a one-year stint in the U.S. federal service post-graduation.
- Spoken word artist and UBalt MFA alumna Brion Gill was named the 11th Poet Laureate of Maryland.
- In July, a record-setting 122 teams—composed of thousands of students from colleges and universities globally—competed in the world's largest intercollegiate rocketry competition in New Mexico. The University of Maryland team was the big winner, taking home the Genesis Cup Trophy.

GROWING OUR IMPACT

STUDENTS

As we talk about university growth—in buildings, programs, resources, revenues—the most exciting aspect has to be growth in our student body. Last fall, USM enrollment grew for the first time in five years, rebounding from pandemic-era drops that affected all of U.S. higher education. We saw particular growth among first-time students, full-time students, and students attending our HBCUs.

This year, many of our universities are predicting sustained growth. Towson University had a record year for freshman applications. UMES expects its largest first-year class in six years and total enrollment that nears an all-time high. Salisbury University anticipates its second-largest freshman class in school history. UMBC is forecasting more first-year students than ever before. And new student enrollment at Frostburg should be the highest since COVID, with a climb in transfer students and students majoring in education, health, natural sciences—the very disciplines housed in FSU's newest academic building.

FACILITIES

The "facility effect" is real across the System. Last month, I joined President Breaux to dedicate Bowie State's new Martin Luther King, Jr. Center, housing history, government, language, literature, culture—proof, yet again, that the liberal arts are alive and thriving.

At Towson, a state-of-the-art Health Professions building—a high-tech, high-touch masterpiece—is a model for interprofessional health and wellness education.

Salisbury's Blackwell Hall renovation will centralize critical student services—counseling, advising, and financial aid and scholarships.

Similarly, UBalt's coming Welcome Center will bring together public-facing functions for optimal student and customer service—admissions, financial aid, advancement, external and government relations.

ACADEMIC PROGRAMS

Growth in our academic portfolio keeps the System responsive to emerging and high-need disciplines, benefiting our students and the state alike.

Salisbury students can now fast-track their way to careers in aerospace and nanotechnology through the university's new Engineering Physics major.

Maryland Carey Law at UMB has launched the first defense clinic in U.S. law schools focused on supporting indigent clients susceptible to unvalidated or unreliable forensic evidence.

UMBC has opened the Institute of Politics to produce credible research on our political systems and electoral processes, to enrich our political understanding, elevate our public discourse, and prepare our students for informed, engaged citizenship.

College Park has joined the Welcome Corps on Campus program, which offers refugee students the chance to earn a degree while providing a pathway to resettlement and U.S. citizenship.

UMES has hired Dr. Stanley Robertson as the first permanent dean for its coming School of Veterinary Medicine. That was just one milestone I marked last Friday, when President Anderson, Regent Lewis, and I celebrated UMES's Founders Week. Regent Lewis, I think I can speak on behalf of us *both* when I say how honored I was to share the university's story of strength and fast-rising prominence.

UMGC just completed an 18-month partnership with St. Mary's County Public Schools to grow the number of certified teachers in the county. And the university has just launched a more flexible MBA program, able to be completed in as little as 16 months. The program allows students to tailor the degree to their areas of interest. Next spring, the USM at Hagerstown will launch its own MBA program in partnership with UBalt.

The Universities at Shady Grove (USG) partnered with College Park last month for its second annual Demo Day. High school and community college students showed off their prototypes in Cyber-Physical Systems Engineering and got to connect with academic and industry leaders. *This* is the work of building pathways. It's the *same* work that animates USG's Achieving College Excellence and Success program, which links Montgomery County Schools, Montgomery College, and USG to speed college completion. USG has just announced additional support to the program, with a goal of increasing college enrollment among traditionally underrepresented students.

GIFTS AND GRANTS

Fueling this work is the generosity of our friends. Let me start with some very good friends, indeed. Regent Yvette Lewis and her husband Ed helped launch the Fresh Start scholarship program at Bowie State. The scholarships help formerly incarcerated students earn their degree. The Lewises' investment of $10,000 put the funding total over the endowment mark—meaning the money can now be grown for generations. Educating incarcerated and formerly incarcerated students is a huge priority for us, and I thank you, Regent Lewis.

Also at BSU, $300,000 from the McMillan-Stewart Foundation endows a scholarship in honor of the late Rep. Elijah Cummings—a great friend of this System—to support to Bowie State students.

At College Park, alumnus Albert P. Carey, has made a *second* $1 million gift to the Maryland Promise Program, providing need-based scholarships for underrepresented students from Maryland and Washington, DC.

Frostburg has received $300,000 from the USDA to create an implementation-ready design for woody biomass heating on campus, replacing an aging set of oil-fired boilers.

With an MHEC grant of $2 million, Frostburg will hire more nursing faculty and support staff in a bid to expand its LPN-to-BSN pipeline. The School of Nursing at UMB was awarded nearly $5 million through that same MHEC program. And *another* $5 million from the Maryland Community Health Resources Commission expands the school's program in West Baltimore to improve health care access and outcomes, while reducing cost.

The Museum of Eastern Shore Culture at Salisbury University has won a $36,000 Maryland Heritage grant to make the museum's exhibits and artifacts accessible to visitors with disabilities. Meanwhile, a $400,000 NSF grant will help Salisbury deploy AI to solve problems faced by the university's government, business, and nonprofit partners.

College Park is celebrating a number of new awards:

- A partnership with IonQ to mature quantum computers so they can be reliably used in national security. The $5.7 million project has a potential second phase valued up to $12 million.

- A major engineering research center established with five fellow universities to investigate the environmental costs of refrigeration technologies and develop better cooling systems. The project is supported with a $26 million NSF grant.
- A $10 million project funded by the U.S. Department of Energy to evaluate a next-generation hydrogen-vehicle fueling station to support advanced clean-fuel technology.
- A five-year, $388 million agreement with NOAA, funding UMD's Cooperative Institute for Satellite Earth System Studies. A consortium of researchers from more than three dozen U.S. academic and nonprofit organizations are investigating how human activity interacts with the Earth's environment.

UMES will receive $2.3 million in federal funding to expand its Center for Entrepreneurship and Innovation and support economic development, revitalization, and entrepreneurship in Princess Anne.

UMGC and OpenClassrooms have won a $3.9 million U.S. Department of Labor grant to scale up apprenticeships and degree pathways in high-demand technology fields.

And researchers from UMCES's Appalachian Laboratory have won an NSF grant of $1.1 million to employ remote sensing and other big data tools to support conservation efforts for migratory birds throughout Appalachia.

ENGAGING OUR COMMUNITIES

With a commitment to social, environmental, and economic justice, our universities are living their mission of service-leadership.

Bowie State is a leading voice in criminal justice, hosting its fourth annual conference on Restorative Justice Practices, drawing hundreds of participants from the bar, the courts, law enforcement, and education. And President Breaux, I was thrilled to see your Black Male Teachers College get some well-deserved national recognition.

Coppin State's Pathways to Professions program is celebrating some remarkable success. The program offers teachers post-baccalaureate certificates and other credentials toward advanced degrees. The program has more than doubled enrollment and achieved nearly perfect scores for course completion and content mastery.

Coppin is also leading the redevelopment of W. North Avenue. It's the first HBCU in the nation to oversee the revitalization of a major urban corridor. Leaning into Coppin's role as an anchor institution, President Jenkins is proving the university's commitment to a comprehensive investment in Northwest Baltimore and its people.

UMB has long championed this work in West Baltimore. Its School of Medicine is spearheading a Community Heath Village at a reimagined Mondawmin Mall. It's part of a much larger partnership with West Baltimore residents to develop and deliver health care based on

neighborhood needs. And it's a wonderful partnership opportunity for two universities—UMB and Coppin—both deeply engaged in West Baltimore.

Once again, our campuses were teeming with young learners over the summer, as camps and competitions connected them to college and got them excited about learning. Here I want to mention an institution that does this work particularly well. The USM at Southern Maryland (USMSM) hosted a camp for local students learning mechanical design, electronics, robotics, and coding. But I was particularly touched that USMSM stepped up to host students and teachers from Esperanza Middle School while their classrooms were being remediated. It's a testament to our lived mission that we are consistently *of service*—that we eagerly open our doors to *all*.

Madame Chair, this concludes my report.

# # #

2024 CUSF Regent Report September

COUNCIL of UNIVERSITY SYSTEM FACULTY

Regents Report September 19, 2024

The Council on University System Faculty (CUSF) will have its first General Body Meeting on September 17, 2024. Currently, CUSF committee chairs are in place. At our September meeting, committees will hold their first meeting, membership will be determined, and agendas will be considered.

For each committee, specific initiatives are not yet determined. Therefore, below is a general overview of the current information. Likewise, in addition to past work, I have asked that committees refer to the USM strategic plan when considering initiatives and goals.

Executive Committee

The Executive Committee members are:

- Heather Rogers Haverback, Chair- Towson University
- Tom Abrams, Vice Chair- University of Maryland, Baltimore
- Loretta N. Baryeh, Secretary - Coppin State University
- Lorenda Naylor, At Large Member- University of Baltimore
- Nagaraj Neerchal, At Large Member- University of Maryland, Baltimore County

The Executive Committee met on September 4, 2024. During this meeting, we set the agenda for the upcoming CUSF meeting and new member orientation. We also discussed various topics for the upcoming year.

Education Policy Committee

Chairperson- Dr. Mary Crowley, University of Maryland Global Campus

Past Work Examples- Academic Integrity (AI) Subcommittee Survey Report and town hall, issues of open access, transfer credits and policy

Faculty Affairs Committee

Chairperson- Dr. Doris Santamaria-Makang, Frostburg State University

Past Work Examples- Technology, structural equity, COVID 19 subcommittees, mental and physical health town hall

Legislative Affairs Committee

Chairperson- Dr. Holly Brewer, University of Maryland, College Park

Past Work Examples- Resolution regarding the restrictions on graduate students and collective bargaining, many other legislative considerations

Rules and Membership Committee

Chairperson- Dr. Nagaraj Neerchal, University of Maryland, Baltimore County and Dr. Jay Zimmerman, Towson University

Past Work Examples- Consideration of bylaws to allow better methods of voting and meeting modality

Research Committee

Chairperson- Drs. Tom Abrams and Miroslaw Janowski, University of Maryland, Baltimore

Past Work Examples- Research policies and open access

I look forward to updating you as we develop CUSF's priorities for the year.

Respectfully submitted,

Dr. Heather Rogers Haverback

CUSF Chair

A. USM Annual Shared Governance Survey 2024

State of Shared Governance Report
in the USM System
Survey of USM Senate Chairs and Executive Committee Members
for 2024

to

Dr. Jay Perman

Chancellor

University System of Maryland (USM)

3300 Metzerott Rd.

Adelphi, MD 20783

by

Dr. Heather Rogers Haverback, Chair

Council University System Faculty (CUSF)

Introduction

For AY 2023-2024, USM Faculty Senate Chairs (and USM Faculty Senate Executive Committee Members) at the 12 institutions were asked to complete the shared governance survey. The survey focused on shared governance leaders' assessment of the role faculty have in decision making on their campuses. The results of the campus surveys are shared below. The findings from this survey inform the USM Chancellor and BOR on how shared governance leaders perceive faculty involvement in 29 areas of decision making across campuses.

Methodology

Participants

The participants in this survey included 27 USM Senate (or Shared Governance Faculty Body) Executive Committee Members from 11 out of the 12 universities. Participants included USM Senate Chairpersons (10), Vice Chairs (4), Secretaries (6), and Other Titles (6). All participants were asked to complete the survey independently.

Measure

Participants completed a modified version of the AAUP Shared Governance Assessment Tool. This measure was chosen, as it has been widely accepted as a tool that can bring a "snapshot of the state of shared governance at the time it was conducted" (AAUP, 2021.)

The Survey is separated into three groupings: *Personnel Decisions, Academic Decisions*, and *Administrative Decisions.* For each grouping, participants were asked to rank how much input faculty has on specific decisions on a five-point Likert Scale (1. Faculty dominance, 2. Faculty primacy, 3. Joint authority, 4. Administrative primacy, 5. Administrative dominance.) Please note that the order of the forms (1. Faculty dominance vs. 5. Administrative dominance) is not meant to indicate that one is more desirable than five or vice versa.

Please see the link below for the AAUP Shared Governance Assessment Tool, which has information regarding the survey, definitions, etc..
https://www.aaup.org/sites/default/files/AAUP_Shared_Governance_Assessment_Tool.pdf

Procedures

The 12 USM Senate Chairs were asked to complete the AAUP Shared Governance Assessment for faculty senate leaders on each campus. The chairpersons were asked to also share the survey with three other members on the executive committee, ideally the vice-chair, the secretary, and one other senate/council leader from his or her campus. Each participant was asked to reflect on the questions as they apply throughout their university.

Participants were informed that any detailed responses (the open-ended questions) would only be shared with the Chancellor and the USM CUSF Chairperson. However, the broader survey findings may be shared with the USM Board of Regents and USM CUSF. Participants were informed that individual's names (or any identifying information) would be removed. Participants were given approximately one month to complete the survey. Reminders were sent to the chairpersons.

Analysis

Survey percentages were calculated and analyzed. An area rated as having "*Faculty Authority*" was defined as having over 60% of participants reporting Faculty Primacy or Faculty Dominance. An area rated as having "*Administrative Authority*" was defined as having over 60% of participants reporting Administrative Primacy or Administrative Dominance. Finally, an area rated as having "*Joint Authority*" was defined as having over 75% of participants reporting Faculty Primacy, Joint Authority, or Administrative Primacy. In this category, an even distribution between Faculty Primacy and Administrative Primacy was also needed.

Results

This survey aimed to investigate shared governance leaders' perceptions of shared governance on their campuses. Through the use of a modified version of the AAUP Shared Governance Assessment Tool, both qualitative and quantitative data were gathered. Numerous patterns emerged from this survey.

Data by Grouping

For each of the three groupings (*Personnel, Academic, and Administrative)* participants rated their assessment of the level of faculty participation at their university.

Personnel Decisions

In Table 1, the percentages of faculty participation in *Personnel Decisions* as reported by participants are presented. In the grouping of *Personnel Decisions, Joint Authority* was dominant. However, participants assessed many areas where faculty participation was also present. For example, two of the areas that were seen as having higher levels of faculty participation searches for tenure-track faculty members and evaluation of faculty members for prior to tenure and reappointment.

Table 1.

Personnel Decisions

	Faculty Dominance	Faculty Primacy	Joint Authority	Administrative Primacy	Administrative Dominance
Searches for tenure-track faculty members.	19%	46%	7%	15%	11%
Evaluation of tenure-track faculty members for reappointment prior to the tenure decision.	23%	38%	11%	15%	11%
Setting standards for promotions of tenured and tenure-track faculty members.	15%	38%	34%	3%	7%
Individual promotion decisions for tenured and tenure-track faculty members.	15%	26%	30%	19%	7%
Setting standards for awarding of tenure.	7%	46%	26%	11%	7%
Individual tenure decisions.	11%	30%	30%	23%	3%
Searches for part-time faculty members (such as adjunct faculty).	22%	37%	11%	14%	14%
Evaluation of part-time faculty members (such as adjunct faculty) for reappointment.	37%	25%	11%	14%	11%
Searches for full-time non-tenure-track faculty members (such as lecturers and clinical, research or teaching faculty).	18%	37%	11%	25%	7%
Evaluation of full-time non-tenure-track faculty members (such as lecturers and clinical, research or teaching	18%	29%	22%	14%	14%

faculty) for reappointment.					
Setting standards for promotions of full-time non-tenure-track faculty members (such as lecturers and clinical, research or teaching faculty).	11%	25%	37%	14%	11%
Individual promotion decisions for full-time non-tenure-track faculty members (such as lecturers and clinical, research or teaching faculty).	18%	22%	25%	25%	7%
Faculty salary policies.	0%	0%	7%	40%	51%

Academic Decisions

In Table 2, the percentages of faculty participation in A*cademic Decisions* as reported by participants are presented. The grouping of *Academic Decisions* has the most variation among the three groupings, without any dominant authority.

Table 2.

Academic Decisions

	Faculty Dominance	Faculty Primacy	Joint Authority	Administrative Primacy	Administrative Dominance
Program-level curricular decisions, including the approval of individual courses and major/minor requirements.	34%	38%	19%	3%	3%
Establishment of new academic programs.	3%	18%	44%	22%	11%
Institutional curricular decisions (general education/distribution requirements, etc.).	7%	25%	51%	11%	3%
Grade assignments to individual students.	85%	14%	0%	0%	0%
Undergraduate admission requirements.	4%	4%	25%	12%	54%

Teaching assignments of individual faculty members.	18%	44%	18%	14%	3%
Institutional policies concerning intellectual property.	0%	3%	34%	34%	26%
Institutional policies concerning mode of course delivery, including online learning.	7%	14%	29%	29%	18%

Administrative Decisions

In Table 3, the percentages of faculty participation in *Administrative Decisions* as reported by participants are presented. In the grouping of *Academic Decisions*, *Administrative Authority* was dominant. In fact, all but one category was seen as being Administrative Primacy or Dominance with one item having 91% rating in Administrative Dominance.

Table 3.

Administrative Decisions

	Faculty Dominance	Faculty Primacy	Joint Authority	Administrative Primacy	Administrative Dominance
Allocation of faculty positions to departments or programs.	0%	0%	11%	15%	73%
Decisions about facilities and buildings (such as demolitions, new constructions, renovations, etc.).	0%	0%	0%	14%	85%
Selection of vice president for academic affairs, provost, or equivalent.	0%	0%	15%	42%	42%
Selection of academic deans, division directors, or equivalent.	0%	0%	7%	53%	38%
Selection of department chairs or heads.	3%	33%	11%	29%	22%
Policies regarding teaching loads.	0%	3%	33%	40%	22%

Institutional budgetary planning.	0%	0%	0%	7%	92%
Institutional strategic planning.	0%	0%	22%	44%	33%

Summary of Findings

As stated above, the findings from this survey are meant to inform the USM Chancellor and BOR on how shared governance leaders perceive faculty involvement in 29 areas of decision making across campuses. The quantitative data is mixed regarding the role of decision making. Highlighted below are themes found in the data.

Faculty Authority

Faculty Authority was reported in the groupings of both *Personnel* and *Academic Decisions.* Participants reported that *Faculty Authority* was present in *Personnel Decisions* in the two areas of searches for tenure-track faculty members and evaluation of tenure-track faculty members for reappointment prior to the tenure decision. In the area of *Academic Decisions,* Faculty Authority was found in: program-level curricular decisions, including the approval of individual courses and major/minor requirements, grade assignments to individual students, and teaching assignments of individual faculty members. Interestingly, there were not any areas in administrative decisions that faculty were reported to have authority. Perhaps this could be used as an opportunity to clarify the role faculty should hold in such decision making. Please refer to Table 4.

Administrative Authority

Administrative Authority was seen throughout all three groupings in the survey results. However, only one area of *Personnel Decisions* (faculty salary policies) and *Academic Decisions* (institutional policies concerning intellectual property) were predominant.

The finding that was most noteworthy was that *Administrative Authority* was reported in all but one area of decision making. Likewise, many of the areas were well above the 60% threshold at 85-90% reported decision making to be Administrative Dominance or Administrative Primacy. Please refer to Table 5.

Joint Authority

Instances of *Joint Authority* being predominant were found in all three groupings. However, these findings were only due to the thresholds being changed from 60% to 75% across three areas (Faculty Primacy, Joint Authority, and Administrative Primacy.)

The areas of *Joint Authorit*y were: individual promotion decisions for tenured and tenure-track faculty members, individual tenure decisions, individual promotion decisions for full-time non-

tenure-track faculty members, establishment of new academic programs, institutional curricular decisions, and selection of department chairs or heads. Please refer to Table 6 for more information.

Recommendations

- Continue to advance shared governance across the USM.
- Continue to promote open and clear communication between administration and faculty.
- Find more avenues for faculty to give more input in *Administrative Decisions.*
- Enhance communication around *Administrative Decisions* (ex. Budgetary planning, facilities and planning.)
- Clarify roles and responsibilities at institutions.
- As in past years, review with faculty and administrators the USM Policy I-6.00 and institutional policies on shared governance.

References

American Association of University Professors (2021). T*he 2021 AAUP Shared Governance Survey: Findings on faculty roles by decision-making areas trends in the academic labor force.* Retrieved From: https://www.aaup.org/file/2021-AAUP-Shared-Governance-Survey-Findings-on-Faculty-Roles_0.pdf

American Association of University Professors (2017). *Trends in the academic labor force 1975–2015.* Retrieved From: https://www.aaup.org/sites/default/files/AAUP_Shared_Governance_Assessment_Tool.pdf

Supplementary Tables

Table 4.
Faculty Authority

	Faculty Dominance	Faculty Primacy	Joint Authority	Administrative Primacy	Administrative Dominance
Personnel Decisions					
Searches for tenure-track faculty members.	19%	46%	7%	15%	11%
Evaluation of tenure-track faculty members for reappointment prior to the tenure decision.	23%	38%	11%	15%	11%
Academic Decisions					
Program-level curricular decisions, including the approval of individual courses and major/minor requirements.	34%	38%	19%	3%	3%
Grade assignments to individual students.	85%	14%	0%	0%	0%
Teaching assignments of individual faculty members.	18%	44%	18%	14%	3%

Table 5.

Administrative Authority

	Faculty Dominance	Faculty Primacy	Joint Authority	Administrative Primacy	Administrative Dominance
Personnel Decisions					
Faculty salary policies.	0%	0%	7%	40%	51%
Academic Decisions					
Institutional policies concerning intellectual property.	0%	3%	34%	34%	26%
Administrative Decisions					
Allocation of faculty positions to departments or programs.	0%	0%	11%	15%	73%
Decisions about facilities and buildings (such as demolitions, new constructions, renovations, etc.).	0%	0%	0%	14%	85%
Selection of vice president for academic affairs, provost, or equivalent.	0%	0%	15%	42%	42%
Selection of academic deans, division directors, or equivalent.	0%	0%	7%	53%	38%
Policies regarding teaching loads.	0%	3%	33%	40%	22%
Institutional budgetary planning.	0%	0%	0%	7%	92%
Institutional strategic planning.	0%	0%	22%	44%	33%

Table 6.

Joint Authority

	Faculty Dominance	Faculty Primacy	Joint Authority	Administrative Primacy	Administrative Dominance
Personnel Decisions					
Individual promotion decisions for tenured and tenure-track faculty members.	15%	26%	30%	19%	7%
Individual tenure decisions.	11%	30%	30%	23%	3%
Individual promotion decisions for full-time non-tenure-track faculty members (such as lecturers and clinical, research or teaching faculty).	18%	22%	25%	25%	7%
Academic Decisions					
Establishment of new academic programs.	3%	18%	44%	22%	11%
Institutional curricular decisions (general education/distribution requirements, etc.).	7%	25%	51%	11%	3%
Administrative Decisions					
Selection of department chairs or heads.	3%	33%	11%	29%	22%

UNIVERSITY SYSTEM of MARYLAND

Annual Shared Governance Survey

2023-2024

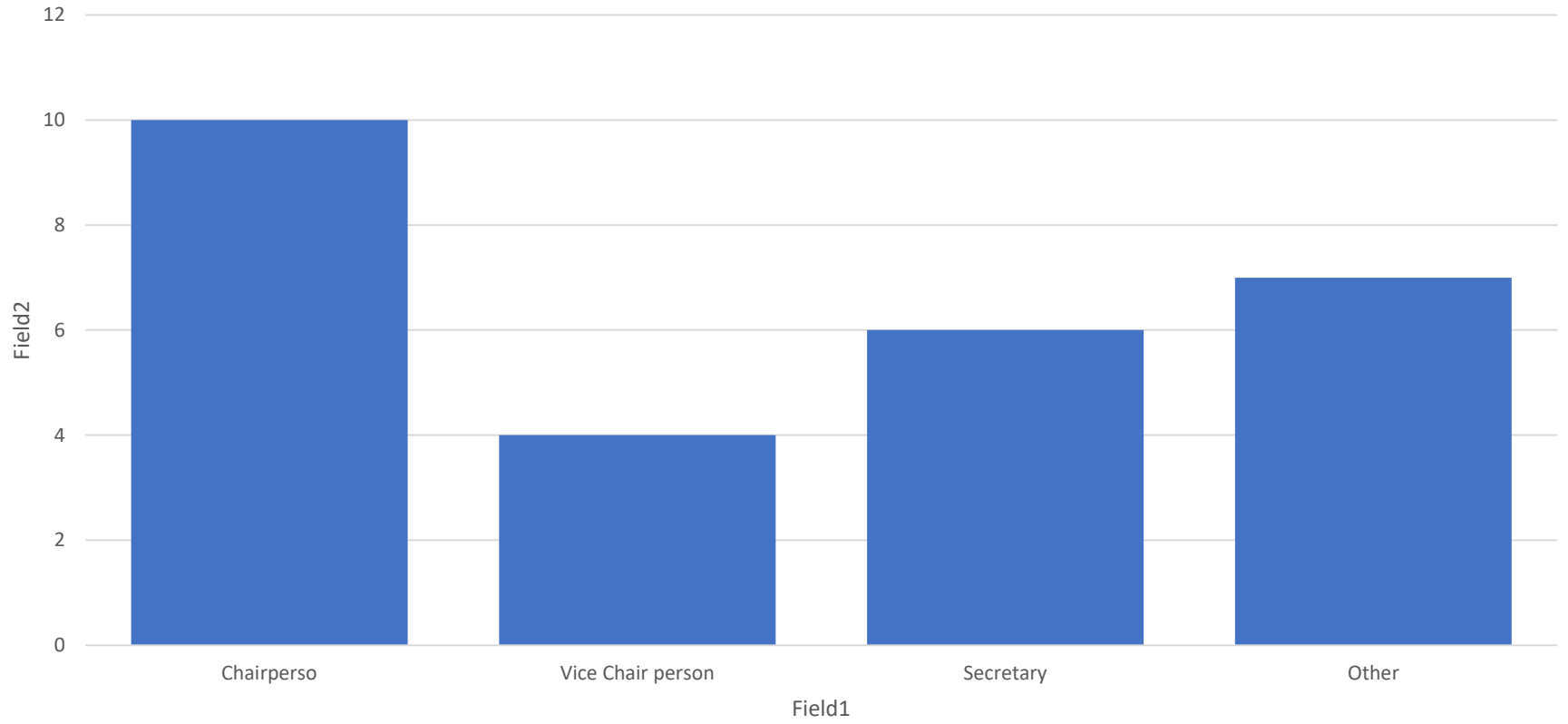
Executive Summary

Introduction

- For AY 2023-2024, USM Faculty Senate Chairs (and USM Faculty Senate Executive Committee Members) at the 12 institutions were asked to complete the shared governance survey.
- The survey focused on shared governance leaders' assessment of the role faculty have in decision making on their campuses.

Methodology

Participants- n=27
11 out or 12 institutions



Measure

Participants completed a modified version of the AAUP Shared Governance Assessment Tool.

This measure is widely accepted as a tool that can bring a "snapshot of the state of shared governance at the time it was conducted" (AAUP, 2021.)

Can compare across other institutions and years

The Survey is separated into three groupings: *Personnel Decisions, Academic Decisions*, and *Administrative Decisions.*

Participants rank how much input faculty has on specific decisions on a five-point Likert Scale 1. Faculty dominance, 2. Faculty primacy, 3. Joint authority, 4. Administrative primacy, 5. Administrative dominance.

Order of the forms is not meant to indicate that one is more desirable than five or vice versa.

Procedures

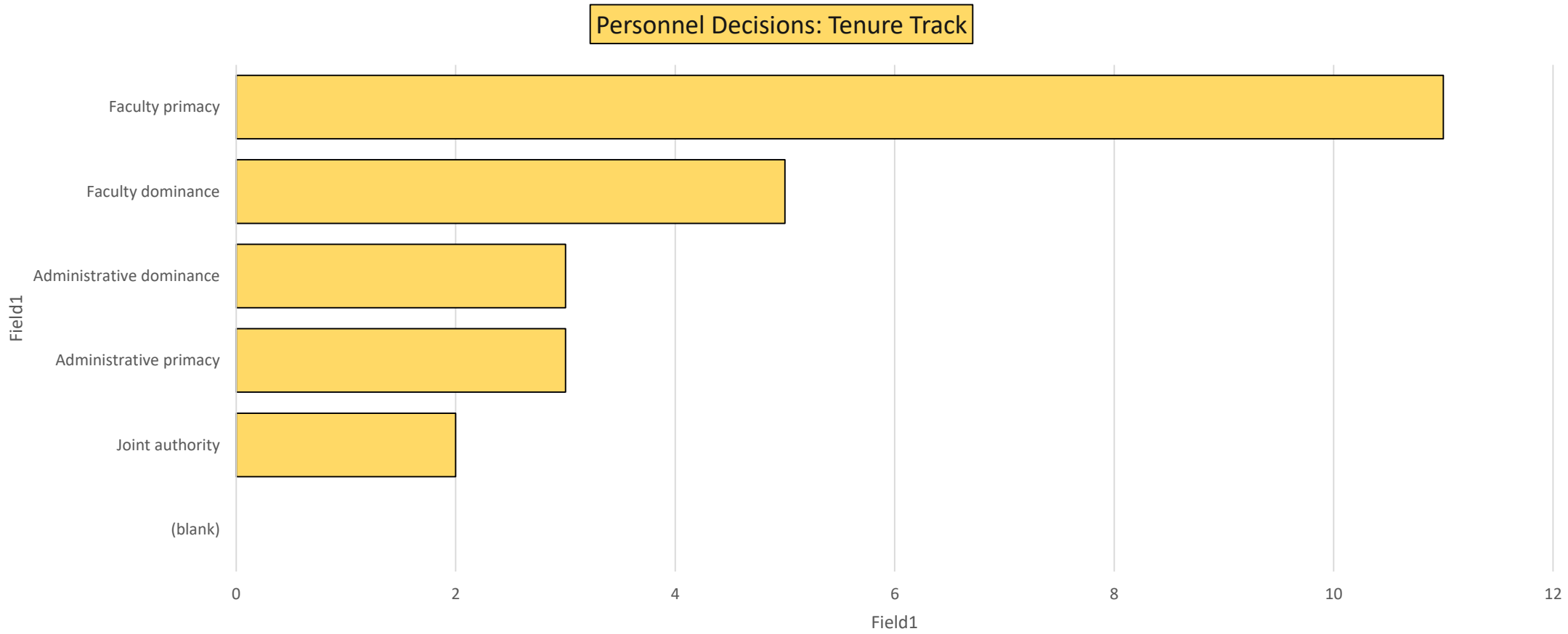
- The 12 USM Senate Chairs were asked to:
  - complete the AAUP Shared Governance Assessment for faculty senate leaders on each campus.
  - share the survey with three other members on the executive committee
  - reflect on the questions as they apply throughout their university.

- Participants were informed that:
  - any detailed responses (the open-ended questions) would only be shared with the Chancellor and the USM CUSF Chairperson.
  - broader survey findings may be shared with the USM Board of Regents and USM CUSF

Analysis

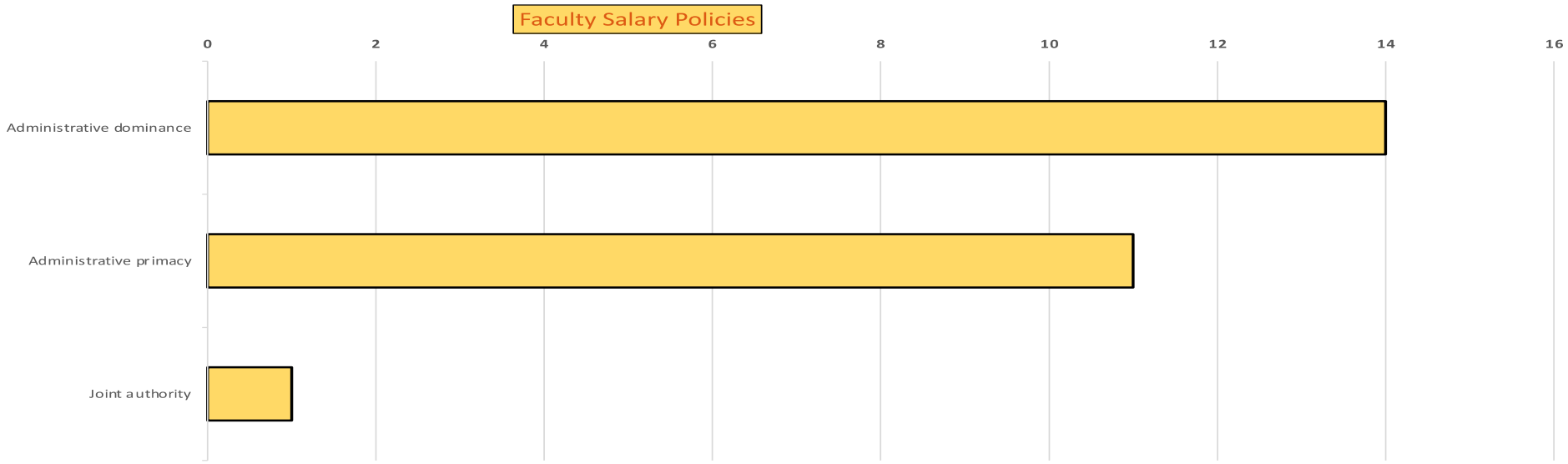
- Survey percentages were calculated and analyzed.
- An area rated as having "*Faculty Authority*" was defined as having over 60% of participants reporting Faculty Primacy or Faculty Dominance.
- An area rated as having "*Administrative Authority*" was defined as having over 60% of participants reporting Administrative Primacy or Administrative Dominance.
- An area rated as having "*Joint Authority*" was defined as having over 75% of participants reporting Faculty Primacy, Joint Authority, or Administrative Primacy. In this category, an even distribution between Faculty Primacy and Administrative Primacy was also needed.

Faculty Authority

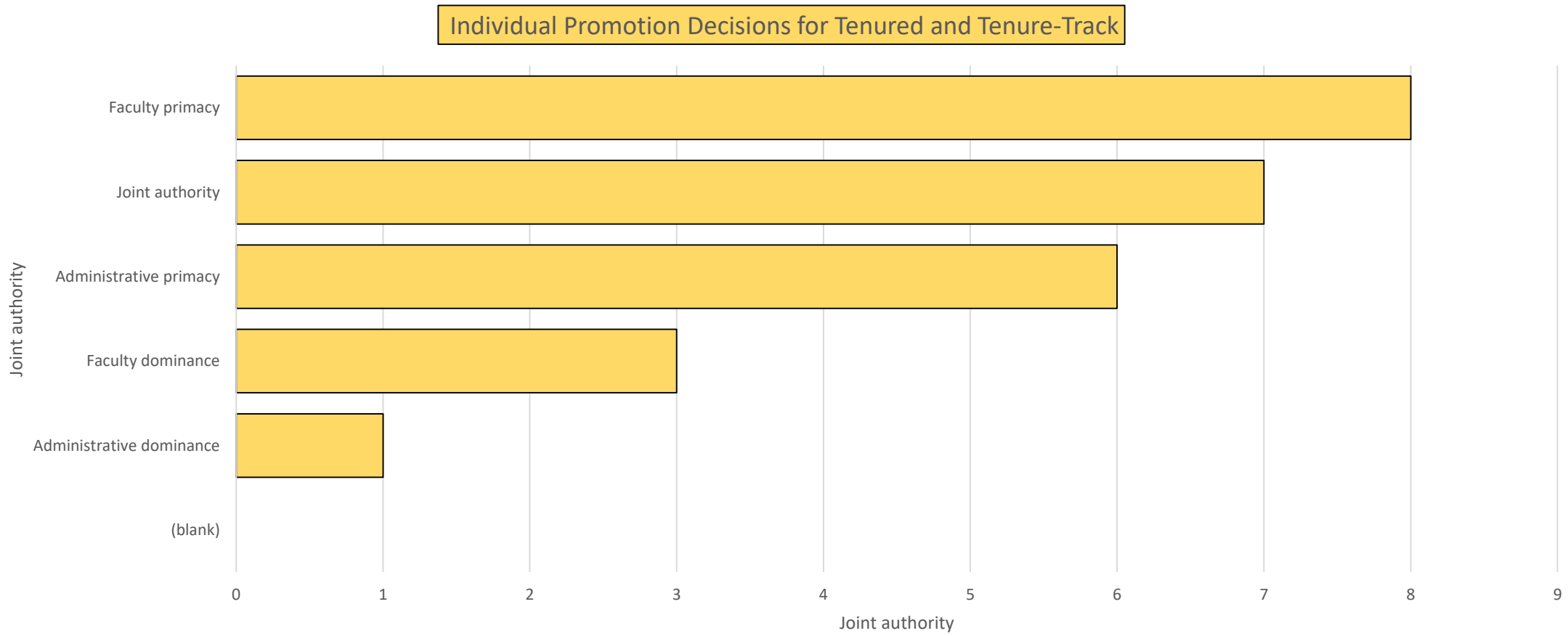


Administrative Authority

Faculty salary policies.



