UNIVERSITY SYSTEM of MARYLAND

AGENDA FOR PUBLIC SESSION

Call to Order   Chair Gourdine

1) Program Proposals (action)
   a) Bowie State University: B.S. in Risk Management and Insurance
   b) Bowie State University: Ph.D. in Nursing Education
   c) University of Baltimore: B.A. in Law, Philosophy, and History

2) Policy on Appointment Rank and Tenure of Faculty – Section C7 Revisions (action)

3) Policy on Graduate Assistantships Revisions (action)

4) Update on Prison Education (information)

5) Adjourn (action)

UNIVERSITY SYSTEM of MARYLAND

TOPIC: Bowie State University proposal for a BS degree in Risk Management and Insurance

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: December 3, 2025

SUMMARY: The Bachelor of Science in Risk Management and Insurance is an innovative program central to BSU's mission of delivering cutting-edge academic programs and transformational experiences that prepare students for successful careers. This program offers a comprehensive study of risk management and insurance principles, blending theoretical knowledge with practical applications across diverse industries.

Building upon foundational business courses and interdisciplinary studies, the program integrates finance, economics, data analytics, and management with specialized insurance coursework. The curriculum is designed to equip students with critical skills in underwriting, claims analysis, risk assessment, and enterprise risk management. A hallmark of the program is the emphasis on technical expertise alongside professional development. Students gain hands-on experience through internships, case studies, and industry partnerships, while deepening their understanding of regulatory frameworks, risk mitigation strategies, and insurance operations.

Beyond technical proficiency, the program fosters strong analytical thinking, communication, and ethical decision-making skills. This multidisciplinary foundation prepares graduates not only for immediate career success but also for lifelong learning and adaptability in the evolving risk management and insurance landscape. Upon completion, students will be qualified for a host of positions in private, public, and non-profit sectors.

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 a Bachelor of Science in Risk Management and Insurance.

COMMITTEE RECOMMENDATION: DATE: Dec. 3, 2025
BOARD ACTION: DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992   awrynn@usmd.edu

Aminta H. Breaux, Ph.D.
President

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September 9, 2025

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

RE: New Academic Program – Bachelor of Science in Risk Management and Insurance

Dear Chancellor Perman:

On behalf of Bowie State University (BSU), I am pleased to submit for review and approval the attached academic program proposal for a **Bachelor of Science (B.S.) in Risk Management and Insurance.**

The proposed program reflects our commitment to preparing graduates for emerging workforce needs in the financial services sector and the growing insurance and risk management industry in Maryland and the nation. The program is designed to:

- Equip students with competencies in risk analysis, insurance operations, data-driven decision-making, and regulatory compliance.
- Provide an interdisciplinary foundation that integrates business, finance, economics, and actuarial concepts.
- Strengthen pathways for underrepresented students to enter and advance in high-demand, high-wage professions.
- Support Maryland's economic development priorities by expanding the pipeline of diverse talent for the state's insurance and financial services workforce.

The B.S. in Risk Management and Insurance will be housed in BSU's Maguire Academy of Insurance and Risk Management, which serves as a hub for academic excellence and industry engagement. The Academy hosts symposiums with industry leaders and provides networking opportunities that enable students to build meaningful relationships with professionals. These connections often lead to internships, mentorships, job prospects, and long-term career pathways. You will find letters of support in Appendix A of the enclosed proposal.

The proposed degree aligns with Bowie State University's strategic plan to advance innovation, workforce readiness, and industry partnerships. To this end, we have established collaborations with insurance and financial services leaders to ensure students benefit from experiential learning opportunities, exposure to real-world practices, and guidance from industry experts. These

elements will prepare graduates to meet workforce needs in Maryland and beyond while advancing economic growth in the state, or, coupled with our entrepreneurship certificate, prepare them to establish their own companies. .

We respectfully request the University System of Maryland's review and recommendation for approval of this proposal. Please let me know if any additional information is required to support your consideration.

Sincerely,

Aminta H. Breaux, Ph.D.

CC: Dr. Alison Wrynn, Senior Vice Chancellor
Dr. Candace Caraco, Associate Vice Chancellor
Dr. Guy-Alain Amoussou, Provost and Vice President for Academic Affairs
Dr. Mohamed Djerdjouri, Dean, College 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

Bowie State University

Institution Submitting Proposal

Risk Management and Insurance

Title of Proposed Program

Bachelor of Science (B.S.)
Award to be Offered

Spring 2026
Projected Implementation Date

0506.00
Proposed HEGIS Code

52.1701
Proposed CIP Code

Fine and Performing Arts
Department in which program will be located

Mr. William Roberts
Department Contact

301-860-3718
Contact Phone Number

Contact E-Mail Address

Signature of President or Designee

9.11.25
Date

NEW ACADEMIC DEGREE PROGRAM
Bachelor of Science
Risk Management & Insurance (RMI)

A. Centrality to Institutional Mission and Planning Priorities:

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

The proposed Bachelor of Science in Risk Management & Insurance (RMI) Program will educate Bowie State University (BSU) students in an existing industry that is not being explored by many universities. We seek approval for on-campus and fully online modalities to ensure we have the flexibility to address needs by displaced federal workers who may have interest in the program.

The RMI industry includes private & publicly traded companies, governmental agencies, and all insurance sectors domestic and globally, and it is estimated to reach $28 Billion in 2027. The proposed program will provide students with a comprehensive understanding of the principles, practices, and complexities of the risk management and insurance industry. Students will develop analytical skills, critical thinking abilities, and practical knowledge necessary to assess, mitigate, and manage various types of risks faced by individuals, businesses, and organizations.

The RMI program reflects our mission by offering a cutting-edge, interdisciplinary curriculum that prepares students to enter and lead in the growing field of risk management and insurance that is still underrepresented in higher education offerings. The program embodies Bowie State's mission in several key ways:

- The RMI curriculum is designed to deliver a comprehensive understanding of the principles and practices of risk management and insurance. Students will gain critical analytical, decision-making, and risk assessment skills essential for navigating and leading in complex professional environments.
- A hallmark of BSU academic programs, the RMI program will incorporate real-world experiential opportunities through industry internships, mentoring, and engagement with industry leaders via panel discussions, symposiums, and workshops. These experiences will allow students to apply theory to practice and build meaningful professional networks.

- As Maryland's oldest HBCU and as part of BSU's broader commitment to equitable education, the RMI program will create new career pathways in a high-demand industry, especially for underrepresented populations, beginning at the associate level with our program transfer with Prince George's Community College. This aligns with the university's mission to increase economic mobility and professional access for its diverse student body.
- Risk management and insurance are integral to every industry sector, from healthcare and technology to government and international business. By preparing students to address complex risks and protect organizational assets while equipping them with the soft skills desired by the industry, the RMI program equips them with the tools to succeed in a rapidly evolving global economy.

In summary, the proposed RMI program is an extension of Bowie State University's mission to deliver innovative, high-impact education that fosters student success, leadership, and service across industries and communities. Through rigorous training in analytical thinking, risk assessment, and strategic decision-making, the program reflects BSU's commitment to academic excellence and career readiness. Upon successful completion of the program, students are prepared to assume various positions, including, but not limited to, Risk Analyst, Risk Manager, Treasury Analyst/Manager, Data Analytics, Financial Analyst, Project Manager, and Worker's Compensation Corporate Claims Specialist, Underwriter, Actuary, Claims Adjuster, Loss Prevention, and a host of other careers in private and government entities.

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

The proposed Bachelor of Science in Risk Management & Insurance (RMI) program directly supports Bowie State University's ***Boldly Forward*** Strategic Plan, which outlines five strategic goals to ensure the university remains a leader in transformative education and student success. The RMI program offers a rigorous, high-impact curriculum that integrates theory with practice. Students will gain a comprehensive understanding of risk management principles while engaging in real-world learning experiences such as internships, industry-led workshops, panel discussions, and symposiums. Co-curricular components, including opportunities to earn industry-recognized certifications, designations, and licenses, will support students' academic development and career readiness, reflecting BSU's commitment to excellence in teaching, learning, and career readiness. Developed with student-centered success strategies in mind, the program offers academic advising, mentoring, professional networking, and direct exposure to industry leaders. These elements contribute to students' personal, academic, and career development. The program represents academic innovation by creating a pathway into a dynamic and emerging industry not currently offered at any HBCU in Maryland or in regional institutions, addressing equity

gaps by giving underrepresented students access to a high-growth industry, thereby supporting BSU's goal of increasing retention, persistence, and graduation rates through coordinated support systems.

The RMI program opens critical pathways to the risk management and insurance industry, which encompasses private and public sector roles in insurance, risk assessment, financial services, and enterprise management. With the U.S. Bureau of Labor Statistics reporting over 118,000 Insurance Underwriter positions in 2023—paying a median salary of $77,800 annually and typically requiring a bachelor's degree—the BSU RMI program prepares students to enter a high-growth, sustainable industry with strong salary potential and long-term career mobility. Moreover, according to EAB Market Research conducted in March 2024, there were more than 57,000 RMI-related job postings in the region and over 346,000 nationally in 2023. With over 400,000 new career opportunities for which students will now be qualified, this program offers a clear return on educational investment and contributes to BSU's strategic goal to ensure long-term viability through enrollment growth and post-graduation success.

The RMI Academy will also challenge historical perceptions of the insurance industry, often seen as complex, opaque, or disconnected from students' personal and professional goals. Through this program, BSU students will gain relevant financial literacy and risk management knowledge, empowering them to make informed decisions in both their careers and personal lives. This aligns with BSU's holistic approach to student success, encouraging intellectual growth alongside practical life skills.

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.**

Housed in the Maguire Risk Management and Insurance Academy within BSU's College of Business, the proposed Bachelor of Science in Risk Management & Insurance program will be adequately funded for at least the first five years through a combination of existing institutional resources, external partnerships, and strategic fundraising efforts. The RMI Academy will initially leverage existing resources, including departmental budgets, university operational support, and designated endowments. Additional financial support will be secured through grants, strategic partnerships with companies and organizations in the risk management and insurance industry, industry-sponsored research opportunities, and philanthropic donations from corporate partners, government agencies, and foundations aligned with workforce development and equity in financial services.

The RMI Board of Advisors, comprised of experienced industry professionals and alumni, will play a vital role in fundraising, offering financial support through donations,

scholarships, and event sponsorships. The Board will also assist in securing student internships, mentorship opportunities, and employer partnerships, which will enhance both the academic experience and the financial sustainability of the program.

Over the first five years, the program anticipates steady growth in enrollment due to increased student interest in career-aligned and high-demand majors. This growth will contribute to sustainable funding through tuition revenue and course fees, supporting the long-term viability of the program.

To support the program's launch and expansion, up to two new full-time faculty members will be hired during the first five years. The program will also utilize existing faculty within the College of Business, as well as the Executive Director of the RMI Academy, who will contribute to teaching and program development. A Program Management Specialist will be hired to provide administrative and operational support to the Executive Director and faculty. Office space will be allocated incrementally as faculty and staff positions are filled. This blended approach of leveraging current resources, investing in key personnel, and pursuing diversified external funding ensures the program will be financially stable and scalable over its initial implementation phase.

Further details on budget projections, staffing costs, and anticipated revenues are included in Section L of this proposal.

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

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

Bowie State University (BSU) is fully committed to the ongoing administrative, financial, and technical support necessary for the success of the proposed Bachelor of Science in Risk Management & Insurance (RMI) program. The university has existing partnerships with the Maguire Foundation and The Spencer Foundation, national leaders in supporting risk and insurance education, and maintains collaborative engagement with insurance brokers, underwriters, and U.S. insurance firms, which have expressed strong interest in supporting BSU's RMI initiatives through internships, guest lectures, and future employment opportunities.

The College of Business (COB) offers a strong administrative foundation and robust curriculum framework. The university has already allocated leadership for the RMI Academy, including an Executive Director, with further support from administrative staff, faculty, and industry advisors. Financially, the university has committed to providing baseline funding through existing resources, while continuing to seek additional external support through grants, partnerships, and philanthropic donations. Technical infrastructure, including instructional technology, software, and classroom space, will be

integrated using existing COB resources and scaled as needed based on enrollment growth.

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

Bowie State University is committed to ensuring continuity of the RMI program for a period sufficient to allow all enrolled students to complete the degree. The program's phased implementation model ensures that new course offerings and resources are introduced gradually and sustainably. In the first year, only freshman-level courses will be launched, targeting the first cohort of RMI majors. In the second year, sophomore-level courses will be introduced, and so forth, with a full set of courses developed and offered by year four. This incremental rollout reduces upfront costs and ensures focused resource allocation year by year.

The College of Business has a well-established track record of program longevity and academic quality. Leveraging existing faculty, infrastructure, and cross-listed courses, the RMI program will be fully integrated into the university's academic offerings with long-term support from the administration. This approach affirms BSU's commitment to maintaining the RMI program as a permanent, degree-conferring offering, fully aligned with the university's mission and strategic plan, and dedicated to supporting student success through to graduation.

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

The proposed Bachelor of Science in Risk Management & Insurance (RMI) program at Bowie State University responds directly to critical regional and statewide needs as outlined in the Maryland State Plan for Higher Education. This program meets all three primary criteria: advancing knowledge, serving societal needs, and strengthening historically Black institutions.

> **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**

Risk management and insurance (RMI) is an increasingly complex and essential field that spans both the public and private sectors. Despite its significance, the discipline remains underrepresented in undergraduate education—particularly at public institutions in Maryland. As the RMI industry continues to evolve in response to emerging challenges such as cybersecurity threats, climate change, global supply chain disruptions, and financial

market volatility, there is a growing demand for professionals equipped to identify, assess, and mitigate risk across industries.

According to the U.S. Bureau of Labor Statistics (2024), insurance-related occupations—including underwriters, risk analysts, and risk managers—are expected to maintain steady demand, with more than 118,000 insurance underwriter positions reported in 2023 and a median annual wage of $77,800. Additionally, EAB Market Research (2024) identified over 346,000 job postings nationally for risk-related positions, reflecting a strong and sustained labor market need.

The introduction of a Bachelor of Science in Risk Management and Insurance at Bowie State University directly responds to this market demand and fills a critical educational gap within the state. The program is designed to prepare graduates for high-demand careers in risk assessment, insurance, financial services, and enterprise risk management, addressing both regional workforce needs and national trends. By offering cutting-edge coursework in areas such as risk modeling, data analytics, cyber risk, and global insurance systems, the program advances both professional practice and academic scholarship in a critical and rapidly evolving field.

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

The Risk Management and Insurance (RMI) industry has historically lacked diversity, with minorities significantly underrepresented in its workforce. According to a September 2022 report by the Congressional Research Service, *"A Review of Diversity and Inclusion at America's Largest Insurance Companies,"* the insurance industry employed approximately 2.8 million individuals in 2021, with average annual earnings estimated at $76,840 (U.S. Bureau of Labor Statistics). However, the demographic breakdown of the industry highlights significant disparities:

- 77.9% White
- 13.2% Black or African American
- 11.8% Hispanic or Latino
- 6.4% Asian
- 58.9% Women

These figures demonstrate the ongoing underrepresentation of Black, Hispanic, and other minority populations in the risk and insurance fields, especially when compared to their proportions in the general population. The industry's demographic imbalance underscores a clear societal need to expand pathways for minority students into this high-wage, high-demand sector.

Bowie State University, as Maryland's first Historically Black College and University (HBCU), is uniquely positioned to address this gap. The proposed Bachelor of Science in Risk Management and Insurance (RMI) program will serve as a catalyst for change by:

- Increasing access to specialized education for minority and underserved students;
- Equipping students with industry-relevant knowledge, technical skills, and professional certifications/licenses;
- Preparing graduates to compete for and excel in careers in risk management, underwriting, claims, financial services, and corporate insurance;
- Addressing both regional and national workforce needs through an equity-driven lens.

By embedding the RMI program within the academic offerings of a mission-driven HBCU, Bowie State University will help diversify the talent pipeline in an industry that is critical to national economic stability and resilience. This initiative supports Maryland's broader goals of equity, workforce inclusion, and educational access, particularly for historically marginalized populations.

Table 1 - Racial, Ethnicity and Gender breakdown - Bowie State University

Race/Ethnicity/Gender	Percent 2023 - 2024
Black or African American	79.1%
White	4.4%
All Other	16.5%
Female	62.3%
Male	37.7%

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

Bowie State University recruitment strategies actively seek a diverse student population from Maryland and beyond who will add diverse insights and experiences to the program and the RMI industry. This program will contribute to the economic growth and vitality of the state by providing new knowledge, skills, and abilities to contribute to, and advance, the workforce in Risk & Insurance. Major companies and organizations are seeking greater diversity and inclusion and especially in the RMI space where they will often face challenges related to diversity, inclusion, ethics, & hands-on skills". The implementation of this new program can be a catalyst to assist BSU in meeting its strategic goals to achieve

academic excellence supported by curricular and co-curricular experiences.

1. **Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.**

The proposed Bachelor of Science in Risk Management and Insurance (RMI) at Bowie State University directly supports the goals of access, student success, and innovation outlined in the *2022 Maryland State Plan for Higher Education*.

- **Access**: **Priority 4**

  As a Historically Black College and University (HBCU), Bowie State University plays a key role in expanding access to high-quality, affordable postsecondary education for historically underserved and underrepresented populations. of the State Plan emphasized systems that impact how specific student populations access affordable and high-quality postsecondary education. BSU is addressing this need: as a public institution, BSU provides students—particularly first-generation and minority students— access to a high-demand, high-wage career pathway traditionally underrepresented in Maryland's public university system. Further, with a large population of first-generation college students, BSU is uniquely positioned to support students navigating the higher education system for the first time. The RMI program will be embedded within existing student support structures, including financial aid counseling, academic advising, and career readiness services. These wraparound services will help reduce barriers and ensure equitable access to the program. The program will evaluate the use of multiple learning modalities—including hybrid and online course offerings, as well as placement at regional higher education centers— while maintaining academic rigor. This approach ensures that working adults, commuter students, and others with limited access to traditional in-person instruction can still participate in and complete the program.

- **Success**: **Priority 5**

  The Maryland Department of Commerce has identified the financial services sector as a key industry for the state's economic growth. In direct response to this priority, the proposed Risk Management and Insurance (RMI) program at Bowie State University integrates practical, career-focused learning through internships, externships, and applied capstone projects. These opportunities—supported by BSU's Engage Center for Experiential Learning and Career Readiness—enable students to apply their skills in real-world settings, ensuring that program assessments are aligned with workforce readiness and authentic industry experience.

  The RMI program is designed to prepare students for successful careers in risk analysis, insurance, and financial services—fields that offer strong upward mobility and competitive salaries. According to the U.S. Bureau of Labor Statistics, the median annual

wage for insurance underwriters was $77,800 in 2023, with more than 57,000 job postings in the mid-Atlantic region and 346,000 postings nationally for risk-related positions. The program's curriculum emphasizes both technical competencies and transferable skills, promoting high employability, long-term career success, and lower student debt.

Importantly, the program also addresses persistent equity gaps in the financial services industry, where minority representation remains disproportionately low. By expanding access to a traditionally underrepresented and high-opportunity field, the RMI program helps build a more diverse and inclusive workforce. Furthermore, its direct-to-employment and graduate study pathways support the development of future faculty, executives, and industry leaders from historically underserved backgrounds.