Joint Authority



Results

Table Example

	Faculty Dominance	Faculty Primacy	Joint Authority	Administrative Primacy	Administrative Dominance
Allocation of faculty positions to departments or programs.	0%	0%	11%	15%	73%
Decisions about facilities and buildings (such as demolitions, new constructions, renovations, etc.).	0%	0%	0%	14%	85%
Selection of vice president for academic affairs, provost, or equivalent.	0%	0%	15%	42%	42%
Selection of academic deans, division directors, or equivalent.	0%	0%	7%	53%	38%
Selection of department chairs or heads.	3%	33%	11%	29%	22%
Policies regarding teaching loads.	0%	3%	33%	40%	22%
Institutional budgetary planning.	0%	0%	0%	7%	92%
Institutional strategic planning.	0%	0%	22%	44%	33%

Groupings

- ***Personnel Decisions***
  - *Joint Authority* was dominant
  - *Faculty Authority* was also present
- ***Academic Decisions***
  - The grouping of *Academic Decisions* has the most variation among the three groupings, without any dominant authority
- ***Administrative Decisions***
  - *Administrative Authority was dominant in all* but one category
  - One item even had 91% rating in Administrative Dominance

Findings Summary

Faculty Authority

	Faculty Dominance	Faculty Primacy	Joint Authority	Administrative Primacy	Administrative Dominance
Personnel Decisions					
Searches for tenure-track faculty members.	19%	46%	7%	15%	11%
Evaluation of tenure-track faculty members for reappointment prior to the tenure decision.	23%	38%	11%	15%	11%
Academic Decisions					
Program-level curricular decisions, including the approval of individual courses and major/minor requirements.	34%	38%	19%	3%	3%
Grade assignments to individual students.	85%	14%	0%	0%	0%
Teaching assignments of individual faculty members.	18%	44%	18%	14%	3%

Administrative Authority

	Faculty Dominance	Faculty Primacy	Joint Authority	AdministrativePrimacy	AdministrativeDominance
Personnel Decisions					
Faculty salary policies.	0%	0%	7%	40%	51%
Academic Decisions					
Institutional policies concerning intellectual property.	0%	3%	34%	34%	26%
Administrative Decisions					
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Institutional budgetary planning.	0%	0%	0%	7%	92%
Institutional strategic planning.	0%	0%	22%	44%	33%

Joint Authority

	Faculty Dominance	Faculty Primacy	Joint Authority	Administrative Primacy	Administrative Dominance
Personnel Decisions					
Individual promotion decisions for tenured and tenure-track faculty members.	15%	26%	30%	19%	7%
Individual tenure decisions.	11%	30%	30%	23%	3%
Individual promotion decisions for full-time non-tenure-track faculty members (such as lecturers and clinical, research or teaching faculty).	18%	22%	25%	25%	7%
Academic Decisions					
Establishment of new academic programs.	3%	18%	44%	22%	11%
Institutional curricular decisions (general education/distribution requirements, etc.).	7%	25%	51%	11%	3%
Administrative Decisions					
Selection of department chairs or heads.	3%	33%	11%	29%	22%

Suggestions

- Continue to advance shared governance across the USM.
- Remind universities to review the USM and institutional policies on shared governance.
- Clarify roles and responsibilities at institutions.
- Continue to promote open and clear communication between administration and faculty.
- Enhance communication around Administrative Decisions (ex. Budgetary planning, facilities and planning.)

Council of University System Staff

Bowie State University
PoC: Trish Johnson

Coppin State University
PoC: Yvonne Oliver

Frostburg State University
PoC: Amy Nightengale

Salisbury University
PoC: Lisa Gray

Towson University
PoC: Deniz Erman

University of Baltimore
PoC: Karen Karmiol

UM, Baltimore
PoC: Vivian Hill-Lawson

UM, Baltimore County
PoC: Roy Prouty

UMCES
PoC: Kevin Bruce

UM, College Park
PoC: Namrata Ram Andriessens

UM Eastern Shore
PoC: Chenita Reddick

UM Global Campus
PoC: Kathleen Hebbel

USM Office
PoC: George Samuel

Executive Committee
Kalia Patricio, PhD (Chair)
Roy Prouty (Vice Chair)
Kathleen Hebbel (MaL)
Vivian Hill-Lawson (MaL)
Trish Johnson (Co-Secretary)
Deniz Erman (Co-Secretary)
Laila Shishineh, EdD (Past Chair)

Awards & Outreach Committee Chairs
Brian Jara & Deniz Erman

SRSP Committee Chairs
Yvonne Oliver & Dave Gutoskey

LAP Committee Chairs
Shannon James & Lisa Gray

FY25 Links

Schedule of Meetings

Roster

Board of Regents Report
September 20, 2024

CUSS has had two meetings so far this term: Our August meeting held in person at Salisbury University and our September meeting held virtually at Towson University. At our August meeting, we saw great energy as we welcomed new CUSS members at a small orientation session and welcomed back returners with robust ideas and dreams for this year. This meeting started our annual schedule and the Executive Committee's one-year term. We also elected two Member-At-Large positions during the meeting to round out the Executive Committee roster for 2024-2025, which sees 6 returning members.

2024-2025 CUSS Executive Committee

- Chair: Kalia Patricio (University of Maryland, College Park)
- Vice-Chair: Roy Prouty (University of Maryland, Baltimore County)
- Co-Secretaries: Deniz Erman (Towson State University)
  & Trish Johnson (Bowie State University)
- Members-At-Large: Kathleen Hebbel (University of Maryland Global Campus)
  & Vivian Hill-Lawson (University of Maryland, Baltimore)
- Past Chair: Laila Shishineh (University of Maryland, Baltimore County)

Once again CUSS has a roster of staff from all 12 institutions. There are currently 43 members serving on the Council, three fewer than last year. Our 2024-2025 meeting schedule can be found attached to this report, including a note of which sessions we plan to have in person. Also attached is our roster as of September 10, 2024.

We once again have three standing committees in addition to the Executive Committee: Awards & Outreach, Legislative Affairs & Policy, and Staff Resources & Special Projects. Last year, through the work of these committees and the broader Council, we made progress in removing duplicative fee charges for staff who take courses at their home institutions, secured funding for the USM Talent & Development committee, and conducted a USM-wide Shared Governance Awareness Survey (that I hope to share in the coming months), among other contributions to the USM. In the coming weeks we will finalize our action plans but they are sure to include implementing a new Board of Regents Staff Awards packet that is specifically designed to be more suitable for our non-exempt staff in the hopes of increasing these nominations and working with Chancellor Perman and the USM Presidents to revamp CUSS's approach to communication with our constituents. I look forward to sharing the action plans with you at our next meeting.

I am excited to have started my third year as the Chair of the Council and am honored to be serving staff again. As before, we have a passionate, caring group of staff serving on CUSS and hope to partner with each of you on our goals. Please do not hesitate to contact me directly (krp@umd.edu) with concerns, questions, and/or suggestions.

Most Sincerely,

Kalia R. Patricio, Ph.D.
CUSS Chair

Attachments: 2024-2025 CUSS Meeting Schedule
2024-2025 CUSS Roster

COUNCIL OF UNIVERSITY SYSTEM STAFF

CUSS Meeting Schedule
2024-2025

	Host	Date (2024-2025)
August	SU (in person)	Tues. 8/13/24
September	TU	Tues. 9/10/24
October	FSU (in person)	Tues. 10/8/24
November (Joint Councils)	**UMBC (in person)**	**Tentative 11/19/24**
December (USM Office)	**USMO**	Tues. 12/10/24
January	UMB (in person)	Tues. 1/14/25
February (Advocacy Day)	**Annapolis (in person)**	**TBD (Weds. 2/12/25) Ask USM Staff**
March	UMCP	Tues. 3/11/25
April	UMCES (in person)	Tues. 4/15/25
May	UB	Tues. 5/13/25
June	UMGC	Tues. 6/17/25
July	UMES (in person)	End of Year Meeting/Gathering Tues. 7/15/25

Off Rotation	BSU
Off Rotation	CSU

First Name:	Last Name:	Email Address:	Classification:	Your institution	Committee	Leadership Role	PoC
Rosetta	Price	rprice@bowiestate.edu	Alternate	Bowie State University	Awards & Outreach Committee		
LaVel	Jones	Ljones@Bowiestate.edu	Primary	Bowie State University	Legislative Affairs & Policy Committee		
Trish	Johnson	tejohnson@bowiestate.edu	Primary	Bowie State University	Staff Resources & Special Projects Committee	Co-Secretary, Staff Resources & SP Liaison	Yes
Jennifer	Coke	jcoke@bowiestate.edu	Primary	Bowie State University	Staff Resources & Special Projects Committee		
Sheila	Chase	schase@coppin.edu	Primary	Coppin State University	Awards & Outreach Committee		
Yvonne	Oliver	yoliver@coppin.edu	Primary	Coppin State University	Staff Resources & Special Projects Committee	Co-Chair, Staff Resources & SP	Yes
Mia	Cross	mrcross@frostburg.edu	Alternate	Frostburg State University	Awards & Outreach Committee		
Rubin	Stevenson	rstevenson@frostburg.edu	Primary	Frostburg State University	Awards & Outreach Committee		
Harry	Fike	hefike@frostburg.edu	Alternate	Frostburg State University	Legislative Affairs & Policy Committee		
Sara	Wilhelm	slwilhelm@frostburg.edu	Primary	Frostburg State University	Legislative Affairs & Policy Committee		
Amy	Nightengale	anightengale@frostburg.edu	Primary	Frostburg State University	Staff Resources & Special Projects Committee		Yes
Joshua	Trenum	jrtrenum@frostburg.edu	Alternate	Frostburg State University	Staff Resources & Special Projects Committee		
Megan	Raymond	mmraymond@salisbury.edu	Primary	Salisbury University	Awards & Outreach Committee		
Lisa	Gray	lggray@salisbury.edu	Primary	Salisbury University	Legislative Affairs & Policy Committee	Co-Chair, Legislative Affairs & Poicies	Yes
Shannon	James	smjames@salisbury.edu	Alternate	Salisbury University	Legislative Affairs & Policy Committee	Co-Chair, Legislative Affairs & Poicies	
Frank	Bowen	Jfbowen@salisbury.edu	Primary	Salisbury University	Legislative Affairs & Policy Committee		
Kelly	Cowger	kmcowger@salisbury.edu	Primary	Salisbury University	Staff Resources & Special Projects Committee		
Dave	Gutoskey	Dpgutoskey@salisbury.edu	Primary	Salisbury University	Staff Resources & Special Projects Committee	Co-Chair, Staff Resources & SP	
Brian	Jara	bjara@towson.edu	Primary	Towson University	Awards & Outreach Committee	Co-Chair, Awards & Outreach	
Deniz	Erman	derman@towson.edu	Primary	Towson University	Awards & Outreach Committee	Co-Secretary, Co-Chair Awards & Outreach	Yes
Siobhan	Keplinger	skeplinger@towson.edu	Alternate	Towson University	Awards & Outreach Committee		
Anthony	Skevakis	askevakis@towson.edu	Alternate	Towson University	Legislative Affairs & Policy Committee		
Liz	Kelly	ejkelly@towson.edu	Alternate	Towson University	Staff Resources & Special Projects Committee		
Jennifer	Walsh	jwalsh@towson.edu	Primary	Towson University	Staff Resources & Special Projects Committee		
Kara	Kauffman	kkauffman2@ubalt.edu	Primary	University of Baltimore	Awards & Outreach Committee		
Megan	Manley	mmanley@ubalt.edu	Primary	University of Baltimore	Legislative Affairs & Policy Committee		Yes
Dena	Allen-Few	dena.allenfew@ubalt.edu	Alternate	University of Baltimore	Staff Resources & Special Projects Committee		
Kevin	Bruce	bruce@mdsg.umd.edu	Primary	University of Maryland Center for Environ	Staff Resources & Special Projects Committee		Yes
Jacob	Bailes	Jacob.bailes@umgc.edu	Primary	University of Maryland Global Campus	Awards & Outreach Committee		
Kathleen	Hebbel	kathleen.hebbel@umgc.edu	Primary	University of Maryland Global Campus	Legislative Affairs & Policy Committee	Member at Large, Legislative Affairs & Policies Liaison	Yes
Lei	Zhang	lei.zhang@som.umaryland.edu	Primary	University of Maryland, Baltimore	Legislative Affairs & Policy Committee		
vivian	hill-lawson	vhilllawson@umaryland.edu	Primary	University of Maryland, Baltimore	Staff Resources & Special Projects Committee	Member at Large, Staff Resources & SP Liaison	Yes
Catherine	Myers	catmyers@umbc.edu	Primary	University of Maryland, Baltimore County	Awards & Outreach Committee		
Roy	Prouty	proutyr1@umbc.edu	Primary	University of Maryland, Baltimore County	Executive Committee	Vice Chair	Yes

First Name:	Last Name:	Email Address:	Classification:	Your institution	Committee	Leadership Role	PoC
Deanna	Cerquetti	deanna5@umbc.edu	Alternate	University of Maryland, Baltimore County	Legislative Affairs & Policy Committee		
Michael	Walsh	mwalsh3@umbc.edu	Primary	University of Maryland, Baltimore County	Staff Resources & Special Projects Committee		
Suzanne	Ashour-Bailey	sash1@umd.edu	Alternate	University of Maryland, College Park	Awards & Outreach Committee		
Sister Maureen	Schrimpe	schrimpe@umd.edu	Primary	University of Maryland, College Park	Awards & Outreach Committee		
Kalia	Patricio	krp@umd.edu	Primary	University of Maryland, College Park	Executive Commitee	Chair	
namrata	ram andriessens	namratar@umd.edu	Alternate	University of Maryland, College Park	Legislative Affairs & Policy Committee		Yes
Meredith	Carpenter	mcarpent@umd.edu	Primary	University of Maryland, College Park	Staff Resources & Special Projects Committee		
Adrienne	Mayo-Brown	amayo@umd.edu	Alternate	University of Maryland, College Park	Staff Resources & Special Projects Committee		
Chenita	Reddick	crreddick@umes.edu	Primary	University of Maryland, Eastern Shore	Legislative Affairs & Policy Committee		Yes

UNIVERSITY SYSTEM of MARYLAND

COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
September 9, 2024

CUSP met three times since the last Board meeting – On July 1, August 5, and September 9.

The July 1st meeting focused on one time: Revisions to the USM Title IX Policy. Senior Vice Chancellor Wrynn reviewed the revisions, and the presidents discussed the revisions and subsequent roll out on their campuses.

The August meeting focused on two topics: Meet and confer and an operating budget update. Chancellor Perman discussed matters related to meet and confer and Senior Vice Chancellor Herbst discussed matters related to the operating budget update.

The September 9th meeting included several topics. The Maryland Department of Service & Civic Innovation's Secretary Paul Monteiro met with the presidents to discuss their service program. Associate Vice Chancellor Lee discussed the student regent tuition waiver policy. Senior Vice Chancellor Wrynn discussed athletic training programs within the USM. Chancellor Perman discussed the proposed Day of Dialogue.

USM Student Council's September 2024 Report to the USM Board of Regents

Good morning Chair Gooden, Chancellor Perman, the Board of Regents, and University Presidents,

I am extremely grateful to serve as the President of the University System of Maryland Student Council for the 2023-24 term. I would also like to re-introduce Arsalan Siddiqui from UMCP as the Vice President of Graduate Affairs and Meghna Chandrasekaran from UMBC as the Vice President of Undergraduate Affairs.

Since the start of the term in July, the Executive Team has had multiple meetings to discuss our goals for the term and plan for the execution of various initiatives. We also sent out applications and collected interest for Board of Director positions. Candidates were interviewed and then selected in early September.

Below are the Board of Directors for this term:

Directors of Government Affairs: Jefferson Vasquez-Reyes (UMCP), Jaden Farris (UMBC)

Director of Student Affairs: Francois Nicholas (UMGC)

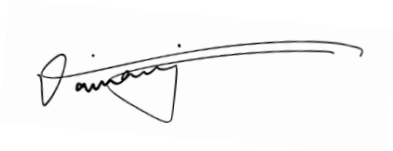
In August, I met a few times with the Governor's Office for Children and nominated a student from the USM to serve on the Maryland Youth Advisory Council. I hope to continue collaborating with them throughout the year to see how important conversations on climate change, civic engagement, mental health and more start earlier on in K-12.

On Sunday, September 15, we hosted our first General Body Meeting at the Elkins Building in Adelphi which was attended by almost all USM institutions. Apart from the general onboarding protocol, we had an open conversation about topics that were pertinent to many institutions:

- Health insurance for non-traditional students and students with temporary disabilities. *Despite the policies being campus-specific, could there be a USM-wide protocol for dealing with extenuating circumstances?*
- USM Statement on Marking Oct 7. *Questions on what "Day of Dialogue" would look like, and whether the protocol differed among institutions.*
- Civic engagement efforts across campuses. *Various initiatives including debate watch parties, open bipartisan conversations among students and political leaders, advertising ballot dropboxes on social media, various residence hall competitions that encouraged Resident Assistants to get students registered to vote…*
- Vast majority believed students in shared governance had a good relationship with faculty and the faculty senate.

This year, along with the Student Regent interviews and the Board of Regents Student Excellence Scholarship program, our goals for the council are more qualitative. The hope is to help foster a more open and collaborative environment for student representatives in line with Vision 2030 and the transition from institution-centric to student-centric dialogue. For virtual meetings, this might include incorporating breakout rooms led by directors on various topics of interest. For in-person meetings, this might involve having campus reports lead into an open conversation rather than being a standalone agenda item.

Thank you, and we look forward to a wonderful term ahead.



Vainavi Gambhir
President, University System of Maryland Student Council

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
Salisbury University, Commons Dining Hall Dorchester Room
June 14, 2024, Public Minutes

Call to Order **Chair Gooden**

Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order at 8:03 a.m. on Friday, June 14, 2024, at Salisbury University. Those in attendance were: Chair Gooden; Regents Breslin, Gonella, Hasan, Helal, Hur, Lewis, Legget, Neuberger, Parker, Rauch, Sibel, and Wood; Presidents Anderson, Breaux, Delia (acting), Fowler, Ginsberg, Jarrell, Jenkins, Lepre, Pines, Schmoke, Sheares-Ashby, and Sieracki (acting); Chancellor Perman; Vice Chancellors Herbst, Lawrence, Masucci, and Wrynn; Ms. Mulqueen, Ms. Perry, Ms. Wilkerson, and AAG Langrill.

Chair Gooden welcomed everyone and noted this was the final meeting of the academic year. She thanked the Chancellor, Presidents and Vice Presidents, system leadership, and members of the board for their service and wished farewell to outgoing Regents Rauch, Helal, and Wallace. Chair Gooden reported that all four council chairs are staying on for next year. In closing, she highlighted the Board of Regents Student Excellence Scholarship Recipients.

Recognition of BOR Student Excellence Scholarship Recipients Chair Gooden

1. Academics, Scholarship, and Research: Emilia Jane Germain - FSU Freshman/Sophomore
2. Academics, Scholarship, and Research: Dariush Aligholizadeh - UMBC Junior/Senior
3. Academics, Scholarship, and Research: Jonas Raphael Miller - UMBC Graduate
4. Innovation and Creative Activity: Emma Barrett - TU Freshman/Sophomore
5. Innovation and Creative Activity: Bradley Aurora Powers – SU Junior/Senior
6. Innovation and Creative Activity: Jens Wira - UMCES Graduate
7. Leadership and Advocacy: Anna Tovchigrechko - UMCP Freshman/Sophomore
8. Leadership and Advocacy: Jade LeSchack - UMCP Junior/Senior
9. Leadership and Advocacy: Rose Pagango – UMB/UMSOM Graduate
10. Outreach and Engagement: Elizabeth Ji-Woo Brown – UMCP Freshman/Sophomore
11. Outreach and Engagement: Stephora Alberi – SU Junior/Senior
12. Outreach and Engagement: Katherine Maria Raja – UMB/UMSOM Graduate

Public Comment

There was no request for public comment.

Welcome from Salisbury University **President Lyn Lepre**

President Lyn Lepre welcomed everyone to Salisbury University and shared highlights related to the university's work advancing their commitments to academic and teaching excellence, community engagement, and student success, noting that Salisbury University is distinctly student centered. President Lepre discussed how Salisbury is an innovation hub on Maryland's Eastern Shore, contributing to the educational and economic vitality to the region. President Lepre talked about the high-impact activities and opportunities for students. She reviewed many accolades the university has received this academic year. President Lepre introduced three difference SU students who spoke about their time at the university.

Safety Vignette **Chief Laschley**

Chief Laschley provided a brief safety vignette. He focused on an overview of the Salisbury University Police Department, the positive impact of their MOU with the City of Salisbury, and information about on-campus building access. Regent Wood asked a question about first responder communication issues in other locations, Chief Laschley indicated that they have systems in place to mitigate these issues. President Schmoke asked a question about SUPD is involvement with other agencies on human trafficking issues, Chief Laschley indicated they are not experiencing a problem with that on campus.

Education Forum: *AI Enabling Student Support Staff* **Martina Hansen, SVP and Chief Student Affairs Officer**

President Fowler introduced Martina Hansen, UMGC SVP and Chief Student Affairs Officer, and Kris McCall, UMGC Chief Transformation Officer. They discussed UMGC's vision for Artificial Intelligence and showcased AI initiatives and projects. Chair Gooden asked a question about how they are measuring the success of these activities, Mr. McCall responded with how UMGC defines success. Regent Leggett asked a question about how UMGC's systems are transferrable to other USM institutions, Mr. McCall responded to say that this work ultimately is scalable. President Fowler provided additional information.

Chancellor's Report **Chancellor Perman**

Chancellor Perman presented his report to the Board of Regents. The Chancellor thanked the meeting's hosts and presenters. He discussed leadership transitions within the University System of Maryland. He highlighted recent institutional accolades and accomplishments that underscore university excellence, focusing on meeting community need, academic growth, centers and programs, campus growth, grants and contracts, serving the public good, awards and honors. Chancellor Perman discussed USM's mission in times of challenge, particularly noting the 23-24 FAFSA rollout. The full text of the Chancellor's Report is available at Chancellor_Board_Report_20240614.pdf (usmd.edu).

1. **Report of Councils**

1a. Council of University System Staff **Dr. Patricio**

Dr. Patricio acknowledged the faculty and staff that aided students in distress due to recent world events. She also spoke about progress made in advancing ombuds access for all USM campuses, fees for faculty and staff utilizing tuition remission, a new proposed process for Board of Regents Staff Awards, and staff awards.

1b. Council of University System Presidents **President Breaux**

President Breaux discussed the updates the Council received on three proposed policy changes. She also shared that the Council and Chancellor discussed campus climate, freedom of expression, and community safety. The Council also discussed, she reported, the MHEC program approval process, the capital improvement program, system funded construction program, and USM brand marketing initiative among other topics.

1c. University System of Maryland Student Council **Regent Parker**

Regent Parker was asked to deliver the USMSC report. He reported on the Student Excellence Award event and the celebration of its recipients. Regent Parker shared the outcomes of resolutions and motions brought before the Council along with an update on the Council leadership for the upcoming FY 24-25. He also reported on other topics that included the administration of the tuition and fee survey and shared governance survey results.

1d. Council of University System Faculty **Dr. Haverback**

Dr. Haverback spoke about recent CUSF meetings, which saw their usual reports. She reported that the Council met with Chad Muntz, Associate Vice Chancellor for Decision Support and Chief Analytics Officer, to discuss the USM Board policy on tuition. She also reported that CUSF committees discussed and voted on various resolutions and motions and engaged in various activities, which included an ART Policy Resolution, which passed, and a Mental Health White Paper, which also passed.

2. Consent Agenda **Chair Gooden**

The Consent Agenda was presented to the regents by Chair Gooden. She asked if there were any items on the agenda that should be removed for further discussion. Seeing none, Chair Gooden moved and Gonella seconded the motion to accept the consent agenda. The consent agenda was approved unanimously. The items included were:

a. Committee of the Whole
    i. Approval of meeting minutes from April 18, 2024, Public Session (action)
    ii. Approval of meeting minutes from April 19, 2024, Public and Closed Sessions (action)

b. Committee on Advancement
    i. Approval of meeting minutes from May 16th, 2024, public session (action)

ii. BOR Policy IX-2.oo – Affiliated Philanthropic Support Foundations, Section IV, Recognition of Existing Affiliated Foundation (action)
iii. BOR Policy IX-2.01 – Recognition of Affiliated Foundations (action)
iv. Changed purpose for Burgee Scholarship Fund (action)

c. Committee on Education Policy and Student Life and Safety
   i. Approval of meeting minutes from May 14, 2024, Public Session (action)
   ii. Academic Program Proposal (action)
      1. Bowie State University: B.S. in Virtual Reality and Gaming
   iii. Proposed Amendments: II-1.00 – Policy on Appointment, Rank, and Tenure of Faculty
   iv. 2024 Institutional Programs of Cultural Diversity Annual Progress Report (information)
   v. Campus Safety and Security Report (information)
   vi. Status Update: Test Optional Status Across the USM (information)
   vii. Update: P-20 Initiatives (information)

d. Committee on Economic Development and Technology Commercialization
   i. Approval of meeting minutes from May 15, 2024, Public Session (action)

e. Committee on Finance
   i. Approval of meeting minutes from May 29, 2024, Public and Closed Sessions
   ii. University System of Maryland: Forty-Sixth Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds (action)
   iii. University System of Maryland: Official Intent Resolution on Reimbursement of System Cash Balances Spent on Revenue Bond-Authorized Projects (action)
   iv. Proposed Amendment to USM Policy VIII-2.70—Policy on Student Classification for Admission and Tuition Purposes (action)
   v. University System of Maryland: Revisions to USM Procurement Policies and Procedures (action)
   vi. University System of Maryland: Revision to USM Policy on Approval of Procurement Contracts (action)
   vii. University of Maryland, College Park: Lease Extension at Diamondback Garage (action)
   viii. University of Maryland, College Park: Contract Extension for Official Athletic Team Sponsorship and Intercollegiate Athletics Uniforms and Related Products (action)
   ix. Approval of FY 2025 Annual Contract between the University System of Maryland on behalf of University of Maryland, Baltimore and the University of Maryland Medical System Corporation (action)
   x. University of Maryland Global Campus: Ventures Information Technology Contract (action)

f. Committee on Governance and Compensation
    i. Approval of meeting minutes from April 9, 2024, Public and Closed Sessions (action)

g. Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
    i. Approval of meeting minutes from June 3, 2024, Public Session (Action)
    ii. Current Legal and Regulatory Issues Affecting Intercollegiate Athletics Programs - A Presentation by Chad Hawley, Senior Vice President for Policy and Compliance at the Big Ten Conference (Information)
    iii. Title IX Intercollegiate Athletics Status (Information)
    iv. Summary of Student-Athlete Admissions, Graduation, and Academic Progress (Information)
    v. Mid -year Athletic Director Updates – Rotating – TU, BSU, SU (Information)

3. Review of Items Removed from Consent Agenda
No items were removed from the consent agenda.

4. Committee Reports

4a. Committee on Education Policy and Student Life and Safety Alison Wrynn, Senior Vice Chancellor for Academic and Student Affairs

Senior Vice Chancellor Wrynn provided a strategic plan update on alternative credentials and innovative pathways. She spoke about how this effort aligns with USM's strategic priorities. She provided definitions, examples, a roadmap, metrics, and next steps.

4b. Committee on Finance

University System of Maryland: FY 2025 Operating Budget. Regent Sibel presented the agenda item and associated information. The Board votes to affirm its selection. Moved by Regent Neuberger; seconded by Regent Hur; unanimously approved. (action)

FY 2025 System Funded Construction Program Request. Regent Sibel presented the agenda item and associated information. The Board votes to affirm its selection. Moved by Regent Neuberger; seconded by Regent Hur; unanimously approved. (action)

4c. Committee of the Whole

Prison Education Update. Regent Wood provided an update on the prison education initiative. The USM has partnered with the Maryland State Department of Safety and

Correctional Services with Julep Consulting to develop a plan for a comprehensive statewide prison education program. (information)

Proposed revision to the AY 2024-2025 Board of Regent meeting schedule & Proposed Board of Regents meeting schedule AY 2025- 2027 (taken together): Moved by Chair Gooden; seconded by Regent Gonella; unanimously approved. (action)

Resolutions of Appreciation (action): Chair Gooden recognized outgoing Regents, Regent Farah Halal, Regent Bob Rauch, Regent Bob Wallace. The Board votes to affirm its selection. Moved by Regent Hur; seconded by Regent Gonella; unanimously approved. (action)

Reconvene to Closed Session (action) **Chair Gooden**

Chair Gooden read the "convene to close" statement citing the topics for the closed session and the relevant statutory authority for closing the meeting under 3-305(b) and 3-103(a)(1)(i). (Moved by Regent Rauch, seconded by Regent Hur; unanimously approved.)

Meeting adjourned at 10:37 a.m.

Minutes of the Closed Session June 14, 2024

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
Salisbury University
Commons Dining Hall
Bistro Dining Hall, Room 100
June 14, 2024

Closed Session Minutes

Chair Linda Gooden called the closed session meeting of the University System of Maryland Board of Regents to order at 11:02 a.m. on Friday, June 14, 2024, at Salisbury University. Those in attendance were: Chair Gooden; Regents Anderson, Breslin, Gonella, Hasan, Helal, Hur, Lewis, Legget, Neuberger, Parker, Rauch, Sibel, and Wood; Presidents, Breaux, Delia (acting), Fowler, Ginsberg, Jarrell, Jenkins, Lepre, Pines, Schmoke, Sheares-Ashby, and Sieracki (acting); Chancellor Perman; Vice Chancellors Herbst, Lawrence, Masucci, and Wrynn; Ms. Mulqueen, Ms. Perry, Ms. Wilkerson, and AAG Langrill.

1. **Consent Agenda**
   Chair Gooden asked if there were items the Regents wished to remove from the Consent Agenda. Regent Wood requested that the *University of Maryland Global Campus: Adverting Media Buying Services* item be removed from the Consent Agenda. The following items were approved unanimously
   a. Committee on Finance
      i. FY 2026 Capital Budget Request; and FY 2026-2030 Five-Year Capital Improvement Program (action)
      ii. University System of Maryland: Palo Alto Enterprise License Agreement and Enterprise Support Agreement for USM Institutions (action)
      iii. University of Baltimore: Update on Strategic Property Acquisition (information)

   b. Committee on Governance and Compensation
      i. Ratification of the Bowie State University (BSU) MOU with the Maryland Classified Employees Association (MCEA) for Sworn Police Officers (action)

   c. Committee of the Whole
      i. Board of Regents Staff Awards Recommendations (action)

II.

   i. University of Maryland Global Campus: Advertising Media Buying Services (action)

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
SPECIAL BOARD MEETING via Zoom
July 31, 2024

Public Minutes

Call to Order. Chair Linda Gooden called the closed meeting of the University System of Maryland Board of Regents to order at 3:29 p.m. on Wednesday, July 31, 2024, via Zoom. Those in attendance included Chair Gooden; Regents Anderson, Atticks, Breslin, Fish, Gourdine, Hasan, Legget, Lewis, McMillen, Mirani, Parker, Pope, Sibel, Smarick, and Wood; Chancellor Perman; Presidents Ginsberg, Miralles-Wilhelm, Pines, Schmoke, Sheares Ashby, and Nowaczyk; Vice Chancellors Herbst, Lawrence, Masucci, Mosca, Raley, Sandler, and Wrynn; and Ms. Mulqueen, Ms. Wilkerson, and Ms. Bainbridge.

Revision to USM VI-160 University System of Maryland Policy on Sex Discrimination
Alison Wrynn, Senior Vice Chancellor for Academic and Student Affairs, introduced the revision to the policy and provided a brief overview. The Regents affirmed its revision to the USM VI-160 University System of Maryland Policy on Sex Discrimination. (Moved by Regent Fish, seconded by Regent Pope; unanimously approved.)

Reconvene to Closed Session
Chair Gooden read the "convene to close" statement citing the topics for the closed session and the relevant statutory authority for closing the meeting under 3-305(b) and 3-103(a)(1)(i). (Moved by Regent Fish, seconded by Regent McMillin; unanimously approved.)

Meeting adjourned at 3:26pm.

Minutes of the Closed Session July 31 2024 Special Board Meeting

University System of Maryland Board of Regents
Special Board Meeting via Zoom
July 31, 2024

Closed Minutes

Call to Order. Chair Linda Gooden called the closed meeting of the University System of Maryland Board of Regents to order at 3:29 p.m. on Wednesday, July 31, 2024, via Zoom. Those in attendance included Chair Gooden; Regents Anderson, Atticks, Breslin, Fish, Gourdine, Hasan, Legget, Lewis, McMillen, Mirani, Neuberger, Parker, Pope, Sibel, Smarick, and Wood; Chancellor Perman; Presidents Ginsberg, Miralles-Wilhelm, Pines, Schmoke, Sheares Ashby, and Nowaczyk; Vice Chancellors Herbst, Lawrence, Masucci, Mosca, Raley, Sandler, and Wrynn; and Mr. Delia, Mr. Donoway, Ms. Mulqueen, Ms. Rojas, Ms. Skolnik; Ms. Wilkerson, and Ms. Bainbridge.

1. **Meeting with a President**
   As part of his performance review, the Board met individually with President Nowaczyk. (§3-305(b)(1)).

2. **Ratification of the USM MOU with AFSCME**
   With the conclusion of consolidated collective bargaining negotiations, the Board reviewed and ratified the inaugural MOU between the USM and the American Federation of State, County and Municipal Employees (AFSCME). Moved by Regent Fish and seconded by Regent Pope; passed unanimously. (§3-305(b)(9))

3. **Board Committee Assignments**
   Chair Gooden reviewed the committee assignments for the FY 2024-2025 fiscal year. (§3-103(a)(1)(i))

4. **Election of BOR Assistant Secretary**
   Regent Sibel presented the slate to fill the vacant Assistant Secretary position, and the Board unanimously elected Regent Breslin. Moved by Regent Sibel and seconded by Regent Fish. (§3-103(a)(1)(i))

Meeting adjourned at 4:56 p.m.