- **Innovation**: **Priority 8**

  The Risk Management and Insurance (RMI) program at Bowie State University represents an innovative academic response to the evolving needs of the modern workforce. The industry is being reshaped by emerging challenges such as cyber risk, climate resilience, global supply chain disruptions, and financial market volatility. In response, the program integrates forward-looking coursework in data analytics, risk modeling, and global insurance systems, assuring that graduates are equipped to address complex, real-world problems across sectors.

  This innovative curriculum not only prepares students for current and future workforce demands but also contributes to the advancement of academic research and professional practice in the RMI field. Through applied learning, interdisciplinary instruction, and industry-aligned competencies, the program positions BSU as a leader in preparing diverse, career-ready graduates for high-impact roles.

  In alignment with the *2022 Maryland State Plan for Postsecondary Education* the RMI program advances Bowie State University's mission by promoting educational equity, supporting economic development, and strengthening Maryland's workforce in a high-priority industry.

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.**

 Graduates of the proposed Bachelor of Science in Risk Management and Insurance (RMI) program at Bowie State University will be prepared to enter a wide range of careers in both the public and private sectors. The program equips students with skills applicable across

industries where risk assessment, financial planning, and insurance expertise are in demand.

Industries and Sectors

- Corporate/Private Sector: Financial services, manufacturing, logistics, energy, healthcare, construction, retail, and technology firms. Corporate Risk & Finance Roles include Risk Analyst, Risk Manager, Treasury Analyst/Manager, Financial Analyst, Project Manager, Data Analyst (Risk or Operational Focus), Workers' Compensation Specialist, Corporate Claims Specialist, Safety Compliance Officer.

- Insurance Industry: Property & casualty, life, health, reinsurance, brokerage, and actuarial services. Job titles include Underwriter, Actuary, Claims Adjuster or Claims Analyst, Loss Prevention Specialist. Property Field Adjuster, Workers' Compensation Adjuster, Insurance Producer/Sales Agent, Appraiser (Auto, Property, Commercial), Financial Planner.

- Public Sector: Federal, state, and local government agencies (e.g., OSHA, MOSH, Department of Labor, State Insurance Commission). Positions include Occupational Safety and Health Specialist (OSHA, MOSH), Insurance Compliance Analyst, Regulatory Risk Analyst, Risk Management Consultant (Government Contracts), Auditors and Program Managers in Department of Labor or Treasury Departments

- Consulting and Brokerage Firms: Major employers include Marsh McLennan, Aon, and Willis Towers Watson

With industry experience and potential certification or licensure (e.g., ARM, CPCU, or CFA), graduates can progress to careers such as Senior Underwriter, Claims Manager, Risk Management Director, Chief Risk Officer (CRO), Insurance Broker Partner or Agency Owner.

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

According to the Maryland Department of Labor, an analysis of CIP code 52.1701 – Insurance indicates an annual projected need for approximately 1,402 professionals in risk management and insurance-related occupations across the state. This local demand reflects a broader national trend: as technological, environmental, and economic risks continue to evolve, the need for trained professionals in this field is expected to grow steadily.

CIP Code	Occ Code	Occupational Title	SOCLevel	Employment				Separations		Total	
				2023	2033	NumericC	PercentC	Exits	Transfers	Total Openings	AnnualTotal Openings
52.1701	11-3111	Compensation and Benefits Managers	4	530	549	19	3.58	131	214	364	36
	13-1031	Claims Adjusters, Examiners, and Investigators	4	5158	4662	-496	-9.62	1077	2189	2770	277
	13-1032	Insurance Appraisers, Auto Damage	4	110	98	-12	-10.91	23	46	57	6
	13-1141	Compensation, Benefits, and Job Analysis Specialists	4	1947	2110	163	8.37	544	876	1583	158
	13-2020	Property Appraisers and Assessors	4	735	771	36	4.9	330	251	617	62
	13-2053	Insurance Underwriters	4	1190	1132	-58	-4.87	330	494	766	76
	25-1011	Business Teachers, Postsecondary	4	2707	3029	322	11.9	1108	1019	2449	245
	41-3021	Insurance Sales Agents	4	6454	6749	295	4.57	2206	2907	5408	542
	TOTAL			18,831	19,100			5,749	7,996	14,014	1,402

Further underscoring this demand, EAB Market Research (March 2024) reported more than 57,000 regional and 346,000 national job postings in 2023 for positions aligned with Risk Management and Insurance (RMI). In total, these projections highlight over 400,000 career opportunities across a wide range of industries and job functions.

The proposed Bachelor of Science in Risk Management and Insurance at Bowie State University is designed to directly address this workforce need. Through a curriculum that blends technical skills, industry certifications, and experiential learning opportunities such as internships and capstone projects, the program will equip students to enter and succeed in this high-demand, high-wage sector. Graduates will be well-positioned for competitive roles in insurance, finance, consulting, government, and beyond.

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.**

EAB Market Research provides data over a 10-year period, 2023 – 2033 of Projected Employment in "Top Occupations". Top Occupations refer to positions employers most often seek professionals with Bachelor-level Risk Management & Insurance degrees, as follows:

Occupation	Regional Growth	National Growth
Claims Adjuster/Examiner/Investigator	3.07%	5.3%
Financial Risk Specialist	13.3%	13.7%
Project Management	11.1%	13.9%
All Occupational Growth	11.3%	10.1%

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

While market demand for Risk Management and Insurance (RMI) professionals is high—with more than 400,000 job postings nationally in 2023—there is currently no undergraduate RMI program in Maryland's public higher education system, representing a significant gap in the regional talent pipeline.

Nationally, the supply of RMI graduates is concentrated among a small number of institutions. In the 2021–2022 academic year, the top 20% of RMI degree-granting institutions produced 71.9% of reported graduates, indicating a strong market concentration. Temple University led the market with 51.9% share, underscoring a lack of broader institutional participation in meeting workforce needs.

Importantly, among the top five institutions contributing to RMI graduate output, two are located in Philadelphia and two in New York. Only Gallaudet University, located in Washington, D.C., is situated within the broader Maryland region. However, Gallaudet's program has a relatively low market share and is not likely to significantly impact Bowie State University's ability to enter and compete in the RMI education space.

Given the absence of a public RMI undergraduate program in Maryland and the geographic concentration of existing programs outside the state, Bowie State University is well-positioned to serve as a primary regional provider of RMI education. The program is expected to attract students both in-state and from neighboring regions who are seeking affordable, high-quality, and accessible pathways into a growing and well-compensated field.

Institutions with Most Reported Completions
2017-2018 and 2021-2022 Academic Years, Regional Data

Institution	Reported Completions, Academic Year 2017-2018	Market Share, Academic Year 2017-2018	Reported Completions, Academic Year 2021-2022	Market Share, Academic Year 2021-2022	Completions Reported via Distance-Delivery, Academic Year 2021-2022
Temple University	162	56.84%	150	51.90%	No
Saint Joseph's University	52	18.25%	58	20.07%	No
St. John's University-New York	48	16.84%	50	17.3%	Yes
State University of New York at Oswego	10	3.51%	11	3.81%	No
Gallaudet University	1	0.35%	8	2.77%	No

Regionally, it has been reported that Morgan State University and Howard University offer coursework related to Risk Management and Insurance (RMI). However, upon closer examination of their academic catalogs, neither institution currently offers a full undergraduate major specifically in RMI. Their programming is limited to select courses or a focus on Enterprise Risk Management within broader business or administrative tracks.

In contrast to nearby institutions, Bowie State University plans to offer a comprehensive Bachelor of Science degree in Risk Management and Insurance (RMI). This proposed program features a full major curriculum aligned with industry standards and designed to meet current and emerging workforce needs. In addition to the bachelor's degree, BSU plans to offer an Upper Division Certificate (UDC) in RMI, awarded to students who successfully complete the four core RMI courses. This certificate provides a flexible credential pathway for students seeking career advancement, specialization, or supplemental training in risk-related fields.

This strategic approach positions Bowie State University as the first public institution in Maryland to offer a full undergraduate degree in RMI and establishes the university as a regional leader in delivering accessible, industry-aligned academic credentials for both traditional and non-traditional learners.

Nationally, student demand for Risk Management and Insurance (RMI) programs continues to show positive growth. Between the 2017–2018 and 2021–2022 academic years, growth in student interest (1.09%) outpaced the growth in program competition (0.49%), indicating a favorable environment for new program development. Despite this growth, market concentration remains high, with the top 20% of institutions accounting for 70.8% of all

reported completions during the 2021–2022 academic year. This imbalance highlights a significant opportunity for Bowie State University to enter the market and serve an unmet demand—particularly within Maryland and the broader Mid-Atlantic region.

With no other Maryland public institutions currently offering a full undergraduate degree in Risk Management and Insurance (RMI), and existing programs in nearby states offering limited accessibility or narrower curricular focus, Bowie State University is uniquely positioned to become a regional leader in this high-demand field. Market conditions suggest a strong opportunity for BSU to launch a program that directly aligns with both student interest and statewide workforce needs.

D. Reasonableness of Program Duplication:

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

While a few institutions in Maryland and the District of Columbia offer limited coursework in Risk Management and Insurance (typically between 2 to 4 courses), only two institutions in the region offer a concentration or specialization in RMI. None of the institutions reviewed currently offer a standalone undergraduate degree major in Risk Management and Insurance.

This underscores a significant programmatic gap in the regional higher education landscape—particularly within public institutions. Bowie State University's proposed Bachelor of Science in Risk Management and Insurance will be the first full-degree program of its kind in the state and the region, offering a comprehensive curriculum designed to meet workforce needs and student demand.

See table below for a summary of RMI offerings at Maryland and regional institutions.

College / University Type – 4P	Risk Management Degree or Concentration - Undergraduate	Details
Coppin State University	No	
Frostburg State University	No	
Morgan State University	No	
Salisbury University	No	Offers 2-3 classes

St. Mary College of Maryland	No	
Towson State University	No	
University of Baltimore	Yes	BS in Business Administration w/ Risk Management Specialization
Univ of Maryland Eastern Shore	No	Offers 1-2 classes
Univ of Maryland Global Campus	No	
Univ of Maryland Baltimore	No	
Univ of Maryland Baltimore County	No	
Univ of Maryland College Park	No	Certificate – Financial Risk Management
Howard University	Yes	Finance BBA w/ Risk Management Concentration (4 RMI classes)
Capitol Technology University	No	Doctorate – Occupational Risk Management
Johns Hopkins University	No	Certificate – Risk Management Analytics
Notre Dame of Maryland University	No	Master's degree – Risk Management
Loyola University	No	Proposal to MHEC May 2025. BS in Financial Risk Management and Insurance (CIP Code 27.0305)

The proposed Bachelor of Science in Risk Management and Insurance (RMI) at Bowie State University (CIP 52.1701) is a timely and necessary addition to Maryland's higher education landscape, designed to meet specific workforce needs while expanding access to underrepresented populations. While there is some overlap with Loyola University Maryland's Financial Risk Management and Insurance program (CIP 27.0305), several key distinctions and justifications support the development of a standalone, public, HBCU-based program under a separate CIP code.

BSU's program (CIP 52.1701) falls under the umbrella of business, management, marketing, and related support services, specifically focusing on insurance and risk management as

business functions. It emphasizes practical application, regulatory frameworks, underwriting, claims handling, and corporate risk management in business environments. BSU's RMI program offers a comprehensive, career-aligned curriculum that includes: Insurance operations and regulation, Commercial and personal lines underwriting, Claims management and litigation, Corporate and enterprise risk management, Cybersecurity risk, ESG risk, and supply chain risk, with real-world experience through internships and capstone projects.

In contrast, Loyola's program (CIP 27.0305) is classified under mathematics and statistics, reflecting a program that is quantitatively rigorous and analytically driven, focusing more heavily on financial modeling, stochastic processes, and quantitative risk analysis. The program integrates risk education within a broader finance and analytics framework, with a mathematical foundation aligned with careers in quantitative finance, actuarial science, or data-driven roles.

The CIP difference reflects not just curriculum content, but divergent educational goals and outcomes. BSU's program emphasizes applied skills for careers in insurance, risk operations, and compliance—roles that are in high demand but underserved by quantitatively intensive programs like Loyola's. While Loyola University Maryland's program contributes meaningfully to the financial risk field through a quantitative lens, Bowie State University's proposed RMI program under CIP 52.1701 is complementary—not duplicative. It offers a business-centered, accessible, and industry-driven education designed to address gaps in both educational access and workforce diversity. Its creation is not only strategically justified, but mission-aligned, economically necessary, and socially impactful.

2. **Provide justification for the proposed program.**

The proposed Bachelor of Science degree in Risk Management and Insurance (RMI) at Bowie State University addresses a critical and growing need within Maryland and the broader Mid-Atlantic region. Despite the increasing complexity and importance of risk management and insurance in both public and private sectors, there is currently no full undergraduate degree program in RMI offered by any Maryland public institution. Existing programs in the region offer only limited coursework or areas of concentration, leaving a significant gap in the supply of qualified professionals prepared to enter this dynamic and expanding field.

The financial services sector, which includes insurance and risk management, is identified by the Maryland Department of Commerce as a key growth industry essential to the state's economic development. Nationally, the U.S. Bureau of Labor Statistics projects steady demand for insurance-related occupations, with over 346,000 job postings in 2023 alone. Regionally, Maryland's Department of Labor estimates an annual need for approximately 1,400 professionals in risk management and insurance-related roles. This demand is driven by emerging challenges such as cyber risk, climate change, global supply chain disruptions,

and evolving financial markets—all of which increase the need for skilled risk management professionals.

The proposed program addresses educational gaps and equity considerations. While demand is high, minorities and underrepresented groups remain significantly underrepresented in the RMI industry, despite strong representation of women. Bowie State University, as an HBCU, is uniquely positioned to advance educational equity by providing access to high-quality, industry-relevant education and training for minority and underserved students. The proposed program will help diversify the pipeline of future risk management professionals, providing transferable skills, certifications, and experiential learning opportunities essential for workforce readiness and long-term career success.

An analysis of national and regional trends reveals a favorable environment for launching a new RMI program. Between 2017 and 2022, student demand for RMI programs increased at a faster rate than program competition. In Maryland and surrounding areas, several institutions offer only limited RMI coursework or concentrations, and none provide a comprehensive undergraduate major. This lack of full-degree offerings creates a unique opportunity for Bowie State University to become the region's leader in RMI education, providing both a full bachelor's degree and an upper-division certificate option.

Lastly, the proposed RMI program aligns with Bowie State University's mission to promote student success, community engagement, and workforce development. It supports Maryland's State Plan for Postsecondary Education by expanding educational opportunities in high-demand fields, particularly for minority and first-generation college students. The program's emphasis on experiential learning—through internships, capstone projects, and partnerships with industry leaders—ensures that graduates are well-prepared for the real-world demands of the RMI profession.

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.

As noted, there is currently no undergraduate major in risk management and insurance offered at any Maryland HBCU; therefore there is no impact on any other HBCU. However, as Maryland's first HBCU, Bowie State University is deeply committed to expanding access to high-quality higher education for African Americans and other underrepresented minorities. The proposed Bachelor of

Science in Risk Management and Insurance will bolster the institution's portfolio of high-demand academic offerings by addressing a significant workforce need in Maryland's growing financial services and insurance sectors. Its development reinforces BSU's leadership in delivering relevant, career-focused education that enhances student achievement and institutional viability.

Overall, the introduction of the RMI program strengthens BSU's capacity to maintain and expand high-demand offerings that support economic mobility and workforce development for historically underserved populations. It exemplifies the university's leadership role among Maryland's HBIs and underscores its commitment to fostering student success and institutional excellence in alignment with state educational priorities.

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

Bowie State University (BSU), as a historically Black institution (HBI/HBCU), acknowledges the important roles of its peer institutions within Maryland. The proposed Bachelor of Science in Risk Management and Insurance (RMI) program is uniquely positioned within the state, as no other Maryland institution currently offers a comprehensive undergraduate degree in this field. Therefore, the introduction of this program will not adversely impact other HBIs/HBCUs but rather expand the overall educational landscape by filling a critical gap in workforce preparation.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR13B.02.03.10):

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

The proposed Bachelor of Science in Risk Management and Insurance (RMI) at Bowie State University (BSU) was established as part of a visionary initiative championed by President Dr. Aminta H. Breaux, who identified a critical gap in Maryland's higher education and workforce pipelines for well-qualified professionals in the financial services and insurance industries. Recognizing the national call for greater diversity and inclusion in the risk and insurance sector, President Breaux sought to position BSU as a leader in developing a new generation of skilled, credentialed professionals from historically underrepresented backgrounds.

To bring this vision to life, Bowie State launched the Maguire Academy for Insurance and Risk Management in 2023 through strategic partnerships with industry leaders and philanthropic support. This academy serves as the foundation for the RMI academic program and supports its curriculum development, internship placement, and industry engagement. See letters of support in Appendix C.

BSU appointed William L. Roberts, a seasoned industry executive with more than 35 years of experience in risk management, insurance, and corporate finance, to lead the development and implementation of the RMI program. Mr. Roberts now serves as the Executive Director of

the Maguire Academy for Insurance & Risk Management and the program coordinator for the RMI degree.

William L. Roberts, Program Director

Mr. Roberts brings a wealth of industry expertise and leadership to the program. His previous roles include:

- Head of Claims, Risk & Insurance at American Water Works Company, where he led national risk and claims operations.
- Assistant Vice President, Corporate Risk Management at Lincoln Financial Group, overseeing enterprise risk and global insurance procurement.
- Corporate Risk Leader at companies such as The Pep Boys and Liberty Mutual.
- Managing Director of a consulting firm focused on risk and claims management strategies for public, private, and nonprofit organizations.

Mr. Roberts has lectured at numerous national and international risk management conferences, including presentations to Lloyd's of London Syndicates, RIMS, and major U.S. insurers. He holds a Bachelor of Business Administration from Johnson C. Smith University, an MBA from Saint Joseph's University, and an Associate in Risk Management (ARM) credential.

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

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**

Bowie State University is committed to ensuring high-quality academic experiences and measurable student achievement in the proposed Risk Management and Insurance (RMI) program. The university will implement a comprehensive assessment strategy aligned with institutional standards and accreditation requirements to evaluate and document student learning outcomes throughout the program.

a) Assessment of Student Achievement of Learning Outcomes

The RMI program includes clearly defined student learning outcomes (SLOs) aligned with industry competencies, academic standards, and employer expectations. Students completing the RMI program will be able to:

1. Identify and assess risk exposures (financial, legal, strategic, and security-related).
2. Apply risk control techniques to protect organizational capital, earnings, and income.
3. Demonstrate critical thinking and decision-making in risk scenarios.
4. Explain insurance operations, industry structures, and policyholder services.
5. Interpret and analyze insurance policies across multiple lines of coverage.
6. Develop and implement loss control strategies and analyze their impact.

Assessment methods to measure these outcomes will include:

- Case Studies: Used to evaluate decision-making, risk identification, and policy application.
- Capstone Projects: Synthesize knowledge in a real-world risk analysis and insurance solution project.
- Simulations and Role Play: To assess students' operational understanding of underwriting, claims, and brokerage functions.
- Internships and Externships: Provide practical experience and employer evaluations tied to learning outcomes.
- Exams and Quizzes: Ensure mastery of technical and theoretical knowledge.
- Written Assignments and Presentations: Assess communication, critical thinking, and policy interpretation skills.
- Industry Guest Panels and Symposiums: Used for experiential learning and reflection assignments.

Faculty will map course-level objectives to program-level outcomes and use rubrics and data collection tools to evaluate student performance across multiple touchpoints. The College of Business' Assessment Committee will review this data each term to ensure academic quality and identify areas for continuous improvement.

b) Bowie State will document student achievement through the following mechanisms:

- Assessment Portfolios: Students will compile key assignments, projects, and reflections tied to learning outcomes.
- Learning Management System (LMS) Tracking: Student performance on assessments will be recorded and analyzed through BSU's LMS and used for program-level assessment reporting.
- Capstone Evaluation Rubrics: Standardized rubrics will assess each capstone project, capturing outcomes related to decision-making, policy application, and risk management strategy.
- Internship Employer Evaluations: Industry partners will complete structured evaluations measuring students' job readiness, communication skills, and applied knowledge.
- Annual Program Reviews: Learning outcome achievement data will be integrated into BSU's annual program assessment process, required by the University's Office of Planning, Analysis, and Accountability (OPAA).

- Graduate Surveys and Alumni Feedback: Post-graduation data will provide feedback on how well the program prepared students for employment or further education.

Please find below a Table illustrating the Learning Objectives and Assessment Tools that will be used in each RMI course in the proposed Curriculum:

Course	Learning Outcomes	Assessment Tools
Principles to Risk Mgmt & Insurance	1, 2, 3, 4, 5, 6	a, b, c, d, e, f
Property & Casualty	3, 4, 5, 6	a, b, c, d, e, f
Corporate Risk Management	1, 2, 3, 4, 5, 6	a, b, c, d, e, f
Insurance Company Operations	3, 4, 5, 6	a, b, c, d, e, f
Intro to Probability in Insurance	3, 4, 5, 7	a, b, c, d, e, f
Insurance Law & Cyber Liability	1, 3, 4, 5, 6	a, b, c, d, e, f
Underwriting	3, 4, 5, 6	a, b, c, d, e, f
Enterprise Risk Management	1, 2, 3, 4, 5, 6	a, b, c, d, e, f
Advance Insurance Financial Models	2, 3, 6	a, b, c, d, e, f
Alternative Risk Finanacing	1, 2, 3, 6	a, b, c, d, e, f
Protocol-Domestic & Internt'l Busi Etiquette	3,	a, b, c, d, e, f
Principles of Finance	1, 2, 3, 6	a, b, c, d, e, f
Small Business Finance	1, 2, 3, 6	a, b, c, d, e, f
Life & Health Insurance	1, 2, 3, 4, 5, 6	a, b, c, d, e, f
Corporate Finance	1, 2, 3, 6	a, b, c, d, e, f
Investments	1, 2, 3, 6	a, b, c, d, e, f
Risk Management & Insurance Analytics	1, 2, 3, 6	a, b, c, d, e, f

Learning Outcomes

1) Identify and assess risk exposures, financial, legal, strategic errors, and security risks.
2) Control risks to an organization's capital, earnings, and net income
3) Develop critical decision-making skills to act as an industry-leading risk professional
4) Explain different Insurance Operations, distinguishing positions that handle various aspects at an insurance company and how the insurance policy responds to loss scenarios.
5) To demonstrate the ability to read and understand coverages in multiple insurance policies.
6) Analyze and respond to various risk and insurance exposures, and how they impact the company as a whole and implement loss control solutions to prevent, reduce, or avoid future losses

Assessment Tools

a) Case Studies
b) Panel Discussions
c) Problem Solving
d) Symposiums & Workshops
e) In-class collaborative Projects
f) Test and Exams

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

BSU students will have access to industry Designations, Licensing and Certifications before and after graduation. Students will be able to graduate with a Bachelor of Science degree, majoring in Risk Management and Insurance, and also obtain their Associate in

Risk Management (ARM) Designation or Claims Adjuster or Insurance Agent License. These are the same designation, license & certificates that most employees obtain after being hired or on the job for a year or so.

The RMI Curriculum will include:
- o 4 Core required courses for all RMI undergraduate candidates.
- o 15 in total new RMI courses students can select toward a full major.
- o See Appendix A and B for all General Education and required core College of Business courses, respectively.

Full Proposed Curriculum

Course #	Name	Hours
ARMI Core	Require Core RMI Courses	12
*ARMI 225	Principles to Risk Management & Insurance	3
*ARMI 300	Property & Casualty	3
*ARMI 301	Corporate Risk Management	3
*ARMI 302	Insurance Company Operations	3
ARMI Elective (select two from any 300 or 400 level Course)		6
ARMI 306	Intro to Probability in Insurance	3
ARMI 321	Insurance Law & Cyber Liability	3
ARMI 370	Topics in Risk Management & Insurance	3
ARMI 400	Underwriting	3
ARMI 406	Enterprise Risk Management (ERM)	3
ARMI 410	Advance Insurance Financial Models	3
ARMI 420	Alternative Risk Financing	3
ARMI 470	Protocol-Domestic & International Busi Etiquette	3
Flexible Elective (select two from any 300 or 400 level Course)		6
*FINA 320	Principles of Finance	3
*FINA 323	Small Business Finance	3
*BUAD 350	Business Law I	3
ARMI 401	Life & Health Insurance	3
ARMI 601	Advance Topics in Risk Management & Insurance	3
*FINA 421	Corporate Finance	3
*FINA 422	Investments	3
*DANL 460	Risk Management & Insurance Analytics	3
	TOTAL RMI HOURS	24

*Courses already Approved / Offered at BSU		
	Gen Education Courses =	33
	General Education Electives =	15
	Core Business Foundation Courses =	48
	RMI (& Related) Degree Courses =	24
	Total Curriculum Hours	120

BSU Risk Management & Insurance (RMI) Course Descriptions

ARMI 225 Principles of Risk Management & Insurance (3 credits)

This course will identify types of Risks, how they affect our society and how to manage these Risk. It will also explore several areas of Insurance, why is it needed and what does it do to mitigate or transfer these Risk. Students will have a basic understanding of the majority of risks and practically all types of insurance affecting individuals and companies, upon successful completion of this course.
Prerequisites: None
Attributes: Undergraduate

ARMI 300 Property and Casualty (3 credits)

This course addresses the property and casualty insurance business, markets, and types of companies. The course provides a review of the commercial property and casualty insurance products with a particular focus on the underlying exposure to loss, insurance policy coverage, and exclusions. In addition, this course analyzes the Property/Casualty market and explores current issues in the Property/Casualty insurance industry. This course is closely aligned with the industry designation exam, CPCU 557.
Prerequisites: ARMI 225 Principles of Risk Mgmt & Insurance
Attributes: Ethics Intensive, Undergraduate

ARMI 301 Corporate Risk Management (3 credits)

This course provides a survey of risk management theory and practice as it relates to corporate risk management. The course then takes a detailed examination of the value proposition for corporate risk management (for individuals as well as corporations). The course then has students apply the risk management process to a publicly-traded corporation. The course guides students through a risk financing simulation exercise. The course explores disaster recovery strategies by working through real-world examples. The course concludes with motivating the principles of enterprise risk management by examining both the advantages and potential pitfalls associated with developing portfolio models of the firm's risks. This course is aligned with industry designation exam, ARM 54.

Prerequisites: ARMI 225
Attributes: Undergraduate

ARMI 302 Insurance Company Operations (3 credits)

The course covers how property-casualty insurance functions work together to create and deliver products. The various functions covered include: Underwriting; Marketing and Distribution; Risk Control and Premium Auditing; Claims; Actuarial Operations; Information Technology; Reinsurance; and Regulation. This course is closely aligned with the industry designation exam, CPCU 520.
Prerequisites: ARMI 225
Attributes: Undergraduate

ARMI 406 Enterprise Risk Management (3 credits)

This course will cover the latest methodologies in enterprise risk management (ERM) and how they are implemented in practice. ERM is a significant advancement in the field of risk management, addressing limitations with the traditional, "siloed" approach to risk management. ERM provides a better framework for fundamental risk-return decision-making at the highest levels of the company This course will address extracting information from risk experts; converting information from risk experts into quantitative ERM information; and quantifying risks using a value-based ERM model.
Prerequisites: ARMI 225, 300, 301, 302
Attributes: Undergraduate

ARMI 306 Intro to Probability in Insurance (3 credits)

This course provide a study of probability and statistics used in insurance and risk management. ARMI 306 covers basic probability theory, Bayes Theorem and discrete random variables. Applications of Binomial, Hypergeometric, Poisson, Geometric, Negative Binomial, and Uniform distributions will be used to solve problems in insurance and risk management.
Prerequisites: ARMI 225, 300, 301, 302
Attributes: Undergraduate

ARMI 321 Insurance Law & Cyber Liability (3 credits)
This course will focus on Insurance Law and Managing Cyber Risk (Malware, Data Breach) from an Enterprise Risk Management perspective. The goal is for students to understand the best practices embraced by leaders in handling Cyber Risk and understanding the legal obligations associated with Insurance Law. The course will discuss recent Ransomware cases.
Prerequisites: ARMI 225
Attributes: Undergraduate

ARMI 370 Topics in Risk Management & Insurance (3 credits)

This course is designed to give greater coverage to those risk management and insurance topics that are not covered in great detail in other courses. The topics selected are at the discretion of the instructor.
Prerequisites: ARMI 225
Attributes: Undergraduate

ARMI 400 Underwriting (3 credits)

This course covers property and casualty underwriting through the principles of underwriting; strategic underwriting techniques; the insurance production environment; and insurance agency management tools and processes. Students will learn to assess whether to accept insurance risks (or groups of risks) and at what price. Prerequisite may be taken concurrently.
Prerequisites: ARMI 225
Attributes: Undergraduate

ARMI 401 Life and Health RMI (3 credits)

This course focuses on various Life Insurance products, their differences and target insureds, including Burial or final expenses insurance. The benefits of Term Insurance versus Whole Life & Universal Life Insurance are explored. Additionally, basic Healthcare Insurance is covered, including Medicare and it's various options.
Prerequisites: ARMI 225
Attributes: Undergraduate

ARMI 410 Adv Insurance Financial Models (3 credits)

This course covers advanced topics from finance (derivative securities and corporate financial models) from a quantitative perspective. It covers the topics in actuarial exam IFM.
Prerequisites: 320 and 306)
Attributes: Undergraduate

RMI 420 Alternative Risk Financing (3 credits)

The course focuses on evaluating the value impact of risk financing options. The course covers developing risk financing strategies, evaluating risk financing options (after-tax, NPV), offshore financing, role of reinsurance, history of alternative risk financing, forecasting risk loss, capital market functions, forming captive insurance companies. The course's projects rely heavily on Excel as a tool to evaluate and model risk financing options - using both simulated and real-world data. This course is closely aligned with the risk management

industry designation exam, ARM 56. This course is also approved under The Institutes Collegiate Studies for CPCU program.
Prerequisites: ARMI 225, 301
Attributes: Undergraduate

DANL 460 Risk Management and Insurance Analytics (3 credits)
This course covers continuous random variables, multivariate distributions and density functions representing an insurance loss. Students will be able to apply continuous distributions such as uniform, exponential, Gamma, Normal, and lognormal to generate expected frequency of loss and predict claim probability. Moment generating functions with continuous random variables, simulation of continuous distributions and mixed distributions will be used to solve problems in risk management and insurance.
Prerequisites: ARMI 225,
Attributes: Undergraduate

ARMI 601 Advance Topics in Risk Management & Insurance (3 Credits)

This course provides some basic principles of RMI, but mainly focuses on a detailed examination into various RMI disciplines such as Insurance Claims Adjusting, Actuary Science, Corp Risk Management and more. Industry leaders may be guest speakers wherever possible. A major project will be explored which may be an actual case study of previous events.
Prerequisites: (ARMI 225 – Undergraduates) (No Prerequisites Graduate Students)
Attributes: Undergraduate, Graduates

FINA 323 - Small Business Finance 3 Credits
When Offered (Fall, Spring)
This course examines the financial management requirements facing small and entrepreneurial firms. Topics related to financial analysis, financial planning and strategy, obtaining and deploying funds, and selected issues of concern to small business owners/managers and entrepreneurs will be discussed.
Prerequisite(s): FINA 320.

FINA 421 - Corporate Finance 3 Credits
When Offered (Fall, Spring)
This course examines the roles and functions of the financial manager. This course develops financial policies, skills, and techniques as they apply to financial problem-solving. This course will be supplemented by extensive readings and application of skills and techniques to selected problem situations faced by financial officers.
Prerequisite(s): FINA 320.

FINA 422 - Investments 3 Credits

When Offered (Fall, Spring)

This course is a study of the principles and techniques used in the analysis, selection, and management of securities investments. This course examines the relationship between risk and return, factors influencing securities valuation, and the development of appropriate investment objectives.   Prerequisite(s): FINA 320.

Business Core Requirement Courses

FINA 320 - Principles of Finance

This course is an introduction to the principles, concepts, and techniques of business finance. This course focuses on the fundamentals of financial analysis, management of current assets, capital budgeting, capital structure, and external financing.

BUAD 350 - Business Law I

This course provides a basic understanding of the principles of business law and their application to commercial activities relating to contracts, agency, torts, property, sales, business organizations, commercial paper, and commercial transactions.

MGMT 101 - Introduction to Business

This is a survey course designed to acquaint students with the basic functional areas of business enterprises and covers terminology, functional issues facing managers, and the international aspects of business

ACCT 212 - Principles of Accounting I

This course provides students with basic knowledge, skills, and abilities to record business events in an accounting information system. This course demonstrates how financial statements are prepared and their uses in the business environment, particularly the service and merchandising industries. Topics will include identifying and recording transactions in the five basic accounts (assets, liabilities, owners' equity, revenue, and expense), posting transactions to the general ledger, adjusting journal entries, and completing the accounting cycle. Students will be introduced to current and long-term assets.

ACCT 212 - Principles of Accounting II

This course focuses on accounting principles, conventions, and concepts underlying financial reporting. Emphasis is placed on the accumulation of financial data, the processes of organizing it for presentation, and its use by managers for decision- making.

MKGT 231 - Principles of Marketing

Principles of Marketing is an introductory course, which provides a managerial approach to the study of marketing, including target market selection, product, promotion, pricing and

distribution strategies appropriate for the marketing environment. Additional topics included in this course are consumer behavior, decision support systems, marketing channels and supply chain management and ethics in marketing

MGMT 241 - Principles of Management
This course is a study of the principles, processes, and practices of organizational management. This course examines the basic tasks of the modern manager, including planning, organizing, leading, controlling, staffing, and decision-making

MGMT 344 - Organizational Behavior
An examination of human behavior in organizations with emphasis on topics of importance to managers, such as group behavior, motivation, leadership, communications, conflict management, interpersonal relations and organizational development. Cases, readings and experiential exercises will be included.

BUIS 360 - Information Systems for Management
This course is a survey of concepts, theory, and techniques of information systems for management. Emphasis is on the role of the information itself and on computer-based information systems as aids to the control and operation of the organization. Case studies are used to illuminate the general manager's role in planning, specifying requirements, and controlling such systems

ECON 321- Money and Banking
This course surveys the nature and function of money and credit in the economy with emphasis on the roles played by depository institutions, consumers and the Federal Reserve. It will also examine the structure of the financial market and the effects of regulation on the market and money supply.

ECON 351 - Business and Economic Statistics
This course introduces students to the Business and Economics applications of descriptive and inferential statistics. Such applications include measures of central tendencies and of dispersion, probability, sampling and sampling distributions, interval estimation, hypothesis testing, and regression.

MGMT 356 - Professional Development and Ethics I
This course is designed to help students develop a basic platform for professional development skills. Our foundation will consist of the following topics: Leadership, communication, professional ethics in business. You will engage in career and skills assessment, learning to build your personal brand, resume writing and the written portfolio that accompanies your brand, oral presentations, and the basic skills needed to engage the business world

MGMT 358 - Professional Development and Ethics II
This course is designed to help students develop a firm foundation of professional development skills including leadership, communication, and professional ethics in business. In this course, you will complete group assignments, participate in online discussions, case study analysis and complete self-assessments. These assignments will provide you with the necessary tools to succeed and emerge as a leader in the workforce.

MGMT 440 - Business Strategy and Policy
An examination of processes by which organizations, especially profit-seeking businesses scan their environment and adapt themselves. Issues to be examined include the planning function, development of goals and objectives, assessment of necessary organizational competencies, appropriate structure strategies, policies, and competitive posture

ECON 483 - Quantitative Method for Decision Making
This course exposes students to a wide variety of problem descriptions and methods of analyses. The goal is to acquaint students with quantitative tools commonly used in business settings. This course is a study of the quantitative techniques applied in decision-making, with emphasis on application. Topics discussed include decision-making and decision analysis, linear programming, transportation and assignment problems, forecasting and time-series analysis, inventory concepts, Project management, Queuing theory and mathematical simulation.

ENGL 361 - Tech & Report Writing I
This course is a study of the particular requirements of technical and report writing, coupled with review and refinement of basic grammar and composition skills, designed to prepare students for career-related assignments. The course requires extensive work with computers, which includes word processing, graphics, and working on the Internet.

MGMT 480 - Production and Operations Management
This course is an examination of the processes and techniques of decision-making widely used in the context of production and operations planning, analysis and control. Topics studied include design and development of products; resource allocation; scheduling and utilization of people, materials and equipment; and quality and quantity control of processes, using techniques such as linear programming, critical-path analysis, time-series analysis, and network scheduling.

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

All students in the RMI major and program are required to take the general education courses listed in Appendix A. These courses are incorporated into each

degree at BSU and further strengthens the program.

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

There no specialized accreditation or certification requirements for this program.

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

There are no contracting agreements with other institutions or non-collegiate organizations. However, BSU's RMI program has partnered with several RMI & Financial industry companies, Insurance Brokers and higher education universities focused on the RMI industry and education. Those institutions and companies include:

Marsh & McLennan
Aon
Willis Towers Watson
Gallaudet University
St. Joseph's University
LaSalle University
Morgan Stanley
Multiple Property & Casualty Insurance companies and Financial Institutions

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

Bowie State University is committed to ensuring that students enrolled in the proposed Risk Management and Insurance (RMI) program receive comprehensive, clear, and timely information regarding all aspects of their academic journey. This commitment supports student success, transparency, and informed decision-making.

Detailed information on program curriculum, course sequences, credit hour requirements, and degree completion criteria will be accessible through the university's online catalog, program website, and during academic advising sessions. Students will have access to the full range of BSU's academic support services, including tutoring, writing centers, library resources, and technology help desks. Information about these resources will be shared during orientation, through advising sessions, and via the university's student services portal.

At the start of each course, faculty members will distribute a detailed syllabus outlining course objectives, learning outcomes, assessment methods, office hours, and expectations for faculty-student interaction. Faculty will also communicate clearly about any assumptions regarding student technology skills and provide guidance on required technical competencies.