UNIVERSITY SYSTEM of MARYLAND

USM BOARD OF REGENTS
SPECIAL MEETING OF THE
ADVANCEMENT COMMITTEE
Via video conference call
And teleconference
September 12, 2024

Minutes of the Public Session

A special meeting of the Board of Regents Committee on Advancement was held via video and teleconference on September 12, 2024, at 11:00 am. In attendance were Regents Geoff Gonella, Linda Gooden, Louis Pope, Dhruvak Mirani, and Elena Langrill from the Office of the Attorney General. From the USM office: Chancellor Jay Perman; Chief of Staff Denise Wilkerson; Vice Chancellors Leonard Raley and Michele Masucci; Associate Vice Chancellor Marianne Horrigan; Micaela Cameron, Advancement Communications Manager, and Gina Hossick, Executive Assistant to Leonard Raley. From the University of Maryland, College Park, Jim Harris, Vice President for University Relations and President, University of Maryland College Park Foundation; from Salisbury University, Jason Curtin, Vice President for Advancement and External Affairs. Regent Breslin had a prior commitment and was unable to attend the public session.

Co-chairman Gonella called the meeting to order at 11:12 am.

Convene to closed session
Regent Gonella read the Convene to Close Statement and then moved for recommendation, seconded by Regents Gooden and Pope, and unanimously approved.

The public meeting was adjourned at 11:15 am.

UNIVERSITY SYSTEM of MARYLAND

USM BOARD OF REGENTS
SPECIAL MEETING OF THE
ADVANCEMENT COMMITTEE
Video Conference
September 12, 2024

Minutes of the Closed Session

A special meeting of the Board of Regents Committee on Advancement was held via video and teleconference on September 12, 2024, at 11:00 am. In attendance were Regents Hugh Breslin, Geoff Gonella, Linda Gooden, Louis Pope, Dhruvak Mirani, and Elena Langrill from the Office of the Attorney General. From the USM office: Chancellor Jay Perman; Chief of Staff Denise Wilkerson; Vice Chancellors Leonard Raley and Michele Masucci; Associate Vice Chancellor Marianne Horrigan; and Gina Hossick, Executive Assistant to Leonard Raley. From the University of Maryland, College Park, Jim Harris, Vice President for University Relations and President, University of Maryland College Park Foundation; from Salisbury University, Jason Curtin, Vice President for Advancement and External Affairs.

Co-Chairman Gonella called the meeting to order at 11:15 am.

1. Naming request from the University of Maryland, College Park (action)

The University of Maryland requested approval to name a new academic program within the Robert H. Smith School of Business (in the process of obtaining the appropriate approvals) in honor of an alumnus who is committing $18 million to the university. The donor will also be honored with recognition of spaces at the Xfinity Center and the Jones-Hill House complex as well.

Regent Gonella moved for recommendation, seconded by Regents Gooden and Pope, and unanimously approved.

2. Information regarding naming of Arboretum at Salisbury University

Salisbury University informed the committee about plans to name the arboretum at Salisbury University in honor of the wife of a couple who has been extraordinary generous to the university. The naming also recognizes the couple's commitment totalling $2.5 million in support of the Arboretum, which will generate spendable income to support 45% of the Arboretum's annual operating budget.

Chancellor Perman has gotten to know this couple and admires their devotion to SU, and the Regents are very touched for their continued support.

This item was presented for information purposes; there were no votes on this item.

3. Motion to adjourn (action)

Regent Gonella moved for a motion to adjourn, seconded by Regents Breslin and Pope, and unanimously approved.

The meeting adjourned at 11:35 am.

USM Board of Regents
Committee on Education Policy and Student Life and Safety
Minutes from Public Session
September 3, 2024
Zoom

Minutes of the Public Session

The Committee on Education Policy and Student Life and Safety (EPSLS) of the University System of Maryland (USM) Board of Regents (BOR) met virtually (via Zoom) in public session on Tuesday, September 3, 2024. The meeting was convened at 9:31 a.m. Committee members present were: Regents Gourdine (chair), Gooden, Hasan, Leggett, Lewis, Mirani, Neuberger, Smarick, and Wood. Chancellor Perman and Senior Vice Chancellor Alison Wrynn were also present.

The following were also in attendance on Zoom: Dr. Abel, Dr. Allen, Dr. Alvarez, Dr. Amoussou, Dr. Ashby, AAG Bainbridge, Ms. Beckett, Dr. Bolden, Dr. Caraco, Dr. Carter, Dr. Clemmons, Dr. Couch, Dr. Falter, Dr. Foust, Dr. Gortcheva, Dr. Hansen, Ms. Herbst, Dr. Hurte, Dr. Jenkins, Dr. Jennings, Dr. Jeter, Dr. Khademian, Ms. Lang, Dr. Lee, Dr. Lynch, Dr. Marano, Dr. Masucci, Dr. Owens, Dr. Parish-Harris, Dr. Parker, Dr. Pecukonis, Dr. Perreault, Dr. Pomietto, Mr. Powers, Dr. Postmus, Mr. Prouty, Dr. Reed, Dr. Rossi, Dr. Sanford, Mr. Sandler, Mr. Swain, Dr. Travis, Dr. Ward, Ms. Wilkerson, and Dr. Wright

Guests also participated via the public, listen-only line.

Chair Gourdine started the meeting by welcoming new committee members, Regents Hasan, Lewis, and Neuberger. She extended a special welcome to Regent Dhruvak Mirani, non-voting student regent. Regent Mirani introduced himself and told the committee about himself.

Action Items

Academic Program Proposals

Bowie State University: M.Ed. in English for Speakers of Other Languages
Dr. Guy-Alain Amoussou, Provost and Vice President for Academic Affairs, Dr. Rhonda Jeter, Dean College of Education, and Dr. Peter Parker, Assistant Professor of ESOL/Literacy presented Bowie State University's proposal to offer a Master of Education in English for Speakers of Other Languages. This program 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 have two tracks: Master's degree in ESOL with MSDE certification and Master's degree in ESOL without MSDE certification. Dr. Parker noted that this program was developed in response to recommendations from the Blueprint.

The proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the

process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends 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 a M.Ed. in English for Speakers of Other Languages.

The motion was moved by Regent Gourdine, seconded by Regent Leggett, and unanimously approved.

Vote Count: Yeas: 8 Nays: 0 Abstentions: 0

University of Maryland, Baltimore: Doctor of Social Work

Dr. Roger Ward, Provost and Executive Vice President, and Dr. Judy Postmus, Dean and Professor, School of Social Work, presented University of Maryland, Baltimore's proposal to offer a Doctor of Social Work (DSW). 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 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, cognitive behavioral therapy, dialectical behavior therapy, family therapy, eye movement desensitization and reprocessing, 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 demand for doctoral social workers is projected to increase and this program would help address that demand.

Drs. Ward and Postmus noted that there is a Doctor of Social Work program at Morgan State University (MSU), but the UMB program has several key differences. The UMB program is in-person vs. fully online. It is focused on the clinical side vs. a more community-centric focus. A focus on interprofessional education makes the UMB program unique. Dr. Ward noted that there is such a high demand for social workers in Maryland that the state can support two doctoral programs.

Regent Gourdine asked the presenters to distinguish between the role that a DSW vs. an MSW would play in behavioral health. Dr. Ward noted that the DSW has made a resurgence to meet the aforementioned growing demand for social workers. Chancellor Perman again emphasized the focus on interprofessional education and team-based care, which he noted is a hallmark of UMB's programs.

Regent Smarick asked for more information about why UMB believes there is demand for two programs. Dr. Ward said that over 5,200 alumni were surveyed and a huge number of them indicated that they are interested in getting a DSW. Regent Leggett asked if UMB has spoken to the MSU Dean, and Dr. Ward said that they have spoken and the Dean is willing to continue communicating about the programs.

Regent Gooden said that she would like more clarity on the differences between the UMB and MSU programs and suggested putting this proposal on hold to bring back to a future committee meeting once those distinctions are clarified and strongly stated in the program proposal materials.

Regent Gooden moved that the proposal from University of Maryland, Baltimore to offer the Doctor of Social Work be amended to clarify and elevate the differences between the UMB and MSU programs and brought back to the Committee on Education Policy and Student Life and Safety at a future meeting. Regent Leggett seconded the motion. The motion was unanimously approved.

Vote Count: Yeas: 8 Nays: 0 Abstentions: 0

University of Maryland, College Park: M.S. in Climate Finance and Risk Management
Dr. Will Reed, Assistant Provost, and Clifford Rossi, Professor of Practice and Director, Smith Enterprise Risk Consortium presented University of Maryland, College Park's proposal to offer a Master of Science in Climate Finance and Risk Management. This degree will focus on the financial concepts, techniques, models, and data that are critical to conducting financial analysis of climate change.

Rossi stressed the importance of having professionals trained in this area to guide companies through addressing climate change. It will help students have a better grasp on climate models and will link science with business.

Regent Mirani said that climate risk management is a focus of state government so there may be room for collaboration with state agencies. Rossi said that UMCP is already collaborating through the risk enterprise consortium and will continue to do so.

The proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer a M.S. in Climate Finance and Risk Management.

The motion was moved by Regent Gourdine, seconded by Regent Smarick, and unanimously approved.

Vote Count: Yeas: 8 Nays: 0 Abstentions: 0

University of Maryland Global Campus: B.S. in Artificial Intelligence
Dr. Blakely Pomietto, Senior Vice President for Academic Affairs and Chief Academic Officer, introduced several academic program proposals from the University of Maryland Global Campus. She said that all of these programs advance UMGC's mission of offering programs for adult learners. Over

the last two years, UMGC has been undertaking a comprehensive review of its portfolio to build on its programs and expand its reach.

Dr. Elena Gortcheva, Portfolio Director, Data Analytics, presented the first proposal to offer a Bachelor of Science degree in Artificial Intelligence. This program builds upon the existing B.S. 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.

Dr. Gortcheva noted that the market is projected to grow and that 75% of companies say they will include AI moving forward. There is a lack of skilled workforce in AI across all industries and this degree aims to address that.

Regent Gooden asked if we should be working with MHEC to focus on moving AI to a discipline category such as English, Math, Computer Science, etc.

The proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the UMGC proposal to offer the B.S. in Artificial Intelligence.

The motion was moved by Regent Gourdine, seconded by Regent Gooden, and unanimously approved.

Vote Count: Yeas: 8 Nays: 0 Abstentions: 0

University of Maryland Global Campus: B.S. in Sustainable Value Chain

Dr. Jim Falter, Department Chair, Accounting and Finance, presented the University of Maryland Global Campus's proposal to offer a Bachelor of Science in Sustainable Value Chain. 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.

Dr. Falter said that the degree is highly interdisciplinary and reflects the growth of sustainability. Students will develop applied quantitative skills and will consider the whole organization, which will help advance ethical sourcing and customer value.

Regent Hasan asked if there was a better name to for the program to help people better understand the program. Dr. Falter said that they did extensive research and this name came out of that research. He said that the term "value chain" goes further than supply chain when we talk about sustainability.

The proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the UMGC proposal to offer the B.S. in Sustainable Value Chain.

The motion was moved by Regent Gourdine, seconded by Regent Gooden, and unanimously approved.

Vote Count: Yeas: 8 Nays: 0 Abstentions: 0

University of Maryland Global Campus: M.S. in Operations Management
Dr. Jim Falter also presented the University of Maryland Global Campus's proposal to offer a Master of Science in Operations Management. The core courses constitute key knowledge areas learners need to excel in operations management.

Dr. Falter said that there is workforce demand behind this degree and the program emphasizes operational efficiencies. Students in the program will learn about management tools, productivity, inventory control, and project management. It will be applicable across many fields.

Regent Hasan asked why the degree is not called an M.S. in Business, as the focus seems very narrow. Dr. Falter specified that this degree is focused on the operations side and will be very different than an M.B.A. He said that this degree is stackable with the B.S. in Sustainable Value Chain.

The proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the UMGC proposal to offer the M.S. in Operations Management.

The motion was moved by Regent Gourdine, seconded by Regent Neuberger, and unanimously approved.

Vote Count: Yeas: 8 Nays: 0 Abstentions: 0

University of Maryland Global Campus: M.S. in Innovation and Entrepreneurial Leadership
Dr. Pam Carter, Portfolio Vice President and Dean, School of Business, presented the University of Maryland Global Campus's proposal to offer a Master of Science in Innovation and Entrepreneurial Leadership. This program will emphasize leading change, fostering creativity, and building a culture of innovation. 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.

Dr. Carter noted that the program will take advantage of the changing business landscape. It is important to develop entrepreneurial leaders who can build a culture of innovation. Graduates of the program will be well-positioned for positions in firms, government, and nonprofit organizations.

The proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the UMGC proposal to offer the M.S. in Innovation and Entrepreneurial Leadership.

The motion was moved by Regent Gourdine, seconded by Regent Leggett, and unanimously approved.

Vote Count: Yeas: 8 Nays: 0 Abstentions: 0

University of Maryland Global Campus: M.S. in Homeland Security Leadership
Brian Powers, Portfolio Director, Homeland, Intelligence, and Emergency Management, presented the University of Maryland Global Campus's proposal to offer a Master of Science in Homeland Security Leadership. This degree 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.

Powers said that this degree builds on existing programs and has an interdisciplinary approach. Students can choose from three focus areas: Homeland Security, Emergency Management, or Intelligence. This program is proposed in response to market demand and is designed to help individuals advance from the management level to the leadership level.

The proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the

institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the UMGC proposal to offer the M.S. in Homeland Security Leadership.

The motion was moved by Regent Gourdine, seconded by Regent Leggett, and unanimously approved.

Vote Count: Yeas: 8 Nays: 0 Abstentions: 0

University of Maryland Global Campus: M.S. in Public Safety Leadership
Christopher Swain, Portfolio Director, Criminal Justice & Public Safety Administration, presented the University of Maryland Global Campus's proposal to offer a Master of Science in Public Safety Leadership. The degree will have core courses to address the key responsibilities of public safety leaders such as ethical leadership, decision-making, and communications.

Swain noted that this degree will replace UMGC's current master's degree in management with an Area of Concentration in criminal justice management. He said the degree addresses things common to all public safety leaders.

The proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends 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.

The motion was moved by Regent Gourdine, seconded by Regent Gooden, and unanimously approved.

Vote Count: Yeas: 8 Nays: 0 Abstentions: 0

EPSLS Overview: Annual Review of Committee Bylaws and Charge and Role and Responsibilities
Kelsey Beckett, Chief of Staff and Director of Operations for Academic and Student Affairs, presented this report. The Committee on Governance and Compensation asks for an annual review of the Committee's section of the bylaws and the Committee's Charge, Role, and Responsibilities. Ms. Beckett shared that both the EPSLS section of the bylaws and the Charge, Role, and Responsibilities document note that this committee shall perform all necessary business and provide guidance to the Board of Regents on academic affairs and student affairs functions at USM's institutions. In general, work pertains to the overall intellectual, social, and emotional climate of the university, and includes, but is

not limited to, academic program development; student services; faculty matters and policies; admissions, recruitment, retention, transfer, and articulation; campus safety and security; student health and wellness; student organizations; many aspects of diversity and inclusion; P-20/pipeline issues; and more.

When Chair Gourdine, Dr. Wrynn, and the Academic and Student Affairs team reviewed these documents in July 2024, they determined that amendments are not needed.

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.

The motion was moved by Regent Gourdine, seconded by Regent Wood, and unanimously approved.

Vote Count: Yeas: 8 Nays: 0 Abstentions: 0

Information Items

USM Regional Higher Education Centers
The Executive Directors of the three regional higher education centers (RHECs) presented information about their centers. Dr. Jacob Ashby, Executive Director of USM at Hagerstown (USMH), spoke about USMH's needs, value, and bold targets. Dr. Eileen Abel, Executive Director of USM at Southern Maryland (USMSM) discussed USMSM's founding, university partners, labor market data, and how the regents can help support the center. Dr. Anne Khademian, Executive Director of Universities at Shady Grove (USG), spoke on USG's role in economic development in the state and region, what makes USG an asset in the system, the USM pathway framework, and what the regents can do to help USG.

Update on HB 1244
Dr. Alison Wrynn, Senior Vice Chancellor for Academic and Student Affairs, presented an update on HB 1244. 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.

Dr. Wrynn said that she'll continue to update the committee as implementation moves forward. The bill contains an updated definition for duplication, establishes a new advisory council that will have two USM presidents and provosts on it, has a new way to evaluate potential harm of degree program duplication, and more. The USM will continue to work with MHEC on implementation of the bill.

Tentative Annual Agenda, 2024-2025
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.

Chair Gourdine noted that regents and school officials can share additional topics with Regent Gourdine, Dr. Wrynn, or Ms. Beckett.

Motion to Adjourn
Regent Gourdine thanked everyone for a productive meeting. She called for a motion to adjourn. The motion was moved by Regent Gourdine, seconded by Regent Gooden, and unanimously approved. Regent Gourdine adjourned the meeting at 12:02 p.m.

Respectfully,

Regent Michelle Gourdine
Chair

UNIVERSITY SYSTEM of MARYLAND

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

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

Aminta H. Breaux, Ph.D.
President

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August 15, 2024

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

cc: Dr. Guy-Alain Amoussou, Provost and Vice President for Academic Affairs
Dr. Alison Wrynn, Senior Vice Chancellor
Dr. Candace Caraco, Associate Vice Chancellor
Dr. Rhonda Jeter, College of Education
Dr. Jacqueline Cade, Director of Institutional and Academic Programming
Ms. Gayle Fink, Office of Planning, Analysis and Accountability
Ms. Brandy Wilson, Registrar

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Bowie State University

Institution Submitting Proposal

English for Speakers of Other Languages (ESOL)

Title of Proposed Program

Master of Education (M. Ed)	**Spring 2025**
Award to be Offered	Projected Implementation Date
150802	131401
Proposed HEGIS Code	Proposed CIP Code
Teaching, Learning & Professional Development	Dr. Peter Parker
Department in which program will be located	Department Contact
301-860-3110	pparker@bowiestate.edu
Contact Phone Number	Contact E-Mail Address
Signature of President or Designee	8-12-24
	Date

Bowie State University

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.

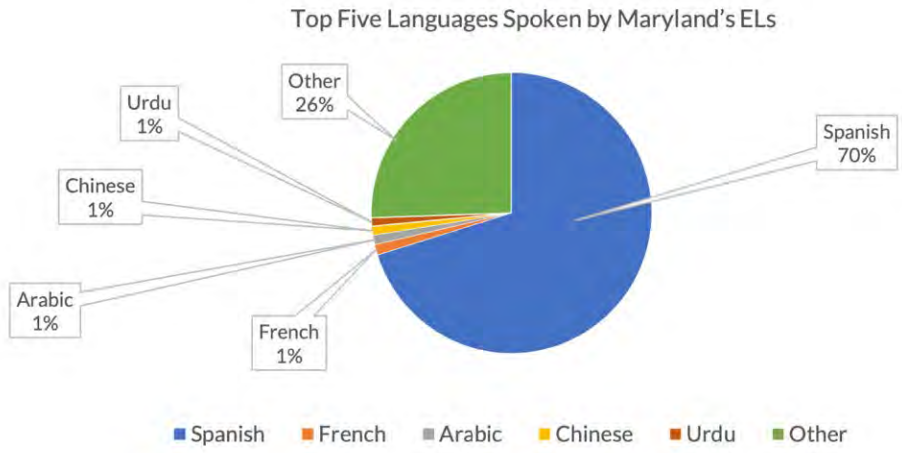
The proposed program directly aligns with the College of Education's mission and addresses the current ESOL teacher shortage in the State of Maryland (see detailed discussion in Part B). Since its inception in 1865, the College of Education has been preparing academic and professional leaders who are 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.

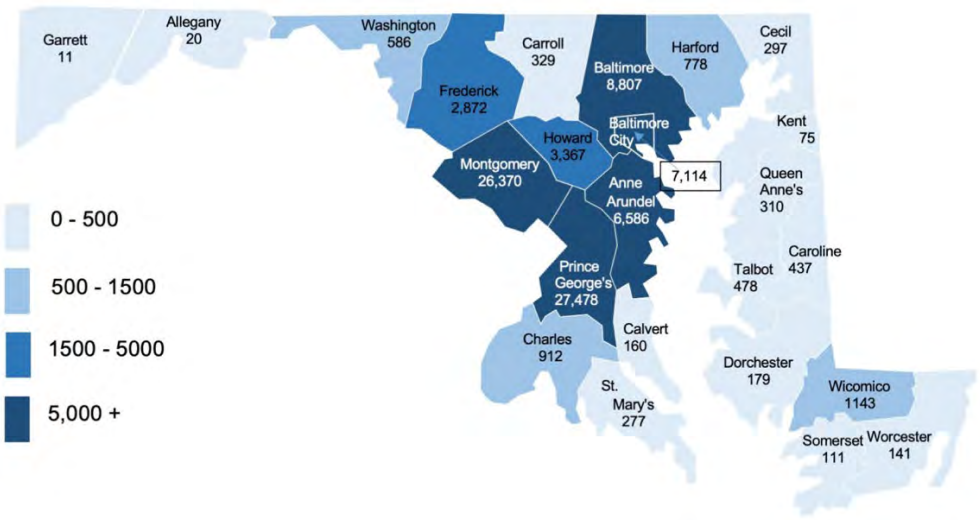
Figure 1: Major Languages Spoken by Maryland English Learners (ELs)



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

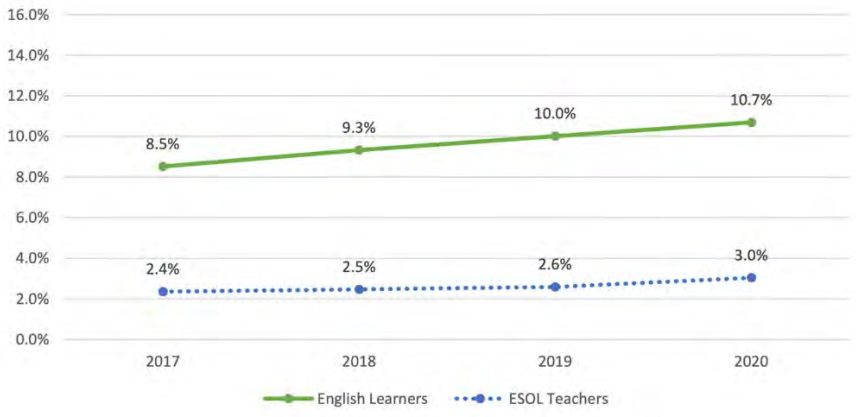
Certification Area	Vacancies	Certification Area	Vacancies
Special Education Generic: birth-adult	402.7	Library/Media Specialist	27
Elementary Education (1-6)	254	Severely & Profoundly Disabled	22
Speech/Language Pathologist	117.1	Hearing Impaired	18
Mathematics (7-12)	111	Computer Science (7-12)	16
Early 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



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

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 administrating 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.
tandard 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		

UNIVERSITY SYSTEM of MARYLAND

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

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

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

August 7, 2024

Chancellor Jay A. Perman
University System of Maryland
3300 Metzerott 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,

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

DJP/mdc

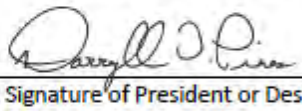
cc: Candace Caraco, Associate Vice Chancellor
Jennifer King Rice, Senior Vice President and Provost
Prabhudev Konana, Dean, Robert H. Smith School of Business

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, College Park
Institution Submitting Proposal

Climate Finance and Risk Management
Title of Proposed Program

Master of Science	**Spring 2025**
Award to be Offered	Projected Implementation Date
050401	**27.0305**
Proposed HEGIS Code	Proposed CIP Code
Robert H. Smith School of Business	Clifford Rossi
Department in which program will be located	Department Contact
301-908-2536	crossi@umd.edu
Contact Phone Number	Contact E-Mail Address
	08-07-2024
Signature of President or Designee	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

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.

UNIVERSITY SYSTEM of MARYLAND

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

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 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 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,

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

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

University of Maryland Global Campus

Institution Submitting Proposal

Artificial Intelligence

Title of Proposed Program

Bachelor of Science

Award to be Offered

Fall 2025

Projected Implementation Date

07.99XX

Proposed HEGIS Code

11.0102

Proposed CIP Code

School of Cybersecurity and Information Technology

Department in which program will be located

Dr. S. Bhaskar

Department Contact

+1 240 6842840

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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 totalling18 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

		Employment			
OCC Code	**Occupational Title**	**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%		*Not Available*	-
Data Scientist	3,771	3.56%		99,499	2.95%
Data Analyst	*Not Available*	-		139,262	4.13%

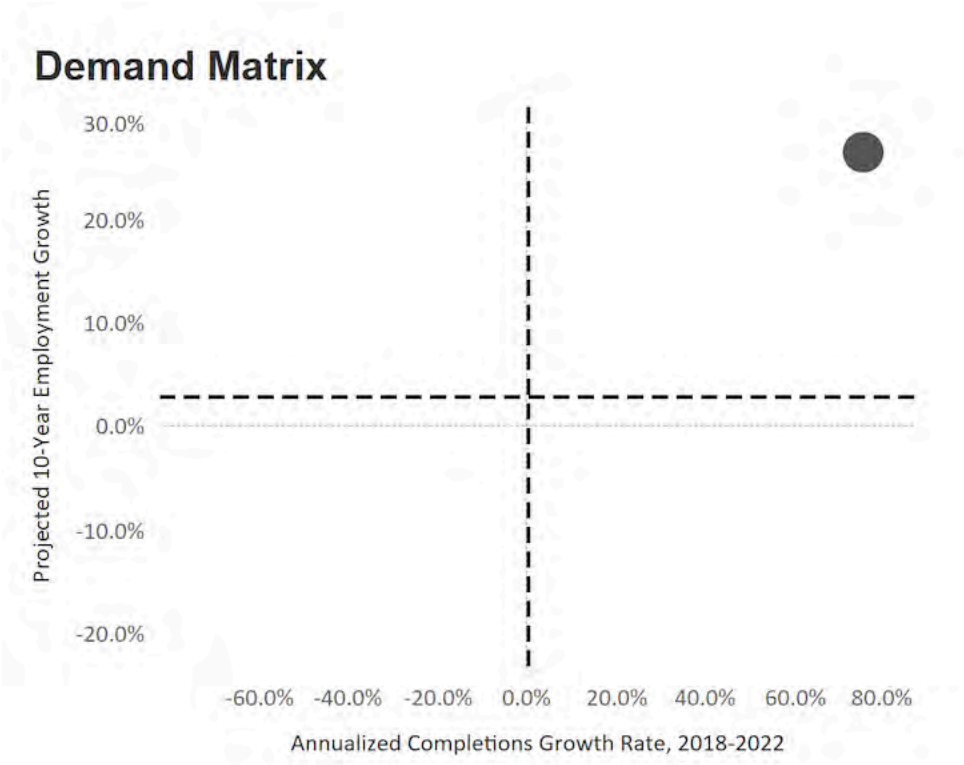
Data Source: Lightcast **https://lightcast.io/**

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	*Not in Top 5*	-		751,824	22%
Software Engineering	28,950	27%		747,190	22%
Software Development	29,379	28%		*Not in Top 5*	-

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 faulty 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**

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)

MONTGOMERY COLLEGE

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

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 or 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 or 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 or 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 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 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) / ♦[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 anys (e.g., The Smith School at the University Maryland) anany 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] ^^ ENGL 101/ENGL 101A, if needed for ENGL 102/ENGL 103, or elective.

[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

MONTGOMERY COLLEGE

MC ASSOCIATE OF SCIENCE IN DATA SCIENCE

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.

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

UMGC BACHELOR OF SCIENCE IN ARTIFICIAL INTELLIGENCE DEVELOPER TRACK

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 or 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 or 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 or 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 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 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) / ♦[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	WRTG 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	WRTG 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
WRTG 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 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 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) / ♦[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

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	WRTG 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	WRTG 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
WRTG 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 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) / ♦[22] = Course in major at UMGC / *[23] = Lower-level course meets content requirement of upper-level course but does not transfer as upper-level / [U]L[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

90.2.1.001

cc: LEL
Bob S.

MHEC
Creating a state of achievement

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

MEMORANDUM

Office of the Provost
UMUC
JAN 10 2005

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

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 Faulty 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: on file

Forward to Maryland for appropriate action via Comm. on Ed. Policy

RECEIVED
APR 30 1996
By VCAA

April 23, 1996

RECEIVED
APR 29 1996
OFFICE OF THE CHANCELLOR
THE UNIVERSITY OF MARYLAND
SYSTEM

Parris N. Glendening
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 Metzerott 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. (CT)

Edward O. Clarke, Jr.
Chairman

EOC:PSF:JAS:ds

Enclosures

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

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

UNIVERSITY SYSTEM of MARYLAND

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

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 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 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,

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

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

		Employment			
SOC Code	**Occupational Title**	**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)

		Employment				
SOC Code	**Occupational Title**	**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)]

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&returnto=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
	Total Credits: 30 major credits (9 electives); 48 business core credits Modality: In-person	broader and emphasizes sustainability in the context of the value chain. https://catalog.morgan.edu/preview_program.php?catoid=11&poid=2273&returnto=719&_gl=1*1gkhh82*_ga*MjAwNjA4MTMyMy4xNjk2NTI2MzQ1*_ga_T3TCY7Q7D7*MTcyMTQwNDM4Ny4yMy4xLjE3MjE0MDQ0MDMuNDQuMC4w
University of Maryland, College Park	Program Title: BS in Operations Management and Business Analytics CIP: 52.1301 Total Credits: 21-22 major credits (3 elective); 44-45 business core credits Modality: In-person	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. https://academiccatalog.umd.edu/undergraduate/colleges-schools/business/logistics-business-public-policy/supply-chain-management-major/#requirementstext
University of Maryland, College Park	Program Title: BS in Supply Chain Management CIP: 52.0203 Total Credits: 18 Major credits (12 elective); 44-45 business core credits Modality: In-person	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. https://academiccatalog.umd.edu/undergraduate/colleges-schools/business/decision-operations-information-technologies/operations-management-business-analytics-major/#requirementstext
University of Baltimore	Program Title: BA in Environmental Sustainability CIP: 03.0103 Total Credits: 52 major credits (9 elective) Modality: In-person	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. https://www.ubalt.edu/cas/undergraduate-majors-and-minors/majors/environmental-sustainability/degree-requirements.cfm

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)

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 faulty 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

ALLEGANY COLLEGE of MARYLAND

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.

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

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)	3UL
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)	3UL
WRTG 393 Advanced Technical Writing any upper-level writing (Gen Ed Communications)	3UL
♦ BMGT 411 Process Improvement (required for the major)	3UL
Elective	3
♦ Any course in environmental systems, marketing, project management, supply chain and business analytics (req for the major)	3UL
Elective	3
♦ BMGT 400 Sustainability Management (required for the major)	3UL
♦ BMGT 415 Quality in the Value Chain (required for the major)	3UL
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 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 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) / ♦[1] = Course in major at UMGC / *[2] = Lower-level course meets content requirement of upper-level course but does not transfer as upper-level / UL[3] = Upper-level course (numbered 300-499)

[1] ♦ Course in major at UMGC
[2] * Lower-level course meets content requirement of upper-level course but does not transfer as upper-level
[3] UL Upper-level course (numbered 300-499)

Appendix B
Full-Time Faculty and Library Waiver

90.2.1.001

cc: LEL
Bob S.

MHEC
Creating a state of achievement

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

MEMORANDUM

Office of the Provost
UMUC
JAN 10 2005

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

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 Faulty 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

rc: on file

Forward to Maryland for appropriate action via Comm. on Ed. Policy

RECEIVED
APR 30 1996
By VCAA

April 23, 1996

RECEIVED
APR 29 1996
OFFICE OF THE CHANCELLOR
THE UNIVERSITY OF MARYLAND
SYSTEM

Parris N. Glendening
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 Metzerott 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. (CT)

Edward O. Clarke, Jr.
Chairman

EOC:PSF:JAS:ds

Enclosures

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

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

UNIVERSITY SYSTEM of MARYLAND

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

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 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 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,

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

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

		Employment			
SOC Code	**Occupational Title**	**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)

		Employment				
SOC Code	**Occupational Title**	**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 faulty 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

90.2.1.001

cc: LEL
BOD S.

MHEC
Creating a state of achievement

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

MEMORANDUM

Office of the Provost
UMUC
JAN 10 2005

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

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 Faulty 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: on file

Forward to Maryland for appropriate action via Comm. on Ed. Policy

RECEIVED
APR 30 1996
By VCAA

April 23, 1996

RECEIVED
APR 29 1996
OFFICE OF THE CHANCELLOR
THE UNIVERSITY OF MARYLAND
SYSTEM

Parris N. Glendening
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 Metzerott 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. (CT)

Edward O. Clarke, Jr.
Chairman

EOC:PSF:JAS:ds

Enclosures

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

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

UNIVERSITY SYSTEM of MARYLAND

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

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 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 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,

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

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

		Employment			
SOC Code	Occupational Title	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)

		Employment				
SOC Code	**Occupational Title**	**2022**	**2032**	**# Change**	**% Change**	**Occupational Openings 2022-2032 Annual Average**
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.%		89,731	5%
Business Analysts	811	2.%		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
	CIP: 44.0401 Total Credits: 36 Modality: Online Professional Focus/Distinctive Features: For managers of nonprofit organizations and social enterprises.	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).
University of Maryland, Baltimore	Program Title: MS in Social Entrepreneurship CIP:51.2201 Total Credits: N/A Modality: N/A Professional Focus/Distinctive Features: N/A	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.
Johns Hopkins University	Program Title: MS in Organizational Leadership CIP: 52.0213 Total Credits: 30 Modality: Online Professional Focus/Distinctive Features: Offered in the School of Arts and Sciences.	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.
Maryland University of Integrative Health	Program Title: MA in Transformative Leadership and Social Change CIP: 30.1701 Total Credits: 36 Modality: Online Professional Focus/Distinctive Features: Social impact and health professions.	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.
Notre Dame of Maryland University	Program Title: MA in Leadership and Management CIP: 52.0201 Total Credits: 39	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.

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 faulty 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

90.2.1.001

cc: LEL
Bob S.

MHEC
Creating a state of achievement

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

MEMORANDUM

Office of the Provost
UMUC
JAN 10 2005

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

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 Faulty 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: on file

Forward to Maryland for appropriate action via Comm. on Ed. Policy

RECEIVED
APR 30 1996
By VCAA

April 23, 1996

RECEIVED
APR 29 1996
OFFICE OF THE CHANCELLOR
THE UNIVERSITY OF MARYLAND
SYSTEM

Parris N. Glendening
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 Metzerott 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. (CT)

Edward O. Clarke, Jr.
Chairman

EOC:PSF:JAS:ds

Enclosures

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

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

UNIVERSITY SYSTEM of MARYLAND

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

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,

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

X	New Instructional Program
	Substantial Expansion/Major Modification
	Cooperative Degree Program
X	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, and14% 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

		Employment			
SOC Code	**Occupational Title**	**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
		management, or intelligence; workplace/experiential learning option
	Curriculum: <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) <u>Specialization Courses (9 credits):</u> *Information Assurance* Information Systems Vulnerability and Risk Analysis (3 credits) Introduction to Software Security (3 credits) Network Security (3 credits) *Health Preparedness* Mental Health Emergency Preparedness and Response (3 credits) Bioterror Public Health Preparedness (3 credits) Disaster Response and Community Health (3 credits) *Security Policy* Terrorism and Political Violence (3 credits) Intelligence and Homeland Security (3 credits) Homeland Security and Constitutional Rights (3 credits) <u>Collateral Courses (6 credits):</u> One introductory course in each of the two areas outside of the student's chosen area of specialization <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)	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> *Homeland Security* Homeland Security Concepts (3 credits) Community Engagement and Resilience (3 credits) Disaster Preparedness and Response (3 credits) *Emergency Management* Crisis Management (3 credits) Coordination, Collaboration, and Partnerships (3 credits) Preparedness, Response, Mitigation, and Recovery (3 credits) *Intelligence* Intelligence Collection (3 credits) Intelligence Analysis (3 credits) Counterintelligence Threats (3 credits) <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

Maryland Colleges and Universities	Comparison Program Features	UMGC's Proposed Program Features
	Capstone Course (3 credits)	
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: Core Courses shared with other Master of Science in Law Programs—Health Care Law and Cybersecurity Law) (14 credits): 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) Specialization Courses (12 credits): 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) Capstone Course (4 credits)	Curriculum: Core Courses (15 credits): 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) Specialization Courses (9 credits): *Homeland Security* Homeland Security Concepts (3 credits) Community Engagement and Resilience (3 credits) Disaster Preparedness and Response (3 credits) *Emergency Management* 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
		Intelligence Intelligence Collection (3 credits) Intelligence Analysis (3 credits) Counterintelligence Threats (3 credits) <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

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)

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.
MSHS 620 Homeland Security, Intelligence, and Information Sharing (3 credits)
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.
MSHS 630 Research and Evaluation Methods (3 credits)
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.
MSHS 640 Homeland Security Leadership Capstone (3 credits)
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.
SPECIALIZATIONS
HOMELAND SECURITY
MSHS 650 Homeland Security Concepts (3 credits)
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

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.
MSHS 652 Community Engagement and Resilience (3 credits)
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.
MSHS 654 Disaster Preparedness and Response (3 credits)
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.
EMERGENCY MANAGEMENT
MSHS 660 Crisis Management (3 credits)
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.
MSHS 662 Coordination, Collaboration, and Partnerships (3 credits)
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.
MSHS 664 Preparedness, Response, Mitigation, and Recovery (3 credits)
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

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 faulty 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 of the faculty teaching in the Master of Science in Homeland Security Leadership program are scholar-practitioner professionals who teach part-time for UMGC. 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, UMGC 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 UMGC.

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 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/PT)	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

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 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 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**	**$1,250,92**	**$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 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

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

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)
15	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 6554 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	6 Credits
MSHS 686 Workplace Learning / Experience and	3
one additional course selected from one of the two other specializations, or	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 (CISA) 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

90.2.1.001

cc: LEL
Bob S.

MHEC
Creating a state of achievement

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

MEMORANDUM

Office of the Provost
UMUC
JAN 10 2005

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

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 Faulty 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: on file

Forward to Maryland for appropriate action via Comm. on Ed. Policy

RECEIVED
APR 30 1996
By VCAA

April 23, 1996

RECEIVED
APR 29 1996
OFFICE OF THE CHANCELLOR
THE UNIVERSITY OF MARYLAND
SYSTEM

Parris N. Glendening
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 Metzerott 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. (CT)

Edward O. Clarke, Jr.
Chairman

EOC:PSF:JAS:ds

Enclosures

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

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

UNIVERSITY SYSTEM of MARYLAND

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

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 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 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,

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

X	New Instructional Program
	Substantial Expansion/Major Modification
	Cooperative Degree Program
X	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, and14% 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

		Employment			
SOC Code	**Occupational Title**	**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)

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	Program Title: Master of Science (M.S.) in Criminal Justice CIP: 43.0199 Total Credits: 36 • Core courses (18 credits) • Content area courses (12 credits) • Capstone (6 credits) – comprehensive exam or thesis Specialization Areas: • 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 Modality: On-Campus	Coppin's program is offered on-campus. 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). Coppin offers extensive and differentiated specialization/elective areas whereas UMGC's proposed program focuses primarily on leadership skills. Requires comprehensive exams or thesis project versus UMGC's capstone course experience. Criminal Justice, Master's | Coppin State University
University of Baltimore	Program Title: Master of Science (M.S.) in Criminal Justice CIP: 43.0107 Total Credits: 33 • 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) Specialization Areas: • Courts • Corrections • Justice Leadership	University of Baltimore's program is offered on-campus. 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). UB offers extensive and differentiated specialization/elective areas whereas UMGC's proposed program focuses primarily on leadership skills.

Maryland Colleges and Universities	Program Attributes	Differentiation from UMGC's Proposed Program
	• Juvenile • Policing • Victim Studies Other Features: • Dual MS/JD option available with University of Baltimore School of Law Modality: On-Campus	Requires completion of a thesis or internship versus UMGC's capstone course experience. Masters (M.S.) in Criminal Justice | University of Baltimore (ubalt.edu)
University of Maryland, College Park	Program Title: Master of Arts (M.A.) in Criminology and Criminal Justice CIP: 45.0401 Total Credits: 30 • Core courses (15 credits) • Elective courses (9 credits) • Thesis (6 credits) Other Features: • Dual MA/JD option available with University of Maryland, Baltimore School of Law Modality: On-Campus	UMD's program is offered on-campus. The program focuses on preparing students to conduct research in criminology and criminal justice whereas UMGC's proposed program focuses primarily on leadership skills. 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. Requires completion of a master's thesis. 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. Criminology and Criminal Justice, Master of Arts (M.A.) | University of Maryland Catalog (umd.edu)
University of Maryland Eastern Shore	Program Title: Master of Science (M.S.) in Criminology and Criminal Justice CIP: 45.0401 Total Credits (30-33): • 15 credits of core coursework • 30-credit thesis option: 24 credits of coursework plus 6 thesis credits	UMES's program is offered online. 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).

Maryland Colleges and Universities	Program Attributes	Differentiation from UMGC's Proposed Program
	• 33-credit non-thesis option: 30 credits of coursework plus 3 master's seminar paper credits Specialization Areas: • Criminology and Research • Law Enforcement and Courts • Corrections and Delinquency Prevention Modality: Online	UMES offers a variety of differentiated specialization/elective areas whereas UMGC's proposed program focuses primarily on leadership skills. Research oriented thesis option for students who plan to continue their studies to the doctoral level. Criminal Justice | Criminal Justice Program (umes.edu)

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 21st 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 21st 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 faulty 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 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
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
Jarrod 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 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 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

- 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

90.2.1.001

cc: LEL
BOD S.

MHEC
Creating a state of achievement

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

MEMORANDUM

Office of the Provost
UMUC
JAN 10 2005

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

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 Faulty 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

RECEIVED
APR 30 1996
By VCAA

Parris N. Glendening
Governor

Edward O. Clarke, Jr.
Chairman

Patricia S. Florestano
Secretary of
Higher Education

cc: on file

Forward to Maryland for appropriate action via Comm. on Ed. Policy

April 23, 1996

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 Metzerott 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. (CT)

Edward O. Clarke, Jr.
Chairman

EOC:PSF:JAS:ds

Enclosures

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

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

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

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.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

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	

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

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)

DRAFT

TOPIC: The University of Baltimore Facilities Master Plan (2024-2034)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: September 16, 2024 (presentation and information)

SUMMARY: The University of Baltimore requests approval of its 2024 Ten-Year Facilities Master Plan.

The University of Baltimore (UBalt) offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community. The University's students are typically older, working adults at both the graduate and undergraduate levels. The majority of UBalt students are enrolled in graduate programs. Undergraduate students are primarily upper division students who join UBalt as transfer students and who have a median age of 28. A relatively high percentage of students originate from Maryland and Baltimore City and attend part-time, consistent with their status as working adults. UBalt is Maryland's only four-year institution that is recognized by the U.S. Department of Education as a Predominantly Black Institution and one of approximately 67 nationwide.

UBalt offers 44 academic degrees, including 25 graduate and 19 undergraduate programs, along with various certificate programs. Students enrolled in programs in the School of Law primarily attend in-person day courses, while students enrolled in programs in the Yale Gordon College of Arts and Sciences, the Merrick School of Business, and the College of Public Affairs typically take evening classes through a mix of in-person, online, and hybrid formats.

The 2024 UBalt Ten-Year Facilities Master Plan aligns the vision for UBalt's physical campus in Midtown Baltimore with the University's mission and strategic goals and the needs and preferences of its students. The Plan identifies a prioritized set of capital projects that will right-size the campus by reducing Gross Square Footage (GSF), modernize and enhance the teaching, learning, and working environment to better foster academic success, remediate significant deferred maintenance and renew underperforming buildings, implement energy performance and decarbonization requirements, improve campus identity and pedestrian safety, and contribute to the continued revitalization of Midtown and the neighborhoods near Penn Station.

The Plan covers approximately 871,000 GSF across eight buildings. Reflecting the needs of the University's professional, career-oriented students, the campus buildings and grounds are academically focused and function to support multiple modes of operations simultaneously, including virtual, in-person, and hybrid instruction, services, and work. As a non-residential campus, UBalt does not include student housing, extensive food service, or athletic facilities.

As UBalt prepares for its Centennial Year celebration in 2025 and looks forward to the future, the Plan provides vision and inspiration for a transformed future physical campus to promote the educational success of UBalt's students, students who largely come from Baltimore and Maryland, and who continue to live here upon graduation to participate in the workforce and their communities.

ALTERNATIVE(S): The 2024 UBalt Ten-Year Facilities Master Plan outlines a comprehensive approach to the physical development of the campus. The Plan is designed to align with the University's mission, strategic goals, and the unique needs of UBalt's non-traditional student population, all within the context of its Midtown Baltimore location. Given these considerations, moving forward with the Facilities Master Plan, as presented, is the preferred course of action.

FISCAL IMPACT: The 2024 UBalt Ten-Year Facilities Master Plan outlines capital projects that will require funding for implementation. Approval of the Plan does not equate to approval of specific projects or their funding. All proposed capital projects will be subject to the standard capital and operating budget review processes. Importantly, these projects will not increase the campus's GSF. Instead, if implemented, they will reduce GSF by renewing underperforming facilities with high levels of deferred maintenance, ultimately enhancing financial efficiency and operational effectiveness.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee consider The University of Baltimore 2024 Ten-Year Facilities Master Plan as presented today for formal action at the Committee's next meeting; subsequently recommending approval to the full Board of Regents, in accordance with the Board's two-step approval process. Approval of the Plan does not imply approval of capital projects or funding. These items will be reviewed through the normal procedures of the capital and operating budget processes.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION	DATE: 9/16/24
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

Executive Summary

THE UNIVERSITY OF BALTIMORE FACILITIES MASTER PLAN

2024

INTRODUCTION, PROFILE, AND PROCESS

The University of Baltimore offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community. At UBalt, we are the University of Baltimore and the University for Baltimore, as we are actively involved in the progress of the City and State and engaged with our surrounding communities.

UBalt offers 44 academic degrees (25 graduate and 19 undergraduate) as well as certificate programs. Part of the University System of Maryland, UBalt has four schools and colleges: the College of Public Affairs, the Merrick School of Business, the School of Law, and the Yale Gordon College of Arts and Sciences. Our campus is located in vibrant Midtown Baltimore, surrounded by arts, entertainment, education, and residential communities. We are steps from Penn Station along major vehicular, transit, and bicycle routes.

UBalt is different by design. UBalt students differ from traditional students and within UBalt, our students have differing needs and preferences that are important to their academic success. Unlike most universities, the majority (58%) of UBalt students are graduate students, by design. Our undergraduate students are mostly upper division (juniors and seniors) who come to UBalt as transfers, and the median undergraduate age is 28 compared with 22 for the USM system as a whole. 46% of all UBalt students attend part-time, reflecting their status as working adults. Additionally, the majority of our undergraduate students are low-income or first-generation. UBalt is Maryland's only 4-year university designated as a Predominantly Black Institution (PBI) based on our undergraduate student profile.

UBalt focuses on what matters to our students, and we strive to keep costs to students low. At UBalt, we enable older, working students to fulfill their educational goals while balancing the realities of their responsibilities for their families and work. Our flexible scheduling includes in-person, online, and hybrid courses available during daytime, evening, and weekend hours to accommodate students' varied schedules. We understand our unique student populations have different scheduling needs, different space needs, different modality needs, and different amenity preferences, and we operate intentionally with these differences in the forefront to support the success of our students. UBalt ranks in the top 17% nationally for social mobility according to the 2023 Washington Monthly College Guide.

The 2024 UBalt Facilities Master Plan (FMP) aligns the vision for our physical campus in Midtown Baltimore with our mission, vision, values, and the students we serve. As we prepare for the University's centennial in 2025, the FMP addresses the key issues and opportunities facing our campus. It considers future enrollment patterns and educational delivery methods to anticipate space needs and renewal opportunities that support UBalt's strategic goals. The FMP better aligns the physical campus with the needs, preferences, and success of UBalt's non-traditional student populations, now and into the future. It uses future enrollment growth and educational delivery methods to identify renewal opportunities for the core of campus that support the institution's strategic goals. The FMP better aligns the physical campus with the needs, preferences, and success of UBalt's non-traditional student populations, now and into the future.

THE UNIVERSITY OF BALTIMORE IS DIFFERENT BY DESIGN

UBalt focuses on what matters to our students and strives to keep costs to students low. We enable our older, working students to fulfill their educational goals while balancing the realities of their responsibilities for their families and work.

86%

Of all UBalt students originate from MD (and 30% from Baltimore City)

58%

Of UBalt students are graduate students

47%

Of all UBalt students are members of an Underrepresented Minority race

46%

Of all UBalt students attend part-time

50%

Consistent percentage of undergraduate students that are low-income or first-generation

28

Median age for undergraduate students (compared with USM median of 22)

UBalt is Maryland's only 4-year University designated as a Primarily Black Institution

UBalt has no residence halls and no athletics programs

UBalt Ranks High for Earning Performance, Social Mobility, and ROI

- Ranked #1 for earning performance among Maryland public master's universities and within the top 5 percent among all master's universities nationwide by Washington Monthly, 2023.
- Positioned in the top 17 percent nationally of master's universities for social mobility by Washington Monthly, 2023.
- Ranked in the top 25 percent in the Best Bang for the Buck – Northeast, a measure of schools that help non-wealthy students attain marketable degrees at affordable prices as reported by Washington Monthly, 2023.

Mission

The University of Baltimore offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community.

Strategic Goals

1. Position UBalt as the region's premier **professional, career-focused** university.
2. Strengthen **student success.**
3. Solidify UBalt's commitment to **community engagement and service.**
4. Organize for long-term **financial stability.**
5. Achieve excellence in **research, scholarship and creative activity.**
6. Strengthen UBalt's commitment to **diversity, equity and inclusion.**

Campus engagement with the FMP planning process kicked off in September of 2023. It was organized into three phases: campus assessment, concept development, and recommendations. Each phase was reinforced by engagement with the campus community and key leadership to guide the development and refinement of the plan and reflect the voice of the UBalt community.

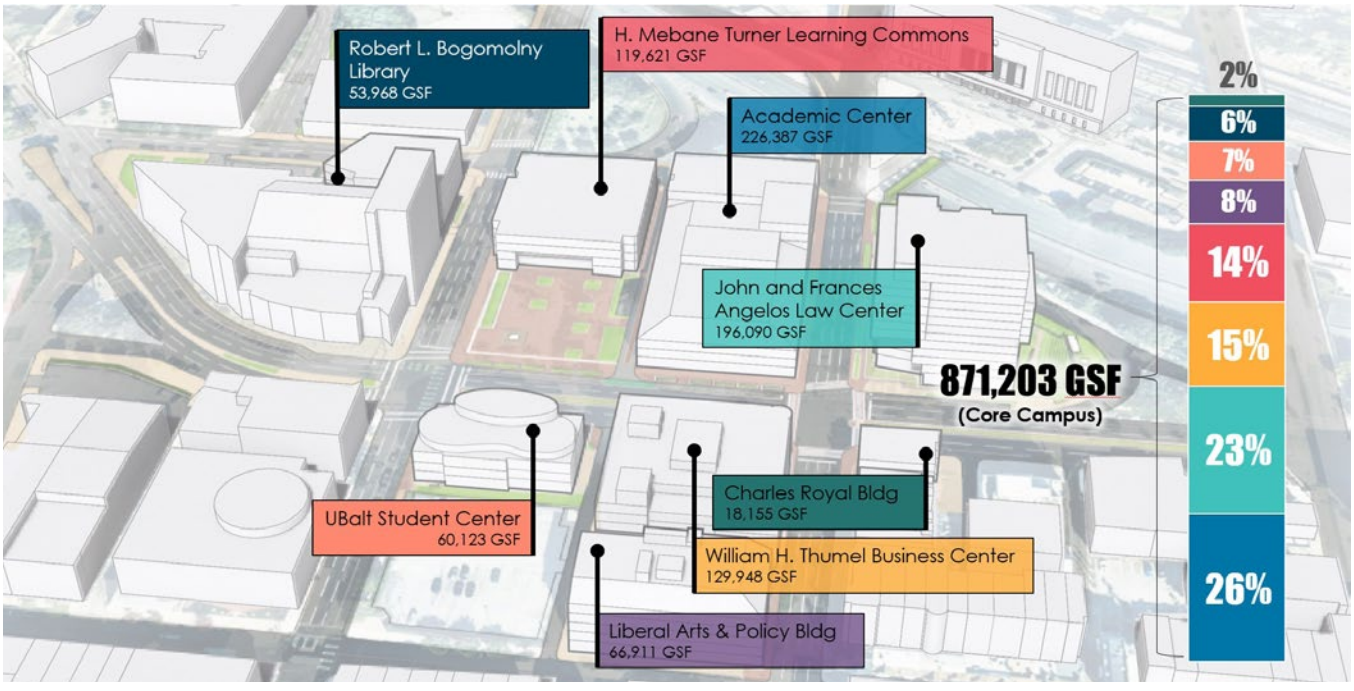
Key themes that emerged from the early engagement included a desire for more consistent physical space across the campus buildings that better aligns with UBalt's values; co-location of spaces of similar space type to increase vibrancy; specific desired space types including hybrid active learning classrooms; improved definition of the physical campus grounds; and potential for strategic partnerships to further activate campus facilities during the day when fewer students are taking classes. An FMP task force with representatives from student, faculty, and staff worked closely as part of the Planning Team throughout the year-long process of developing and refining the plan. Executive leadership and shared governance were formally consulted regularly throughout and regular, monthly campus updates were provided. Presentations and engagement sessions also occurred with representatives of UBalt alumni leaders and representatives of Baltimore City, surrounding neighborhood groups, and nearby stakeholders.

The Facilities Master Plan addresses University System of Maryland requirements, outlines proposed investments in modern teaching and learning spaces, reduces deferred maintenance, and incorporates new sustainability targets for existing campus buildings. It serves as a framework for physical planning for the first decade and longer of the University of Baltimore's next hundred years serving Baltimore City and Maryland.

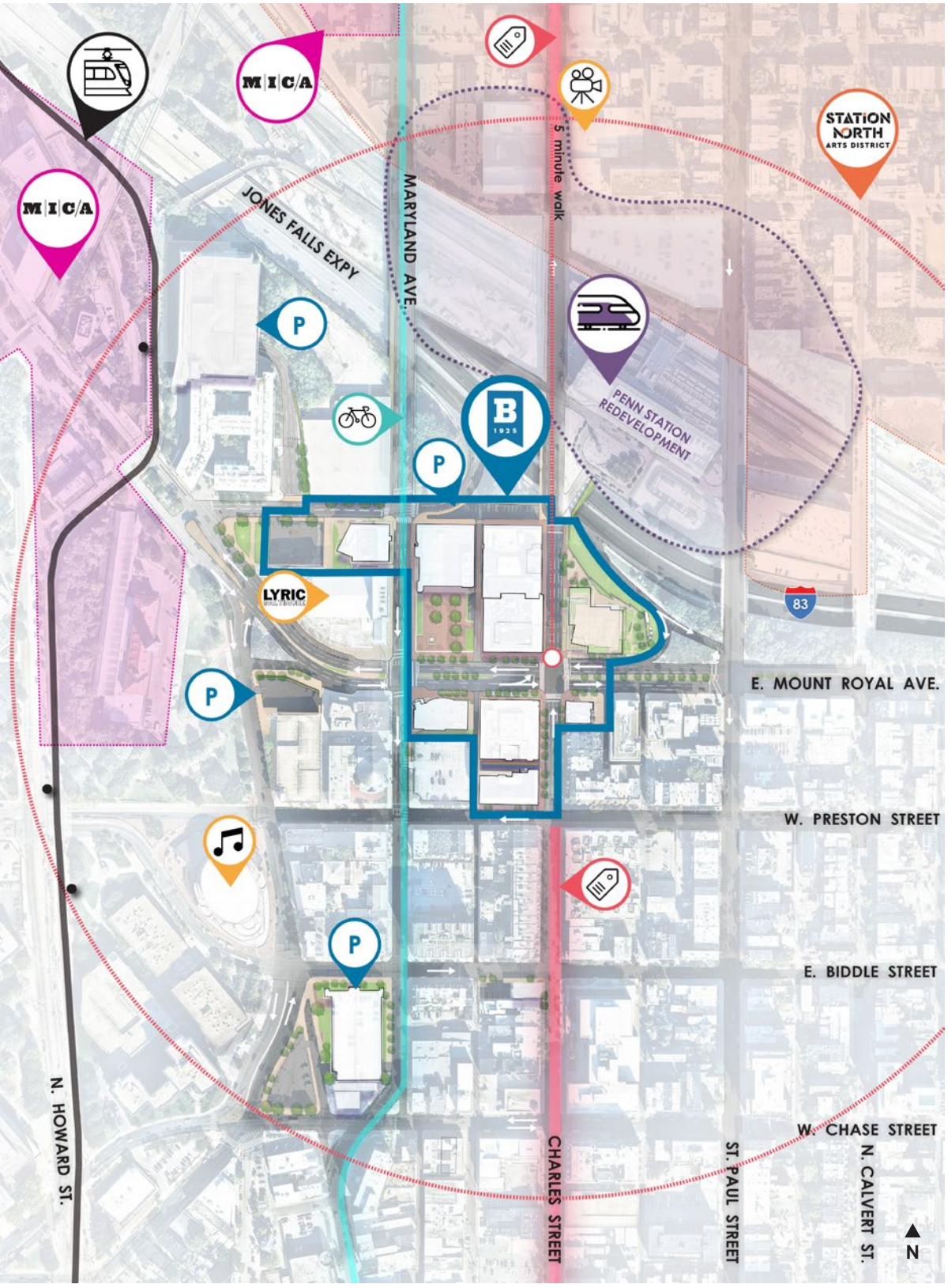
EXISTING CONDITIONS

The University of Baltimore is located in Midtown Baltimore, proximate to multiple modes of transit and many cultural institutions including the Penn Station Redevelopment, MICA, and the Charles Street retail and dining corridor. As such, the physical campus is experienced by many community members beyond students, faculty, and staff.

The core campus includes eight buildings that comprise of 871,203 gross square feet (GSF) and serve an enrollment of 3,101. Over a quarter of the core campus by gross square feet is represented by the Academic Center alone. Due to our unique student body, UBalt does not have residence halls, significant food service, or intercollegiate athletic programs. The campus is centered around Gordon Plaza and immediately flanked by the Academic Center and the H. Mebane Turner Learning Commons. The John and Frances Angelos Law Center, the William H. Thumel Sr. Business Center, the UBalt Student Center, and the Robert L. Bogomolny Library all face this block. The Liberal Arts and Policy building and the primary structured parking for the campus are located approximately one block from this core. Parts of the upper floors of the Turner Learning Commons are currently leased to Baltimore City for use as the Police Academy training center.



Core campus space distribution by building



CAMPUS CONTEXT

- UBalt Core Campus
- Charles St. Commercial Corridor
- Maryland Ave. Bike Route
- UBalt Parking
- MICA Campus
- Station North Arts District
- Station North Arts District
- The Charles Theatre
- The Lyric Baltimore
- ¼ Mile Walking Radius
- Vehicular Flow of Traffic

Open Space

Gordon Plaza serves as the primary open space for the campus, occupying the northeast corner of Mount Royal Avenue and Maryland Avenue. The largely brick plaza features a statue of Edgar Allen Poe with shade trees and limited planting beds. Other open spaces include Inclusion Alley between the Liberal Arts and Policy Building and the Student Center and small spaces adjacent to the RLB Library and the Angelos Law Center. The green spaces directly to the north of the Academic Center and Turner Learning Commons between Oliver Street and I-83 are not owned by UBalt but contribute to the arrival experience by car and foot from the north. While the campus borders many of the major commuting routes for those who work in the central business district, there is a lack of cohesiveness and branded presence in building design and signage to promote awareness of the campus boundaries and identity.

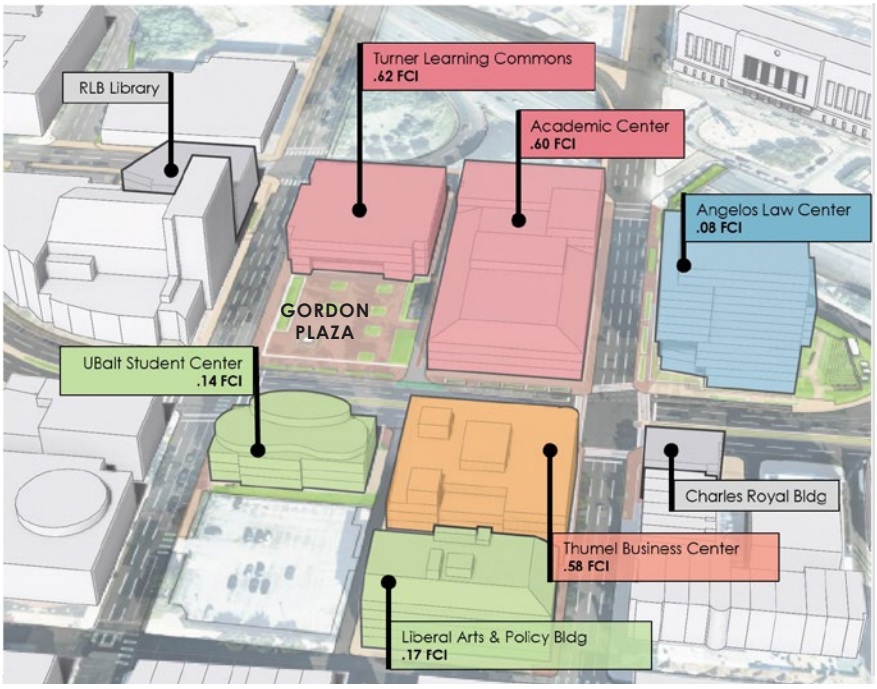
Gordon Plaza (Top image); Inclusion Alley (Bottom Image)

Deferred Maintenance and Building Condition

Building age varies greatly, and the quality of facilities varies significantly by building. The Academic Center alone represents 43% of campus deferred maintenance, and 87% is represented by just the Academic Center, Thumel Business Center, and Turner Learning Commons. These three buildings are all deficient or nearly deficient according to their facilities condition index (FCI).

For the Academic Center, in particular, even if the significant deferred maintenance were fully remediated, the facility would still be inadequate due to its functional and programmatic limitations. The Academic Center is made up of three original buildings, that were constructed at differing times (two are over 100 years old) and for differing purposes, and then subsequently connected for use as an academic building. The building has many well-documented deficiencies beyond the need for facilities renewal that cause it to underperform.

New State building energy performance standards that will apply to all but the Charles Royal Building will also require substantial sustainability upgrades to reduce onsite building carbon emissions. Building requirements for active learning have also evolved since most of the facilities were originally constructed, and UBalt's pedagogical nature of combining virtual, hybrid, and in-person coursework results in a need for high-performing, technology-forward active learning classrooms that can integrate a hybrid learning experience and better support adult learners.



**Excludes W Chase Buildings, Cathedral Building, Maryland Ave Building + Garage*

SPACE QUALITY

- <10% FCI = Excellent
- 11-20% FCI = Good
- 21-40% FCI = Fair
- 41-60% FCI = Poor
- >60% FCI = Deficient
- FCI not assessed

The Academic Center, Thumel Business Center, and Turner Learning Commons are deficient or nearly deficient.

Addressing deferred maintenance alone does not address the functional or programmatic limitations of these buildings.

38%

2024 OVERALL CAMPUS FCI ($161.2M)

43%

Of total FCI cost is represented by the ***Academic Center***

87%

Of total FCI cost is represented by the ***Academic Center, Thumel Business Center, and Turner Learning Commons***

Information from 2024 Facilities Condition Assessment performed by Gordian.

PLANNING VISION

The 2024 UBalt Facilities Master Plan aligns the vision for our physical campus in Midtown Baltimore with our mission, vision, values, and the students we serve. The FMP addresses the key issues and opportunities facing our campus today. It considers future enrollment patterns and educational delivery methods to anticipate future space needs and renewal opportunities to revitalize key campus spaces that support UBalt's strategic goals. The FMP better aligns the physical campus with the needs, preferences, and success of UBalt's non-traditional student populations, now and into the future.

The Facilities Master Plan is intended to be a framework for physical planning over the next decade and beyond. The following planning principles were developed with strong campus community engagement and serve as a foundation for the FMP to guide its development, priorities, and implementation.

1

Foster a sense of place that reinforces the identity of UBalt as an anchor institution of and for Baltimore.

2

Create a vibrant and inclusive campus that matches the unique needs and priorities of our non-traditional professional and career-focused student body.

3

Ensure learning environments are flexible and adaptable to meet the evolving needs and priorities of our students and community.

4

Realign and renew existing space to reduce deferred maintenance and prioritize student recruitment, retention, growth and success.

5

Strengthen the pedestrian experience through safe streets and active first-floor experiences.

In understanding the core opportunities and challenges for UBalt over the horizon of this plan, **three drivers became evident:**

VIBRANCY

To meet the diverse needs of our student body, UBalt offers a wide range of educational and service delivery methods. Consequently, at any given time, some of our students may be on campus while others are engaging remotely. A desired aspect of the FMP is to enhance the campus environment by intentionally creating vibrant clusters of students, faculty, staff, and community members—rather than physically dispersing them—and to build strong infrastructure to foster meaningful engagement among those who are interacting remotely and those who are on campus.

DENSITY

Active environments thrive when there is density of space and people. Currently, the densest building on campus, Angelos Law Center, is also the most active. UBalt's proximity to Penn Station and incredible transit access also positions campus to be good stewards of density through transit-oriented development.

IDENTITY

UBalt enjoys some of the most iconic buildings and spaces in Baltimore City, such as the Angelos Law Center and the RLB Library. However, other campus buildings have varying, nondescript styles, creating a lack of architectural cohesion. Therefore, enhancing streetscapes, establishing a branded presence, and incorporating thoughtful design in new buildings and facades are important for improving campus visibility and identity.

Space Strategy

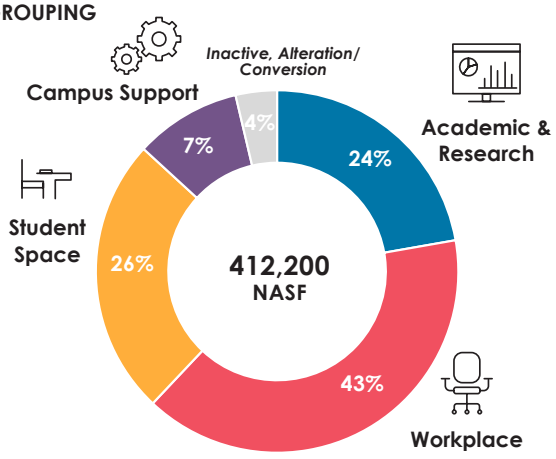
UBalt has recently assessed our current and future space needs in consideration of space inventory, course and service delivery methods, enrollment, and student body profile. Presently, our assessment shows calculated surpluses in classrooms, teaching labs, and office spaces. We will be implementing two actions to address the space surpluses: (1) right sizing the Academic Center (AC) Replacement for current and future needs, with the AC Replacement anticipated to be smaller than the existing facility, and (2) proposing revisions to existing classroom and lab space allowance methodologies to better reflect UBalt's unique student population.

Past enrollment declines along with other factors have resulted in calculated surpluses in current net assignable spaces in classrooms and labs. Classrooms continue to be heavily used in the evening, often exceeding recommended usage. The current space surplus represents an opportunity to renew campus spaces and potentially re-align building programs for increased vibrancy and functionality.

UBalt projects to grow our enrollment over the next decade by 3% on average annually. The 10-year space needs projection more closely aligns with current space availability.

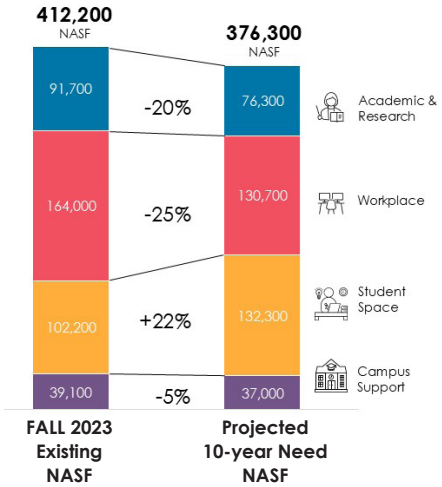
Moving forward, focused and regular investment in instructional spaces for active and flexible technology-forward hybrid courses is important for our adult learners and to accommodate evening peak hours. Classrooms should be co-located to cultivate vibrancy and informal learning and collaboration spaces should be infused throughout academic facilities. Student comfort and belonging should be prioritized inside and outside the classroom through space, furniture, and technology choices targeted to adult learners. Where beneficial, student-facing services and amenities should be co-located for easy access and interchange across programs that support student success.

CORE CAMPUS EXISTING NASF BREAKDOWN BY SPACE GROUPING



PROJECTED SPACE NEEDS BY SPACE GROUPING

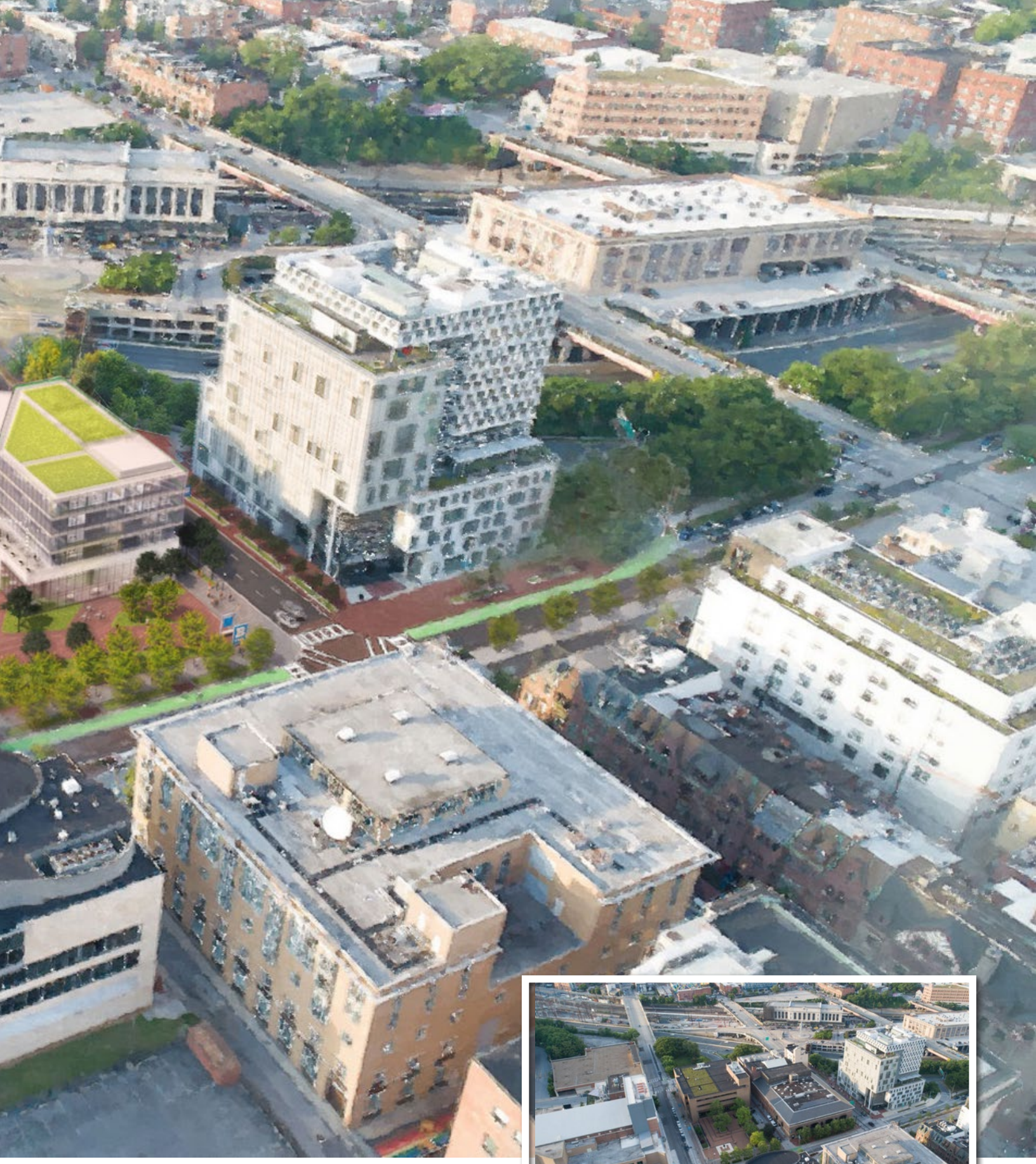
Projected 10-year Need based on 10 YRS HENCE population figures and space metrics that separate Law and Non-Law instructional space needs



Not shown; 15,200 NASF of Inactive, Alteration / Conversion Space

Core Campus defined as the following buildings: Academic Center, Bogomolny Library, Thumel Business Center, Charles-Royal Bldg, Angelos Law Center, Turner Learning Commons, Liberal Arts & Policy Building, UBalt Student Center.