The program will outline any necessary technical skills students should possess or develop, including proficiency with the university's Learning Management System (LMS), Blackboard Ultra, or its successor. Students will be informed about any specialized software or hardware requirements needed for coursework before the start of classes.

Together, these measures ensure that students receive complete, timely, and accessible information about the program and their educational journey, promoting transparency and supporting academic success.

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

The RMI program will leverage the existing promotional marketing & recruiting in the College of Business and within the overall University. This includes the undergraduate course catalog, departmental and university RMI web pages, videos, social media and marketing literature. Additionally, folders with information on the major will be available at the admissions open house events, RMI Symposiums, workshops, scholarship meetings, and more information is available online.

H. Adequacy of Articulation (as outlined in [COMAR 13B.02.03.19](#))

1. **If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements. More information for Articulation Agreements may be found [here](#).**

BSU has an existing Master Articulation Agreement with Prince George's Community College. The University has added the Bachelor of Science in Risk Management and Insurance to that agreement.

I, Adequacy of Faculty Resources (a[s outlined in COMAR 13B.02.03.11).](#)

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

Name	Appointment Type & Rank	Degree	Field	Status	Courses to be taught
William Roberts	Executive Director RMI	MBA-St. Joseph's University / ARM	Risk Mgmt & Insurance	Full Time	Principles of Risk Mgmt & Insurance, Property & Casualty & Protocol
Dr. Tibebe Assefa	Tenured / Assoc Professor	Ph.D.-	Finance	Full Time	All Finance courses, Risk Models and Financing
Dr. Sunando Sengupta	Tenured / Professor	Ph.D.-	Finance	Full Time	All Finance courses, Risk Models & Financing
Dr. Rand Obeidat	Assistant Professor	Ph.D -	Management Information Systems (MIS)	Full Time	RMI Analytics, Risk, Cyber
Dr. Tahsina Simu	Assistant Professor	Ph.D.-	Finance	Full Time	All Finance courses, Risk Models and Financing
Open	Adjunct Professor	TBD	Risk Mgmt & Insurance	Part time	Insurance Operations, ERM, & Corp Risk Mgmt,
Open	Adjunct Professor	TBD	Risk Mgmt & Insurance	Part time	Underwriting, Probability of Insurance, Life & Health

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**

b) **The learning management system**

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

BSU offers Continuous training for faculty in all departments relative to the Blackboard learning management system (virtual, hybrid, hyflex and in-person) and various modalities.

- Teaching best practices (for both classroom and online courses).
- Other tools, resources, and techniques to support course delivery.
- Through CETL workshops, Faculty Institute, Assessment and Course Development Coordinators, etc.

Additionally, the University supports faculty member involvement in discipline-specific professional memberships, which provides access to best practices in teaching subject matter. Faculty evaluations include how individual faculty members avail themselves of the available resources and implement improvements in their courses. Continuous faculty improvement also factors into ABET accreditation self-studies, providing additional incentives for all professors to remain engaged with their discipline.

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 Thurgood Marshall Library supports teaching and learning through a variety of materials and resources which can support a curriculum for Risk Management and Insurance. The library also promotes information literacy education by collaborating with the University faculty in utilizing current technology and teaching methods to enhance an instructional program that teaches library clientele how to access, evaluate, and utilize information. The Thurgood Marshall Library is a member of the University of Maryland system and Affiliated Institutions (USMAI), strengthening the resource base for all users. As a member of (USMAI), Bowie State University also has access to the collections of thirteen university libraries in the state of Maryland. In addition to borrowing privileges, the Marshall Library also offers ILL (Interlibrary Loan). Materials not available within USMAI can be requested through interlibrary loan, a nationwide resource for library users. A daily delivery between the participating libraries is provided to assist patrons in obtaining materials from other libraries in the system. In addition, all registered patrons have access to interlibrary loan services, which is a resource sharing system, for materials not available within the USMAI. The library's physical and digital collection of books and resources are appropriate for the proposed new major and program. This collection is presently serviceable for the instructional and research expectations upon this program's majors. To ensure that this collection is more than sufficient for background reading and research undertakings by students in

all this program's core and elective courses, the program's faculty will make requests for acquisitions of additional industry volumes as needed.

Through BSU's partnership with the Spencer Foundation, faculty and students have access to RMI data and material not available within USMAI, from all universities partnering with the Spencer Foundation. This includes syllabi, recommended textbooks, lesson plans, research and more.

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.

Center for Business & Graduates Studies (CBGS) building opened to the BSU community in 2008 as a "state of the art" facility that houses instructional classrooms, Computer Labs and research spaces for CBGS students and faculty. The CBGS building includes sufficient flexibility in both classroom, office space, labs and collaborating space to accommodate the student body increases resulting from the launch of the new RMI degree. The computer resources are available to faculty members and students in the CBGS Departments at BSU, equipped with projectors, monitors, computers and Wi-Fi. The CBGS has 3 floors, equally divided into faculty & staff offices on one side, and student classrooms on the other. It includes six (6) Lecture general-purpose classrooms, each with a capacity of 40 students. There are also six (6) Computer Lab classrooms with capacities of 30 students each. The first floor has two (2) extra-large Lecture Theatre-style classrooms capable of holding up to 65 students each. There are to (2) 25 seat conference rooms, two (2) Seminar rooms – 25 seats as well, one student tutor/study lab, and a Library with a conference room capable up to 25 persons. There is also a world-class Data Analytics Research Trading & Technology (DARTT) Laboratory on the first floor, a critical resource to students across disciplines to gain exposure to large data sets, software and technology resources for innovative pedagogy and research.

Each student desk has the capability of connecting a laptop enabling students to use the BSU network. Each of the Lecture general-purpose & Computer Lab classrooms, as well as the board room and extra-large classrooms have a computer at the lecturing desk with a 22-inch monitor.

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

Every BSU student receives a student email account. Students who take online course offerings within the RMI program will receive support comparable to that provided to residential students. All students will receive access to technology tools required to complete coursework and research, including University email support, LMS support, software development environment tools (compilers, editors, DBMS), and full access to the BSU IT help desk personnel.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR13B.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.**

BSU demonstrates its commitment through budget reallocation and support from staff offices such as the library and IT department. This table projects revenue for full-time-equivalent staff and part-time equivalent staff for the initial five-year period. The department estimates that 5 new students will be admitted in the first year, 5-8 the second year, etc., increasing to a max of 18-20 full-time students in Years Four and Five, respectively. These projections do not include additional students who take RMI classes for UDC's, students needing credit hours or simple curiosity. Part-time students are expected to be nominal. Graduates are expected by the year.

Table 1: Resources

RISK MANAGEMENT & INSURANCE						
TABLE 1: RESOURCES						
Assumes FY 2026 as Year 1						
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Total
2a. Annual Full-Time Tuition Rate	$6,235	$6,360	$6,487	$6,617	$6,749	$32,447
2b. Est Full-Time Students	5.00	8.00	12.00	18.00	20.00	63.00
2c. Total Tuition Revenue (a x b)	$31,175	$50,878	$77,843	$119,099	$134,979	$413,974
2d. Annual Part-Time Credit Hour Rate	$273	$278	$284	$290	$296	$1,421
2e. Est Part-Time Students	3.00	4.00	6.00	8.00	10.00	31.00
2f. Annual Credit Hours	18	20	40	40	60	178
2c. Total Tuition Revenue (d x e x f)	$14,742	$22,277	$68,167	$92,707	$177,302	$375,195
TOTAL (Add 1+2b+3)	**$45,917**	**$73,154**	**$146,010**	**$211,807**	**$312,282**	**$789,169**
1. Assumes In-State Tuition revenue only; mandatory fees are considered auxiliary which are used to support auxiliary operations (athletics, student center, etc.)						
2. Assumes a 2% Tuition increase in subsequent years						

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.

Table 2 - EXPENDITURES

TABLE 2: EXPENDITURES						
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Total Faculty or Staff (b+c below)	$0	$0	$87,750	$92,138	$260,213	$440,100
a. # of FTE	0.00	0.00	1.00	1.00	2.00	4.00
b. Total Salary	$0	$0	$65,000	$68,250	$192,750	$326,000
c. Total Benefits	$0	$0	$22,750	$23,888	$67,463	$114,100
2. Adjuncts/Administrative (b+c below)	$32,400	$67,500	$48,600	$68,040	$49,086	$265,626
a. # of FTE	2.00	3.00	3.00	4.00	3.00	15.00
b. Total Salary	$30,000	$62,500	$45,000	$63,000	$45,450	$245,950
c. Total Benefits	$2,400	$5,000	$3,600	$5,040	$3,636	$19,676
3. New or Renovated Space						$0
4. Operating Expenses						$0
Other	$3,217	$2,798	$2,997	$30,708		$39,720
Supplies	$2,800	$2,856	$2,913	$5,471	$2,983	$17,024
Equipment	$7,500	$0	$3,750	$15,450	$0	$26,700
Sub-total Other Expenses	$13,517	$5,654	$9,660	$51,629	$2,983	$83,444
TOTAL (Add 1-4)	**$45,917**	**$73,154**	**$146,010**	**$211,807**	**$312,282**	**$789,169**

1. Assumes 2 adjuncts in Years 1 & 2 and escalation in Years 3 & 4			
2. Assummes 1 PT administrative support beginning in Year 2			
3. Assumes 1 Full-time FTE administrative support in Year 3;			
4. Assumes 1 FTE Full-time Faculty in Year 5 with average benefits of 35%			
5. Average contract salary for adjunct faculty ($7,500 per course per semester)			
6. Assumes cost for computer equipment on a 3-year replacement cycle; Supply needs in all years			
7. Assumes other miscellaneous needs in various years			

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.

Courses and curriculum will be reviewed annually for effectiveness via course evaluations, course reviews and assessments of student work, research, projects, including reviews of the faculty and the RMI Advisory Board. This board will consist of industry experts, strategic partners as well as university faculty from BSU and other institutions. There will also be extensive program review of the entire major by external reviewers, the College of Business, as well as the RMI Advisory Board. The processes for evaluating courses, faculty, and student learning outcomes will follow the guidance presented above.

Faculty evaluation will follow BSU guidelines for all faculty members, including evaluation input from students, administrators, and departmental personnel, per COMAR 13b.02.03.15. In addition, faculty evaluations will include the following:

• Evaluation of faculty qualifications and how they are adequate to cover all the curricular areas of   the courses and programs—this will include the size, specialization, credentials, and experience of the faculty.
• Analysis of faculty workload; and
• Professional development opportunities for each faculty member.

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

The evaluation of the program educational objectives will follow the same process currently used for both BS degrees and majors for each department. Evaluation of the program's educational effectiveness will include:

- Ensuring that the program's educational objectives are aligned to the BSU mission.
- Ensuring that the program's educational objectives align the needs of the constituencies.
- Following a documented process and timeline to review the program educational objectives. Following a documented process to ensure that the student outcomes are mapped to the program educational objectives.
- Analyzing how the program's requirements and its associated prerequisite structure support the attainment of student outcomes.
- Analysis of program criteria describing how the program meets the specific requirements for the RMI Industry as it evolves.
- Analysis of materials (syllabi, textbooks, samples of student work—low, medium, and high graded) that will be available for accreditors during site visits.
- Analysis of class size on achievement of learning outcomes.
- Evaluation of student retention and student achievement will follow established BSU policy used by all departments. The courses, the program's effectiveness, enrollment, retention and graduation rates, students, instructors, and staff satisfaction will be evaluated using student, faculty, and staff surveys and program committee reviews on a regular basis.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR13B.02.03.05).

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

As Maryland's first historically Black institution, Bowie State University is committed to providing high quality higher education to African Americans and other underrepresented minorities. The goals established in the University's Bolldly Forward FY2026-FY2029 Strategic

Plan supports student achievement and long-term viability of the institution and align with the goals in the 2022 Maryland State Plan for Higher Education.

Specifically, Bowie State continues to:

- Support affordable and high-quality educational opportunities for Marylanders (Student Access, Priority 4)
- Engage in a continuous improvement process to ensure that institutional policies and practices support student success (Student Success, Priority 5).
- Provide alternative modalities, new programs and pedagogies and streamlined student and academic support services to facilitate timely degree completion (Student Access, Priority 4) (Innovation, Priority 8).
- Integrate high impact practices into the student experience, including career advising and planning into internship experiences (Success, Priority 5).
- Partner with business, government, and other institutions to support workforce development.
- Timely completion and graduate readiness through Student SuccessFest to identify and support at-risk students and regular academic advising (Innovation, Priority 6).
- Expand support for grant participation and research (Innovation, Priority 9).

Bowie State faculty, staff, students, and administrators are engaging in change management strategies and embracing experimentation so that we can better meet the holistic needs of our students (Innovation, Strategy 11). Bowie State University has a long-standing core commitment to diversity; it values and celebrates diversity in all its forms. The University community believes that its educational environment is enriched by the diversity of individuals, groups, and cultures that come together in a 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 university creates positive interactions and cultural awareness among students, faculty, and staff through infusing global diversity awareness in the curriculum, expanding co-curricular programming that promotes diversity awareness, and maintaining a campus climate that respects and values diversity.

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.

This program has no relationship with a low productivity program identified by the Commission.

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.**

The university has the resources to offer a quality distance education program. The university utilizes the state-of-the-art Blackboard system as well as cloud based virtual laboratories. All faculty are trained in offering distance learning education courses.

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

Bowie State University is a participating member of NC-SARA, and as such has met the guidelines as required by the Council of Regional Accrediting Commissions (C-RAC).

Appendix A

Bowie State University - General Education And Institutional Requirements

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One course in each of two disciplines in arts and humanities (six semester hours)

 Discipline/Courses: Philosophy, Speech, Theatre, Art, Music, Modern Languages, Literature, Interdisciplinary African American Studies.

- ART 101 - 2D Design **3 Credits**
- ART 110 - Introduction to Drawing **3 Credits**
- ART 111 - Life Drawing **3 Credits** (Portrait and Figure)
- ART 200 - African Art: Past and Present **3 Credits**
- VCDM 230 - Introduction to Computer Graphics **3 Credits**
- ART 299 - Art Survey **3 Credits**
- COMM 101 - Oral Communication **3 Credits**
- COMM 103 - Public Speaking **3 Credits**
- ENGL 210 - Introduction to English Grammar **3 Credits**
- ENGL 211 - Literatures of the World **3 Credits**
- ENGL 212 - The African American Literary Imagination **3 Credits**
- ENGL 213 - Cinema of Africa and the African Diaspora **3 Credits**
- ENGL 236 - Introduction to Literature **3 Credits**
- ENGL 250 - Introduction to Film **3 Credits**
- ENGL 253 - Studies in Popular Culture **3 Credits**
- ENGL 254 - Queer Cultural Studies **3 Credits**
- FREN 101 - First-Year French I **3 Credits**
- FREN 102 - First-Year French II **3 Credits**
- MUSC 101 - Fundamentals of Music **3 Credits**
- MUSC 110 - Introduction to Electronic Music **3 Credits**
- PHIL 101 - Introduction to Philosophy **3 Credits**
- PHIL 103 - Introduction to the Principles of Reasoning **3 Credits**
- SPAN 101 - First-Year Spanish I **3 Credits**
- SPAN 102 - First-Year Spanish II **3 Credits**
- THEA 105 - Introduction to Theatre **3 Credits**
- THEA 110 - Pilates Fitness **3 Credits**
- MUSC 302 - Introduction to Music **3 Credits**

One course in each of two disciplines in social and behavioral sciences (six semester hours)

Discipline/Courses: History, Economics, Anthropology, Political Science, Sociology, Psychology, Geography, Social Work or Interdisciplinary Social Science. (Including mandatory 3 CREDITS of African American History)

- ANTH 102 - Introduction to Anthropology **3 Credits**
- CRJU 201 – Introduction to Law Enf & CRJU **3 Credits**
- ECON 211 - Prin of Macroeconomics **3 Credits**
- ECON 212 - Prin of Microeconomics **3 Credits**
- GEOG 101 - Elements of Geography **3 Credits**
- GOVT 130 - Introduction to Political Science **3 Credits**
- GOVT 140 - Introduction to Comparative Politics **3 Credits**
- GOVT 231 - US National Government **3 Credits**
- GOVT 240 - Black Politics in the United States **3 Credits**
- HIST 111 - World Civilization Since 1500 **3 Credits**
- HIST 114 - African American History to 1865 **3 Credits**
- HIST 115 - African American History Since 1865 **3 Credits**
- HIST 202 - United States History Since 1865 **3 Credits**
- CAAS 101 - Introduction to Child & Adolescent Development **3 Credits**
- CAAS 282 - Child Abuse and Family Violence **3 Credits**
- PSYC 101 - General Psychology **3 Credits**
- PSYC 200 - Introduction to Psychopathology **3 Credits**
- SOCI 101 - Introduction to Sociology **3 Credits**
- SOCI 203 - Deviant Behavior **3 Credits**
- SOWK 200 - Introduction to the Profession of Social Work **3 Credits**

Two science courses, at least one of which shall be a laboratory course (seven to eight semester hours)

Discipline/Courses: Biology, Chemistry, Physics, and Physical Science Courses

- BIOL 101 - Biological Science **4 Credits**
- BIOL 203 - Oceanus **3 Credits**
- CHEM 107 - General Chemistry I **4 Credits**
- PHSC 100 - Physical Science **4 Credits**
- PHSC 101 - Earth Science I **4 Credits**
- PHYS 271 - General Physics I **4 Credits**
- PHYS 272 - General Physics II **4 Credits**
- BIOL 210 - Introduction to Biotechnology **4 Credits**

One course in mathematics at or above the level of college algebra (three semester hours)

Discipline/Courses: Math or Statistics Courses

- MATH 127 - Introduction to Mathematical Ideas **3 Credits**
- MATH 118 - Finite Mathematics **3 Credits**
- MATH 125 - College Algebra **3 Credits**
- MATH 141 - Precalculus I **3 Credits**
- MATH 150 - Comprehensive Precalculus **4 Credits**
- MATH 215 - Elements of Calculus **4 Credits**
- MATH 225 - Calculus I **4 Credits**

Two courses in English composition (six semester hours)

Disciplines/Courses: English Composition Courses:

- ENGL 101 - Expository Writing **3 Credits**
- ENGL 102 - Argument and Research **3 Credits**

Once course in technology (three semester hours)

Discipline/Courses: Business Information Systems or Computer Science

- BUIS 260 - Computer Apps for Business **3 Credits**
- COSC 110 - Computer Literacy and Applications **3 Credits**
- COSC 111 - Fundamentals of Computer Science and Data Concepts **3 Credits**
- COSC 112 - Computer Science I **4 Credits**
- COSC 113 - Computer Science II **4 Credits**
- COSC 190 - Intermediate Computer Programming **4 Credits**
- CTEC 111 - Cybersecurity for All **3 Credits**
- CTEC 114 - Computing Tools and Environments **3 Credits**
- CTEC 125 - Intro to Python Programming **3 Credits**
- DANL 280 - Fundamentals of Data Science and Analytics **3 Credits**

Appendix B

Core College of Business School Requirements (48/51 semester hours)

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* Some courses will count toward the BS degree in RMI

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MGMT 101 - Introduction to Business 3 Credits
ACCT 211 - Principles of Accounting I 3 Credits
ACCT 212 - Principles of Accounting II 3 Credits
FINA 320 - Principles of Finance 3 Credits
MKTG 231 - Principles of Marketing 3 Credits
MGMT 241 - Principles of Management 3 Credits
MGMT 344 - Organizational Behavior 3 Credits
BUAD 350 - Business Law I 3 Credits
BUIS 360 - Information Systems for Management 3 Credits ****
ECON 321 - Money, Banking and Financial Markets 3 Credits
ECON 351 - Bus/Econ Stat I 3 Credits
MGMT 356 - Professional Development I 2 Credits
MGMT 358 - Professional Development II 1 Credits
ENGL 361 - Tech & Report Writing I 3 Credits
ECON 483 - Quantitative Methods Dm 3 Credits
MGMT 480 - Production and Oper Mgmt 3 Credits
MGMT 440 - Business Strategy & Pol 3 Credits

Appendix C

Industry Partner Letters of Support

1. Aon
2. Impact Business Coaches
3. Gallaudet University
4. Liberty Mutual Insurance

AON

200 East Randolph Street
Chicago, IL 60601

+1 312 381 5065 (office)
+1 773 426 4784 (cell)
aaron.olson@aon.com

July 29, 2025

Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

SUBJECT: Support for Establishing a Bachelor of Science Majoring in Risk Management & Insurance Program at Bowie State University

To Whom It May Concern:

I am writing to express my strong support for the establishment of a Bachelor of Science majoring in Risk Management & Insurance at Bowie State University. As executive sponsor of our University Partnerships at Aon, a global leader in risk management and insurance solutions, I am deeply committed to expanding career pathways in the risk and insurance industry. Our track record of creating apprenticeships and fostering innovation exemplifies our dedication to developing the next generation of professionals in this field.