UBalt's Future



UBalt Today

Proposed Projects

The Facilities Master Plan will renew campus spaces through a targeted strategy of replacement, acquisition, and renovation. The key opportunity on which the plan focuses is the replacement of the Academic Center, which currently represents over a quarter of the campus internal space and 43% of the deferred maintenance. A new, smaller, and more efficient academic building on this site will include modern, hybrid learning spaces that prioritize the adult learning experience. It will encourage interdisciplinary learning, collaboration, and innovation by co-locating lab, classroom, and study spaces for multiple colleges, and support student-faculty interaction through shared spaces for informal and formal collaboration. A smaller footprint will allow for a renewal and expansion of Gordon Plaza to connect more strongly to the Angelos Law Center to the west and Penn Station to the north. This improved, dynamic outdoor space will serve as the heart of campus for the UBalt community and bring improvement to our surrounding neighborhoods, featuring additional trees and native plantings, stormwater management best practices, and a variety of outdoor places for people to study, eat, and gather.

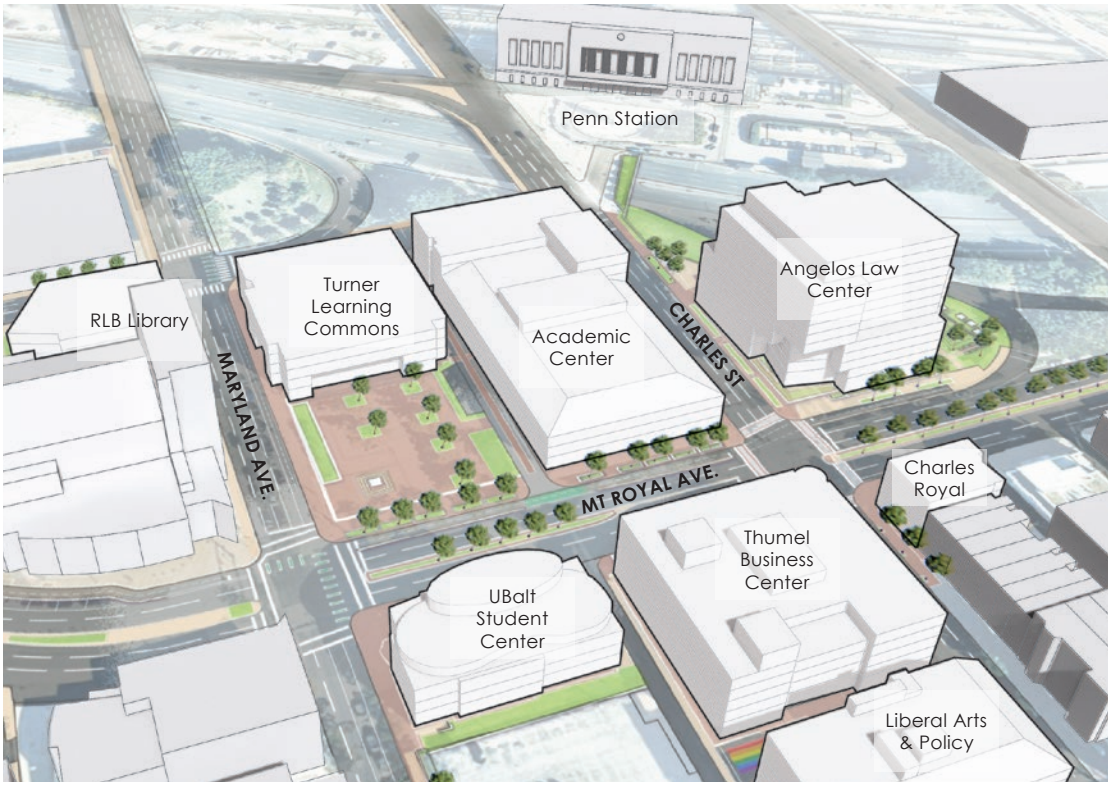
PROJECT LIST

1. Academic Center Replacement & Site Improvements
2. Welcome Center
3. Energy Performance and Sustainability Upgrades*
4. Facilities Renewal
   - **a.** *Thumel Business Center*
   - **b.** *Turner Learning Commons*
   - **c.** *Angelos Law Center (limited)*
5. Strategic Programmatic Renovations
   - **a.** *Charles Royal Building*
   - **b.** *UBalt Student Center*
   - **c.** *RLB Library*
   - **d.** *Liberal Arts and Policy*
6. Pedestrian Safety Improvements**
7. Campus Branding and Lighting (throughout campus)

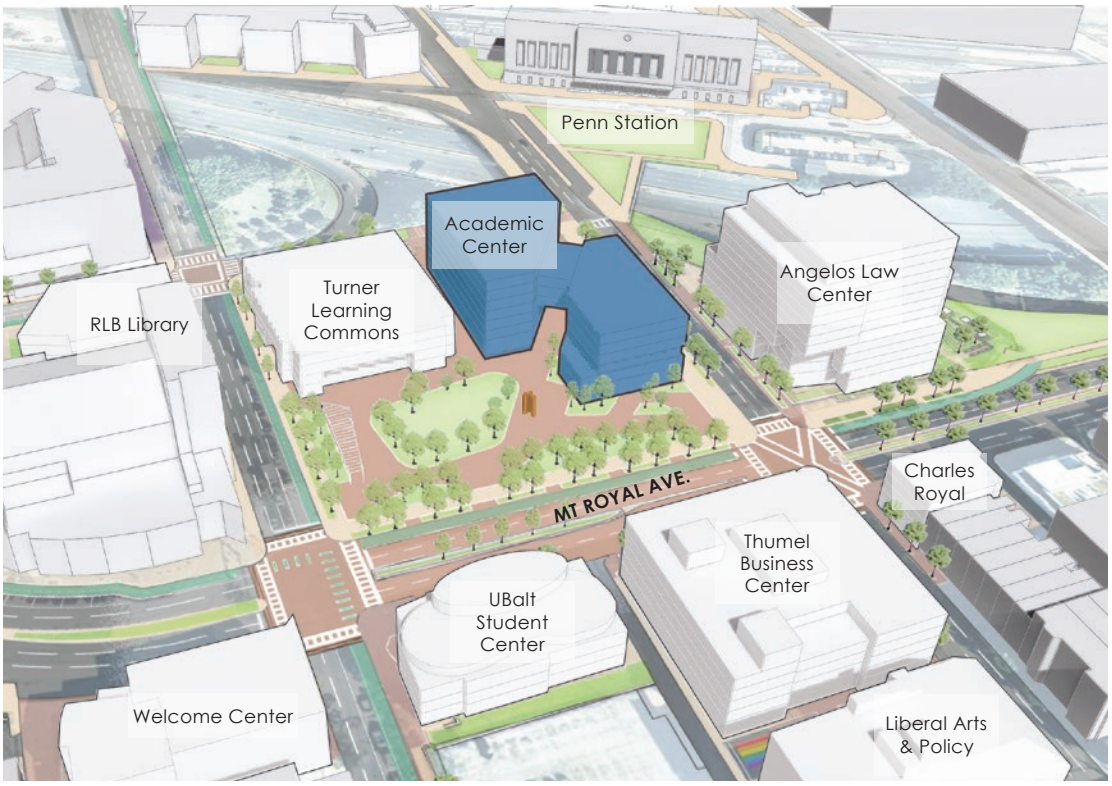
*Required by MD Building Energy Performance Standards

**All streetscape improvements require coordination with Baltimore City DOT and DPW for traffic and stormwater

PENN STATION
MARYLAND AVENUE
CHARLES STREET
OLIVER STREET
3 5
RLB LIBRARY
3 4
TURNER LEARNING COMMONS
ACADEMIC CENTER
1
6
GORDON PLAZA
3 4
ANGELOS LAW CENTER
6
MOUNT ROYAL AVENUE
2 3
WELCOME CENTER
3 5
UBALT STUDENT CENTER
3 4
THUMEL BUSINESS CENTER
5
CRB
3 5
LIBERAL ARTS & POLICY
PRESTON STREET
N



Existing



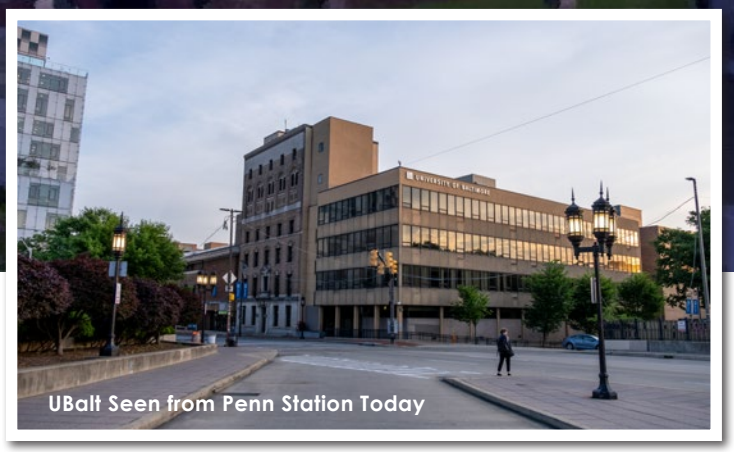
Proposed

The FMP recommends the creation of a UBalt Welcome Center through acquisition of the existing building at 101 West Mount Royal Avenue. The four-story, 36,340 GSF building is adjacent to the UBalt Student Center and diagonally across from Gordon Plaza. Securing this strategic location in the core campus enables related, outward-facing administrative functions to co-locate there from the Academic Center and serve prospective and enrolled students in non-academic matters as well as donors, alumni, and other UBalt friends. Purchasing this facility will directly reduce the needed size of the Academic Center Replacement, resulting in lower costs to the State, net of the acquisition, plus operational improvements for UBalt when compared with proceeding with Academic Center Replacement project alone.

Renovations of varying degrees and scope are recommended for the remaining seven primary buildings on UBalt's core campus. The new Building Energy Performance Standards coming from the Climate Solutions Now Act of 2022 require decarbonization of all primary existing campus buildings except the Charles Royal Building by 2040. Alternate compliance fees for not meeting interim emissions standards start in 2030. Sustainability upgrades are an opportunity to also address required building systems renewals and replacements. The Turner Learning Commons and the Thumel Business Center represent a combined 44% of total deferred maintenance. With the Academic Center Replacement, 87% of deferred maintenance is addressed through these three buildings. Additional updates to building skin and glazing at the Angelos Law Center are planned.

In addition, the UBalt Student Center and RLB Library and some other buildings may have strategic programmatic changes to align with a long-term space strategy that organizes campus through hubs. This hub strategy will concentrate similar activities, promote vibrancy, break down programmatic silos, and encourage interdisciplinary collaboration while promoting clear wayfinding. A study is underway to evaluate the benefits and renovations associated with moving the our Special Collections and Archives to the Charles Royal Building for increased visibility and access to the UBalt community and patrons from the Baltimore City region. Additional projects are queued for evaluation at the Liberal Arts & Policy Building, and possibly the Thumel Business Center. Minor façade and entryway renovations may occur to align with campus open space and identity strategies.

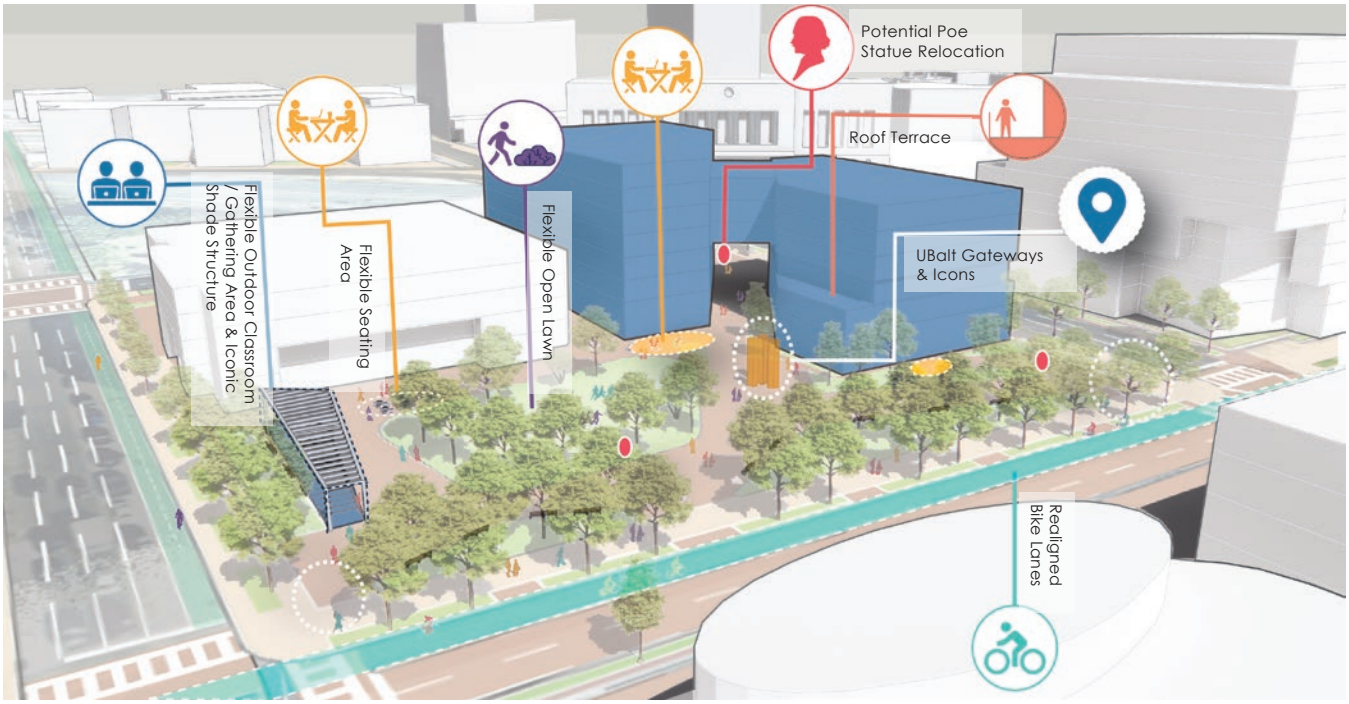
UBalt Seen from Penn Station in the Future



UBalt Seen from Penn Station Today

Street improvements are recommended to improve pedestrian safety and nurture a sense of place that is uniquely UBalt but also interwoven with and welcoming to the surrounding community. All improvements in the public right-of-way including crosswalks, roadway changes, and signaling adjustments require coordination with the Baltimore City agencies.

While the timing of work at Gordon Plaza is tied to the Academic Center Replacement, other projects on the surrounding primary streets can be completed as funding is available. Identified campus branding and lighting projects include a new signage monument at the Maryland Avenue exit off of I-83, improved building and entryway signage, and new pedestrian-level lighting. As evening is a peak time for on-campus classes, building-mounted and open space lighting becomes a critical element of cultivating campus identity.



Street Improvements

PEDESTRIAN SAFETY AND SENSE OF PLACE*

1. Academic Center Replacement & Site Improvements
    a. *Reduce North Charles Street from 4 to 3 lanes between Mount Royal Avenue and Oliver Street*
2. Oliver Street Promenade
3. Crossing Improvements**
    a. *Raised crosswalks at Maryland Avenue and Oliver Street*
    b. *Signal change for pedestrian scramble at North Charles Street and Mount Royal Avenue*
4. Partial closure of I-83 exit 4 offramp**
5. Tabletop Mount Royal Avenue between Maryland Avenue and Charles Street

*All require coordination with Baltimore DOT and DPW for traffic and stormwater

**Timing independent of other projects

Conclusion

The 2024 University of Baltimore Facilities Master Plan aligns the physical campus more closely with the institution's mission, vision, and values. It addresses key issues and opportunities facing the campus today and looks ahead both towards UBalt's Centennial in 2025 and towards a 10-year future and beyond. The five principles outlined in the planning vision are a flexible framework to guide decision-making as the institution continues to evolve and grow.

UBalt serves a unique student body that is composed of distinct groups of students who require a more modern campus that better supports multi-modal active learning and operations for non-traditional adult students. The plan leverages needed redevelopment in the campus core to address deferred maintenance and reimagine the heart of campus. This new core will reinforce the campus identity while knitting into the surrounding urban fabric. It will thoughtfully create concentrations of students and cultivate a vibrant atmosphere of collaboration. These investments will position the institution to remain The University of Baltimore-and-The University for Baltimore for years to come.

AYERS
SAINT
GROSS

B
1925

1420 N. Charles St.
Baltimore, MD 21201

www.ubalt.edu

TOPIC: Review of the Finance Committee Charge, Role, and Responsibilities

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: September 16, 2024

SUMMARY: The members of the Finance Committee will review and discuss any proposed updates to the Committee's charge, role, and responsibilities.

The members, through discussion, shall confirm for the record that the requirement, "there shall be at least one member with financial expertise and experience [appointed to the committee]," has been met.

ALTERNATIVE(S): Language could be amended based on the discussion.

FISCAL IMPACT: There is no anticipated fiscal impact.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the charge of the Committee.

COMMITTEE RECOMMENDATION:	RECOMMEND APPROVAL	DATE:	9/16/24
BOARD ACTION:		DATE:	

SUBMITTED BY: Ellen Herbst (301) 445-1923

UNIVERSITY SYSTEM of MARYLAND

Board of Regents
Committee on Finance
Charge, Role, and Responsibilities

September 16, 2024

Charge:

The Committee on Finance shall perform all necessary business and provide guidance to the Board to help ensure the long-term financial health and development of the University System, informed by strong fiscal and administrative policies.

Role and Responsibilities:

The Committee on Finance shall consider and report or recommend to the Board of Regents on matters concerning financial affairs; capital and operating budgets; facilities; student enrollment; investments; real property transactions; business entities; procurement contracts; human resources; tuition, fees, room and board charges; and the overall long-range financial planning for the University System.

Members of the Committee on Finance are appointed annually by the Chairperson of the Board. There shall be at least one member with financial expertise and experience. The Committee shall meet as needed, but no fewer than four times during the fiscal year. The members of the Committee may expect to receive information for review in order to consider, and/or act on any of the following matters:

A. Establishment of the University System's five-year Capital Improvement Program (CIP) request prior to its submission to the Governor. The CIP is comprised of a prioritized list of academic projects (e.g., instruction, research), for which State bond or cash funding is requested.

B. Establishment of the University System's five-year System Funded Construction Program (SFCP) prior to its implementation. The SFCP incorporates prioritized requests from institutions for auxiliary and self-support projects (e.g., residence halls, parking facilities).

C. Authorization to issue debt to fund the capital program through the use of academic and auxiliary revenue bonds.

D. Off-cycle construction or renovation projects that exceed expenditure thresholds established in Board policy and procedures.

E. Facilities Master Plans are high level, strategic land-use, and physical development plans, which help direct campus construction and improvements 10-20 years into the future. They also guide campus priorities for the annual capital budget request. Typically, a campus president will give a presentation where they describe the institution's goals on a wide range of topics related to physical renewal and expansion, including: building location decisions, renovation and replacement options, utility expansion, real property acquisition, environmental concerns, and campus and community interaction.

F. Capital projects status report which outlines the progress of all major design and construction projects underway System-wide. Data fields include, but are not limited to, overall cost, schedule, funding sources and prior approvals, as well as the name of the project architect and primary contractor.

G. Aggregated energy and power purchase agreements; periodic reviews of progress by the System and individual institutions toward State sustainability goals pertaining to reduction of energy and greenhouse gas emissions.

H. Acquisition and disposition of real property.

I. Establishment of annual operating budget including state appropriation request to the Governor.

J. Establishment of, or changes to tuition, mandatory student fees, and residential room and board rates.

K. Student enrollment 10-year projection.

L. Fall student enrollment attainment for each institution.

M. The Finance Committee shall receive for information purposes, from the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare, the annual report of the finances of intercollegiate athletics for those institutions with athletics programs.

N. Review on a regular basis certain of the System's material financial matters, including the annual audited financial statements, balance sheet management and debt strategy, review and endorsement of endowment spending rule.

O. Reports and recommendations from the investment advisor(s) and investment manager(s) regarding the investment of the Common Trust Fund and asset performance.

P. Establishment of business entities, public/private partnerships, and the initiatives covered under the Board's HIEDA policy.

Q. Review dashboard metrics and monitor outcomes for organizational improvement and excellence.

R. Establishment of, or changes to existing fiscal and administrative policies.

S. Human resources policies for all staff employees including but not limited to recruitment, retention, administration of benefits and leave, compensation and classification, layoff, separation, and grievances. This Committee shall also consider and recommend any changes to the exempt and nonexempt staff salary structures.

T. Consider and recommend institutional requests for Voluntary Separation Incentive Plans.

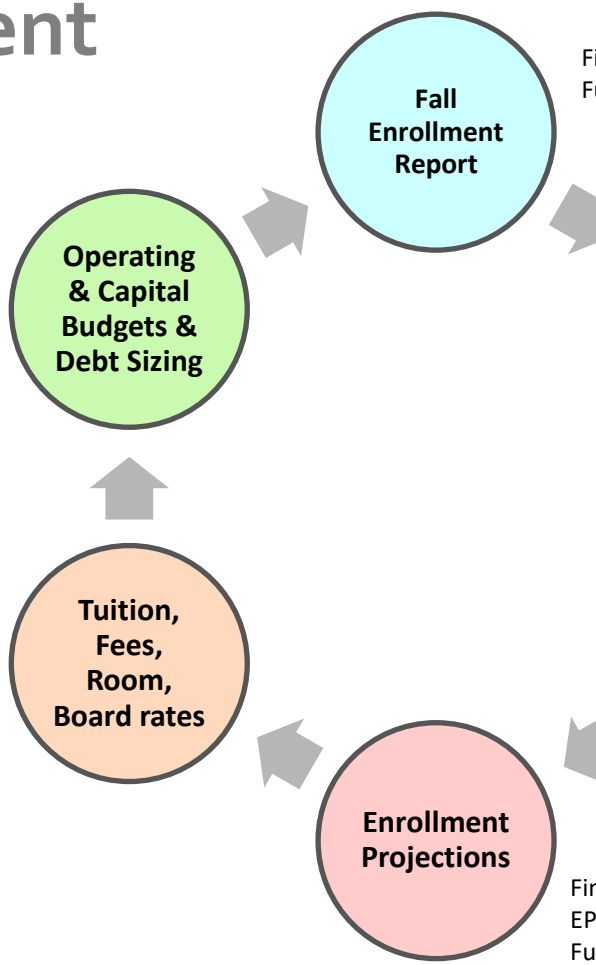
U. Awarding of contracts and entering into cooperative agreements as specified in VIII-3.0 USM Procurement Policies and Procedures. This Committee shall approve all contracts that exceed $5 million except contracts for capital projects, sponsored research, and real property.

V. Pursuant to Section 13-306 of the Education Article, the annual contract, and any amendments thereto, between University of Maryland, Baltimore (UMB) and University of Maryland Medical System Corporation which states all financial obligations, exchanges of services, and any other agreed relationships between them for the ensuing fiscal year concerning the University of Maryland Medical Center. Section 13-306 requires that the annual contract be submitted to the Board of Regents, upon recommendation of the UMB president, for consideration, any modification, and approval.

W. Continue as stewards of the USM Effectiveness and Efficiency efforts including:

- Supporting USM's strategic priorities of excellence, access and affordability, innovation, increased economic impact, and responsible fiscal stewardship.
- Emphasizing collaboration and inter-institutional activities.
- Fostering innovation and entrepreneurship to promote cultural changes and new operating models.
- Promoting the optimal use of technology in support of systemwide and campus operations.
- Reviewing and discussing periodic reporting on initiatives that promote effectiveness and efficiencies in the USM operating model, increase quality, serve more students, and optimize USM resources to reduce pressure on tuition, yield savings and cost avoidance.

Annual Cycle for Inputs into Financial Management



Finance Committee October 30, 2024
Full Board November 22, 2024

Audit Committee January 2025
Finance Committee January 29, 2025
Full Board February 14, 2025

Credit Rating Agency Surveillance/ Monitoring & Meetings
Chancellor/Sr. Vice Chancellor sign-offs
February 2025

Finance Committee March 24, 2025
EPSLS Committee April 3, 2025
Full Board April 11, 2025

Finance Committee March 24, 2025
Full Board April 11, 2025

Finance Committee June 4, 2025
Full Board June 13, 2025

UNIVERSITY SYSTEM of MARYLAND

BOR Finance Committee
Tentative Plan for FY 2025 Cycle

September 16, 2024

- FY 2026 Operating Budget Update
- UBalt Facilities Master Plan—president's presentation and discussion
- Committee Charge Review

October 30, 2024

- UBalt Facilities Master Plan—action
- Fall 2024 Enrollment Update and FY 2025 FTE Estimate
- Common Trust Fund Investment Performance Review; Overview of the CTF and Investment Manager role of USM Foundation

December 4, 2024

- FY 2026 Operating Budget Update
- Report on FY 2024 USM Procurement Contracts

January 29, 2025

- FY 2024 Audited Financial Statements and USM Financial Planning
- FY 2026 Operating Budget Update
- FY 2026 Capital Budget Update
- Status of Capital Improvement Projects

March 24, 2025

- Fiscal Year 2026 Schedule of Tuition and Mandatory Fees
- Self-Support Charges and Fees for FY 2026
- Enrollment Projections: FY 2026-2035
- Financial Condition and Financial Results of Intercollegiate Athletic Programs

May 14, 2025

- Capital Budget Workshop—hosted by the Finance Committee

June 4, 2025

- FY 2027 Capital Budget Request; and FY 2027-2031 Five-Year Capital Improvement Program
- FY 2026 System Funded Construction Program Request
- 47th Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds and Official Intent Resolution on Reimbursement of System Cash Balances Spent on Revenue Bond-Authorized Projects
- FY 2026 Operating Budget
- Biennial adjustment to Salary Structure(s)
- Proposed FY 2026 Contract between the University of Maryland, Baltimore and UMMS

Ongoing: acquisitions and dispositions of real property; modifications to leases; procurements and awarding/renewing contracts; capital project and P3 authorizations; creation of business entities; and development of/amendments to financial and administrative policies

TOPIC: University of Maryland, College Park: Emergency Procurement Report

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: September 16, 2024

SUMMARY: This item serves as a formal notification of an emergency procurement, totaling $36,475,313, for the acquisition of thirty-five electric buses. This procurement was issued on June 14, 2024, for the University of Maryland, College Park (UMCP).

The emergency procurement was necessitated by two critical factors: (a) the need to comply with the timeline requirements of a $40 million Federal Transit Administration (FTA) grant, for the purchase of electric buses and the completion of necessary infrastructure updates to support a majority electric bus fleet, and (b) the urgency of securing a slot in the manufacturer's production schedule to ensure delivery in June and November 2025, as stipulated by the grant. UMCP was informed that failure to place the order by June 15, 2024, would result in the loss of this production slot, potentially delaying delivery by more than 12 months due to the high demand currently facing the manufacturer.

Background:

In June, 2023 UMCP received a $39,863,156 grant from the FTA under the FY 2023 Low-No Grants Program, a program committed to moving communities to the lowest polluting and most energy efficient transit vehicles. This program offers funds up to 80-90% for projects that support these goals. UMCP, in compliance with the grant, is using the funds to procure 35 electric buses, 13 charging stations, infrastructure renovations, and workforce development. The grant requires a 15% match from the University for the buses.

The original intent was to purchase the buses using a State of Maryland Department of Transportation contract, however due to delays in award issuance and the need to meet grant timelines, UMCP issued a task order solicitation, using a competitively solicited State of Virginia Cooperative Agreement, on March 27, 2024. The solicitation was issued to Gillig, LLC and New Flyer bus companies who were both awardees of the Cooperative Agreement. Only Gillig, LLC responded to the solicitation. Activities that occurred between receiving the proposal from Gillig, LLC on April 10, 2024 and issuing the contract on June 14, 2024 included confirmation of Gillig's ability to meet requirements, verifying the delivery schedule, additional due diligence, and obtaining written authorization to proceed from the FTA which was received June 7, 2024.

Due to the timing of the June 14, 2024, Board of Regents meeting, UMCP was unable to meet the Board's submission requirements for seeking approval of the procurement in advance. Additionally, delaying the procurement until the September meeting cycle would have jeopardized the University's ability to comply with the grant requirements. This contract, which is largely funded by the grant, will enable UMCP to transition 73% of its transit fleet to electric vehicles, which will be fully in service in Fiscal Year 2026.

This informational item is made pursuant to University System of Maryland Procurement Policies and Procedures, Section VIII-3.10 for procurements exceeding $5 million. This contract will not require the approval of the Board of Public Works because it is an equipment purchase.

CONTRACTOR: Gillig, LLC; Hayward, CA
Chief Executive Officer, Derek Manus

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: The fiscal impact for UMCP funds, with the application of the 15% match, is $5,471,297 for the 35 electric buses. The price of the buses is considered fair and reasonable as previously determined by the State of Virginia and when comparing the base contract price per bus between Gillig and New Flyer, without options which reflects a 13.6% difference.

Description	Gillig	New Flyer	Difference
Base price and delivery fee per bus from State of Virginia contract	$816,055.00	$927,071.25	$111,016.25

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION DATE: 9/16/24

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Annual Review: Governance and Compensation Committee Workplan

COMMITTEE: Committee on Governance and Compensation

DATE OF MEETING: September 16, 2024

SUMMARY: The Committee on Governance and Compensation will review a schedule of its work for FY 2025.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: None.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION:	DATE: September 16, 2024
BOARD ACTION:	DATE:
SUBMITTED BY: Denise Wilkerson; dwilkerson@usmd.edu; 410-576-5734	

Gov and Comp Work Plan

Governance and Compensation Work Plan

FY 2024 – 2025

Activity	Sept	Oct	Dec	Jan	Mar	May	Notes
Certification of Gov and Comp Committee Charge	X						
Certification of Board Committee Charges		X	X*				
Review Compliance of Board Composition	X						
Review New Regent Orientation					X		
Presidents' Evaluations						X	
Chancellor's Evaluations						X	
Presidents' Compensation						X	
Chancellor's Compensation						X	
Review of Board Bylaws	X	X	X	X	X	X	
Review Collective Bargaining Activity and Ratify MOUs	X	X	X	X	X	X	
Review of Certain Contracts and Employment Agreements	X	X	X	X	X	X	
Review Schedule of Policy Reviews		X					
Review of Board Evaluation Tool					X		
Multi-year Review of Presidents						X	

X – Scheduled
X – As Needed

*** ICA meets Nov 6, will be reviewed at Dec meeting**

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Review: Regents Matrix

COMMITTEE: Committee on Governance and Compensation

DATE OF MEETING: September 16, 2024

SUMMARY: The Committee on Governance and Compensation will review a matrix of current Regents.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: None.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION:	DATE: September 16, 2024
BOARD ACTION:	DATE:

SUBMITTED BY: Denise Wilkerson; dwilkerson@usmd.edu; 410-576-5734

Updated Regent Matrix 2024-2025 September 12.24

Regent Tracking Worksheet

Regent	Specialization*			Region					Demographics							HBCU Alum/Alumna	USM UG Affiliation	USM Grad Affiliation
	I & D	Higher Ed	Finance	Capital	Central	E Shore	Southern	Western	Female	Male	Afr. Am.	Asian	Caucasian	Latino	Other			
Anderson				Prince Geo.						1	1							
Atticks					Balt. County					1			1					
Breslin								Washington		1			1				UMCP	
Fish			X		Balt. County				1				1					
Gonella				Montgomery						1			1				UMCP	
Gooden					Anne Arundel				1		1							UMGC
Gourdine					Balt. County				1		1					Tougaloo College		
Hasan					Howard					1		1						
Hur				Montgomery						1		1						
Leggett		X		Montgomery						1	1					Southern University and Howard University		
Lewis				Prince Geo.					1		1					Howard University		
McMillen					Howard					1			1				UMCP	
Mirani					Howard					1		1					UMCP	
Neuberger					Balt. County					1			1					
Parker				Prince Geo.						1	1						SU	
Pope					Howard					1			1				UMCP	
Sibel					Balt. County					1			1					UMB
Smarick						Qn Anne				1			1				UMCP	UMCP
Wood				Montgomery						1			1				UMCP	UMB
Sub Totals				7	10	1	0	1	4	15	6	3	10	0	0			

Notes:
*As designated by the Appointments Office Roster

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Report of the Major Investigations Taskforce

COMMITTEE: Committee of the Whole

DATE OF MEETING: September 20, 2024

SUMMARY: Board of Regents Chair Linda Gooden appointed a taskforce to review the policies and processes for reporting to the Chancellor and Board when a major external investigation of a university is being conducted. The members of the taskforce are:

- Regent Hugh Breslin (chair)
- Regent C. Thomas McMillen
- Regent Louis Pope
- Regent William Wood
- Assistant Attorney General Katherine Bainbridge (Office of the Attorney General)
- Kelsey Beckett (University System of Maryland)

The taskforce was asked to review existing policies and practices and discuss potential policy development. The goal of the taskforce is to ensure that reporting standards are strong and that presidents understand their reporting requirements.

Regent Breslin will present the report of the taskforce and discuss the group's recommendations to strengthen reporting requirements.

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 20, 2024
BOARD ACTION:	DATE:
SUBMITTED BY: Kelsey Beckett, kbeckett@usmd.edu, 301-445-1903	

Report of the Major Investigations Taskforce

Board of Regents Chair Linda Gooden appointed a taskforce to review the policies and processes for reporting to the Chancellor and Board when a major external investigation of a university is being conducted. The members of the taskforce are:

- Regent Hugh Breslin (chair)
- Regent C. Thomas McMillen
- Regent Louis Pope
- Regent William Wood
- Assistant Attorney General Katherine Bainbridge (Office of the Attorney General)
- Kelsey Beckett (University System of Maryland)

The taskforce was asked to review existing policies and practices and discuss potential policy development. The taskforce's review addresses the following questions:

- What is the *AS IS* environment? / What is the *TO BE* goal?
- Where are the gaps?
- How can we close them?
- Who should do it?

The goal of the taskforce is to ensure that reporting standards are strong and that presidents understand their reporting requirements. Clear reporting requirements allow for more effective communication between USM institutions and USM leadership and ensure that the Chancellor and the Board of Regents are aware of any major incidents and/or investigations so that they can respond appropriately.

The taskforce found that many USM policies and procedures include reporting requirements regarding significant incidents on campus. However, the group identified some gaps. The relevant policies are listed below, along with recommendations for how to address the gaps in reporting. The redlined policies are attached to this report.

V-2.00 – Policy on Solicitation and Acceptance of Sponsored Projects

This policy sets parameters for solicitation and acceptance of sponsored projects, including, but not limited to, research, training, and public service projects. The taskforce recommends adding language requiring presidents to notify the Chancellor and Board of any federal or state agency's inquiry, request for information, investigation, or audit regarding potential misrepresentation, misconduct or other noncompliance in connection with any sponsored research activity of the institution.

V-2.10 – University System of Maryland Policy on Intercollegiate Athletics

This policy provides the framework for operation and management of USM institutions' intercollegiate athletics programs. Reporting obligations are outlined in the policy, including requirements for compliance, reporting NCAA infractions, annual reports, and financial reporting. This group recommends moving from the "Compliance Issues" section to the "Ongoing Reporting Obligations" section the language requiring presidents to report to the Chancellor and the Board events or situations that might spark unusual public interest in the athletic program, particular team(s) or individual student athlete(s). This change would ensure that this language is recognized as a reporting obligation and will be easier to find within the policy.

VI – 1.50 Policy on the Reporting of Suspected Child Abuse and Neglect

This policy provides guidance to staff, faculty, and students regarding the mandatory requirements in Maryland law for suspected cases of child abuse and child neglect. The policy currently includes a requirement for a USM president to inform the Chancellor of any serious incident arising at an institution under this policy. The taskforce recommends adding a requirement for the Chancellor to notify the Board of Regents of any such incident.

VI-1.60 – University System of Maryland Policy on Sex Discrimination

This Policy addresses the obligations of USM institutions and the USM Office to address Sex Discrimination prohibited by Title IX of the Education Amendments of 1972 (Title IX) and Sex Discrimination prohibited by other federal laws and Maryland law. The taskforce recommends adding a requirement that Title IX coordinators inform presidents, presidents inform the Chancellor and the Chancellor inform the Board of Regents of any allegations by students of sexual harassment by university employees, volunteers, or contractors. It also recommends adding a requirement that presidents inform the Chancellor, and the Chancellor inform the Board of Regents, of any investigations by federal, state or local government agencies regarding alleged sexual harassment by a university employee, volunteer, or contractor.

VII-8.05 – Policy on Professional Conduct and Workplace Bullying

This policy establishes expectations for the conduct of staff employees. The policy requires reporting of criminal or unethical conduct to the Office of the Attorney General. The taskforce recommends adding a requirement that presidents notify the Chancellor, and the Chancellor notify the Board, of any such referrals to the OAG.

VIII-7.11 Policy on the Communication of Suspected Fraud, Unethical and Illegal Business Activity

This policy outlines mechanisms for members of campus communities to report suspected fraud and other financial irregularities, as well as protections for individuals who make such reports. The taskforce recommends amending this policy to encourage the reporting of broader categories of illegal or unethical conduct and misconduct. The group also recommends removing the fax option and adding email and text options for reporting to the fraud hotline. The current reporting obligations require the Director of Internal Audit to prepare an annual report for the Board and

determine if an audit report will be issued for allegations investigated by the Office of Internal Audit. The taskforce believes these reporting requirements to be sufficient.

Additional Policies Reviewed

The taskforce looked at three other policies and determined that the reporting requirements outlined in those policies are sufficient. Those policies are:

- III-1.10 Policy on Misconduct in Scholarly Work
- VIII-7.10 Policy on Reporting Suspected or Known Fiscal Irregularities
- VIII-7.20 Policy on External Audit

Language in Presidents' Appointment Letters and for Current Presidents

To ensure that all presidents, current and future, understand their obligations to report investigations to the Chancellor and the Board of Regents, the taskforce recommends language outlining this requirement. This language would be included in a letter to the current presidents and in future presidents' appointment letters. The Office of the Attorney General drafted the following language to be considered:

> *As part of your duties as President, you are responsible for ensuring that the Chancellor is informed timely regarding any matter with potential for substantial negative reputational, political, fiscal or legal impact to the institution, the USM, the leadership of either, or the Board of Regents. This includes, but is not limited to internal or external complaints, investigations, audits, fiscal irregularities, personnel or collective bargaining disputes, and student affairs concerns, as well as any matter which is susceptible of resulting in substantial litigation involving the institution, the USM, the State of Maryland, or the employees, officials and agents of each.*

Reporting and Tracking Software

The taskforce has an additional recommendation for the USM to look at a more robust system for reporting and tracking instances of fraud or misconduct. The Office of Internal Audit has its own homegrown system for individuals to report fraud, waste, or abuse. The taskforce recommends that the USM look at a software, such as EthicsPoint, which would allow for reporting of not only financial fraud, waste, and abuse, but also other types of misconduct. Such an application would allow for better reporting, tracking, and referrals to other offices.

If the Board of Regents is interested in exploring this option, several USM institutions currently use EthicsPoint: Towson University, University of Maryland, Baltimore, and University of Maryland, College Park.

Conclusion and Summary

Current USM policies address reporting requirements in many instances, although the taskforce did identify some gaps. The taskforce recommends that the Board of Regents, through the relevant committees, review the proposed language in the attached policies. The taskforce believes that adoption of such language will strengthen reporting requirements for USM institutions and help ensure that the Chancellor and the Board of Regents are appropriately aware of investigations and

incidents on campus so that they are able to respond appropriately. The taskforce thanks the Chair for the opportunity to provide recommendations on this important topic.

V-2.00 - POLICY ON SOLICITATION AND ACCEPTANCE OF SPONSORED PROJECTS

(Approved by the Board of Regents, January 11, 1990; Amended February 21, 2003)

I. The University System of Maryland engages in a wide variety of activities sponsored by non-System entities. These activities include research, training and public service projects which are consistent with the missions of the System and the institution. Such activities are encouraged as a means to further the objectives of the System and the institution, to strengthen ties with government, industry, the community, and other academic institutions, and to expand and enhance the instructional environment.

II. All proposals for specific sponsored projects shall be reviewed by institution personnel for consistency with all University System and institutional policies, for appropriateness to the mission of the institution, and for liability assessment. Each institution has primary responsibility for the solicitation and negotiation of proposals and administration of awards.

III. Applications may be submitted and awards accepted directly by the designated officer on each campus.

IV. In the course of soliciting, negotiating and executing agreements with sponsors, a constituent institution may encounter conditions for performance which are not standard System practice. Upon discovery of such a condition, the chief executive officer shall immediately

notify the Chancellor. Such unusual practices include, but are not limited to, the following examples:

Abridgement of publication rights
Necessity for legislation in order to conduct the program of work
Assumption of liability for a third party
Creation of an unfunded liability
Exceptional contribution of State monies to the project

The Chancellor may, in consultation with the chief executive officer, require withdrawal of the proposal or non-acceptance of the award.

V. Constituent institutions, on an annual basis, are required to submit to the Chancellor a summary of sponsored project activity. The content and format of the report shall be determined by the System office and shall include, at a minimum, the number of awards and their dollar value.

VI. The chief executive officer of a constituent institution must notify the Chancellor, and the Chancellor must inform the full Board of Regents of any federal or state agency's inquiry, request for information, investigation, or audit regarding potential misrepresentation, misconduct or other noncompliance in connection with any sponsored research activity of the institution.

Replacement for: BOR VII-2.00 and BOT Appendix I

V-2.10 – UNIVERSITY SYSTEM OF MARYLAND POLICY ON INTERCOLLEGIATE ATHLETICS

(Approved by the Board of Regents, April 25, 1991; amended June 19, 1991; amended December 7, 2001; amended June 17, 2021, amended June 16, 2023)

General

A well-managed and successful intercollegiate athletic program enhances the educational goals of a college or university regardless of the particular mix of teaching, research and service activities inherent in its approved mission. Athletic competition under the fundamental principles of fair play and amateurism can be of value to individual students, to members of the immediate collegiate community, and to the larger institutional constituency.

The institutions of the University System of Maryland subscribe to a philosophy of athletics that reflects a clear understanding of the role the athletics program is expected to play in furthering the broader institutional mission. Fundamental to the effective management of the intercollegiate athletic program is the commitment of the president of the institution to maintain regular oversight of the enterprise. All institutions within the System, whether they have intercollegiate athletic programs or not, are affected by public perceptions of the athletic programs or teams at particular System campuses and the attendant publicity the programs receive.

Each institution that has an intercollegiate athletics program must have in place procedures, internal and external, which provide careful and thorough scrutiny of the sports program and deliver required information to the president and, as appropriate, to the Chancellor and the Board of Regents.

Student-athletes are first and foremost students, and it is the expectation of the Board of Regents that their academic performance and progress will be comparable to that of non-athletes. Contracts for coaches and other athletic department staff will include objectives and minimum expectations for academic as well as athletic success.

Management of the athletics program, both along financial expectations as well as with respect to academic goals and expectations, are among those elements to be considered in the annual evaluations of presidential performance.

Reporting and accountability requirements

Institutions that participate in intercollegiate athletics are to comply with all reporting requirements developed by the Chancellor as a set of annual information requirements, which will be distributed to institutions with intercollegiate athletics programs and updated as changes occur, as well as satisfying the reporting and communication expectations detailed in the Ongoing Reporting Obligations section below. All other institutions that have intercollegiate

athletics programs are expected to satisfy all ongoing reporting obligations and provide the annual presidents' and athletic directors' affirmations detailed in Chancellor's set of annual information requirements; the Board of Regents may request that those institutions provide additional information on particular aspects of their intercollegiate athletics programs as follow-up.

In order to ensure that the Board of Regents is informed and knowledgeable about intercollegiate athletics and the role it plays at each of the institutions, each president whose institution fields competitive intercollegiate sports teams shall furnish to the Board of Regents, on an annual basis, reports that address academic issues, fiscal issues, and compliance issues within intercollegiate athletics, including the information called for in the Chancellor's set of annual information requirements.

Academic Issues

The annual report on academic issues related to intercollegiate athletics will be presented to the appropriate Board of Regents committee in March and June of each year, as data are available, and will provide data on the preceding fiscal year and on the fall semester of the current year as outlined in the Chancellor's set of annual information requirements. In addition to institutional data, the report should include the prior year's NCAA Academic Program Rates (APR) and, if institutions had unsatisfactory scores, a report on corrective actions the institution has taken to prevent future problems.

Institutions should adopt minimum standards for academic progress and consequences for failure to meet those standards on a continuing basis that include suspension from participation in athletic activities.

Fiscal Issues

While each president is responsible for the operations of the intercollegiate athletic program on his/her campus, it is mandatory that there be transparency in fiscal reporting. The annual report on fiscal issues related to intercollegiate athletics will be presented to the appropriate Board of Regents committee in March of each year and will include the current year's budget as well as actual revenues and expenses from the prior fiscal year. The full Board of Regents is to be kept informed of any long-term financial commitments that may affect the budget in future years. In addition to required annual reporting, institutions shall report to the Chancellor's Office, ~~and~~ the Director of Internal Audit, and the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare all developing or anticipated fiscal shortfalls that may result.

To the extent allowable under NCAA regulations, institutions may agree to waive the difference between non-resident and resident tuition rates for student-athletes without charge or impact on the intercollegiate athletics program operating budget or the assessment of whether the program is operated on a self-supporting basis. Note that the NCAA recognizes such waivers as a charge to the ICA program, so that the revenue and expenditure reports for the NCAA will not be directly comparable to those required by this Board of Regents policy.

Intercollegiate athletics programs shall be operated in a fiscally responsible manner and should be managed on a self-supporting basis, as set forth in guidelines provided by the Chancellor. Any institution that finds it necessary to use other revenues or resources to support Intercollegiate Athletics shall document the institution president's approval for the use of such funds in amounts less than $1 million in any fiscal year and notify the Chancellor in writing of such approval. The source of such other resources or revenues should also be documented, with other auxiliary resources being favored over non-auxiliary resources. For amounts of $1 million or more in any fiscal year, the Chancellor's review and approval is required, and for amounts of $5 million or more, the Chancellor will notify the full Board of Regents. Intercollegiate athletics programs that cannot cover their expenses through program revenues and other sources of revenue approved by the president or Chancellor, as applicable, shall develop, adopt, and report to the Chancellor's Office an operating plan to improve intercollegiate athletics program financial results. The Chancellor shall provide a copy of the operating plan to the full Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare.

For internal allocation purposes, institutions may choose not to require intercollegiate athletics programs to make up for budget shortfalls that currently exist or may exist in the future. In such cases, the institution president shall notify the Chancellor in writing. If the amount of the shortfall exceeds $5 million in a fiscal year, the Chancellor will notify the full Board of Regents.

Compliance Issues

Institutions must comply with state law (the Jordan McNair Safe and Fair Play Act as an example), NCAA and conference rules, Title IX requirements, and other formal and legal expectations relevant to each institutions' athletics program.

It is expected that institutions will immediately notify the Chancellor and the Director of Internal Audit of all NCAA major infractions, NCAA investigations, and conference (Big Ten, MEAC, etc.) investigations. In addition, it is understood that institutions are to submit to the NCAA in a timely manner all NCAA Reports and Agreed-Upon Procedure Reports as may be required as well as periodic conference review reports.

~~In particular the President should inform the Chancellor, who will inform the Board of Regents in a timely manner, regarding any events or situations which might spark unusual public interest in the athletic program, particular team(s), or individual student athlete(s) at that institution and should provide sufficient detail concerning these events or situations to permit the Chancellor and the Board of Regents to respond appropriately to inquiries.~~

Distribution and use of sensitive information

In order to ensure that the Board of Regents is fully informed but that the privacy of individuals is protected, reporting on the academic performance of student athletes and the terms, commitments and incentives reported for coaches' and athletic directors' contracts will be done in closed session as permitted in special circumstances outlined in §3-305(a) of the General Provisions Article of the Annotated Code of Maryland.

Ongoing Reporting Obligations

1. Institutions are to immediately notify the Chancellor's Office and the Director of Internal Audit of all NCAA major infractions, NCAA investigations and conference investigations.

2. Presidents shall inform the Chancellor, who shall inform the full Board of Regents in a timely manner, regarding any events or situations that might spark unusual public interest in the athletic program, particular team(s), or individual student athlete(s) at that institution and should provide sufficient detail concerning these events or situations to permit the Chancellor and the Board of Regents to respond appropriately to inquiries.

~~1.~~

~~2.~~3. Institutions are to submit all required annual NCAA Reports, annual Agreed-Upon Procedure Reports and periodic conference review reports to the appropriate governing bodies.

~~3.~~4. Compliance with Board of Regents Policy VII-10.0 Policy on Board of Regents Review of Contracts for Highly-Compensated Personnel requires institutions to provide proposed employment contracts to the Office of the Attorney General prior to execution. The contracts for highly-compensated personnel in intercollegiate athletics programs are to be provided to the Chancellor concurrently with the Office of the Attorney General. The policy provides that 'Before a contract is executed, it must be submitted to the Office of the Attorney General for review and approval for legal form and sufficiency. The Office of the Attorney General may communicate any significant legal concerns with the draft contract to the institution's president and the Chancellor. It should be understood that proposed contracts provided to the Office of the Attorney General and Chancellor are to include all relevant provisions and terms of the proposed contract including detailed notes concerning provisions remaining to be negotiated. The Chancellor will notify the Board of Regents of any contract provisions of an unusual or sensitive nature or those that conflict with expectations and values of the Board of Regents.

~~4.~~5. Annually, the Chancellor's office will issue additional reporting requirements, which may include, but are not limited to, information related to financial matters.

VI – 1.50 Policy on the Reporting of Suspected Child Abuse and Neglect
(Approved by the Board of Regents on December 9, 2011)

I. PURPOSE

The purpose of this policy is to provide guidance to staff, faculty, and students of the University System of Maryland (USM) community regarding the mandatory requirements in Maryland law that govern the reporting of suspected cases of child abuse and child neglect; and to affirm the commitment of the USM to the protection of the safety and welfare of children who come into contact with the USM community.

II. AUTHORITY

The reporting requirements addressed in this policy implement the mandatory child abuse and neglect reporting provisions of the Family Law Article of the Maryland Annotated Code, Sections 5-701 through 5-708, as they apply to the USM.

III. DEFINITIONS

A. "Abuse" means:

1. The physical or mental injury of a child by a parent or other person who has permanent or temporary care or custody of the child, or by any household or family member, under circumstances indicating that the child's health or welfare is harmed or at substantial risk of being harmed; or

2. Sexual abuse of a child, whether physical injuries are sustained or not, defined as any act that involves sexual molestation or exploitation of a child by a parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member.

B. "Child" means any individual under the age of 18 years.

C. "Local department of social services" means the department of social services for the jurisdiction in which:

1. The child resides; or

2. The abuse or neglect occurred, or,

3. If neither location is known, the jurisdiction in which the institution is located.

D. "Mental injury" means the observable, identifiable, and substantial impairment of a child's mental or psychological ability to function.

E. "Neglect" means the failure to give proper care and attention to a child, including leaving the child unattended, by a parent or other person who has permanent or temporary care or custody or responsibility for supervision of the child under circumstances indicating:

1. That the child's health or welfare is harmed or placed at substantial risk of harm; or

2. Mental injury to the child or a substantial risk of mental injury.

F. "Professional employee" means a person employed by the USM as a:

1. Faculty member;

2. Administrator;

3. Coach; or

4. Other employee who provides academic support, student service, or institutional support activities, whose duties require either a college degree or comparable experience.

IV. REPORTING REQUIREMENTS

A. Reporting Requirements for USM Professional Employees.

A USM health practitioner, police officer, or other professional employee ("the professional employee") of a USM institution, when acting in a professional capacity, who has reason to believe that a child has been abused or neglected, shall report this suspicion as follows:

1. An oral report shall be made as immediately as is practicable, within 48 hours of the event that caused the employee to believe that a child has been subject to abuse or neglect:

   a. To the local police department or the local department of social services; and

   b. When acting as a staff member of a USM institution, to the President of the institution, or the person or persons designated by the President to receive such reports ("the President's Designee").

2. A written report shall also be provided to the local department of social services within 48 hours of the event that caused the employee to believe that a child has been subject to abuse or neglect.

   a. The employee shall provide a copy of the written report to the institution President, or the President's Designee.

b. The report shall include the following information, to the extent that it is known by the employee:

i. The name, age, and home address of the child;
ii. The name and home address of the parent or other person responsible for the care of the child;
iii. The child's whereabouts;
iv. The nature and extent of the suspected abuse or neglect, including any information regarding possible previous instances of abuse or neglect; and
v. Any other information that may help to identify the person responsible for the abuse or neglect or determine the cause.

3. A copy of the written report also shall be sent to the local State's Attorney, if abuse is suspected.

4. The above reporting requirements apply regardless of generally accepted confidentiality privileges otherwise applicable to professional-client relationships, except that they may not apply to attorneys or members of the clergy under the specific circumstances described in Family Law Article Section 5-705(a)(2) and (3).

B. Reporting Requirements for All Other Persons.

Members of the USM community other than a USM professional employee acting as a staff member of a USM institution, including other staff, students, and contractors on campus, are also required to report suspected child abuse or neglect as follows:

1. Such individuals shall report orally or in writing to:

a. The local department of social services or local law enforcement agency; and

b. The President of the institution or the President's Designee, if the suspected child abuse or neglect:

i. Took place in institution facilities or on institution property;
ii. Was committed by a current or former employee or volunteer of the USM;
iii. Occurred in connection with an institution sponsored, recognized or approved program, visit, activity, or camp, regardless of location; or
iv. Took place while the victim was a registered student at the institution.

2. The report shall include the information listed in Section IV.A.2 above, to the extent that it is known by the individual making the report.

3. The requirement to report suspected abuse or neglect to the President or the President's designee under section B.1.b, above, is subject to generally accepted confidentiality privileges applicable to professional-client relationships.

C. Questions Regarding the Reporting Requirements.

Questions regarding the applicability of these requirements to a particular individual or situation may be directed to the local department of social services or the President's Designee for the reporting of suspected abuse or neglect.

D. Reporting of Past Abuse or Neglect.

The obligation to report suspected child abuse or neglect applies, even if the individual who may have been the victim of past child abuse or neglect is no longer a child at the time when the past abuse or neglect is disclosed or otherwise suspected.

V. POLICY IMPLICATIONS AND CONSEQUENCES

A. Immunity.

Under State law (Family Law Article Section 5-708), any individual who in good faith makes or participates in making a report under the law shall be immune from any civil liability or criminal prosecution. In addition, any person who in good faith makes or participates in making a report under this policy shall be free from any reprisal at the institution that might otherwise result from compliance with the policy.

B. Failure to Report.

Any employee of the USM who fails to report suspected child abuse or neglect in violation of this policy may be subject to discipline for professional misconduct, up to and including termination of the employee's employment with or appointment to the USM.

C. Confidentiality.

The confidentiality of a report of suspected child abuse or neglect, including the identity of an individual who makes a report under this policy, the individual suspected of abuse or neglect, and the child who may have been abused or neglected, will be protected consistent with relevant federal and state laws.

VI. RESPONSIBILITIES OF THE INSTITUTION

Each institution of the USM shall take the following actions to implement this policy and support compliance with State law requirements:

A. President's Designee.

The President of the institution shall designate the person or persons to receive oral and written reports of suspected child abuse or neglect from employees, students, and others at the institution.

B. Information Dissemination.

Employees, students and other members of the campus community shall be informed through employee or student handbooks, institution websites, and other appropriate means of communication of:

1. The requirements of this policy and relevant state law requirements;

2. Institution policies and procedures for compliance with the policy; and

3. Contact information for the local department of social services, local law enforcement agency, State's Attorney, and the President's Designee for the reporting of suspected child abuse or neglect.

C. Training.

Employees and students who have regular contact with children shall receive periodic training in the requirements of this policy.

D. Cooperation with Other Agencies.

The institution shall cooperate fully and appropriately with any investigation of suspected child abuse or neglect by a local department of social services or law enforcement agency. If the individual suspected of child abuse or neglect is an employee, student, or contractor of the institution, the institution shall coordinate its own investigation or other activities in response to a report with the appropriate local agency.

E. Disciplinary Action.

Each institution shall ensure that its own policies and procedures for addressing alleged employee and contractor misconduct include provisions and measures to respond swiftly and appropriately to reports of suspected child abuse and neglect.

F. Reporting to the Chancellor and Board of Regents.

The President shall inform the Chancellor and the Chancellor shall inform the full Board of Regents of any serious incident arising at an institution under this policy, consistent with the confidentiality requirements of federal and state law.

VII. IMPLEMENTATION

A copy of this policy shall be provided to all faculty, staff, and students of each USM institution within one week of the Board's approval of the policy. All other requirements of the policy shall be implemented at each institution no later than January 31, 2012.

VI-1.60 - UNIVERSITY SYSTEM OF MARYLAND POLICY ON SEX DISCRIMINATION

(Approved by the Board of Regents, June 27, 2014; Amended June 19, 2015; Amended June 21, 2019; Amended July 22, 2020, Amended July 31, 2024[1]).

PURPOSE AND APPLICABILITY

The University System of Maryland (USM) is committed to providing a working and learning environment free from Sex Discrimination[2] through training, education, prevention programs, and policies and procedures that promote prompt reporting, prohibit Retaliation, and promote timely, fair, and impartial investigation and resolution in a manner that eliminates the Sex Discrimination, prevents its recurrence, and addresses its effects.

All students, faculty, and staff of USM institutions (including USM regional centers), as well as the USM Office and third parties and contractors are subject to this Policy. This Policy applies to all conduct occurring within an institution's Education Program or Activity.

This Policy addresses the obligations of USM institutions and the USM Office (together, the Institutions) to address Sex Discrimination prohibited by Title IX of the Education Amendments of 1972 (Title IX) and Sex Discrimination prohibited by other federal laws and Maryland law. Federal regulations implementing Title IX require that institutions implement certain procedures when they obtain information about conduct that may reasonably constitute Sex Discrimination. For conduct covered by this Policy but not prohibited under Title IX, Institutions may choose to provide alternative policies and procedures for the adjudication of complaints.

POLICY

I. Definitions

For purposes of this Policy, the following definitions apply:

A. Complainant is an individual who is alleged to have been subjected to Sex Discrimination who is a student or employee or who was participating or attempting to participate in the Education Program or Activity at the time of the alleged Sex Discrimination, whether or not that individual initiated the Complaint.[3]

[1] This amendment is effective August 1, 2024.

[2] Capitalized terms are defined in this Policy.

[3] A parent, guardian, or other authorized legal representative with the legal right to act on behalf of the Complainant may also file a Complaint on behalf of a Complainant.

B. Complaint means an oral or written request to the Institution that objectively can be understood as a request to investigate and make a determination about alleged Sex Discrimination.

C. Confidential Employees are (1) employees whose communications are privileged[4] or confidential under Federal or State law; (2) employees whose communications are specifically designated as confidential for the purpose of providing services related to potential Sex Discrimination; or (3) employees who are conducting an Institutional Review Board-approved human-subjects research study designed to gather information about sex discrimination—but the employee's confidential status is only with respect to information received while conducting the study.[5]

D. Education Program or Activity of an Institution includes all operations of the Institution in the United States, including, but not limited to, all conduct[6] over which an Institution exercises disciplinary authority and all conduct that occurs in any building owned or controlled by a student organization that is officially recognized by an Institution. An Institution must address a sex-based hostile environment under its Education Program or Activity even when some conduct alleged to be contributing to the hostile environment occurred outside the Institution's Education Program or Activity or outside the United States.

E. Employees with Authority are employees, other than Confidential Employees, who have authority to institute corrective measures or who are responsible for administrative leadership, teaching, or advising.

F. Dating Violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the Complainant. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

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[4] The employee's confidential status is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies.

[5] Each Institution's Notice of Nondiscrimination (as defined in Section II.D) and policy shall conspicuously publish the names of all Confidential Employees, except employees whose confidential status is only with respect to their conducting an institutional review board-approved human-subjects research study designed to gather information about Sex Discrimination.

[6] Such conduct may occur in-person or through the use of technology such as e-mail, texts, social media applications, etc.

G. Domestic Violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the Complainant, by a person with whom the Complainant shares a child in common, by a person who is cohabitating with or has cohabitated with the Complainant as a spouse or intimate partner, by a person similarly situated to a spouse of the Complainant, or by any other person against an adult or youth Complainant protected from those acts by domestic or family violence laws of Maryland.

H. Parental Status means the current, potential, or past status of an individual who is, with respect to any person under the age of 18 or over the age of 18 but incapable of self-care because of a disability: (1) a biological, step, adoptive, or foster parent; (2) a legal custodian or guardian; (3) in loco parentis; or (4) actively seeking legal custody, guardianship, visitation, or adoption.

I. Pregnancy or Related Conditions means the current, past, or potential presence of any of the following conditions:

1. Pregnancy, childbirth, termination of pregnancy, or lactation
2. Recovery from pregnancy, childbirth, termination of pregnancy, or lactation
3. Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation.

J. Relevant means related to the allegations of sex discrimination under investigation as part of the grievance procedures. Questions are Relevant when they seek evidence which may aid a decisionmaker in determining whether the alleged sex discrimination occurred. Evidence is Relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

K. Remedies are measures provided, as appropriate, to a Complainant or any other person the Institution identifies as having had their equal access to the Institution's Education Program or Activity limited or denied by Sex Discrimination. These measures are provided to restore or preserve that person's access to the Institution's Education Program or Activity after the Institution determines that Sex Discrimination occurred.

L. Respondent means an individual alleged to be the perpetrator of conduct that could constitute Sex Discrimination.

M. Retaliation means intimidating, threatening, coercing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because an individual has reported information, made a Complaint, testified, assisted, participated or refused to participate in any manner in an investigation, proceeding, or hearing related to Sex Discrimination. Retaliation includes bringing charges against an individual for violations of other institutional policies that do not involve Sex Discrimination but arise out of the same facts or circumstances as a

Complaint, for the purpose of interfering with any right or privilege secured by Title IX.

N. Sexual Assault means an offense classified as a sex offense in the uniform crime reporting system of the Federal Bureau of Investigation. Sex offenses are sexual acts directed against another person and include:

1. **Non-Consensual Sexual Penetration—** Penetration, no matter how slight, of the genital or anal opening of the body of another person with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.
2. **Fondling—**The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.
3. **Incest—**Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
4. **Statutory Rape—**Nonforcible sexual intercourse with a person who is under the statutory age of consent.[7]

O. Sex-Based Harassment means Sex Discrimination prohibited by Title IX that satisfies one or more of the following:

1. **Quid pro quo harassment—** An employee, agent, or other person authorized by the Institution to provide an aid, benefit, or service under the Institution's Education Program or Activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
2. **Hostile Environment Harassment—** Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the Institution's Education Program or Activity (*i.e.*, creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
    a. The degree to which the conduct affected the Complainant's ability to access the Institution's Education Program or Activity;
    b. The type, frequency, and duration of the conduct;

[7] *See* Md. Code Ann., Crim. Law §§ 3-301 through 3-307.

c. The parties' ages, roles within the Institution's Education Program or Activity, previous interactions, and other factors about each party that may be Relevant to evaluating the effects of the conduct;
d. The location of the conduct and the context in which the conduct occurred; and
e. Other sex-based harassment in the Institution's Education Program or Activity.

3. Sexual Assault, Dating Violence, Domestic Violence, or Stalking.

P. Sex-Based Harassment prohibited by Md. Code Ann., State Gov't § 20-601[8] means unwelcome and offensive conduct, which need not be severe or pervasive, when the conduct is based on sex, sexual orientation, or gender identity or consists of unwelcome sexual advances, requests for sexual favors, or other conduct of a sexual nature; and

1. Submission to the conduct is made either explicitly or implicitly a term or condition of the employment of an individual;
2. Submission to or rejection of the conduct is used as a basis for employment decisions affecting the individual; or
3. Based on the totality of the circumstances, the conduct creates a working environment that a reasonable person would perceive to be abusive or hostile.

Q. Sex Discrimination means exclusion from participation in or being denied the benefits of any Education Program or Activity of an Institution on the basis of sex, including sex stereotypes, sex characteristics, sexual orientation, gender identity, and Pregnancy or Related Conditions. Sex-Based Harassment is a form of Sex Discrimination.

R. Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress.

S. Student means a person who has gained admission to an Institution.

T. Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, without unreasonably burdening a Complainant or Respondent, not for punitive or disciplinary reasons, and without fee or charge to the Complainant or Respondent to:

1. Restore or preserve that party's access to the Institution's Education Program or Activity, including measures that are designed to protect the safety of the parties or the Institution's educational environment; or

[8] This definition applies only to sex-based harassment of employees that does not constitute Sex-Based Harassment prohibited by Title IX. *See* Md. Code Ann., State Gov't §§ 20-601 through 20-611.

2. Provide support during the Institution's grievance procedures.

Supportive Measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, restrictions on contact applied to one or more parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, training and education programs related to Sex-Based Harassment, and other similar measures.

II. Institutional Administration of Title IX Policies and Procedures

A. Oversight of Title IX Compliance

1. Title IX Coordinator

Each Institution must designate and authorize at least one employee to coordinate its efforts to comply with Title IX and this Policy, and that employee must be referred to as the "Title IX Coordinator."

2. Title IX Team

Depending on the size and specific needs of the Institution, it may want to identify a Title IX Team, which may include the Title IX Coordinator, Deputy Title IX Coordinators, Title IX investigators, representatives from campus safety, Student Affairs, the Provost's Office, and Human Resources, and any other employees or third-party contractors, as necessary to fulfill the Institution's obligations under this Policy.

The Title IX Coordinator shall be responsible for coordinating, delegating, and supervising the activities of the Title IX Team.

B. Training

All employees shall be trained upon hire, upon change of position that alters their duties under Title IX or this Policy, and annually thereafter. Training materials must not rely on sex stereotypes.

1. All Employees

Each Institution must develop and implement training for all employees regarding the Institution's obligation to address Sex Discrimination. The training must include, at a minimum, the scope of conduct that may constitute Sex Discrimination, the definition of Sex-Based Harassment, and all applicable notification and information requirements that apply to each employee's specific designation (all employees, Confidential Employees, and Employees with Authority).

Training for employees shall also comply with Md. Code Ann., State Pers. & Pens. § 2-203.1.

2. Investigators, decision-makers, and individuals who are responsible for implementing grievance procedures or have the authority to modify or terminate Supportive Measures.

Investigators, decision-makers, and individuals who are responsible for implementing grievance procedures or have the authority to modify or terminate Supportive Measures must receive training on the topics required for all employees (above), as well as training on the following (to the extent of their responsibilities):

a. The Institution's responsibilities, including the scope of the Institution's Education Program or Activity and the Institution's obligations to address Sex Discrimination (*see* 34 C.F.R. § 106.44);
b. The Institution's grievance procedures (including how to conduct an investigation);
c. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
d. The meaning and application of the term "Relevant" in relation to questions and evidence, and the types of evidence that are impermissible (Impermissible Evidence, defined in Section III.P) regardless of relevance; and
e. Issues related to Dating Violence, Domestic Violence, Sexual Assault, and Stalking and conducting an investigation and hearing process that protects the safety of individuals and promotes accountability.

3. Facilitators of an informal resolution process

In addition to receiving the training required for all employees (above), facilitators of informal resolution processes must be trained on the rules and practices associated with the Institution's informal resolution processes, and on how to serve impartially, including by avoiding conflicts of interest and bias.

4. Title IX Coordinator and designees

In addition to all of the training requirements for all of the categories above, the Title IX Coordinator and any designees must be trained on their specific responsibilities, the specific actions required to prevent discrimination and ensure equal access (*see* 34 C.F.R. §§ 106.40(b)(3), 106.44(f) and (g)), the Institution's recordkeeping system and recordkeeping requirements, and any other training necessary to coordinate compliance with Title IX.

5. Preventive Education[9]

Each Institution must develop and implement preventive education for all employees and students, to help identify and reduce the occurrence of Sex Discrimination. At a minimum, these educational initiatives must contain information regarding what constitutes Sex-Based Harassment, definitions of consent and prohibited conduct, the Institution's procedures, bystander intervention, risk reduction, and the consequences of engaging in Sex-Based Harassment. These educational initiatives shall be for all incoming students and employees. Each Institution also must develop ongoing prevention and awareness campaigns for all students and employees addressing, at a minimum, the same information.

Educational initiatives for employees shall also comply with Md. Code Ann., State Pers. & Pens. § 2-203.1.

C. Policies. Each Institution shall adopt and publish a policy[10] that:

1. Includes a statement prohibiting Sex Discrimination in its Education Program or Activity;

2. Prohibits any policy, practice, or procedure, or any employment action, concerning the current, potential, or past Parental Status, family status, or marital status of a student, employee, or applicant (for admission or employment), that treats persons differently on the basis of sex.

3. Includes a statement prohibiting Retaliation;

4. Adopts the definitions in this Policy for Sex Discrimination and defines Relevant terms not defined in this Policy, such as consent;

5. Informs victims of a Sexual Assault of the right to file criminal charges with the appropriate law enforcement officials;

6. Provides for the prompt assistance of Institution authorities, at the request of the victim, in notifying the appropriate law enforcement officials and the Title IX Coordinator of an incident of Sexual Assault;

7. Designates the nearest hospitals equipped with the Maryland Department of State Police Sexual Assault Evidence Collection Kit;

[9] *See* 34 C.F.R. § 668.46.

[10] These policy provisions are required by Title IX, except where another law is cited.