Aon has been actively engaged in university partnerships across the United States with our Career Acceleration Network. This initiative is an extension of our investment in apprenticeships, as highlighted in our commitment to create 10,000 apprenticeships nationwide by 2030 (source: Aon Press Release). By collaborating with universities, we aim to provide students with the skills and opportunities necessary to succeed in the risk management and insurance industry, thereby enhancing their career prospects and contributing to the growth of the sector.

Throughout my career, I have been personally committed to talent development, sponsoring our university partnerships and leading Aon's focus on talent development. In my previous roles as Chief Talent Officer and Chief HR Officer, I have worked to ensure that our initiatives align with our strategic goals and foster a culture of continuous learning and development. My experience in these roles has reinforced my belief in the importance of equipping students with the skills needed to thrive in a rapidly changing industry.

The demand for skilled graduates in risk management and insurance is rapidly increasing, driven by the evolving nature of global risks. At Aon, we recognize the importance of equipping students with both technical competence and the ability to analyze data to solve complex risk management issues. Bowie's proposed program is designed to provide students with these essential skills, complemented by the University's liberal arts foundation that enhances critical soft skills such as ethical reasoning, communication, analytical thinking, and teamwork.

Experiential learning is a cornerstone of Bowie's program, and Aon is eager to support this initiative by offering mentorship opportunities and industry engagement. Our commitment to innovation and real-world application aligns perfectly with Bowie's vision for a program rooted in experiential learning.

I urge the Maryland Higher Education Commission to approve the creation of a Bachelor of Science majoring in Risk Management & Insurance program at Bowie State University. This program represents a vital investment in retaining talent within the state, strengthening our industry, and expanding opportunities for Maryland students. It is time to build the infrastructure necessary to support and retain the next generation of professionals right here at home.

Sincerely,

Aaron Olson, Executive Vice President
Executive Sponsor, University Partnerships

Dr. Sanjay Rai
Maryland Higher Education Commission
217 East Redwood Street, Suite 2100
Baltimore, MD 21202

Re: Bowie State University's Proposal – Bachelor of Science in Risk Management and Insurance (RMI)

Dear Dr. Rai,

I am writing to express my strong support for Bowie State University's proposal to establish a Bachelor of Science degree program in Risk Management and Insurance.

As a retired Major General in the United States Marine Corps and former Under Secretary of Defense for Personnel and Readiness under President Barack Obama, I have had the privilege of serving our nation in various leadership roles. I am also an ordained minister and executive coach, with graduate degrees from Johns Hopkins University and the University of Pennsylvania. My academic career commenced at South Carolina State University, a historically black college and university (HBCU), which renders this initiative particularly significant to me.

Bowie State University invited me to serve as an Advisory Board Member for its Risk Management and Insurance Academy. In this role, I have quickly come to recognize the critical need for such a program—particularly at HBCUs like Bowie State, Maryland's oldest historically Black University.

The RMI industry has expressed a growing interest in diversifying its workforce by attracting well-educated minority professionals. Unfortunately, students of color remain underrepresented in this field, often due to limited access to programs at predominantly white institutions and the higher tuition costs associated with those schools. Bowie State's

proposed program would help bridge this gap by offering an accessible, high-quality education in a field with strong career prospects.

As an HBCU graduate, I know firsthand that students are not asking for handouts; they are asking for opportunities. This program will provide them with the knowledge and skills to pursue meaningful careers in the RMI industry & to compete on equal footing.

I have attended panel discussions and viewed symposium presentations, and I can attest to the enthusiasm and readiness of Bowie State students to embrace this new academic path. I wholeheartedly recommend that the Maryland Higher Education Commission approve Bowie State University's proposal to offer a Bachelor of Science degree in Risk Management and Insurance.

Sincerely,

Rev. Dr. Clifford L. Stanley

GALLAUDET
U N I V E R S I T Y

To Whom It May Concern

RE: Bowie State University – Maguire Academy of Insurance & Risk Management

I am writing to express my enthusiastic support for the Risk Management and Insurance (RMI) program at Bowie State University. As the Executive Director of the Maguire Academy of Insurance and Risk Management (MAIRM) at Gallaudet University in Washington, D.C., I have seen firsthand the transformative impact that a well-structured RMI program can have on students, particularly those from underrepresented communities.

Gallaudet University, a federally chartered institution serving Deaf and Hard of Hearing students, has operated its RMI program for over a decade. In 2024, we proudly graduated eleven students, all of whom secured employment prior to commencement. This success is a testament to the strength of our curriculum and the demand for diverse talent in the insurance and risk management industry.

The Maguire Academy of Insurance and Risk Management was originally founded over twenty years ago at St. Joseph's University in Philadelphia by James Maguire, a distinguished alumnus and former CEO of Philadelphia Insurance. Today, it is recognized as one of the top five RMI programs in the United States. In 2024, St. Joseph's enrolled 178 students in its RMI program and graduated 44.

The RMI programs at Gallaudet and Bowie State are modeled closely after the St. Joseph's framework, with a shared mission to educate and empower students who have historically been underserved and overlooked in the industry. What sets Bowie State apart is its unique ability to reach students as a historically Black university (HBCUs), further expanding access to this vital field.

Bowie State's Executive Director, William L. Roberts, known to many as Bill, brings over 30 years of leadership experience in the risk and insurance sectors. His distinguished career includes representing U.S. companies in major global markets such as Europe and Bermuda. As an HBCU graduate himself, Bill understands the challenges many of his students face and is uniquely positioned to mentor and guide them toward success.

Bill also holds a graduate degree from St. Joseph's University, where he studied the RMI model and collaborated with its leadership even before assuming his current role at Bowie State. He continues to maintain strong relationships with both Gallaudet and St. Joseph's RMI leadership, fostering a collaborative network that benefits all three institutions.

Given the strength of its leadership, its alignment with proven program models, and its commitment to serving underrepresented students, I have no doubt that Bowie State University will establish an outstanding RMI program. This initiative will not only enrich the lives of its students but also contribute meaningfully to the future of the insurance and risk management industry.

Sincerely,

Dwayne Redd
Executive Director, MAIRM
Gallaudet University

Brad Luchkowec
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Dr. Sanjay Rai
Maryland Higher Education Commission
217 East Redwood Street, Suite 2100
Baltimore, MD 21202

Re: Support for Bowie State University's Bachelor of Science Degree in Risk Management & Insurance

Dear Dr Rai & MHEC Members,

I am writing to express my personal support for Bowie State University's proposal to establish a Bachelor of Science Degree program majoring in Risk Management & Insurance through the Maguire Academy of Insurance and Risk Management.

As an Account Manager with Helmsman Management Services, an affiliate of Liberty Mutual Group, Inc. I have over 22 years of experience in the risk and insurance industry. My credentials include an Associate in Risk Management (ARM), Associate in Claims (AIC), and Associate in Insurance Services (AIS), reflecting my deep commitment to the profession and the development of future industry leaders.

Maryland's insurance and risk management sector is a vital part of the state's economy, yet the representation of minority professionals remains disproportionately low. Bowie State University, Maryland's oldest Historically Black College and University (HBCU), is uniquely positioned to address this gap. By offering a specialized degree in Risk Management and Insurance, Bowie State will provide students, particularly those from underrepresented communities, with the education and skills necessary to pursue rewarding careers in this essential field.

I have the privilege of serving on Bowie State's Board of Advisors for this program and can personally attest to the University's commitment to creating meaningful opportunities and fostering diversity in the insurance and risk management industries. This program will not only serve the students but will also benefit Maryland's workforce and economy by cultivating a new generation of diverse professionals.

1

For these reasons, I enthusiastically recommend that the Maryland Higher Education Commission approve Bowie State University's Bachelor of Science Degree in Risk Management & Insurance. Supporting this initiative aligns with the Commission's goals of expanding access to high-quality education and promoting workforce diversity in Maryland's growing industries.

Thank you for your consideration. Please feel free to contact me should you require any additional information.

Sincerely,

Brad Luchkowec

TOPIC: Bowie State University proposal for Ph.D. in Nursing Education

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: December 3, 2025

SUMMARY: Bowie State University's seeks to offer the Ph.D. in Nursing Education to extend the nursing pathway in the Department of Nursing (DON), which currently offers accredited bachelor's, master's, and post-graduate programs in nursing. The Ph.D. in Nursing Education will be unique to this region of the state, as no other institution offers a Ph.D. in Nursing Education as its primary curriculum content. A comparison of doctoral-level nursing programs in the State indicated that current programs offer a broad research or clinical leadership focus.

The launch of the new Ph.D. in Nursing Education at BSU will increase the number of Ph.D.-prepared nursing faculty in Maryland. BSU's DON applied for and was awarded a $150,000 planning grant by the Nursing Support Program II (NSP II) to develop the proposed Nursing Education program to increase the supply of qualified nursing faculty.

By producing more nurse educators from underrepresented backgrounds, this program would support both the institutional missions of HBIs and the healthcare needs of underserved communities. With an African American population of over 85%, the BSU DON produces predominantly African American nurses who serve as role models that attract Black students to consider the nursing profession. Additionally, an increase in black PhD- prepared faculty serves to increase research in areas that explain and bring awareness and solutions to health disparities in the health care system.

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 Doctor of Philosophy (Ph.D) in Nursing Education.

COMMITTEE RECOMMENDATION: DATE: Dec. 3, 2025
BOARD ACTION: DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992   awrynn@usmd.edu

Aminta H. Breaux, Ph.D.
President

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14000 Jericho Park Rd, Bowie, MD 20715
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E president@bowiestate.edu
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December 19, 2024

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

RE: New Academic Program – Doctor of Philosophy (Ph.D.) in Nursing Education

Dear Chancellor Perman:

Please find enclosed our proposal to offer the Doctor of Philosophy (Ph.D.) in Nursing Education (HEGIS 1203.00//CIP 51.3203).

The nursing shortage, exacerbated by the shortage of nursing faculty, has become increasingly pervasive. The Maryland Higher Education Commission (MHEC) NSP II grant request underscores the impact of the faculty shortage, stating, "The shortage of qualified nursing faculty was identified as the fundamental obstacle to expanding enrollment in nursing programs, thereby exacerbating the nursing shortage (NSP II Grant Request, 2022, p. 4). To that end, BSU's Department of Nursing was awarded a $150,000.00 planning grant to develop a Ph.D. in Nursing Education Program.

The launch of the proposed Ph.D. in Nursing Education program at BSU seeks to mitigate faculty shortages in high-demand nursing programs, strengthen workforce development, and improve healthcare equity by increasing the diversity of nursing faculty. By producing more nurse educators from underrepresented backgrounds, this program would support both the institutional missions of HBIs and other institutions where our graduates become faculty, and the healthcare needs of underserved communities.

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

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

Nursing Education

Title of Proposed Program

Doctor of Philosophy (Ph.D.)	Fall 2026
Award to be Offered	Projected Implementation Date

1203.00	51.3203
Proposed HEGIS Code	Proposed CIP Code

Nursing	Dr. Monique Alston
Department in which program will be located	Department Contact

301-860-3201	malston@bowiestate.edu
Contact Phone Number	Contact E-Mail Address

	12-20-24
Signature of President or Designee	Date

PhD in Nursing Education Degree and Program

A. Centrality to Institutional Mission Statement and Planning Priorities:

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

The proposed Ph.D. program is a post-master's program established to prepare nurse educators for academia, teaching the discipline of nursing at the entry-level, master's level, and doctoral level. The program will be built on our Accreditation Commission for Education in Nursing (ACEN) accredited bachelors and masters nursing programs to 1) increase the number of nursing faculty 2) increase the number of registered nurses. Students will engage in research that broadens knowledge content gained at the baccalaureate and master's level to facilitate clinical and knowledge development, learning strategies, research, leadership, and scholarship. As Maryland's oldest HBCU, the program will produce diverse scholars in nursing education who will excel in the areas of academia and teaching and who will:

- Assume the role of the nurse faculty and scholar to promote innovative and evidence-based strategies in nursing education
- Discover and contribute new knowledge to nursing theory and clinical nursing studies that will expand the breadth and depth of the body of nursing knowledge
- Effectively use multiple learning strategies for the advancement of nursing practice
- Increase the number of African-American doctoral-prepared nurse educators

The mission of the Department of Nursing (DON) aligns with the BSU mission and aims to provide quality academic programs offering learners the foundation upon which to expand their knowledge base and pursue advanced study.

The nursing curricula are designed to prepare professional nurses who demonstrate excellence in evidence-based practice, think critically, apply ethical principles and clinical reasoning, demonstrate leadership skills, value diversity and participate in or conduct research which benefits the local and global community. The DON is committed to increasing diverse representation in the nursing profession. In support of the mission, vision, strategic plan, and core values of Bowie State University (BSU) as "Maryland's first historically black public university that empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility", the BSU DON is poised to develop and implement a Ph.D. in Nursing Education program that aligns with the vision and strategic plan of BSU and assists in increasing nursing faculty in Maryland.

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

The new Ph.D. in Nursing Education will align with the following Bowie State University's (BSU) strategic plan goals that respond to the specific goals of:

Goal 1: Advancing Academic Distinction
The PhD in Nursing Education program aligns with BSU's commitment to academic excellence by preparing nurse educators and scholars to meet the growing demand for qualified nursing faculty. It promotes innovation in graduate education tailored to adult learners and supports continuous improvement through collaborative and flexible approaches. The new PhD-NE program will also implement high-impact activities that integrate and enhance opportunities for the doctoral student to participate in study abroad, service learning, civic engagement, internships, and other experiential learning activities.

Goal 2: Transforming the Student Experience

The new Ph.D. program will incorporate components that aim to create a supportive learning environment that builds connections between students and faculty, peers, and staff to create a sense of belonging and community in a safe learning environment. The program will foster the support of individual learning styles, strengths and needs and offer academic support services. The program will also promote a holistic and coordinated approach to student success by ensuring that students have access to services that promote mental and emotional well-being, integrate mindfulness and wellness activities, career coaching, encourage student engagement, provide constructive and timely feedback, and help students see the relevance of their studies to their personal goals, values, and contributions to the profession of nursing education, research, and community service.

This new Ph.D. program will encourage academic and administrative innovation to meet student needs through a collaborative and flexible approach that focuses on continuous improvement, adapting to changing student demographics, and leveraging technology. Strategies will include, but are not limited to:

- Flexible course delivery formats: hybrid, synchronous, and asynchronous course instruction
- Competency-based learning strategies provide career-relevant skills
- Promote professional development of faculty and staff
- Integrating experiential learning
- Reduce financial barriers to education, such as offering low-cost or free textbooks, scholarships, and emergency funding for students in need
- Collaborate with community organizations
- Engage alumni networks and other stakeholders to support student success through mentorship, networking opportunities, and financial contributions for innovative projects.

Goal 3: Fostering a Cultural of Inclusivity, Equity, Civic Engagement, and Social Justice

The PhD-NE program will enhance campus culture around diversity, inclusion, and civic engagement through intentional efforts to create a welcoming environment where all students, faculty, and staff feel valued, respected, and empowered to embrace and contribute to the security of a more equitable and socially responsible educational environment. With BSU's predominantly African American nursing population, the program will produce faculty who serve as role models and contribute to research on health disparities, promoting awareness and advocacy.

Goal 4: Ensuring Bowie State's Future Through Growth and Innovation

The launch of the PhD-NE program at BSU will answer the call to increase the number of nursing PhD-prepared nursing faculty in Maryland. The PhD program will enroll at least five PhD candidates in Spring 2026 and will enroll ten additional doctoral students each year. In addition, the PhD-NE program anticipates graduating five PhD-NE doctoral students in Fall 2029 and will continue graduating at least five PhD-NE doctoral students yearly. The PhD faculty teaching in the PhD program will support an expanded student capacity in the Baccalaureate and MSN programs. The PhD-NE program will also serve as a method of retention of students in the MSN programs to support acquisition of a terminal nursing degree at BSU.

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

The BSU Department of Nursing (DON) secured Nurse Support II grant funding in May 2025, with the funding period beginning July 1, 2025. This grant will fully support the PhD program through its first five years. Starting July 2029, BSU will assume full financial responsibility for the program, which is projected to cost approximately $700,000 annually. At that time, the program will enroll 20 students, each completing 24 credits per year. The BSU DON will also pursue additional funding to provide scholarships and stipends, particularly for students who commit to teaching in Maryland higher education institutions, including BSU, upon graduation.

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

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

The BSU DON will develop and execute a management plan for establishing and maintaining the PhD program. The plan will include due dates and costs for key milestones so that the BSU DON can monitor the plan and complete the project on time and within budget. The plan will identify stakeholder roles, responsibilities, and risks. The BSU DON will evaluate the plan regularly as new activities are identified and develop a detailed plan with specific dates for the disbursement of funds and registration of classes will be developed.

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

BSU DON will identify, track, and mitigate risks related to establishing and maintaining the PhD-NE program to ensure continuation of the program for a period sufficient to allow enrolled students to complete the 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.**

The shortage of doctoral-prepared nursing faculty is undisputed. According to the American Association of Colleges of Nursing (AACN, 2022), a 2021 study found over 9,500 qualified applicants were turned away from master's programs, and over 5,000 qualified applicants from doctoral programs. A shortage of faculty, preceptors, and clinical education sites were the primary reasons for not accepting all qualified students (AACN, 2022). The nursing faculty shortage has plagued the nursing profession for over two decades. The nursing faculty shortage is so prevalent that the Nursing Support Program II (NSP II) has dedicated funding to increase the supply of qualified nursing faculty required to expand the capacity of Maryland's nursing programs. The Maryland Higher Education Commission (MHEC) NSP II grant request underscores the impact of the faculty shortage, stating, "[T]he shortage of qualified nursing faculty was identified as the fundamental obstacle to expanding enrollment in nursing programs, thereby exacerbating the nursing shortage (NSP II Grant Request, 2022, p. 4).

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

The 2022 Maryland State Plan for Higher Education establishes three primary goals for postsecondary education in Maryland:

   a. Ensure equitable access to affordable and high-quality post-secondary education for all Maryland residents.
   b. Promote and implement practices and policies that will ensure student success.
   c. Foster innovation in all aspects of Maryland higher education to improve access and student success.

Reducing the PhD-prepared faculty shortage is the primary objective of the PhD in the nursing program. "Faculty shortages at nursing schools across the country are limiting student capacity at a time when the need for professional registered nurses continues to grow" (AACN, 2022). In response to the call from the NSP II for more doctoral-prepared faculty, the DON decided to develop the PhD in nursing program.

The proposed PhD program in nursing will focus on nursing education to reduce the faculty shortage. The BSU DON will require PhD students to complete a dissertation with original research. Beccaria et al. (2018) explain how the Boyer framework, which outlines scholarship of discovery, integration, application, and teaching and learning,

provides rigor to teaching and research (p. 61). BSU will use Boyer's scholarship framework in designing the scholarship component of the PhD in the nursing program. The BSU DON pedagogical nursing education strategies will encourage and promote eligible PhD candidates to become certified nurse educators while enrolled in the program. Graduates will be prepared to take leadership positions in academia, research, clinical practice, and executive management to increase the number of qualified nurse educators in Maryland.

The BSU DON is well-positioned to establish a PhD program in nursing education. Adding a new PhD program will bolster the success of the Baccalaureate Nursing program and the Master of Science in Nursing (MSN) program. The development of the PhD program is motivated by the current nursing faculty shortage, as well as the decrease in enrollment in PhD program (Muñoz, 2022). Muñoz (2022) examined strategies for increasing PhD enrollment among college students and graduates. These strategies include mentoring, hands-on research, scholarships, the interaction between undergraduate students and PhD students and faculty, and classes year- round, including the summers (Muñoz, 2022). The BSU DON will employ sustainable strategies to help mitigate the nursing PhD enrollment challenge. The BSU DON will utilize strategies such as effective admission interviews, emphasis on underrepresented groups, and creative use of IT technology. Holistic admissions will also be used to identify unique experiences along with traditional measures of academic achievement such as grades and test scores (AACN, 2022). "Many colleges and universities have employed a holistic admission process to assemble a diverse class of students with the background, qualities, and skills needed for success in the profession" (AACN, 2022, p. 1).

In alignment with Priority 5 of the Maryland State Plan for Postsecondary education, BSU remains committed to student success. The BSU DON will employ methods to minimize attrition. Fang and Zhan (2021) concluded that students usually dropped out of PhD nursing programs after 3.7 years in the program "PhD students without funding were more likely to dropout than students with funding" (Wollast, 2018, as cited in Fang and Zhan, 2021, p. 346). As a result, the BSU DON will provide financial incentives to encourage students to complete their PhD degrees within three years, as the budget allows. The BSU DON will ensure Students are aware of available funding resources such as the National Institutes of Health (NIH) awards, the National Institute of Nursing Research (NINR) awards, the Cohen Scholars awards (NSP II), and BSU scholarship opportunities. The BSU DON will work with the Registrar to determine the feasibility of disbursing scholarship funds at the end of each semester when the student has completed their courses. An innovative approach to disbursing funds will serve as a financial incentive for students to complete coursework on time.

As an HBCU, we provide quality programming that is impactful to the communities our students represent. The Ph.D. program will support access to advanced nursing education through the availability of online courses, affording practicing nurses an opportunity to learn where they work and live. Fang and Zhan (2021) found that students in PhD programs with 25% or more online courses were more likely to experience attrition. The BSU DON will teach more than 25% of the PhD courses online but will take measures to capture the benefits of in-person interactions during online courses. Measures will include the creative use of collaboration software and virtual breakout rooms.

C. Quantifiable & reliable evidence and documentation of market supply & 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.

Given rising healthcare job growth, increased nursing program enrollment, and regional faculty shortages—particularly in Prince George's County, there is a strong case for establishing a Ph.D. in Nursing Education program at BSU. PG County's proximity to Washington, D.C., and its numerous hospitals and healthcare centers further underscore the need for highly qualified nurse educators. The Maryland Department of Labor projects a 5–10% increase in healthcare education jobs over the next decade, reinforcing the opportunity for BSU to help meet this critical workforce need.

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

Maryland faces a critical shortage of nursing faculty due to an aging workforce, the need for doctoral-prepared educators, and competition from higher-paying clinical roles. Nationally, nearly 80% of vacant nursing faculty positions require or prefer candidates with a doctoral degree (AACN, 2022). To address this, the University of Maryland School of Nursing (UMSON) has secured nearly $5 million in grants to expand teaching opportunities and strengthen nursing education statewide. Bowie State University's Department of Nursing (DON) is pursuing similar funding to help meet this demand.

The Bureau of Labor Statistics projects a 22% growth in postsecondary nursing instructor positions between 2020 and 2030, with approximately 118,900 openings annually (USBLS, 2023). Maryland reflects this national trend, experiencing persistent faculty shortages (AACN, 2022).

See Table 1 for a metric of nursing faculty supply and demand in Maryland.

Table 1: Nursing Faculty Supply and Demand in Maryland

Metric	Value	Source
Full-Time Nursing Faculty Vacancies in Maryland	1,977 vacancies nationwide (approx. 40-50 in MD estimated)	AACN Special Survey on Vacant Faculty Positions (2023)
National Nurse Faculty Vacancy Rate	7.8%	AACN Special Survey on Vacant Faculty Positions (2023)
Percentage of Vacancies Requiring Doctorate	79.8%	AACN Special Survey on Vacant Faculty Positions (2023)
Projected Growth for Nursing Instructors in MD	18.5% growth from 2020 to 2030	Maryland Department of Labor Occupational Projections (2020- 2030)
Annual Openings for Nursing Instructors in MD	Approximately 100 per year	Maryland Department of Labor Occupational Projections (2020- 2030)
Qualified Applicants Turned Away (U.S.)	65,766 in 2023	AACN Enrollment and Graduations Report (2023)
Main Reasons for Turned Away Applicants	Faculty shortages cited as top reason	AACN Enrollment and Graduations Report (2023)

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.**

Market surveys and reports on nursing faculty shortages and educational needs provide quantifiable and reliable data on the projected vacancies and training needs over the next five years. Here are key findings and evidence from recent surveys and data sources:

a) **American Association of Colleges of Nursing (AACN) Survey Vacancies and Faculty Shortages**:

In 2022, AACN reported 2,166 faculty vacancies at nursing schools nationwide, with a vacancy rate of 8.3%. Over 60% of the schools identified the need for additional faculty to keep up with enrollment increases. Maryland follows these national trends with faculty shortages impacting local nursing programs.

b) **Growth in Nursing Education Demand**:

Nursing schools rejected over 80,000 qualified applicants due to insufficient faculty, facilities, and clinical sites, which highlights the urgent need for trained educators. This unmet demand is expected to grow over the next five years (U.S. Department of Health and Human Services (HHS), 2017).

c) **Health Resources and Services Administration (HRSA) Nursing Workforce Survey Vacancies Projections**:

The HRSA projects that over 1 million RNs will retire by 2030, which will increase the need for nursing programs to expand to replace the retiring workforce. This expansion requires significant investment in faculty, where shortages are already a bottleneck. In Maryland, the demand for nurse educators is expected to increase by 5-10**%** over the next five years (HHS, 2017).

d) **Educational Needs**:

The report emphasizes the importance of preparing PhD- educated nurses to fill teaching positions in community colleges and universities, especially in regions like PG County where healthcare growth is significant (MD Department of Labor, 2023; HHS, 2017).

e) **Maryland Department of Labor Occupational Projections State-Level Projections**:

For Maryland, the Department of Labor (2023) estimates a steady growth rate of 8-10% in postsecondary nursing educator positions between 2023 and 2028. The state's healthcare system expansion and the increase in nursing program enrollments directly influence this trend.

f) **Local Workforce Development Projections**:
PG County is projected to need more than 50 new nursing educators in the next five years to meet local healthcare demands and support growing educational infrastructure (MD Department of Labor, 2023).

g) **Bureau of Labor Statistics (BLS) Data Nurse Educator Job Growth**:

National projections from the BLS indicate a 22% increase in the need for nursing instructors and educators between 2021 and 2031, with over 130,000 new positions expected. This national trend aligns with Maryland's local projections and the anticipated retirements of a significant portion of the current nursing faculty (AACN, 2024).

h) **Market Surveys by Nursing Schools University of Maryland Survey**:

The University of Maryland School of Nursing conducted a survey in 2023, which indicated that 70% of nursing faculty plan to retire within the next 10 years. This aligns with national statistics and contributes to the increasing number of vacancies in the next five years. The survey also highlighted the growing interest in PhD programs to meet the demand for educators (HHS, 2017).

These surveys and reports provide reliable evidence of both the growing demand for nurse educators and the anticipated number of vacancies. Maryland, and specifically PG County, is experiencing significant pressure to increase its nursing faculty to meet the healthcare industry's needs over the next five years. Expanding PhD nursing education programs can play a critical role in addressing these shortages.

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

Table 2 represents the BSU graduate enrollment fall 2025 report.
Table 2: BSU Graduate Enrollment Fall 2025 Report

Master's Program   Fall

HEGIS code	Major	College	2023
1203.00	Nursing	College of Professional Studies	17

Graduate enrollment https://bowiestate.edu/about/administration-and-governance/division-of- academic-affairs/office-of-planning-analysis-analysis-and- accountability/enrollmentsection2023fallweb
BSU DON MSN Total Program Enrollment Fall 2025 report:
Full-time MSN Students = 1
Part-time MSN Students = 16

Total MSN Students = 17

Full-time MSN FNP/PMC-CAS FNP students = 1
Part -time MSN FNP students = 14

Total FNP students = 15

Full-time NE (PMC-NE) student = 0
Part-time MSN NE student =2

Total NE students = 2

Table 3 represents BSU DON MSN and PhD Proposed Outcomes and Prospective Students
Table 3: BSU DON MSN and PhD Proposed Outcomes and Prospective Students

	MSN NURSING PROGRAM				PHD NURSING PROGRAM			
	Planned # of New Enrollees	Actual # of New Enrollees	Planned # of Graduates	Actual # of Graduates	Planned # of Enrollees	Actual # of New Enrollees	Planned # of Graduates	Actual # of Graduates

Fall 2021	20	10	N/A	N/A	0			
Spring 2022	N/A	N/A	10	7			0	
Fall 2022	20	10	N/A	N/A	0			
Spring 2023	N/A	N/A	4				0	
Fall 2023	20	7	N/A	N/A	0			
Spring 2024	N/A	N/A	8	6			0	
Fall 2024	20	10	N/A	N/A	0			
Spring 2025	N/A	N/A	7				0	
Fall 2025	20		N/A	N/A	0			
Spring 2026	N/A	N/A	10		5		0	
Fall 2026	20		N/A	N/A	5			
Spring 2027	N/A	N/A	16		5		0	
Fall 2027	20				10			
Spring 2028			5		10		5	

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.

The BSU DON Ph.D. in Nursing Education program will be competitive with other universities in Maryland. The *Education Dynamics* Part 2: Competitor Review Report (2022) for Bowie State University addressed the similarities and differences between Hampton University, Morgan University, University of Maryland Baltimore, George Mason University and Capella University with the proposed program at BSU. Further reviews of other institutions considered as competitive included Johns Hopkins University, Howard University, Coppin State University, and

Notre Dame of Maryland University. See table 4 for a summary of similarities and differences between the proposed PhD in Nursing Education program at BSU and similar programs at other institutions.

The analysis performed by Education Dynamics provided program development recommendations for building a program that would differentiate BSU's Ph.D. in Nursing
Education Program from existing competitor programs. Recommendations to ensure that BSU's Ph.D. in Nursing Education Program is seen on the same level of legitimacy as existing programs.

Program Development Recommendations
   a. Program should require between 48-52 credits to complete. Each program profiled offered roughly this number of credits to complete.
      i. *This recommendation will not be implemented as the COMAR regulations state a minimum of 60 credits for a doctoral degree.*
   b. Program should require 15-20 courses to complete. Each course should award 3-4 credits.
      i. *This recommendation will be adopted to have courses that are three-four credits except for the dissertation courses that will be five credits.*
   c. Program should require a dissertation as a completion requirement. This is a feature that all programs profiled offered (except Capella which required a doctoral project as part of a practicum). Note that those who enroll in this type of program would expect the doctoral requirement and it may be an item sought by potential employers upon completion.
      i. *This recommendation will be adopted. The PhD program will have a dissertation as a completion requirement.*
   d. Scholarship opportunities should be offered. Each of the programs profiled offers a scholarship opportunity.
      i. *Students will be offered scholarships through Title III funds, and they could also serve as a graduate assistant that has tuition and fees paid.*
   e. If offering this program in a classroom-based format, the program should have a graduate assistantship opportunity. Each program profiled with a classroom-based option offered a graduate assistantship.
      i. *This recommendation will be adopted.*
   f. BSU could collect fees in addition to tuition. Each program profiled requires additional fees.
      i. *This recommendation will be adopted.*
   g. The Ph.D. in Nursing Education program should allow students to transfer previously earned credits to the program, a feature offered by several profiled programs.
      i. *Transferability of courses will be evaluated and awarded according to the similarities of the course descriptions and outcomes.*
   h. BSU should not require standardized testing to enter the program. Among the programs profiled, only one requires standardized testing.
      i. *The use of standardized tests for admissions will not be required. This recommendation is adopted.*

In addition, BSU should offer program features that differentiate it from currently offered programs. These differentiated features may include:

a. The pricing model should compete with Morgan State University. Morgan State was the least expensive option at $455 per credit for Maryland residents and $894 per credit for non-residents. Note, however, that Morgan State does require a fee of $81 per credit, which is higher than other competitors other than George Mason.
      i. *The tuition rates will be dictated by the university. Adoption of this recommendation will not be accepted.*

b. BSU should consider offering a stipend or some other income supplement for students. Many students may have to reduce work hours or leave the workforce entirely to complete this program. Some sort of stipend or income supplement may defray this income loss. Note that this can come in the form of a graduate assistantship, teaching assistantship, or a contract in which a student would become, at least, adjunct faculty for several years upon completing the Ph.D. program. This would also be useful for attracting any current BSU faculty or staff who may be interested in enrolling in the PhD program.

i. *Funding for stipends will need a funding source. This recommendation may not be accepted. If a student serves as a graduate assistant, tuition, stipend, and research funding will be available.*

c. BSU should include an internship or practicum opportunity. Only two other institutions require this activity. This may be attractive as it will allow for citing experience on a resume once completing the program.
    i. *This recommendation will be adopted as a strategy to support ease of transition to the role of a faculty member with teaching, service, and research.*

d. Dependent upon cohort or class sizes, BSU should allow for concentrations within the Ph.D. program. While competitor programs include elective courses, no program profiled allowed students to focus on a particular area within the nursing program. Note, this would include offering electives, as all but two of the profiled programs require.
    i. *Elective courses will be adopted into the curriculum to offer flexibility with evolution in academic and nursing education.*

e. Depending upon cohort or class size, BSU should offer program starting dates in the fall, spring, and summer. This would allow Bowie to offer more "starts" than the majority of the competing programs, while allowing students more opportunities to begin their program and complete their studies sooner.
    i. *Frequency of start terms is key to supporting consistent enrollment. This recommendation will be adopted.*

f. BSU should offer accelerated study. Currently, only Hampton and Capella offer this feature. As students seek to complete their studies as quickly as possible; this would differentiate the program and allow students this opportunity.
    i. *This recommendation will be adopted. Courses will be offered during all available semester sessions: fall, winter, spring, and summer.*

g. BSU should offer this program in multiple formats: Online, Hybrid, and Classroom (and possibly low residency if needed for online/hybrid). These formats should be offered in a "flex" option in which students would be able to select their study format as needed – students could attend in person, watch a "live" course as it is recorded, or watch a recording as needed. This will set the BSU program apart from others, as only George Mason has multiple formats, and no competitor program offers a format option such as this.
    i. *These multiple formats will be utilized, and residencies will be incorporated to support students at the start of the program, upon reaching the comprehensive exam, and the three phases of the dissertation (proposal approval, completion of literature review/ IRB approval; conduct the research; defend the dissertation).*

h. If possible, BSU should offer assistantships to Ph.D. Nursing students who enroll in distance or hybrid formats (and despite the flex option - do not intend to come to campus). These students can still complete teaching assistant or other duties or assignments from a distance. The only programs profiled that offered these teaching assistant opportunities offered classroom or hybrid options. As such, this would be a major differentiating factor for students seeking online study.
    i. *This recommendation will not be accepted; students will need some engagement with faculty and other students in the cohort. This program will not be fully offered online.*

i. BSU should offer a master's and PhD combined program that would allow a student to enter with a bachelor's degree. This would level the program with only George Mason University which offers this option and differentiate the program from the other existing programs profiled.
    i. *This recommendation will be adopted. Pathways that reduce time and associated costs are key to support increasing the number of nursing faculty to combat the shortage.*

Table 4: Summary of Similarities and Differences Between the proposed PhD in Nursing Education Program at BSU and Similar Programs at Other Institutions

Institution	Program Name	Similarities	Differences
Johns Hopkins University	PhD in Nursing	Prepares students for **academic roles** and **leadership** in nursing.	Focuses on **nursing research** and **healthcare systems** rather than teaching methodologies.
Hampton University	PhD in Nursing	Focus on **leadership**, **nursing education**, and **health disparities**.	Broader focus, including **research** and **policy**; less emphasis on **teaching pedagogy** compared to the proposed PhD program.
Morgan State University	PhD in Nursing	Prepares students for leadership in **nursing education**, **policy**, and **research**.	More focused on **research and policy** than **teaching methodologies**, which distinguishes the proposed PhD program **nursing education focus.**
Coppin State University	DNP in Nursing	Prepares students for advanced **clinical practice** and **leadership roles**.	The DNP is a **practice-focused doctorate**, aimed at clinical roles rather than academic careers in **nursing education.**
University of Maryland, Baltimore	PhD in Nursing	Prepares nurse educators with leadership skills for academic and policy roles.	**Research-heavy** program with a focus on **nursing science**, while the proposed PhD program focuses on **nursing education**.
George Mason University	PhD in Nursing	Focuses on **leadership** and **academic roles** in nursing education.	Emphasizes **healthcare research** and **systems policy**, rather than **pedagogy and teaching strategies**.
Capella University	PhD in Nursing Education	Focuses on **nursing education**, **curriculum development**, and **teaching methods**.	**Entirely online** program, compared to the potential for hybrid or in-person offerings in the proposed program.
Towson University	No PhD in Nursing Education	Offers advanced nursing programs at the graduate level.	No **doctoral program** in nursing or **nursing education.**
Notre Dame of Maryland University	PhD in Education (Nursing Focus)	Prepares **nurse educators** with a focus on **education leadership**.	More **general education-focused**, with nursing as a specialization, unlike the proposed PhD program's **nursing education focus**.