8. Informs victims of the importance of preserving evidence as may be necessary to prove criminal conduct or obtain orders of protection;

9. Provides for full and prompt cooperation from Institution personnel in obtaining appropriate medical attention, including transporting a victim to the nearest designated hospital;

10. Offers counseling to a victim of Sexual Assault from mental health services provided by the Institution, other victim service entities, or the nearest State designated rape crisis program;

11. Provides for, after a Sexual Assault has been reported, and upon the request of the alleged victim, the transfer of the alleged victim to alternative classes or housing, if such alternatives are available and feasible;

12. Identifies the Institution's amnesty policy for parties or witnesses who violate drug use, alcohol, or other student conduct policies. At a minimum, Institutions must have an amnesty policy that prohibits student conduct action (except for a mandatory intervention for substance abuse) for a violation of alcohol or drug use policies by a student who reports Sex-Based Harassment to the Institution or law enforcement or participates in a Sex-Based Harassment matter as a witness, if the Institution determines that:
    a. The violation occurred during or near the time of the alleged Sex-Based Harassment;
    b. The student made the report of Sex-Based Harassment, or is participating in an investigation as a witness, in good faith; and
    c. The violation was not an act that was reasonably likely to place the health or safety of another individual at risk.

13. Provides for reasonable modifications of the Institution's policies, practices, or procedures for students experiencing Pregnancy or Related Conditions.
    a. Each reasonable modification shall be based on the student's individualized needs, in consultation with the student.
    b. A modification that would fundamentally alter the nature of the Institution's Education Program or Activity is not reasonable.
    c. The Institution must allow the student to voluntarily access any separate and comparable portion of the Education Program or Activity.
    d. The Institution must allow the student to take a voluntary leave of absence for a period of time determined by the student's medical provider, or the period of time permitted by the Institution's policy, whichever is greater. Upon return from a leave of absence, the student must be reinstated to the same academic status and (to the extent

possible) extracurricular status that the student held when the leave began.

e. The Institution may not require documentation for reasonable modifications unless it is necessary for the institution to determine what reasonable modifications are needed or whether to take additional actions.

14. Provides for reasonable accommodations for employees with known limitations related to Pregnancy or Related Conditions.[11]
    a. Each reasonable accommodation shall be based on the employee's individualized needs, in consultation with the employee, and in consideration of any medical documentation.
    b. The Institution may request from the employee only the minimum documentation necessary to establish that the employee is experiencing Pregnancy or Related Conditions, and what adjustments are needed.
    c. Reasonable accommodations may include temporary relief from essential functions of the employee's job, and in the case of an employee with insufficient accrued leave or no paid leave, voluntary leave of absence without pay.
    d. At the conclusion of any accommodation, the employee shall be reinstated to the same status as before the accommodation without decrease in compensation or loss of promotional opportunities or any other right or privilege of employment.

15. Provides for treating Pregnancy or Related Conditions in the same manner and under the same policies as any other temporary medical conditions for all job-related purposes, including commencement, duration, and extension of leave, payment of disability income, accrual of seniority and any other benefit or service, reinstatement, and any other fringe benefit offered to employees by virtue of employment.

16. Provides for treating Pregnancy or Related Conditions in the same manner and under the same policies as any other temporary medical conditions with respect to medical or hospital benefits, services, or any other policies the Institution

[11] The Pregnant Workers Fairness Act requires accommodations for employees experiencing Pregnancy or Related Conditions. *See* 42 U.S.C. 2000gg(3); 29 C.F.R. § 1636. Allegations regarding failure to provide accommodations to employees with known limitations related to Pregnancy or Related Conditions are not covered by Title IX. Institutions may, but are not required to, address such allegations under procedures required for allegations of conduct prohibited by Title IX.

operates or participates in with respect to students in the Institution's Education Program or Activity.

17. Provides for a lactation space for all students, employees, and visitors, which may not be a bathroom, that is clean, shielded from view, free of intrusion from others, and may be used for expressing milk or breastfeeding as needed.

18. Prohibits requiring a student who is Pregnant or with a Related Condition to provide certification that the student is physically able to participate in a class, program, or activity, unless:
    a. The certified level of physical ability or health is necessary for the class, program, or activity;
    b. The recipient requires such certifications of all students participating in the class, program, or activity; and
    c. The information obtained through the certification is not used as a basis for prohibited discrimination.

19. In circumstances where different treatment or separation on the basis of sex is permitted, prohibits different treatment or separation on the basis of sex in a manner that discriminates on the basis of sex by subjecting a person to more than de minimis harm, except as permitted by 20 U.S.C. §§ 1681 and 1686 and their corresponding regulations.[12]

20. Provides information on how individuals participating in the Institution's Education Program or Activity can contact the Institution's Confidential Employees (excluding those whose confidential status is only with respect to information received while conducting a research study).

D. Notice of Nondiscrimination. Each Institution must publish a Notice of Nondiscrimination in the following manner:

1. Content

Each Institution must publish a notice of nondiscrimination that contains the following content:

a. A statement that the Institution does not discriminate on the basis of sex in its Education Program or Activity, the Institution is required by Title IX not to discriminate in such a manner, and the requirement not to discriminate extends to admission and employment;

[12] For purposes of this provision, adopting a policy or engaging in a practice that prevents an individual from participating in an Education Program or Activity consistent with their gender identity subjects them to more than de minimis harm.

b. A statement that inquiries concerning the application of Title IX may be referred to the Institution's Title IX Coordinator or to the Office for Civil Rights of the U.S. Department of Education, or both; and
c. The name or title, office address, email address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).
d. How to locate the Institution's Title IX Policy and grievance procedures.
e. How to report information about conduct that may constitute Sex Discrimination.
f. How to make a Complaint about Sex Discrimination.

2. Dissemination of Notice

The notice must be widely distributed to all students, employees, applicants for admission and employment, and other relevant persons (including all unions or professional organizations holding collective bargaining or professional agreements with the Institution). The notice must be prominently displayed on the Institution's website and in publications of general distribution that provide information to students and employees about the Institution's services and policies, including each handbook, catalog, announcement, bulletin, and application that it makes available to persons entitled to a notification. If necessary because of limitations in the format or size of any publication, Institutions may substitute a shortened statement that the Institution prohibits discrimination on the basis of sex and that individuals may report concerns or questions to the Title IX Coordinator and provide the location of the full notice on the Institution's website. Institutions may not distribute or publish any statement that they treat applicants, students, or employees differently on the basis of sex, except as permitted by Title IX.

III. Institutional Response to Information About Sex Discrimination

An Institution with knowledge of conduct that may reasonably constitute Sex Discrimination or Retaliation in its Education Program or Activity must respond promptly and effectively. Each Institution shall adopt and publish grievance procedures. If an Institution adopts grievance procedures that apply to some, but not all, Complaints, the procedures must articulate consistent principles for how the Institution will determine which procedures apply. All procedures to address Sex Discrimination or Retaliation prohibited by Title IX must include the following provisions:[13]

[13] Institutions may, but are not required to, use the same grievance procedures to address Sex Discrimination or Retaliation against employees not prohibited by Title IX but prohibited by Maryland law or other federal laws.

A. Monitoring. The Title IX Coordinator must:

1. Monitor the Education Program or Activity for barriers to reporting information about conduct that reasonably may constitute Sex Discrimination; and
2. Take steps reasonably calculated to address such barriers.

B. Notification Requirements. All Institution employees must notify the Title IX Coordinator or provide Students or other persons with the contact information of the Title IX Coordinator under the following circumstances:

1. **Pregnancy or Related Conditions –** If a Student, or a person who has the legal right to act on behalf of the Student, informs any employee of the Student's Pregnancy or Related Conditions, the employee must provide that person with the Title IX Coordinator's contact information and inform them that the Title IX Coordinator can coordinate specific actions to ensure equal access and prevention of discrimination. Employees need not provide the Title IX Coordinator's contact information if the employee reasonably believes that the Title IX Coordinator has been notified.

2. **Sex Discrimination –** When an employee becomes aware of information about conduct that reasonably may constitute Sex Discrimination or Retaliation, they are required to take the following action based on their designation:

    a. **Confidential Employees** must inform any person who communicates information about conduct that may reasonably constitute Sex Discrimination that they are Confidential Employees, circumstances in which they are not required to notify the Title IX Coordinator about conduct that reasonably may constitute Sex Discrimination, how to contact the Title IX Coordinator and how to initiate a Complaint, and that the Title IX Coordinator may be able to offer and coordinate Supportive Measures as well as initiate an informal resolution process or investigation under the grievance procedures.
    b. **Employees with Authority** must notify the Title IX Coordinator when they obtain information about conduct that may reasonably constitute Sex Discrimination.
    c. **All Employees** who are not Confidential Employees or Employees with Authority shall either (1) notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute Sex Discrimination or (2) provide the contact information of the Title IX Coordinator and information about how to make a Complaint to any person who provides the employee with information about conduct that may reasonably constitute Sex Discrimination.

C. Response to Notification. Upon receiving from an employee notification of conduct that may reasonably constitute Sex Discrimination or Retaliation, the Title IX Coordinator must:

1. Treat the Complainant and Respondent equitably;
2. Offer to coordinate Supportive Measures, as appropriate;
3. Notify the Complainant (or if the Complainant is unknown, the person who reported the information) of the Institution's grievance procedures.

D. Emergency Removal. An Institution may remove a Respondent from the Institution's Education Program or Activity on an emergency basis, provided that the Institution:

1. Undertakes an individualized safety and risk analysis;
2. Determines that an imminent and serious threat to the health or safety of a Complainant or any students, employees, or other persons arising from the allegations of Sex Discrimination justifies removal; and
3. Provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal.

E. Initiation of Complaint. Upon notification by a Complainant or an employee[14] of information about conduct that reasonably may constitute Sex Discrimination or Retaliation, the Title IX Coordinator must:

1. Initiate grievance procedures in response to a Complaint; or
2. In the absence of a Complaint or the withdrawal of any of the allegations in a Complaint, determine whether to initiate a Complaint of Sex Discrimination or Retaliation in consideration of, at a minimum, the following factors:
    a. Whether the Complainant has requested not to proceed with the Complaint;
    b. The Complainant's reasonable safety concerns regarding initiating a Complaint;
    c. The risk that additional acts of Sex Discrimination or Retaliation would occur if a Complaint is not initiated;
    d. The severity of the alleged Sex Discrimination or Retaliation, including whether the discrimination, if established, would require the removal of the Respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent recurrence;
    e. The age and relationship of the parties, including whether the Respondent is an employee;
    f. The scope of the alleged Sex Discrimination or Retaliation, including information suggesting a pattern, ongoing Sex Discrimination or

[14] A Complaint of Sex Discrimination other than Sex-Based Harassment may also be initiated by (1) any student or employee; and (2) any person other than a student or employee who was participating in or attempting to participate in the Institution's Education Program or Activity at the time of the alleged Sex Discrimination.

Retaliation, or Sex Discrimination or Retaliation alleged to have impacted multiple individuals;

g. The availability of evidence to assist a decision-maker in determining whether sex discrimination occurred; and
h. Whether the Institution could end the alleged Sex Discrimination or Retaliation and prevent its recurrence without initiating grievance procedures.

3. If, after considering these and other relevant factors, the Title IX Coordinator determines that the conduct as alleged presents an imminent and serious threat to the health or safety of the Complainant or other person, or that the conduct, as alleged, prevents the Institution from ensuring equal access on the basis of sex to its Education Program or Activity, the Title IX Coordinator may initiate a Complaint. If the Title IX Coordinator initiates a Complaint, the Title IX Coordinator must notify the Complainant prior to doing so and appropriately address reasonable concerns about the Complainant's safety or the safety of others, including by providing Supportive Measures.
4. The Title IX Coordinator need not initiate a Complaint or consider the factors in paragraph 2 if the Title IX Coordinator reasonably determines that the conduct as alleged could not constitute Sex Discrimination or Retaliation.

F. Supportive Measures. The Institution must offer and coordinate Supportive Measures. The Institution's policy must describe the range of Supportive Measures available to Complainants and Respondents. The Institution must provide the parties with a timely opportunity to seek, from an appropriate and impartial decision-maker, modification, or reversal of the decision to provide, deny, modify, or terminate Supportive Measures applicable to them. The impartial decision-maker must be someone other than the employee who made the challenged decision and must have authority to modify or reverse the decision, if the impartial decision-maker determines that the initial decision to provide, deny, modify, or terminate the Supportive Measures was inconsistent with the definition of Supportive Measures. The Institution must also provide a party with the opportunity to seek additional modification or termination of a Supportive Measure applicable to them if circumstances change materially. The Institution must not disclose information about any supportive measures to persons other than the person to whom they apply, including informing one party of Supportive Measures provided to another party, unless necessary to provide the Supportive Measure, restore or preserve the party's access to the Education Program or Activity, or when an exception applies.

G. How to Report Sex Discrimination or Retaliation.

1. Any person may report Sex Discrimination or Retaliation (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute Sex Discrimination or Retaliation) in person, by mail, by telephone, or by email, using the contact information listed for the Title IX Coordinator, or by

any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

2. Such a report may be made at any time (including during nonbusiness hours) by using the telephone number or email address or by mail to the office address listed for the Title IX Coordinator.

H. Equitable Treatment. Complainants and Respondents will be treated equitably by:

1. Providing remedies to a Complainant where a determination of responsibility for Sex Discrimination or Retaliation has been made against the Respondent, and by using procedures that comply with Title IX when investigating and adjudicating allegations of Sex Discrimination or Retaliation before the imposition of any sanctions or other actions that are not Supportive Measures against a Respondent (remedies must be designed to restore or preserve equal access to the Institution's Education Program or Activity);
2. Providing an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence; and
3. Applying any provisions, rules, or practices used to investigate and adjudicate complaints under Title IX equally to both parties.

I. Objective Evaluation of Evidence. Institutions' procedures must require an objective evaluation of all Relevant evidence—including both inculpatory and exculpatory evidence—and provide that credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness.

J. No Conflict or Bias. Institutions' procedures must require that any individual designated as a Title IX Coordinator, investigator, or decision-maker; any decision-making body for a hearing or appeal; or any person designated to facilitate an informal resolution process, not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent.

K. Presumption of Non-Responsibility. Institutions' procedures must include a presumption that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the process.

L. Reasonably Prompt Time Frames. Institutions' procedures must include reasonably prompt time frames for conclusion of the investigation and adjudication process—including reasonably prompt time frames for filing and resolving appeals and informal resolution processes (if any)—and a process that allows for the temporary delay of the investigation and adjudication process or the limited extension of time frames for good cause with written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action.

M. Privacy. Institutions' procedures must require that reasonable steps be taken to protect the privacy of the parties and witnesses during the process, provided that steps do not restrict the ability of the parties to obtain and present evidence, consult with others, or otherwise prepare for or participate in the process.

N. Sanctions and Remedies. Institutions' procedures must describe the range of, or list, the possible sanctions that may be imposed on a Respondent and the possible remedies that may be provided to a Complainant that the Institution may implement following any determination of responsibility.

O. Standard of Evidence. Institutions' procedures must specify "by a preponderance of the evidence" as the standard of evidence for all Complaints of Sex Discrimination.

P. Impermissible Evidence. An Institution may not elicit, consider, require, rely upon, allow, disclose, or otherwise use any of the following as evidence (Impermissible Evidence), regardless of whether it is Relevant:

1. Information protected under a legally recognized privilege or evidence provided to a Confidential Employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
2. Records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the treatment of a party or witness, unless the Institution obtains that party's or witness's voluntary, written consent to do so.
3. A Student's history of mental health counseling, treatment, or diagnosis, unless the Student consents.
4. Evidence relating to a Complainant's sexual interests or prior sexual conduct, except the following is permitted:
    a. Evidence about the Complainant's prior sexual conduct that is offered to prove that someone other than the Respondent committed the alleged conduct; or
    b. Evidence about specific incidents of the Complainant's prior sexual conduct with the Respondent that is offered to prove consent to alleged Sex-Based Harassment. The fact of prior consensual sexual conduct between Complainant and Respondent does not by itself demonstrate or imply that the Complainant's consent occurred in the events alleged.
5. Evidence relating to a Respondent's prior sexual history with an individual other than a party to the proceedings, except to prove prior sexual misconduct; support a claim that the Respondent has an ulterior motive; or impeach the Respondent's credibility after the Respondent has put their own prior sexual conduct at issue.

Q. Notice. Upon initiation of a Complaint, the Institution must provide written notice to known parties of the following:

1. The investigation and adjudication process, including any informal process available;
2. The allegations, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. "Sufficient details" include the identities of the parties involved in the incident, if known, the conduct allegedly constituting Sex Discrimination, and the dates and locations of the alleged incidents, if known;
3. That retaliation is prohibited;
4. That the parties are entitled to an equal opportunity to access the Relevant and not otherwise Impermissible Evidence or an accurate description of evidence..

R. Dismissal of Complaints.

1. An Institution may dismiss a Complaint for any of the following reasons:
    a. The Institution is unable to identify the Respondent after taking reasonable steps to do so;
    b. The Respondent is not participating in the Education Program or Activity or is not employed by the Institution;
    c. The Complainant voluntarily withdraws any or all of the allegations in the Complaint, the Title IX Coordinator declines to initiate a Complaint on behalf of the Institution, and the Institution determines that without the Complainant's withdrawn allegations any conduct that remains would not constitute Sex Discrimination, if proven;
    d. The Institution determines that the conduct alleged, if proven, would not constitute Sex Discrimination, after taking reasonable steps to clarify the allegations with the Complainant.
2. Upon dismissal, an Institution must promptly notify the Complainant of the basis of the dismissal and the opportunity to appeal.
3. Upon dismissal, if the dismissal occurs after the Respondent has been notified of the allegations, an Institution must promptly notify the Respondent of the basis of the dismissal and the opportunity to appeal.
4. The following are permitted bases for appeal:
    a. Procedural irregularity that would change the outcome;
    b. New evidence that would change the outcome that was not reasonably available when the determination was made;
    c. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias that would change the outcome.
    d. The Institution may offer additional bases for appeal as long as they are available equally to all parties.

5. If a dismissal is appealed, the Institution must:
    a. Notify the parties, including providing notice of the allegations to the Respondent if not previously notified;
    b. Implement appeal procedures equally for the parties;
    c. Ensure that the appeal decision-maker has received training and did not participate in the investigation or dismissal;
    d. Provide the parties a reasonable and equal opportunity to make a statement in support of or challenging the outcome; and
    e. Notify the parties of the result of the appeal and the basis for the result.
6. Upon dismissal, the Title IX Coordinator must offer Supportive Measures to the Complainant or Respondent, as appropriate.
7. Upon dismissal, the Title IX Coordinator must take appropriate and prompt steps to ensure that Sex Discrimination does not continue or recur.

S. Consolidation of Complaints. An Institution may consolidate Complaints of Sex Discrimination against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of Sex Discrimination arise out of the same facts or circumstances.

T. Investigation of Complaint. When investigating a Complaint and throughout the investigation and adjudication process, the Institution must:
1. Ensure that the burden is on the Institution—not on the parties—to conduct an investigation that gathers sufficient evidence to determine whether Sex Discrimination or Retaliation occurred;
2. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
3. Review all evidence gathered through the investigation and determine what evidence is Relevant and what is Impermissible Evidence regardless of relevance; and
4. Provide each party with an equal opportunity to access the evidence that is Relevant to the allegations of Sex Discrimination and not otherwise impermissible, in the following manner:
    a. The Institution must provide an equal opportunity to access either the Relevant and not Impermissible Evidence or a description of this evidence. If the Institution provides a description, it must further provide the parties with an equal opportunity to access the Relevant and not otherwise Impermissible Evidence upon request of any party;
    b. The Institution must provide a reasonable opportunity to respond to the evidence or to the accurate description of the evidence;
    c. The Institution must take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedure. Disclosure of evidence or

information for purposes of administrative or litigation proceedings related to the Complaint is authorized.

U. Questioning of Parties and Witnesses. An institution must provide a process that enables the decision-maker to question parties and witnesses and adequately assess a party's or witness's credibility to the extent credibility is in dispute and Relevant to evaluating one or more allegations of Sex Discrimination.

V. Determination Regarding Responsibility. Following an investigation, the Institution must:

1. Use the preponderance of the evidence standard of proof to determine whether Sex Discrimination or Retaliation occurred.
2. Notify the parties in writing of the determination of whether Sex Discrimination occurred, including the rationale for the determination, and the procedures and permissible bases for the Complainant and Respondent to appeal.
3. If there is a determination that Sex Discrimination or Retaliation has occurred, as appropriate, require the Title IX Coordinator to coordinate the implementation of remedies, coordinate the imposition of any disciplinary sanctions, including notification to the Complainant of any disciplinary sanctions imposed upon the Respondent, and take other prompt and appropriate steps to ensure that the Sex Discrimination or Retaliation does not continue or recur.
4. An Institution may not impose discipline on a Respondent for Sex Discrimination or Retaliation unless there is a determination at the conclusion of the Institution's grievance procedures that the Respondent engaged in Sex Discrimination or Retaliation.
5. An Institution may not discipline a party, witness, or others participating in the process for making a false statement or engaging in consensual sexual conduct based solely on the Institution's determination whether or not Sex Discrimination occurred.

W. Appeals. An Institution must offer the parties an appeal process that, at a minimum, is the same as is offered in comparable proceedings at the Institution such as for other complaints of discrimination.

X. Additional Requirements for Student Complaints of Sex-Based Harassment.[15] For Complaints alleging Sex-Based Harassment involving Student Complainants or Respondents, Institutions must provide for the following procedures in addition to the above:

1. **Student Employees.** When a Complainant or Respondent in a matter alleging Sex-Based Harassment is both a student and an employee, the Institution should

[15] *See* 34 C.F.R. § 106.46.

make a fact-specific determination as to whether the requirements of this section apply in the individual circumstances. The Institution should specifically consider, at a minimum, whether the parties' primary relationship is employment or education and whether the alleged conduct occurred while the student-employee was performing employment-related work.

2. **Additional Written Notice.** Upon initiation of an investigation for student Complaints of Sex-Based Harassment, the Institution must provide written notice to all parties whose identity is known with sufficient time for all parties to prepare for any initial interview. The notice must contain:
    a. All notices required in Sections III.A-W of this Policy;
    b. A statement that the Respondent is presumed not responsible until a determination is made;
    c. A statement that the parties will have an opportunity to present Relevant and not otherwise Impermissible Evidence to a trained, impartial decision-maker;
    d. A statement that an advisor is permitted and that the advisor may be, but is not required to be, an attorney;
    e. A statement that the parties are entitled to equal opportunity to access Relevant and not otherwise Impermissible Evidence or an accurate summary of that evidence;
    f. If applicable, any Institution policy that prohibits knowingly making false statements or submitting false information during grievance procedures.
    g. In the event the Institution decides to investigate additional allegations of Sex-Based Harassment by the Respondent against the Complainant, the Institution must provide additional written notice to all parties who are known.
    h. To the extent the Institution has reasonable concerns for the safety of any person as a result of the Institution providing such notice, the Institution may reasonably delay providing written notice in order to address safety concerns appropriately. Reasonable concerns must be based on an individualized safety and risk analysis and not mere speculation or stereotypes.

3. **Dismissal of Complaint.** The Institution must provide all procedures set forth in Section III.R of this Policy for dismissing a Complaint. For Student Complaints regarding Sex-Based Harassment, the Institution must obtain the Complainant's voluntary withdrawal in writing.

4. **Written Notice of Meetings and Proceedings.** The Institution must provide written notice of the date, time, location, participants, and purpose of all meetings

or proceedings to any party whose participation is invited or expected, with sufficient time to prepare to participate.

5. **Advisors.** The Institution must provide the parties with the same opportunity to be accompanied to any meeting or proceeding by an advisor of their choice. The advisor may be, but is not required to be, an attorney. The Institution may not limit the party's choice or presence of any advisor except that the Institution may establish restrictions regarding the extent to which an advisor may participate, as long as the restrictions apply equally to all parties.

6. **Other Parties and Witnesses.** The Institution may, but is not required to, institute a policy to allow expert witnesses or other persons present at meetings or proceedings as long as the policy applies equally to all parties.

7. **Extensions of Time.** The Institution must allow for reasonable extensions of time on a case-by-case basis with written notice to the parties that describes the basis for the delay.

8. **Evidence.** The Institution must provide any party and any party's advisor with an equal opportunity to access Relevant and not otherwise Impermissible Evidence. If the Institution's policy provides for a live hearing, the parties must be permitted to review evidence in advance of the live hearing.

9. **Questioning of Parties and Witnesses**. The Institution must provide a process that enables the decision-maker to question parties and witnesses regarding evidence and to assess credibility to the extent credibility is Relevant, under the following conditions:
    a. If the Institution does not conduct a live hearing, it must allow the investigator to ask questions regarding Relevant and not otherwise Impermissible Evidence, including questions of credibility, during meetings with parties and witnesses.
        i. The Institution must allow each party to propose questions that the party wants to be asked of any party or witness and have those questions asked by the investigator; and
        ii. The Institution must provide each party with an audio or video recording or transcript with enough time for the party to propose follow-up questions.
    b. If the Institution conducts a live hearing, the Institution must allow the decision-maker to ask questions regarding Relevant and not otherwise Impermissible Evidence, including questions of credibility and:
        i. Allow each party to propose questions that the party wants to be asked of any party or witness and have those questions asked by the decision-maker; or

ii. Allow each party's advisor to ask any party or witness such questions. Questioning may never be conducted by a party personally. If the questioned party does not have an advisor, the Institution must provide the party with an advisor, without charge, for purposes of questioning by the other party's advisor. A Confidential Employee may not serve as an appointed advisor. An appointed advisor may be, but is not required to be, an attorney.

c. The decision-maker must determine whether a proposed question is Relevant and would not elicit Impermissible Evidence prior to the question being posed and must explain the decision to exclude any question that is not Relevant or would elicit Impermissible Evidence.
d. Any question that is Relevant and would not elicit Impermissible Evidence must be asked except questions that are unclear or harassing in nature. Parties must be given the opportunity to clarify questions.
e. A decision-maker may choose to place less or no weight on statements by a party or witness who refuses to respond to questions deemed Relevant that would not elicit Impermissible Evidence. The decision-maker must not draw an inference about whether Sex-Based Harassment occurred based on a party's or witness's refusal to respond to such questions.

10. **Live Hearing.** An Institution's Sex-Based Harassment procedures need not provide for a live hearing. If the Institution chooses to conduct a live hearing, it may conduct the hearing with the parties physically in the same location or virtually (as long as the decision-maker and parties can simultaneously see the party or witness speaking). If a live hearing is conducted, an audio or video recording or transcript of the hearing must be made available to the parties for inspection and review.

11. **Written Determination.** An Institution must provide to all parties simultaneously a written determination as to whether Sex-Based Harassment occurred. The written determination must include:
    a. A description of the allegations;
    b. Information about the policies and procedures that the Institution used to evaluate the allegations;
    c. The decision-maker's evaluation of Relevant and not otherwise Impermissible Evidence and determination whether Sex-Based Harassment occurred;
    d. If the decision-maker finds that Sex-Based Harassment occurred, any disciplinary sanctions that will be imposed and any remedies that will be provided; and
    e. The procedures for appeal.

12. **Appeals.** The Institution must offer the parties an appeal from a determination as to whether Sex-Based Harassment occurred, and/or any dismissal of the Complaint. A written determination becomes final on the date that the Institution provides the parties with the written determination of the result of any appeal, or if no party appeals, the date on which an appeal would no longer be considered timely. The following are permitted bases for appeal:
    a. Procedural irregularity that would change the outcome;
    b. New evidence that would change the outcome that was not reasonably available when the determination was made;
    c. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.
    d. The Institution may offer additional bases for appeal as long as they are available equally to all parties.

Y. Informal Resolution Process. At any time prior to reaching a determination regarding responsibility, the Institution may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the Institution:

1. Obtains the parties' voluntary, written consent to proceed with the informal resolution process. An Institution may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of Complaints of Sex Discrimination.
2. May not require the parties to participate in an informal resolution process.
3. Provides the parties a written notice disclosing:
    a. the allegations;
    b. the requirements of the informal resolution process including that at any time prior to the parties' agreement to a resolution, any party may withdraw from the informal resolution process and initiate grievance procedures;
    c. that the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties from initiating or resuming grievance procedures arising from the same allegations;
    d. the potential terms that may be requested or offered in an informal resolution agreement, including a notice that the agreement is binding only on the parties; and
    e. what information will be maintained by the Institution and how the Institution could disclose such information for use in grievance procedures, if initiated or resumed.

4. Does not offer or facilitate an informal resolution process to resolve allegations of Sexual Assault or sexual coercion.
5. Does not use the same facilitator for informal resolution to investigate or decide a matter under the grievance procedures.
6. Requires that any person designated to facilitate an informal resolution process not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent.

Z. Description of Student Rights.[16] Each Institution's grievance procedures shall include a description of the rights of Student Complainants and Respondents, including:

1. Treatment with dignity, respect, and sensitivity by Institution officials during all phases of the disciplinary proceedings;

2. A fair and impartial investigation;

3. Disciplinary proceedings and resolutions that are prompt and equitable and provide an opportunity for the parties to be heard;

4. Timely written notice of:
    a. The reported violation, including the date, time, and location of the alleged violation, and the range of potential sanctions associated with the alleged violation;
    b. The party's rights and responsibilities under the Institution's policies and procedures and information regarding other civil and criminal options;
    c. The date, time, and location of each hearing, meeting, or interview that the party is required or permitted to attend;
    d. A final determination made by the adjudicating official or body regarding whether a policy violation occurred and the basis for the determination;
    e. Any sanction imposed, as permitted by law; and
    f. The party's rights to appeal and a description of the appeal process;

5. Participation in the disciplinary proceedings, including:
    a. Access to the case file and evidence regarding the incident obtained by the Institution during the investigation or considered by the adjudicating official or body, with personally identifiable or other information redacted as required by applicable law;

[16] *See* Md. Code Ann., Educ. § 11-601.

b. Offering testimony at a hearing, or, if the institution's process does not include a hearing, to the adjudicating official;
c. Submitting evidence, witness lists, and suggested specific questions to be posed to the other party involved in the disciplinary proceedings by investigators or the adjudicating official or body;
d. Providing and reviewing testimony electronically or in a way in which the parties are not required to be in the physical presence of one another;
e. Reviewing and providing written responses to reports and proposed findings; and
f. Appealing a determination or sanction;

6. Assistance by a licensed attorney, an advocate supervised by an attorney, or a trained advocate throughout the disciplinary proceedings, including by the attorney or advocate's:
    a. Attendance at hearings, meetings, and interviews with the party;
    b. Private consultations with the party during hearings, meetings, and interviews, except during questioning of the party at a hearing; and
    c. Assistance with the party's exercise of any right during the disciplinary proceedings;

7. Notwithstanding whether a student accesses counsel paid for by the Maryland Higher Education Commission (MHEC), the presence of no more than two people, including a personal supporter of the party's choice, an attorney, or an advocate, at any hearing, meeting, or interview during the disciplinary proceedings;

8. Notice to a student party, presented in an appropriate and sensitive format, before the start of the disciplinary proceedings, of:
    a. The student's right to the assistance of an attorney or an advocate;
    b. The legal service organizations and referral services available to the student; and
    c. The student's right to have a personal supporter of the student's choice at any hearing, meeting, or interview during the disciplinary proceedings;

9. Access to counsel paid for by MHEC for a current or former student who makes a Complaint or responds to a Complaint on which a Title IX investigation is initiated, and who was enrolled as a student at the Institution at the time of the incident that is the basis of the Complaint, unless the student knowingly and voluntarily chooses not to have counsel, in accordance with COMAR 13B.09.01:
    a. A student may select and retain an attorney before the conclusion of the formal Title IX proceedings;

b. A student may obtain from MHEC, through MHEC's website, a list of licensed attorneys who have indicated that they will represent such students in Title IX proceedings on a pro bono basis or for reduced legal fees; and
c. A student's attorney may seek reimbursement of certain legal costs and fees from MHEC's Legal Representation Fund for Title IX proceedings, subject to the availability of funding.

IV. Institutional Compliance

A. Other Federal and State Nondiscrimination Laws

Nothing in this Policy affects Institutions' obligations to address, or employees' rights to report, discrimination and retaliation under other federal and State nondiscrimination laws.

B. Clery Act Compliance

In handling Sex-Based Harassment reports, each Institution remains responsible for complying with the requirements of the Crime Awareness and Campus Security Act of 1990 (Clery Act) and its amendments. Institutions must comply with Clery Act requirements, including crime recording and reporting requirements, where compliance is not otherwise achieved by actions under this Policy.

C. Agreements with Local Law Enforcement and Rape Crisis Programs[17]

Each Institution must, at a minimum, pursue formalized agreements with (1) the Institution's local law enforcement agency and (2) a State designated rape crisis program and/or federally recognized sexual assault coalition. Agreements with law enforcement agencies must comply with Title IX and clearly state when an Institution will refer a matter to a local law enforcement agency. Agreements with rape crisis or sexual assault programs must formalize a commitment to provide trauma-informed services to victims of sexual assault and to improve the Institution's overall response to sexual assault.

D. Campus Sexual Assault Climate Survey

At least every two (2) years, each Institution shall: (1) develop an appropriate Sexual Assault campus climate survey using nationally recognized best practices for research and climate surveys; and (2) administer the Sexual Assault campus climate survey to students in accordance with the procedures set by MHEC. Each Institution shall submit to MHEC a report in accordance with the requirements set forth in Md. Code Ann., Educ. § 11-601(g).

[17] *See* Md. Code Ann., Educ. § 11-601.

E. Recordkeeping for Sex Discrimination Complaints and Notifications

Each Institution must maintain for seven years records of:

1. Each Complaint of Sex Discrimination, records documenting the informal resolution process or grievance procedure, and the resulting outcome.
2. For each notification the Title IX Coordinator receives of information about conduct that reasonably may constitute Sex Discrimination, records documenting any action taken.
3. All materials used for Title IX training of students or employees.

F. Reporting Requirements

Title IX coordinators must promptly inform Institution Presidents, Institution Presidents must inform the Chancellor, and the Chancellor must promptly inform the full Board of Regents of any allegations by Students of Sexual Harassment by Institution employees, volunteers, or contractors. Institutions must also promptly inform the Chancellor, and the Chancellor must promptly inform the full Board of Regents of any investigations by federal, state or local government agencies regarding alleged Sexual Harassment by an Institution employee, volunteer, or contractor.

~~3.~~

This Policy should be cross-referenced with USM BOR VI-1.50 Policy on the Reporting of Child Abuse and Neglect.

VII-8.05 – POLICY ON PROFESSIONAL CONDUCT AND WORKPLACE BULLYING

(Approved by the Board of Regents on October 9, 2015; Amended June 16, 2017; Amended June 17, 2021)

I. PURPOSE AND APPLICABILITY

This policy establishes expectations for the conduct of Regular and Contingent Nonexempt and Exempt staff employees. Failure to comply with these expectations may result in disciplinary action.

II. GENERAL STANDARDS OF CONDUCT

A. Employees shall exhibit exemplary conduct and use honest efforts in the performance of their duties.

B. Employees shall not knowingly make unauthorized commitments or promises of any kind purporting to bind the Institution or the University System of Maryland Office (USMO).

C. Employees shall act impartially and not give preferential treatment to any private organization or individual.

D. Employees shall protect and conserve State property and shall not use it for other than authorized activities.

E. Employees shall satisfy in good faith their civic and legal obligations including federal, state, or local taxes that are imposed by law.

F. Employees shall adhere to all applicable laws and regulations that provide equal opportunity regardless of race, ethnicity, color, religion, sex, national origin, age, disability, gender identity or expression, sexual orientation, marital status, genetic information, veteran's status or any other applicable legally- protected characteristic.

G. Employees shall conduct intra-agency and interagency relations with civility, collaboration, and cooperation. These same principles shall apply to interactions with officials and employees of the legislative and judicial branches.

III. CONFLICTS OF INTEREST

Consistent with Maryland Public Ethics Laws, Annotated Code of Maryland, General Provisions Article, Title 5:

A. Employees shall not hold financial interests that conflict with the

conscientious performance of their duties.

B. Employees shall not, except as permitted by applicable law or regulation, solicit or accept any gift or other item of monetary value from any person or entity seeking official action from, doing business with, or conducting activities regulated by their Institution, another University System of Maryland (USM) Institution, or the USMO, or whose interests may be substantially affected by the performance or nonperformance of the employee's duties.

C. Employees shall not engage in financial transactions using nonpublic Government information or allow the improper use of such information to further any private interest.

D. Employees shall not engage in outside employment or activities, including seeking or negotiating for employment, which conflict with the duties and responsibilities of their position.

E. Employees shall endeavor to avoid any actions creating the appearance of any impropriety or violating applicable law or the ethical standards in applicable regulations.

F. Upon leaving State service, USM employees shall be bound by the restrictions of the Annotated Code of Maryland, General Provisions Article, Section 5-504, with respect to lobbying and other forms of representation.

G. Each Institution and the USMO shall provide training regarding all applicable provisions of the Maryland Public Ethics Law to all staff and administrators appointed at the level of director or above within six months of such appointment and at least once every five years. Online training provided by the Maryland State Ethics Commission for individuals who file financial disclosure statements may be substituted for the initial training required under this policy.

IV. BULLYING IN THE WORKPLACE OR IN THE COURSE OF EMPLOYMENT

Employees shall not intentionally engage in persistent, severe, or pervasive behavior toward another employee that a reasonable employee would find malicious, degrading, intimidating, or threatening.

Below are examples of conduct that would be considered bullying when this standard is met. A manager's legitimate, justified conduct related to supervising a subordinate shall not be considered bullying.

A. Employees shall treat others with dignity, respect and professionalism and shall not promote or create working environments that foster workplace bullying.

B. Employees shall not personally attack or insult an individual through angry outbursts, repeated use of profanity, name-calling, or offensive nicknames.

C. Employees shall not publicly humiliate other individuals.

D. Employees shall not encourage other individuals to ostracize another individual.

E. Employees shall not sabotage, undermine or intentionally interfere with the work of another individual, including knowingly making false statements about another employee's performance of their duties.

F. Employees shall not make threats to abuse another individual or an individual's property or intentionally cause harm or damage to that property.

G. Employees shall not make repeated threats about an individual's job security without a valid basis or foundation for doing so. Employees shall not repeatedly taunt another employee about their job performance or job security.

H. Employees shall not engage in "cyberbullying." Cyberbullying includes sending, posting, or sharing defamatory or threatening content or engaging in unlawful harassment, which targets another employee via social media or through the use of digital devices. This includes publicly sharing via social media or digital devices private information about another employee, obtained through employment, to cause harm, humiliation, and/or embarrassment to that employee.

I. The following examples shall not be considered bullying behavior:

1. Disciplinary action taken in accordance with applicable law or policy;

2. Routine employee coaching or counseling, including feedback about and correction of work performance or conduct;

3. Exercising management's prerogative to appoint, promote, transfer, or reassign an employee, to direct or assign work, and to determine the methods and means by which the unit's functions will be carried out;

4. Individual differences in style of personal expression, provided that the expression is not intended to intimidate; and

5. Differences of opinion on work-related concerns.

V. POLITICAL ACTIVITY

Consistent with the Annotated Code of Maryland, State Personnel and Pensions Article, Section 2-304:

A. Employees have the right to participate freely in any political activity and express any political opinion.

B. Employees may not be required to provide any political service or make a political contribution.

C. Employees may not:

1. Engage in political activity on the job during working hours;

2. Use Institution or USMO resources to advance their political activities; or

3. Advocate the overthrow of the government by unconstitutional or violent means.

VI. REPORTING REQUIREMENTS

A. Employees shall disclose waste, fraud, abuse, and corruption to appropriate authorities. To make such reports, employees may access the resources and procedures for confidential disclosure of misconduct set forth in the following USM BOR policies:

1. VII-2.30 – Policy on Employee and Applicant Disclosure of Misconduct for Nonexempt and Exempt Staff Employees and Applicants for USM Staff Positions;

2. VIII-7.10 – Policy on Reporting Suspected or Known Fiscal Irregularities; and

3. VIII-7.11 – Policy on the Communication of Suspected Fraud, Unethical & Illegal Business Activity.

B. All Institutions and the USMO shall immediately refer to the Institution's or the USMO's Assistant Attorney General or to the Deputy Attorney General with supervisory responsibility for the Attorney General's Criminal Investigations Division, any instance of possible criminal or unethical conduct by any employee or contractor of this State, for such actions as the Office of the Attorney General deems appropriate. The Institution or USMO shall advise the Chief Legal Counsel to the Governor of any such referrals.

C. Employees are required to report to their department or unit head any arrest of the

employee and any legal proceeding in which an employee is involved, as a party or otherwise, if the arrest or legal proceeding affects, or reflects on, the employee's job fitness or performance.

D. Presidents shall notify the Chancellor and the Chancellor shall notify the full Board of Regents of any referrals made under Section VI.B., above.

IMPLEMENTATION PROCEDURES:

Each President and the Chancellor shall identify his/her designee(s) as appropriate for this policy; develop procedures as necessary to implement this policy; communicate this policy and applicable procedures to the USMO or his/her Institutional community; and post it on its institutional and the USMO's website.

REFERENCE:

Governor's Executive Order 01.01.2015.08 Standards of Conduct for Executive Branch Employees and Reporting of Misconduct.

VIII-7.11 Policy on the Communication of Suspected Fraud, Unethical and Illegal ~~Business~~ Activity and Misconduct

(Approved by the Board of Regents, April 26, 2010)

I. Purpose: The purpose of this policy is to establish the principle that University System of Maryland (USM) employees, students and others in the campus community are strongly encouraged to communicate suspected fraud or other financial irregularities, suspected illegal or unethical conduct, and any other suspected misconduct by employees or contractors to appropriate authorities in their institution or to the USM's Office of Internal Audit; to establish mechanisms that create a confidential and convenient USM "Hotline" for the reporting of such concerns; and, as a result, to advance the deterrence and detection of fraud, unethical practices, ~~and~~ financial irregularities, illegal or unethical misconduct or other misconduct at USM institutions.

II. Scope: This policy describes a non-retaliatory resource ("the ~~Fraud~~ USM Hotline") for University stakeholders to report perceived fraud, theft and other suspected unethical or illegal business activity, perceived illegal or unethical conduct and other suspected misconduct. Fraud generally involves a willful or deliberate act, expression, omission or concealment with the intent of obtaining an unauthorized benefit, such as money or property, by deception or other unethical means.

Other incidents that may be reported to the ~~Fraud~~ USM Hotline include:

- Forgery or unauthorized alteration of institution documents, including checks, bank drafts, computer files, or any other financial document;
- Misappropriation or theft of funds, securities, supplies, or other assets;
- Fraudulent activity relating to research grants and contracts;
- Impropriety in handling or reporting of money or financial transactions;
- Purposely reporting inaccurate financial information;
- Authorizing or receiving compensation for goods not received or services not performed;
- Accepting or seeking anything of material value from contractors, vendors, or persons providing services/material to the institution that is not consistent with campus or USM policy;
- Destruction, removal, or inappropriate use of institution records, furniture, fixtures, and equipment; and/or unethical procurement practices.
- Using one's University position to obtain economic benefit for the employee, a relative, or a business in which the employee has an interest or is employed
- Illegal, unethical or criminal conduct affecting the University or a member of the University community

~~The Fraud Hotline is not intended to replace existing reporting mechanisms for matters such as employment-related complaints, including complaints of~~

~~discrimination; sexual and other unlawful harassment; and student academic and residential life problems; and health and safety hazards, and criminal behavior not related to financial irregularities. These matters should continue to be addressed through other, existing institution channels, which may include campus human resources, student affairs or law enforcement offices. Health and safety emergencies should be addressed urgently by contacting 911.~~

The USM ~~Fraud~~ Hotline is also not intended to supplant individual campus channels of communication for the reporting of suspected ~~financial~~ wrongdoing. Employees who know or suspect that other employees, business partners or

Vendors, or other members of the campus community are engaged in a fraudulent, unethical or illegal activity or other misconduct are encouraged to report such activity to their supervisor, department head, responsible official, or campus Hotline. The USM ~~Fraud~~ Hotline provides an additional option for the confidential communication of such concerns.

III. Hotline Options and Operations: The USM provides ~~four~~ the following mechanisms for reporting suspected or known fraudulent, unethical or illegal activities to the USM Office of Internal Audit:

A. Online: A hotline link provided on the homepage of the USM website and operated by USM's Office of Internal Audit.

B. Telephone: A toll free telephone number operated by the USM's Office of Internal Audit, and voicemail messages recorded on the system are accessible only to the Internal Audit staff.

~~C. Fax: The Office of Internal Audit's direct fax number, which is accessible only to Internal Audit staff.~~

C. U.S. Mail: Written communication by U.S. Mail to the headquarters of the Office of Internal Audit. Mail directed to the hotline is received by Internal Audit staff.

D. Email: Written communication directed to [email address], accessible only to Internal Audit Staff.

~~D.~~E. Text: Text messages directed to [telephone number], accessible only to Internal Audit Staff.

Upon receipt of an allegation the Office of Internal Audit will evaluate the submission and determine an appropriate strategy for investigating and resolving the situation. As appropriate, institution officials or the Office of the Attorney General ~~and~~ may be asked to conduct or participate in an investigation. Decisions regarding the appropriate response to a report made on the Hotline are otherwise wholly within the discretion of the Office of Internal Audit.

IV. Protections for Hotline Reporters: Persons who make reports to the USM ~~Fraud~~ Hotline will have the following protections:

A. Non-Retaliation: Persons using the USM ~~Fraud~~ Hotline will have the full protections of Maryland's Whistleblower Act for state employees (Maryland Code §§ 5-301 ~~thru~~ through 5-~~13~~ 314 of the State Personnel and Pensions Article).

No faculty, administrator, staff, student, or other member of the campus community may be subject to interference, coercion or reprisal for making a ~~fraud~~ hotline report in good faith. The USM and its institutions will not retaliate against any person making a good faith report of an unethical or

illegal act or other misconduct, and will not knowingly permit retaliation by any manager, supervisor, faculty, or administrator.

~~B.~~ Confidentiality: Individuals reporting via the Hotline may choose to identify themselves or remain anonymous. The identity of any person reporting an incident will be used for investigative purposes only and will not be disclosed outside of the investigative team, except under narrow circumstances where

disclosure is expressly required by law or necessary to protect the safety of the reporting individual or others. Strict confidentiality otherwise shall be maintained over Hotline documents at all times, and hotline cases should not be discussed with anyone outside of the investigative personnel.

V. Reporting by the Office of Internal Audit: On an annual basis, the Office of Internal Audit will prepare a USM Hotline Summary Report. The report will be presented to the Board of Regents for review and approval.

The Director of Internal Audit will, on a case-by-case basis, determine if an ~~fraud~~ audit report will be issued for allegations investigated by the Office of Internal Audit. When a report is issued it will include the results of the investigation, and if appropriate, recommendations for further action.

VI. Effective Date: This policy shall become effective on 04/16/2010.

USMH Presentation- BOR Meeting- Sept. 19- Sept.20

USMH

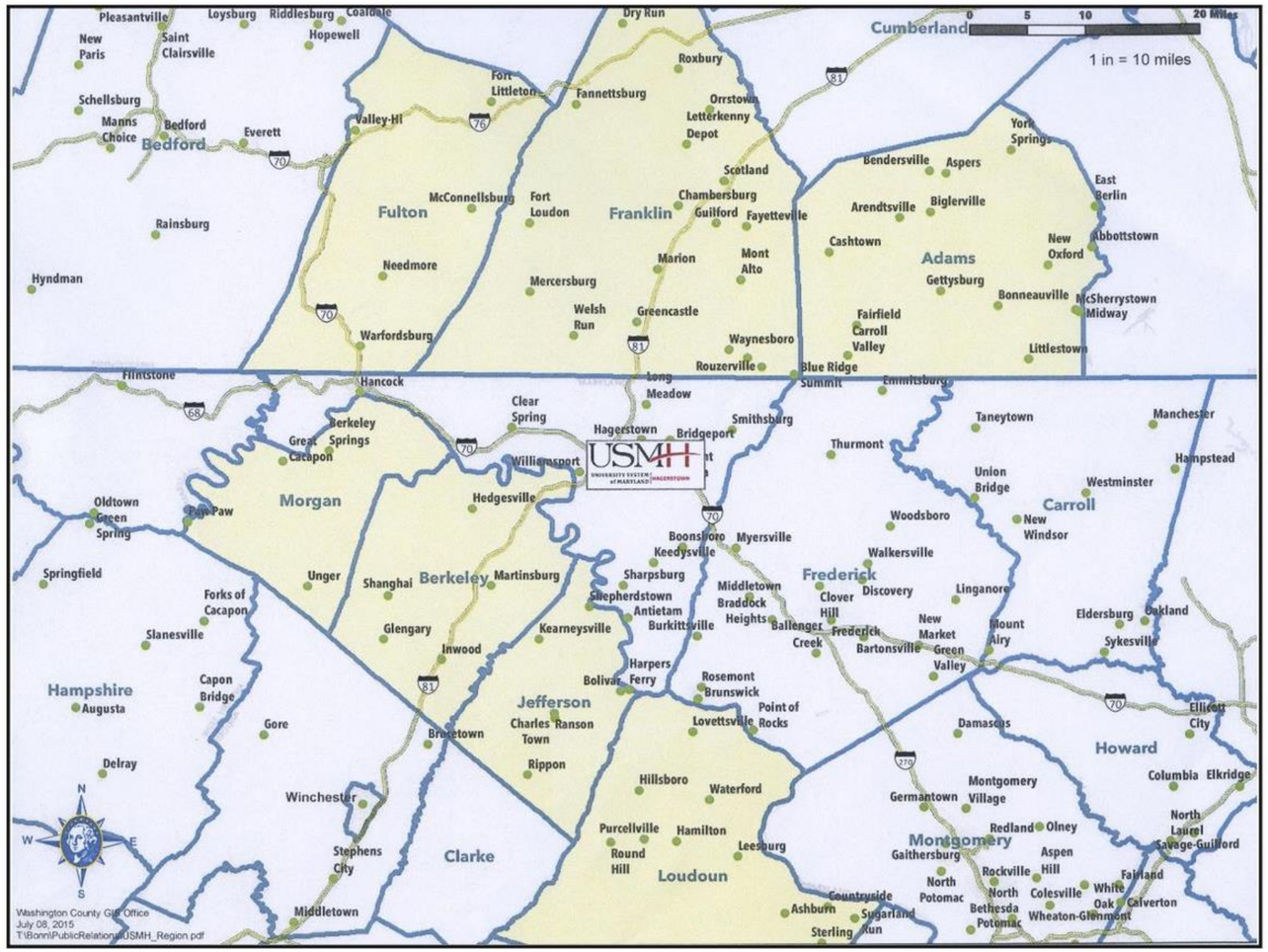
UNIVERSITY SYSTEM of MARYLAND | HAGERSTOWN

"Attending school, having smaller classroom experiences, building close relationships with your professors, and having the opportunity to stay close to home in an area that feels like community is monumental. Where I go from here is unknown, but the options are endless, and that is because of the availability and culture that USMH provided."

-Tyesha Clark, USMH Scholarship Recipient

UNIVERSITY SYSTEM of MARYLAND | HAGERSTOWN
UNIVERSITY SYSTEM of MARYLAND | HAGERS

Our region...


Cumberland
1 in = 10 miles
0 5 10 20 Miles
Bedford
Fulton
Franklin
Adams
Morgan
Berkeley
Jefferson
Hampshire
Frederick
Carroll
Howard
Montgomery
Clarke
Loudoun
USMH
Pleasantville
Loysburg
Riddlesburg
Coaldale
New Paris
Saint Clairsville
Hopewell
Dry Run
Roxbury
Fort Littleton
Fannettsburg
Orrstown
Letterkenny Depot
Schellsburg
Manns Choice
Bedford
Everett
Valley-Hi
York Springs
Bendersville
Aspers
East Berlin
Scotland
Chambersburg
McConnellsburg
Fort Loudon
Guilford
Fayetteville
Arendtsville
Biglerville
Rainsburg
Cashtown
New Oxford
Abbottstown
Needmore
Marion
Mont Alto
Hyndman
Mercersburg
Gettysburg
Bonneauville
McSherrystown
Midway
Welsh Run
Greencastle
Fairfield
Carroll Valley
Warfordsburg
Waynesboro
Rouzerville
Littlestown
Blue Ridge Summit
Emmitsburg
Flintstone
Hancock
Long Meadow
Clear Spring
Smithsburg
Taneytown
Manchester
Berkeley Springs
Great Cacapon
Hagerstown
Bridgeport
Thurmont
Hampstead
Williamsport
Union Bridge
Westminster
Oldtown
Green Spring
Paw Paw
Hedgesville
Woodsboro
New Windsor
Boonsboro
Myersville
Keedysville
Walkersville
Springfield
Unger
Shanghai
Martinsburg
Sharpsburg
Middletown
Braddock Heights
Clover Hill
Discovery
Linganore
Forks of Cacapon
Shepherdstown
Antietam
Burkittsville
Ballenger Creek
Frederick
Bartonsville
New Market
Mount Airy
Eldersburg
Oakland
Slanesville
Glengary
Inwood
Kearneysville
Green Valley
Sykesville
Harpers Ferry
Bolivar
Rosemont
Brunswick
Capon Bridge
Augusta
Point of Rocks
Lovettsville
Ellicott City
Gore
Charles Town
Bakerstown
Damascus
Delray
Rippon
Columbia
Elkridge
Hillsboro
Waterford
Montgomery Village
Winchester
Germantown
Redland
Olney
North Laurel
Purcellville
Hamilton
Round Hill
Leesburg
Gaithersburg
Aspen Hill
Savage-Guilford
Stephens City
Rockville
Fairland
North Potomac
Colesville
White Oak
Calverton
Middletown
Ashburn
Countryside
Sugarland Run
Bethesda
Potomac
Wheaton-Glenmont
Sterling
Washington County GIS Office
July 08, 2015
T:\Bonn\PublicRelations\USMH_Region.pdf

Our value...

- Small class sizes, flexible class schedules, and attentive faculty
- Student support services and student activities
- Costs savings from 2+2 pathway
- Access to USMH scholarships in addition to partner institution aid
- State-of-the-art campus with equipped educational technology

The Board of Regents Dinner and Meeting Will be in Hagerstown

June 2025

USMH

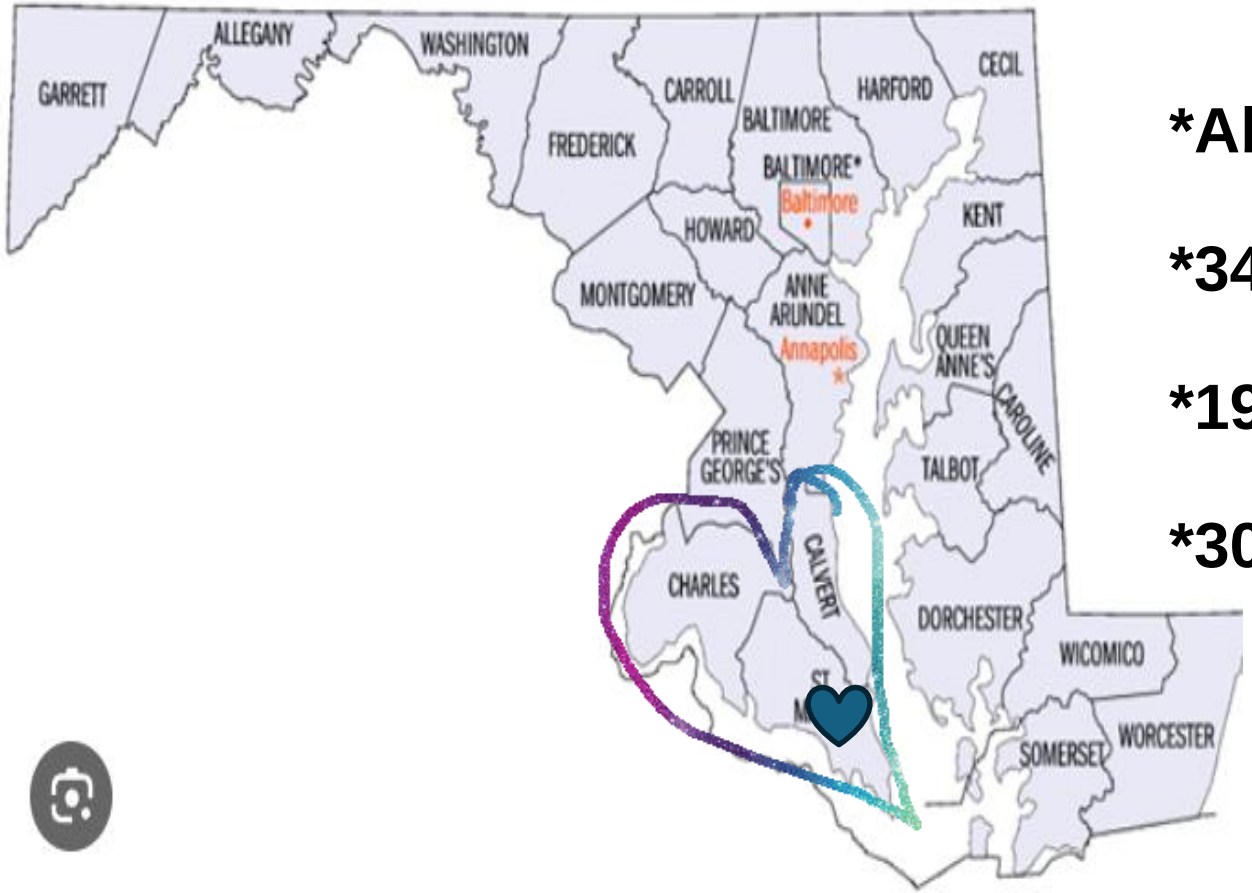
UNIVERSITY SYSTEM of MARYLAND | HAGERSTOWN

USMSM
University System of Maryland
AT SOUTHERN MARYLAND

USMSM & Southern Maryland Snapshot

Board of Regents
Dr. Eileen Abel, Executive Director USMSM
Sept 20, 2024

Southern Maryland



*About 375,000 (9.6%growth)

*34% ALICE, 7% Poverty

*19% of pop holds bacc only

*30% of jobs require bacc min

USMSM Overview

- USMSM (1998 & 2019)
  - Unique: Kennedy Krieger Southern Maryland School
  - UMD-CP's Clark School of Engineering MATRIX lab: Focus on Autonomous Systems/Research ➡ COLLABORATION
  - Month-long accommodation of 300 8th graders from SMCPS

- Programs and Opportunities
  - A driving force for regional higher education access, in partnership with schools and The College of Southern Maryland–and meeting workforce needs

World-Class Education, Close to Home

USMSM
University System of Maryland
At Southern Maryland

Six university partners: UMD-CP, Bowie, Coppin, Salisbury, Towson, UMGC

- Electrical and Mechanical Engineering
- Sports Management
- Computer Science
- Human Resource Development (MA)
- MSN (in conjunction with regional hospitals)
- Data Science
- Social Work (BSW, MSW)
- Education (bachelor's, master's and post bacc certificates)
- Management Information Systems
- Business Administration
- Management Studies

225 Grads ('20-'24)
*IRIS data

➡ *Coming soon/working on: Special Ed (MS),Computer Science with Cyber focus (BS), Internet of Things (MS), Business with Finance/Contracting focus, and Professional Pilot (BS)*

High Demand Occs in So Md 2024-2034, (bacc as min credential)

Lightcast Labor Market data

Description	2024 Jobs	2034 Jobs	2024 - 2034 Change	2024 - 2034 % Change
General and Operations Managers	2,737	2,882	145	5%
Computer and Information Systems Managers	343	400	57	17%
Financial Managers	421	483	63	15%
Logisticians	1,209	1,345	136	11%
Management Analysts	1,383	1,548	165	12%
Business Operations Specialists, All Other	2,621	2,872	251	10%
Accountants and Auditors	697	749	52	7%
Computer Systems Analysts	761	822	60	8%
Information Security Analysts	260	312	52	20%
Computer and Information Research Scientists	351	412	61	17%
Software Developers	940	1,146	206	22%
Computer Occupations, All Other	1,338	1,621	284	21%
Operations Research Analysts	449	506	57	13%
Aerospace Engineers	1,085	1,159	74	7%
Civil Engineers	271	343	72	26%
Electrical Engineers	484	516	32	7%
Mechanical Engineers	768	845	77	10%
Engineers, All Other	894	958	64	7%
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	222	268	46	21%
Child, Family, and School Social Workers	175	202	28	16%
Elementary School Teachers, Except Special Education	2,089	2,299	210	10%
Middle School Teachers, Except Special and Career/Technical Education	548	617	69	13%
Secondary School Teachers, Except Special and Career/Technical Education	661	760	99	15%
Registered Nurses	1,468	1,622	154	10%
Nurse Practitioners	125	175	50	40%
	22,300	24,861	2,562	11%

What You Can Do

- **Support innovative programming from high school>CC>USMSM to keep students and the workforce LOCAL**
  - ➔ Accelerated programs
  - ➔ Dual admissions and concurrent enrollment

- **Connect us with organizations and employers that can help with**
  - ➔ Consultation around workforce needs
  - ➔ Work-based learning opportunities
  - ➔ Philanthropy

- **Advocate for USMSM as it poises itself to be an education, research and economic catalyst that can help Maryland citizens and economy**
  - ➔ Growth partner for USM
  - ➔ Important links with largest area employer: DoD

BOR USG RHEC Update 9 20 24

The Universities
AT SHADY GROVE

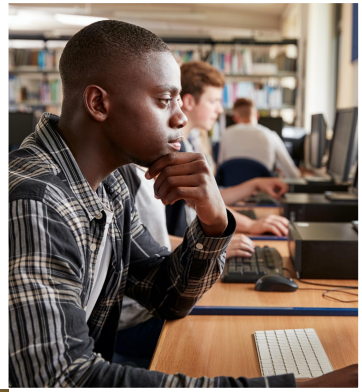
USG
Driving system change to serve the student of today and tomorrow in a changing economy

Presented to the Board of Regents
University System of Maryland | September 20, 2024

WHY?

VISION 2030 "A PROMISE TO TRANSFORM WHAT WILL BE"

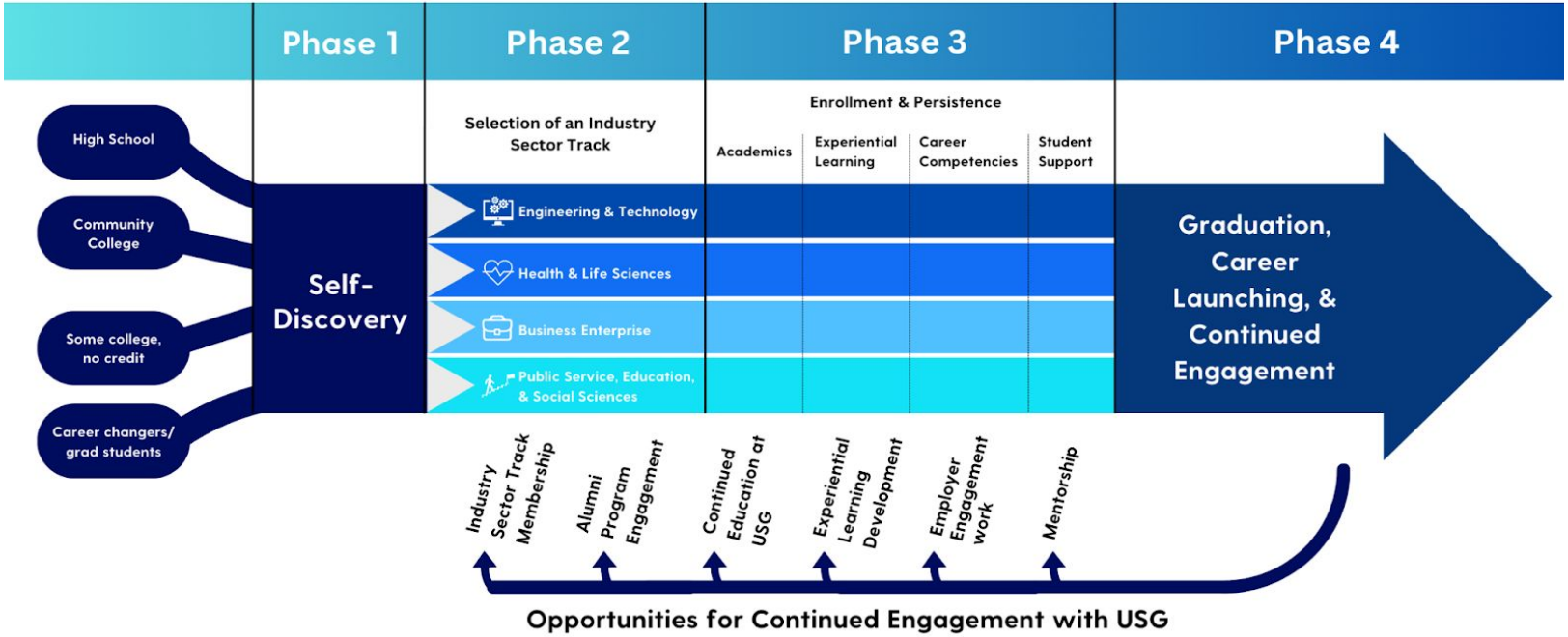
"….higher education is at an inflection point, facing pressures on enrollment, disruption within the sector, and changing expectations about the very nature of learning and work. This requires a fundamental shift in what we do and how we do it."



THE NEXT GEN RHEC: FLIPPING THE NARRATIVE

1. Student and equity centered
2. Talent development is key to economic development – industry sector hubs
3. Pathway focused/BluePrint
4. Data informed planning and evaluation
5. Holistic collaboration with shared challenge
6. Hallmarked programs
7. Grad, undergrad, credential student strategies
8. Standard business, operational & customer service practices
9. Systemic galvanizing change: RHECS

USG PATHWAY FRAMEWORK



GUIDING PRINCIPLES

Learner Centered | Diversity, Equity, & Inclusion | Data tracking on success outcomes | Collaborative Engagement

VALUE ADD of the Model We Are Building TOGETHER: USM and Academic Partners

- The SYSTEM BOUNCE
- Equity and diversity enhancing
- Talent and economic development integration
- Employer insights and commitment
- Enrollment growth
- Synergies in pedagogy, services and offerings
- Faculty development focused on collaborative engagement
- Montgomery County and the DMV region
- RHEC coordination and collaboration / synergies

VALUE ADD of the Model We are Building TOGETHER: Students

- Academic program aligns with career plans
- Strengths interests and values of every student is centered
- Smooth path across educational ecosystem and career
- Financial savings and support
- Career Ready
- Student services that meet every student where they are

VALUE ADD of the Model We are Building TOGETHER: Employers and the State

- Talent and economic development integration
- Fulfilling talent needs
- Building on the BluePrint
- Employee insights and commitment – fluid student = fluid employee
- Stakeholders in the new economy
- Increase in tax revenues

WHAT WE NEED FROM YOU

- Utilization and Support for the RHECs as System Assets both within the System and the Community
- Continued support for the State's investment in the RHECs in light of the State's continuing budget challenges
- Continued support and advocacy for the designation during the upcoming legislative session

TOPIC: Convening Closed Session

COMMITTEE: Committee of the Whole

DATE OF MEETING: September 20, 2024

SUMMARY: The Open Meetings Act permits public bodies to close their meetings to the public in special circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Board of Regents will now vote to reconvene in closed session. As required by law, the vote on the closing of the session will be recorded. A written statement of the reason(s) for closing the meeting, including a citation of the authority under §3-305 and a listing of the topics to be discussed, is available for public review.

It is possible that an issue could arise during a closed session that the Board determines should be discussed in open session or added to the closed session agenda for discussion. In that event, the Board would reconvene in open session to discuss the open session topic or to vote to reconvene in closed session to discuss the additional closed session topic.

ALTERNATIVE(S): No alternative is suggested.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the BOR vote to reconvene in closed session.

COMMITTEE ACTION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734	

STATEMENT CLOSING A MEETING - September 20 2024 FINAL

UNIVERSITY SYSTEM of MARYLAND

STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: September 20, 2024
Time: Approximately 11:30 a.m.
Location: Zoom

STATUTORY AUTHORITY TO CLOSE A SESSION

Md. Code, General Provisions Article §3-305(b):

(1) To discuss:

[X] (i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or

[X] (ii) Any other personnel matter that affects one or more specific individuals.

(2) [X] To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.

(3) [ ] To consider the acquisition of real property for a public purpose and matters directly related thereto.

(4) [ ] To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.

(5) [ ] To consider the investment of public funds.

(6) [ ] To consider the marketing of public securities.

(7) [ ] To consult with counsel to obtain legal advice on a legal matter.

(8) [X] To consult with staff, consultants, or other individuals about pending or potential litigation.

(9) [ ] To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

(10) [ ] To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:

(i) the deployment of fire and police services and staff; and

(ii) the development and implementation of emergency plans.

(11) [ ] To prepare, administer or grade a scholastic, licensing, or qualifying examination.

(12) [ ] To conduct or discuss an investigative proceeding on actual or possible criminal conduct.

(13) [X] To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.

(14) [X] Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

(15) [ ] To discuss cybersecurity, if the public body determines that public discussion would constitute a risk to:

(i) security assessments or deployments relating to information resources technology;

(ii) network security information, including information that is:

1. related to passwords, personal identification numbers, access codes, encryption, or other components of the security system of a governmental entity;

2. collected, assembled, or maintained by or for a governmental entity to prevent, detect, or investigate criminal activity; or

3. related to an assessment, made by or for a governmental entity or maintained by a governmental entity, of the vulnerability of a network to criminal activity; or

(iii) deployments or implementation of security personnel, critical infrastructure, or security devices.

Md. Code, General Provisions Article §3-103(a)(1)(i):

[ ] Administrative Matters

TOPICS TO BE DISCUSSED:

1. Consideration of a proposal by an institution to name a program and two facilities after an individual;

2. An information item from an institution regarding the naming of certain outdoor facilities after an individual that does not require Board approval;
3. The awarding of a contract for comprehensive data analytics services;
4. Update on three personnel matters concerning three individual employees at a USM institution;
5. Discussions with three USM presidents as part of their performance reviews;
6. Information update regarding specific personnel contracts subject to review under BOR VII-10.0 Policy on Board of Regents Review of Certain Contracts and Employment Agreements;
7. Consideration of a personnel matter concerning an individual employee at a USM institution;
8. Discussion regarding litigation against a USM institution; and
9. The development of the proposed FY 2026 Operating Budget submission and potential adjustments to the submission.

REASON FOR CLOSING:

1. To maintain confidentiality of personal information concerning individuals who are proposed to have a building named after them at an institution (§3-305(b)(1)(ii) and (2);
2. To maintain confidentiality of discussions of bid proposals prior to BOR approval and the awarding of a new contract (§3-305(b)(14));
3. To maintain confidentiality of a discussion regarding specific individual personnel matters (§3-305(b)(1));
4. To maintain confidentiality of discussion regarding specific employment agreements and compensation (§3-305(b)(1));
5. To consult with counsel about litigation against a USM institution (§3-305(b)(8); and
6. To maintain confidentiality (pursuant to executive privilege) of the proposed operating budget prior to the Governor's submission to the legislature (§3-305(b)(13));