Howard University	DNP in Nursing	Prepares students for advanced **clinical practice** and **leadership** in healthcare.	Like Coppin, Howard's DNP is **practice-focused**, preparing nurse practitioners rather than **nurse educators.**

The summary of similarities and differences identify key insights of the unique focus of the proposed PhD in Nursing Education at BSU as a more targeted approach to developing nurse educators compared to the broader research or clinical leadership goals of similar programs.

Key Insights:
- **Similarities**: Many programs prepare students for leadership and academic roles in nursing, aligning with the goals of the BSU DON's proposed Ph.D. in Nursing Education Program.
- **Differences**: Most programs have a broader focus on nursing research, healthcare systems, or policy, while the proposed Ph.D. in Nursing Education Program would focus exclusively on nursing education pedagogy and teaching methodologies.
- The proposed PhD in Nursing Education Program would fill a unique niche in the region by offering a specific doctoral curriculum in nursing education to help meet the growing demand for nurse educators in Maryland.

2. Provide justification for the proposed program.
The proposed Ph.D. in Nursing Education Program in PG County, Maryland, is both timely and essential due to the growing demand for qualified nurse educators, especially in the face of a national nursing shortage. Several key factors provide strong justification for this program:

a) **Nurse Faculty Shortage**
There is a well-documented shortage of nursing faculty nationwide, and Maryland is no exception. According to the AACN, thousands of qualified applicants to nursing programs are turned away annually due to insufficient faculty. For example, in 2022, AACN reported that 8.1% of faculty positions were vacant across nursing schools in the U.S., and Maryland is similarly affected (AACN, 2024; HHS, 2017). This shortage directly impacts the capacity of nursing programs to train future nurses, making it crucial to increase the number of qualified educators.

b) **Workforce Projections**
The demand for nurses is expected to grow by 9% between 2020 and 2030, according to the U.S. Bureau of Labor Statistics. However, the retirement of experienced faculty and nursing educators compounds the challenge. A Ph.D. program specifically focused on nursing education would address this gap by preparing nurse educators capable of training the next generation of nurses (AACN, 2024; HHS, 2017).

c) **Regional Needs and Workforce Development**
In Prince George's County and the surrounding regions, there is an increasing need for nurses to serve in both clinical and educational roles. Many nearby institutions (i.e., Coppin State, Howard University) offer DNP programs, which focus on clinical practice,

but few provide Ph.D. programs specifically targeting the preparation of nursing educators. This program would fill an important mission by producing educators who can serve in academic settings, especially at Historically Black Colleges and Universities (HBCUs) and institutions with underserved populations (MD Department of Labor 202; HHS, 2017).

d) **Support for Advancing Educational Research**
Nursing education has become an increasingly specialized field, requiring evidence-based teaching strategies, curriculum development expertise, and leadership skills. A Ph.D. program focused on nursing education would not only prepare nursing educators for faculty roles but also contribute to advancing the field through research on pedagogy and education methodologies.

e) **Alignment with National Standards**
The proposed Ph.D. program aligns with the national push for higher standards in nursing education. Organizations like the National League for Nursing (NLN) and the AACN emphasize the importance of advancing educational qualifications for nurse educators. A Ph.D. program would meet these higher standards, ensuring that nurse educators are well- equipped to lead in academia (NLN, 202; AACN, 2024).

f) **Local Employment Opportunities**
In Maryland, many universities and colleges are expanding their nursing programs to meet workforce demands. However, they are limited by the availability of qualified faculty. A Ph.D. program in nursing education would create a direct pipeline of qualified nurse educators who can assume faculty positions within local institutions, alleviating this bottleneck and ensuring the continued expansion of nursing programs in the region (HHS, 2017)

g) **Diversity and Inclusivity**
A Ph.D. in Nursing Education program located in PG County, which is home to a large African American and minority population, would help diversify the academic workforce. Increasing diversity among nurse educators is essential to better reflect the patient population and contribute to culturally competent care and education. The Ph.D. in Nursing Education would address a critical need for more qualified nursing educators, contribute to workforce development in Maryland, and support the advancement of nursing education research. This program would ultimately help alleviate the nursing shortage by increasing the capacity of nursing schools and improving educational outcomes for future nurses.

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

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

The proposed Ph.D. in Nursing Education program can greatly impact high-demand programs at Historically Black Institutions (HBIs), particularly in areas such as healthcare, nursing, and education. HBIs play a critical role in educating African American students in these fields. The Ph.D. in Nursing Education Program at BSU would help ensure their continued leadership in producing qualified graduates by:

- **Addressing Faculty Shortages**: Many HBI nursing programs face challenges due to a shortage of qualified faculty. By creating more nurse educators through a Ph.D. program, these institutions will be better equipped to meet the demands for nursing professionals. This could, in turn, allow HBIs to increase their student enrollment capacity, reduce waitlists, and meet the healthcare industry's needs (MD Department of Labor, 202; HHS, 2017).

- **Supporting Growth in Healthcare Programs**: The healthcare sector is experiencing rapid growth, and there is a significant demand for nurses and nurse educators. HBIs with strong healthcare programs, such as Howard University and Coppin State University, could benefit from the Ph.D. in Nursing Education program by having access to a local pipeline of well-trained faculty. This will help maintain and expand high-demand nursing and healthcare programs at these institutions (HHS, 2017).

- **Contributing to Workforce Development**: HBIs often serve as a bridge between underserved communities and higher education. A Ph.D. in Nursing Education would allow these institutions to expand their role in workforce development, preparing more African American nurse educators to lead the next generation of nurses in both academic and clinical settings. This would be essential for maintaining the pipeline of minority nurses entering the workforce, addressing disparities in healthcare access and outcomes (AACN, 2024).

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**

HBIs have a unique mission to serve African American students and contribute to the educational and professional development of minority populations. The proposed Ph.D. in Nursing Education program aligns with this mission in several keyways:

a. **Advancing the HBI Mission**: One of the core missions of HBIs is to provide educational access and leadership opportunities for historically underrepresented groups. A Ph.D. program in Nursing Education would directly support this mission by training more African American nurse educators, who are underrepresented in nursing faculties nationwide. This enhances the capacity of HBIs to serve as centers for educational excellence while addressing systemic inequities in both nursing education and healthcare (HHS, 2017).

b. **Enhancing Institutional Identity**: Many HBIs have established reputations for producing leaders in education and healthcare. A Ph.D. in Nursing Education program at BSU would reinforce this identity by making these historically black institutions hubs for educator preparation. Graduates from this program could contribute to the broader national dialogue on healthcare education while reinforcing the unique contributions of HBIs to the nursing profession.

c. **Strengthening Cultural Competency**: The program would also enhance the cultural relevance of nursing education by preparing educators who are better equipped to understand and address the healthcare needs of diverse populations. This aligns with the mission of BSU to address health disparities and provide culturally competent care to minority populations, a key differentiator for HBIs.

d. BSU is the only HBCU in one of the wealthiest majority black counties in Maryland, and as such, is uniquely positioned to provide PhD education to professional nurses in the county. BSU has the advantage of producing primarily African American faculty and nurses who will serve as role models to aspiring nurses and faculty, and aid in closing the gaps in health equity disparities in Maryland.

The Ph.D. in Nursing Education Program at BSU would significantly benefit HBIs by addressing faculty shortages in high demand nursing programs, strengthening workforce development, and enhancing the unique identity and mission of these institutions as leaders in minority education and healthcare equity. By producing more nurse educators from underrepresented backgrounds, this program would support both the institutional missions of HBIs and the healthcare needs of underserved communities.

G. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

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

The purpose of the PhD-NE Program is to develop nursing scholars as faculty, researchers, and leaders who will teach and engage in scholarship that preserves the traditions and legacy of the nursing profession. Nurse educators are integral to maintaining the standards and quality of a body of scientific knowledge related to the health of individuals, families, and communities locally, nationally, and globally. The PhD in Nursing Education Program provides opportunities for students to develop original research that advances the body of knowledge in nursing education. The PhD in Nursing Education Program facilitates academic excellence by creating and empowering a diverse population of students to reach their potential by cultivating doctoral-prepared nurse scholars for nursing education, research, leadership, and service.

The program will maintain high graduation rates, scholarly productivity, and employment outcomes consistent with ACEN expectations for doctoral programs.

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

PhD in Nursing Education Program Outcomes:

1. **Program Completion Rates**
   a. At least 80% of students admitted to the PhD in Nursing Education program will successfully complete all program requirements within seven years of initial enrollment.
   b. Maintain a retention rate of 85% or higher, (reflecting student satisfaction, mentorship effectiveness, and academic support).

2. **Graduate Employment Rates**
   a. Within 12 months of graduation, 90% of program graduates will obtain employment in roles aligned with their doctoral preparation in scholarship, teaching, and service, contributing to the advancement of nursing education and leadership in academia or healthcare systems (e.g., nursing faculty, academic leadership, research, or policy positions).

3. **Curriculum Effectiveness**

a. 90% of graduates will report that the curriculum effectively prepared them to integrate theoretical knowledge, research methods, and pedagogical strategies in their professional roles
b. Ongoing curriculum evaluation (faculty, student, and alumni feedback) will inform continuous improvement in alignment with national nursing education standards and emerging trends in healthcare and academia.

The End of Program Student Learning Outcomes for the PhD in Nursing Education program are: Upon completion of the program, graduates will be able to:

1. **Role Specific Competencies**
   a. Exhibit advanced expertise in nursing education, including curriculum design, instructional innovation, and assessment of learning outcomes.
   b. Conduct original research that contributes to the body of knowledge in nursing education and informs evidence-based teaching and practice.
   c. Exemplify ethical, culturally responsive, and socially responsible scholarship that uphold the values of nursing and higher education.
   d. Generate knowledge that will inform and advance the science of nursing education through interdisciplinary teaching, service, and scholarship.
   e. Integrate theoretical knowledge and research methodologies to design, conduct, and disseminate original studies.
   f. Demonstrate leadership in the role of a nurse educator and scholar by promoting culturally responsive, evidence-based innovations in academic and healthcare settings.
   g. Integrate informatics and emerging technologies into nursing education to enhance teaching, learning, and assessment.

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**

The PhD in Nursing Education will incorporate a comprehensive and rigorous curriculum to ensure the success of students in the PhD program. Full-time students will attend three 16-week semesters for three years, two summer sessions, and will end with the Dissertation Oral Defense and Approval, completing a total of 60 credits. Students will have up to 7 years to complete the program. The program will span nine semesters over three years.

According to the Code of Maryland Regulations (COMAR), "An institution may award a doctoral degree for the highest level of formal collegiate study in a field, typically requiring successful completion of at least 60 credit hours or the equivalent at the graduate level, including completion of a dissertation, final project, or another form of culminating academic work" (COMAR, 2021). The BSU DON strategy will be to graduate as many PhD scholars as expeditiously as possible while producing future scholars.

Giordano et al. (2023) conducted a research study at extremely high research-intensive universities and found that 73.3% of the universities had a median of 60 credit hours to complete a three-year PhD program. The BSU DON PhD nursing program will follow this example. Fang

and Zhan (2021) found that eighty-four percent of the universities mandated year-round enrollment. The BSU DON will also mandate year-round enrollment in the full-time BSU DON PhD program. Additionally, the program will offer hybrid courses and require students to attend in-person sessions and events throughout their matriculation to leverage the benefits of in-person interactions in exchanging ideas and receiving guidance through academic coaching by doctoral-prepared faculty. The residency sessions will be mandatory in-person attendance.

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

The course scheme, program progression plans, and course descriptions are provided in *Appendices A-C.*

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

General education requirements are not applicable for the PhD in Nursing Education Program.

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

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

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

There are no contracts with other institutions of non-collegiate organizations.

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 the faculty / staff interactions, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

The proposed program is committed to providing students with clear, complete, and timely information regarding all aspects of their academic journey. To ensure transparency and accessibility, the following measures will be implemented:

a. Curriculum, Course, and Degree Requirements
   Students will receive a comprehensive Program Handbook detailing all courses, prerequisites, and sequencing. An online Degree Audit Tool will allow students to monitor progress toward graduation, and Sample Plans of Study will be available for both full-time and part-time pathways.

b. Faculty and Staff Interactions
   A publicly accessible Faculty Directory will include contact information, office hours, and research interests. Each student will be assigned an academic advisor under a structured Advising Model, with

mandatory advising sessions scheduled. Virtual Office Hours will be offered to accommodate remote learners.

c. Technology Competence and Skills
Students will complete Orientation Modules covering essential technology skills, including LMS navigation and file submission. A Tech Readiness Checklist will help students self-assess their preparedness before classes begin.

d. Technical Equipment Requirements
A Minimum Specifications Document will outline hardware and software requirements. For students with limited access, a Loaner Program will provide laptops.

e. Learning Management System (LMS)
The program will provide LMS Training Videos and maintain a dedicated Help Desk Support channel for troubleshooting and assistance.

f. Academic Support Services
Students will have access to Virtual Tutoring, Writing Center consultations, and Library Resources, including digital databases and research guides.

g. Financial Aid Resources
A Financial Aid Portal will provide real-time updates on applications. Students can explore funding opportunities through a Scholarship Database and attend Workshops/Webinars on FAFSA, budgeting, and payment plans.

h. Costs and Payment Policies
The program will publish a Transparent Cost Breakdown of tuition, fees, and estimated living expenses. Flexible Payment Plan Options and a clearly defined Refund Policy will be communicated to all students.

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

The institution affirms that all advertising, recruiting, and admissions materials related to the proposed program will clearly, accurately, and consistently represent the program and the services available to students. This commitment ensures transparency and compliance with applicable accreditation and regulatory standards.

Key Measures to Ensure Compliance:

a. Accuracy of Program Information

- All published materials will include the official program title, credential awarded, duration, and delivery format (e.g., online, hybrid, on-campus).
- Descriptions of curriculum, learning outcomes, and career pathways will be verified by academic leadership prior to publication.

b. Truthful Representation of Services

- Student support services (academic advising, tutoring, career counseling, and technology support) will be described accurately, including any limitations or eligibility requirements.

- Financial aid and scholarship information will be presented in accordance with institutional and federal guidelines.

c. Review and Approval Process

- A formal review process will be implemented for all marketing and admissions materials, involving the Department Chair and Compliance Office.
- Materials will be audited annually to ensure continued accuracy and alignment with program updates.

d. Evidence of Compliance

- Copies of all advertising and recruiting materials will be archived for reference and audit purposes.
- Documentation of review and approval (e.g., sign-off forms, meeting minutes) will be maintained as evidence of compliance.

e. Training for Staff and Recruiters

- Admissions and recruiting personnel will receive training on ethical communication and accurate representation of program details.
- Regular refreshers will be scheduled to address updates or changes in program offerings.

Commitment to Transparency:

The institution will ensure that prospective students receive complete and truthful information, enabling informed decision-making and fostering trust in the educational process.

H. Adequacy of Articulation

a. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements. More information for Articulation Agreements may be found here.

There are no 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, <u>terminal degree title and field</u>, academic title/rank, status (full- time, part-time, adjunct) and the course(s) each faculty member will teach.

In addition to students, the nursing faculty will be one of the major determining factors of program success. The DON employs eight PhD nursing faculty who positively impact the nursing programs. Two of the PhD faculty currently hold positions that preclude any teaching responsibilities (i.e., BSU DON chair and undergraduate nursing program coordinator). The remaining six PhD faculty teach in the undergraduate program. The three new PhD faculty hired using grant funds will be responsible for developing the curriculum and teaching. Other BSU DON faculty will collaborate with the three PhD faculty to lay the foundation for establishing and maintaining the PhD program.

With leadership from the Graduate Program Coordinator, BSU DON faculty responsibilities will include the following:

- Academic coaching – every student will be assigned a personal academic coach with whom he/she will meet monthly for at least one hour. PhD faculty will serve as academic coaches.
- Curriculum Development and Improvement – the three new PhD faculty and a consultant will develop a curriculum focused on nurse education.
- Professional Development – the BSU DON strategy will be to develop a professional development plan for all faculty and ensure the plan is implemented and faculty are provided resources to complete the milestones on the plan.
- Research – PhD faculty will continue research in their expertise and seek opportunities to disseminate their work.
- Student and Faculty Recruitment - To identify PhD faculty, the BSU DON faculty will tap into their network to find high-quality candidates for the PhD faculty positions. For example, the undergraduate program has several MSN part-time faculty who have expressed interest in obtaining a PhD. The BSU DON will also ensure potential new faculty are aware of programs such as the NSP II New Nursing Faculty Fellowships (NNFF) program. The NNFF allows the Nursing Chair to "nominate an unlimited number of newly hired full-time faculty members for fellowships. These fellowships assist Maryland nursing programs in recruiting and retaining new nursing faculty to produce the additional nursing graduates required by Maryland's hospitals and health systems" (NSP, 2022).
- Teaching – PhD and EdD faculty with at least three years of experience will teach in the PhD program.

Faculty education levels and FTEs are indicated in table 5. As summary list of faculty and courses to be taught are indication in table 6.

Table **5: Faculty education levels and FTEs**

BSU Nursing Faculty As of September 12, 2025	Equivalents (Total FTEs)		
	Full- Time	Part- Time	Total Number
Nursing Faculty with PhD in Nursing	4	0	4
Nursing Faculty with PhD – Other	3	1	4
Nursing Faculty with DNP	7	9	16
Nursing Faculty with EdD	1	1	2
Nursing Faculty with MSN	1	15	16

Table 6: List of faculty and courses to be taught in the Ph.D. Nursing Education Program

Name	Appointment Type & Rank	Terminal Degree	Field	Status	Courses to be taught
Juliana Agubokwu	Tenured; Assistant Professor	Ph.D.	Public Health	Full Time	**NURS 863** Assessment, Measurement, & Evaluation in Nursing Education **NURS 866** Qualitative Research Methodology

Euwanna Heard	Assistant Professor	Ed.D	Higher Education and Adult Learning	Full Time	**NURS 810** Historical and Philosophical Influences on Nursing Practice and Nursing Education **NURS 865** Quantitative Research Methodology
Kiyan McCormick	Assistant Professor	Ph.D.	Nursing	Full Time	**NURS 861** Emerging Pedagogies in Nursing Education **NURS 867** Mixed Methods Research Designs in Nursing Education
Cordelia Obizoba	Tenured; Associate Professor	Ph.D.	Education with a Specialization in Nursing Education		**NURS 811** Research for Evidence Based Practice **NURS 864** Research Proposal Development for the Nurse Educator
Tabita Robinson	Assistant Professor	Ph.D.	Nursing Education	Full-time	**NURS 805** Grant Writing and Publication
					NURS 807 Research, Issues, and Trends in Nursing Education
Paula Sutton	Assistant Professor	Ph.D.	Nursing Education	Full Time	**NURS 808** Teaching Nursing Online **NURS 812** Leadership, Ethics, and Policy in Nursing **NURS 860** Role of Nurse Educator as Scholar

Sharon Wilks	Assistant Professor	Ph.D.	Education with a Specialization in Nursing Education	Full Time	**NURS 806** Measurement and Instrumentation Methods in Nursing Education **NURS 813** Theory Development in Nursing **NURS 862** Curriculum, Instruction, and Evaluation in Nursing Education

Faculty and Courses assignment to be determined:
- NURS 815 Advanced Statistics I for Nurses
- NURS 816 Advanced Statistics II for Nurses
- NURS 868 Advanced Quantitative Research Designs and Methods in Nursing Education
- NURS 869 Advanced Qualitative Research Methods and Designs in Nursing Education
- NURS 870 Dissertation Planning
- NURS 871 Dissertation Development I NURS 872 Dissertation Development II

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
   b) The learning management system
   c) Evidenced-based best practices for distance education, if distance education is offered.

Ongoing Pedagogy Training Implementation Plan

Phase	Timeline	Actions	Responsible Parties	Measurable Outcomes
Phase 1: Planning & Infrastructure	Months 1–3	- Conduct needs assessment - Allocate budget for training	Department Chair	- Needs assessment completed - Budget approved
Phase 2: Core Training Programs	Months 4–12	- Monthly workshops on inclusive pedagogy, active learning	Department Chair	- 100% faculty attend one workshop per semester

Phase 3: Continuous Support & Mentorship	Year 2 onward	- Implement peer observation program - Pair new hybrid instructors with mentors	Department Chairs	- 100% faculty participate in Peer observation
Phase 4: Evaluation & Continuous Improvement	Annual	- Collect student success metrics - Conduct faculty satisfaction surveys - Update training content based on best practices	Evaluation Committee Department Chair	- Training programs adjusted based on data

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 Thurgood Marshall Library is in the center of the BSU campus. It enhances the mission of BSU by developing, selecting, acquiring, and organizing print, electronic, audio-visual resources, and equipment to support PhD students. The library maintains a growing collection of over 280,000 volumes of resources (physical and electronic), over 700 academic subscription journals, an electronic portal (Research Port) to over 70 databases, and experienced staff, including reference librarians.

The library promotes information literacy education by collaborating with the University faculty in utilizing current technology and teaching methods to enhance an instructional program that teaches library clientele how to access, evaluate, and utilize information. The Thurgood Marshall Library is a member of the University System of Maryland and Affiliated Institutions (USMAI), strengthening the resource base for all users. As a member of USMAI, Bowie State University also has access to the collections of thirteen university libraries in the state of Maryland. In addition to borrowing privileges, the Marshall Library also offers ILL (Interlibrary Loan). Materials not available within USMAI can be requested through interlibrary loan, a nationwide resource for library users. A daily delivery between the participating libraries is provided to assist patrons in obtaining materials from other libraries in the system. In addition, all registered patrons have access to interlibrary loan services, which is a resource sharing system, for materials not available within the USMAI. The library's physical and digital collection of books and resources are appropriate for the PhD program. This collection is presently serviceable for the instructional and research expectations upon this program's majors. The library is receptive to collections and scholarly resources requested by DON faculty to support students in the PhD program.

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. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

The DON is located on the second floor of the CNSMN building. CNSMN also houses the Department of Natural Sciences and the Department of Mathematics. The DON space in the CNSMN building consists of smart classrooms, a nursing skills laboratory, the Simulation Resource Center, and the Nursing Student Success Center. There are student lounges, individual study rooms on the first floor, and vending machines on two levels. Public restrooms are located on each floor of the CNSMN building. The building is ADA accessible with ramps, nearby parking for people with disabilities, elevators, and campus transportation from the parking lot to the facility upon request. Nursing courses are taught in CNSMN (CNSMN). There are DON-dedicated classrooms in the CNSMN, including a hyflex capability classroom, to support the hybrid teaching/learning environment.

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

BSU DON affirms its commitment to providing all students enrolled in distance education programs and faculty teaching these courses with reliable and secure access to essential communication and learning technologies. Specifically:

a. Institutional Electronic Mailing System

    All students and faculty are assigned an official institutional email account upon enrollment or appointment. This system serves as the primary channel for academic and administrative communication. Access is available through secure web and mobile platforms, and technical support is provided by the institution's IT Helpdesk.

b. Learning Management System (LMS)

    The institution utilizes Blackboard, a robust and fully supported platform designed to facilitate online teaching and learning. The LMS includes features such as course content delivery, discussion forums, assignment submission, and integrated communication tools. Students and faculty receive login credentials automatically upon enrollment or course assignment. Comprehensive technical support, including 24/7 helpdesk services, user guides, and training resources, ensures uninterrupted access and effective use of the LMS.

Commitment to Accessibility and Security
Both systems comply with applicable accessibility standards (e.g., ADA) and institutional data security policies to protect user information and maintain continuity of service.

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 the 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 courses of those funds.

Table 7 projects program resources for full-time students for the initial five-year period. The DON estimates that five new full-time students will be enrolled in the first year, and ten new full-time students will be enrolled in the proceeding academic year (fall and spring semesters) over a four-year period for a maximum of forty-five students enrolled by years four and five with five graduates in FY 2029 and 2030. Nurse Support II grant funding is supporting the first four years of the grants as it relates to salary and benefits.

Resource Categories	FY26	FY27	FY28	FY29	FY30
1. Reallocated Funds[1]	0	0	0	0	0
2. Tuition/Fee Revenue[2] (c + g below)	$ 74,640	$ 230,400	$ 554,400	$ 734,400	$ 756,000
a. Number of F/T Students	5	15	35	45	45
b. Annual Tuition/Fee Rate[4]	$ 14,928	$ 15,360	$ 15,840	$ 16,320	$ 16,800
c. Total F/T Revenue (a x b)	$ 74,640	$ 225,000	$ 537,600	$ 591,300	$ 591,300
d. Number of P/T Students	$ -	$ -	$ -	$ -	
e. Credit Hour Rate[5]	$ 622	$ 640	$ 660	$ 680	$ 700
f. Annual Credit Hour Rate (24 credits)	$ 14,928	$ 15,360	$ 15,840	$ 16,320	$ 16,800
g. Total P/T Revenue (d x e x f)	$ -	$ -	$ -	$ -	
3. Grants, Contracts & Other External Sources[3]	$ 551,811	$ 555,033	$ 571,699	$ 588,862	0
4. Other Sources	$ -	$ -	$ -	$ -	
TOTAL (Add 1 – 4)	$ 74,640 + $ 551,811 = $ 626,451	$ 230,400 + $ 555,033 = $ 785,433	$ 554,400 + $ 571,699 = $ 1,126,099	$ 734,400 + $ 588,862 = $ 1,323,262	756000 + 0 = $ 756,000

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.**

Table 8 projects program expenditures for full-time students for the initial five-year period. The DON estimates that five new full-time students will be enrolled in the first year, and ten new full-time students will be enrolled in the proceeding academic year (fall and spring semesters) over a four-year period for a maximum of forty-five students enrolled by years four and five with five graduates in FY 2029 and 2030. Nurse Support II grant funds support the budget for the PhD -NE program years 1-4. Although most of the faculty, support staff, equipment, and facilities are in place, the DON anticipates that the new Ph.D. in Nursing Education Program will require three new full-time

faculty to teach in the Ph.D. program and three full-time faculty to teach in the undergraduate nursing program as current qualified faculty teaching in the undergraduate nursing program are assigned to teach in the Ph.D. program.

PROGRAM EXPENDITURES					
Expenditure Categories	FY26	FY27	FY28	FY29	FY 30
1. Faculty (b + c below)	$ 492,357	$ 507,118	$ 522,341	$ 538,010	$ 554,152
a. Number of FTE	3	3	3	3	3
b. Total Salary[1]	$ 420,818	$ 433,433	$ 446,445	$ 459,838	$ 473,633
c. Total Benefits[2]	$ 71,539	$ 73,685	$ 75,896	$ 78,172	$ 80,518
2. Admin. Staff (b + c below)	$ 78,084	$ 80,427	$ 82,839	$ 85,323	$ 87,882
a. Number of FTE	1	1	1	1	1
b. Total Salary[3]	$ 58,710	$ 60,471	$ 62,285	$ 64,153	$ 66,077
c. Total Benefits[4]	$ 19,374	$ 19,956	$ 20,554	$ 21,170	$ 21,805
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment[5]	$ 15,000.00	$ 18,750.00	$ 23,438.00	$ 29,297.00	$ 36,621
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0

7. Other Expenses (Mandatory Dissemination Activities)	$ 6,065	$ 6,259	$ 6,459	$ 6,662	0
Indirect Grant costs	$ 40,875	$ 41,114	$ 42,348	$ 43,619	0
TOTAL (Add 1 – 7)	**$ 632,381**	**$ 653,668**	**$ 677,425**	**$ 702,911**	**$ 678,655**

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

The BSU DON will obtain needed approvals for the program and curriculum and establish change-management processes for updating the PhD program curriculum and policies. The BSU DON will develop end-of-program-student-learning outcomes (EPSLOs) and establish a Systematic Plan of Evaluation (SPE) to monitor the achievement of the EPSLOs by the students. The SPE will also track employment rates after graduation, retention, and alumni satisfaction rates. Other evaluation tools, including student evaluation surveys and end-of- course evaluation summaries, will also be utilized.

The BSU DON will develop end-of-program-student-learning outcomes (EPSLOs) and establish a Systematic Plan of Evaluation (SPE) to monitor the achievement of the EPSLOs by the students. The BSU DON will evaluate the PhD program using a Systematic Plan of Evaluation (SPE) following the same processes that the BSU DON uses to evaluate the Baccalaureate and MSN nursing program. The PhD SPE will be a comprehensive assessment tool emphasizing the ongoing assessment and evaluation of each EPSLO and program outcomes. The SPE will be used in program decision-making and updated whenever changes are made to the PhD nursing curriculum.

PhD faculty will review the SPE monthly at the Graduate Curriculum Committee (GCC) meetings focusing on a different EPSLO at each meeting to ensure data are consistently analyzed and used in program decision-making. The faculty will discuss and focus on actions regarding the end-of-course evaluation reports and academic progression plans to document and analyze the students' level of achievement for the SPE. Faculty will make suggestions and implement curriculum changes based on the data analysis to ensure ongoing assessment of the extent to which students attain the EPSLOs. The ongoing assessment will be used in program decision-making program to maintain and improve students' attainment of the EPSLOs.

Throughout the academic year, the EPSLOs for the program will be measured using various methodologies. The GCC will use a Total Program Evaluation (TPE) calendar that outlines the frequency of measuring all aspects of the program. The PhD program has an evaluation process for didactic and practicum courses. The end-of-the-course evaluation tool will be reviewed and updated based on the Total Program Evaluation (TPE) calendar. Student advisement regarding academic performance and progression status will be conducted throughout the semester. The BSU DON contracted with *Skyfactor* Benchworks™ to develop and send surveys to BSU PhD students and alumni. The survey includes a section for collecting data on students' analysis of the program's EPSLOs, program satisfaction, and job placement. The BSU DON will distribute the survey to students after program completion and to PhD alumni who have completed the program.

As part of the SPE, the PhD program will measure program completion rates and job placement rates as significant evaluation components for assessing program outcome success and influencing program decision-making.

In addition to the SPE, student evaluation surveys and end-of-course evaluation summaries will also be utilized. The BSU DON will also use annual reports to MBON, ACEN, and NSP II to evaluate the program. These annual reports include data such as demographic data and foundational program information. Interim and final reports will include the proposed/actual outcomes table and a section on Mandatory Dissemination Activities with a discussion on the impact of these activities in meeting goals.

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.**

As Maryland's first historically Black institution, Bowie State University is committed to providing high quality higher education to African Americans and other underrepresented minorities. The goals established in the University's Racing to Excellence FY 2019 – FY 2024

Strategic Plan supports student achievement and long-term viability of the institution and aligns with the goals in the *2022 Maryland State Plan for Postsecondary Education.* Specifically, Bowie State University continues to:

- Engage in a continuous improvement process to ensure that institutional policies and practices support student success.
- Provide alternative modalities, new programs and pedagogies and streamlined student and academic support services to facilitate timely degree completion.
- Partner with business, government, and other institutions to support workforce development and
- Graduate readiness.
- Expand support for grant participation and research.
- Bowie State faculty, staff, students, and administrators are engaging in changing management strategies and embracing experimentation so that we can better meet the holistic needs of our students.

To maximize the chance for success in establishing the first BSU PhD program, the DON hired a consultant to determine the feasibility of BSU playing a significant role in producing PhD- prepared nurse educators, specifically PhD nurse educators. The consultant's findings validated the need for the PhD program. The feasibility study noted that BSU will be able to provide a nursing education focus that the other universities in the feasibility study do not yet offer. (Education Dynamics, 2022, p. 12). The study demonstrated that BSU is the only HBCU in one of the wealthiest majority black counties in Maryland, and as such, is uniquely positioned to provide PhD educations to professional nurses in the county. BSU has the advantage of producing primarily African American faculty and nurses who will serve as role models to aspiring nurses and faculty, and aid in closing the gaps in health equity disparities in Maryland. Charting a Path to Achieve Health Equity (2021) states that "Increasing the number of nurses with PhD degrees who focus on the connections among social determinants of health, health disparities, health equity, and overall health and well- being will build the evidence base in this area" (p. 21).

The BSU DON will recruit students from the BSU MSN program, from part-time faculty who currently teach in the Baccalaureate or MSN program, BSU nursing alumni, and from MSN programs at other universities throughout Maryland. In addition, the BSU DON will employ strategies for recruiting individuals from underrepresented groups, such as men, Hispanics, and international students. With an African American population of over 85%, the BSU DON produces predominantly African American nurses and faculty who serve as role models that attract black students to consider the nursing profession.

Additionally, an increase in black PhD-prepared faculty will increase research in areas that explain and bring awareness to health disparities in the health care system and spur politicians and citizens to act.

The BSU DON will maintain a 1:5 professor-to-student ratio in PhD courses and will address many of the barriers that exist to students graduating from the program. Granner and Ayoola (2021) explain, "barriers include a misunderstanding by students of a PhD education and its impact on population-level health, insufficient funding for students' PhD studies…" (p. 1). Williams et al. (2021) also find that "significant barriers to entering nursing doctoral education included financial constraints, job and family responsibilities, lack of program flexibility and faculty mentoring, and fear of research and the dissertation process" (p. 400). To address these barriers, the DON will implement sustainable strategies that ensure the program is accessible financially and geographically to as many potential students as possible. Student support through mentoring and advisement, as well as communicating the benefits of obtaining a PhD will be critical strategies for addressing the barriers to pursuing a PhD, including retention.

The BSU DON will support equity and inclusion in the PhD program by utilizing best practices to ensure that the curriculum and the overall program consider the needs of historically marginalized students and faculty. Lane and Waldron (2021) have developed "an Equity, Diversity, and Inclusion (EDI) rubric to assess syllabi using a standardized approach along five criteria. The rubric can be adapted to align with the EDI initiatives being

undertaken within institutions that seek to bring about transformational change in the nursing profession and society more broadly" (p. 614). Use of evidence-based tools such as the EDI rubric will be integrated in the PhD program to ensure that equity and inclusion are interwoven with the other nursing discipline concepts.

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.

This new program has no relationship with a low productivity program identified by the Commission.

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

The PhD program will be a hybrid program.

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APPENDIX A

Course Schema for Doctor of Philosophy (PhD) in Nursing Education Degree

PhD in Nursing Education Core Courses

Course #	Course Title	Credit Hours
NURS 808	Teaching with Technology Online	3
NURS 810	Historical and Philosophical Influences on Nursing Practice and Nursing Education	3
NURS 811	Theory and Research for Evidenced Based Practice	3
NURS 860	Role of Nurse Educator as Scholar	3
NURS 861	Emerging Issues, Trends, and Pedagogies in Nursing Education	3
NURS 862	Curriculum, Instruction, and Evaluation in Nursing Education	3
NURS 863	Assessment, Measurement, and Evaluation in Nursing Education	3

PhD in Nursing Education Research and Statistics Courses

Course #	Course Title	Credit Hours
NURS 805	Grant Writing and Publication in Nursing	3
NURS 806	Measurement and Instrumentation Methods in Nursing Education	3
NURS 815	Advanced Statistics for Nurses Educators	3
NURS 864	Research Proposal Development for the Nurse Educator	3
NURS 865	Research Methodology: Designs and Methods in Nursing Education	3
NURS 868	Advanced Research Designs and Methods in Nursing Education	3

PhD in Nursing Education Comprehensive Examination

Course #	Course Title	Credit Hours
NURS 899	Nursing PhD Comprehensive Examination	0

PhD in Nursing Education Dissertation Courses

Course #	Course Title	Credit Hours
NURS 870	Dissertation Planning (1st residency)	5
NURS 871	Dissertation Development I (2nd residency)	5
NURS 872	Dissertation Development II	5
NURS 873	Dissertation Development III (Oral Defense)	5

APPENDIX B

PhD IN NURSING EDUCATION PROGRESSION PLAN

PhD NE Program Full-Time Progression Plan
First Semester (1) (fall or spring)
NURS 810: Historical and Philosophical Influences on Nursing Education (3)

NURS 811: Theory and Research for Evidence-Based Practice (3)   NURS 815: Advanced Statistics for Nurse Educators (3)   *Total Credit Hours = 9 credits*
Second Semester (2) (spring or fall)
NURS 860: Role of the Nurse Educator as Scholar (3)   NURS 861: Emerging Pedagogies, Issues and Trends in Nursing Education (3)   NURS 862: Curriculum, Instruction and Evaluation in Nursing Education (3)   *Total Credit Hours = 9 credit*
Third Semester (3) (summer)
NURS 808: Teaching with Technology Online (3) (7 weeks)   *Total Credit Hours = 3*
Fourth Semester (4) (fall or spring)
NURS 806: Measurement and Instrumentation Methods in Nursing Education (3) (7 weeks)   NURS 865: Research Methodology in Nursing Education (3)   NURS 863: Assessment, Measurement, and Evaluation in Nursing Education (3)   *Total Credit Hours = 9*
Fifth Semester (5) (spring or fall)
NURS 805: Grant Writing and Publication (3 credits) (7 weeks)   NURS 864: Research Proposal Development for the Nurse Educator (3)   NURS 868: Advanced Research Methodology in Nursing Education (3)   *Total Credit Hours = 9*
Sixth Semester (6) (summer)
NURS 870: Dissertation Development I (1st residency/seminar) (6)   *Total Credit Hours = 6*
Seventh Semester (7) (fall or spring)
NURS 871: Dissertation Development II (2nd Residency/Seminar) (5)   NURS 899: Nursing Comprehensive Exam (0)   *Total Credit Hours = 5*
Eighth Semester (8) (spring or fall)
NURS 872: Dissertation Development III (3rd Residency/Seminar) (5)   *Total Credit Hours = 5*
Ninth Semester (9) (fall or spring)
NURS 873: Dissertation Development IV/Oral Defense (5)   *Total Credit Hours = 5*
Total Program Credit Hours = 60

APPENDIX C
PhD IN NURSING EDUCATION PROGRAM COURSE DESCRIPTIONS

Course	Classification	Course Description
Historical and Philosophical Influences on Nursing Practice and Nursing	Core	This course offers an in-depth exploration of the historical and philosophical foundations that have shaped nursing practice and nursing education. Students will engage in rigorous analysis of key historical events, figures, and movements that have influenced the evolution of the nursing profession and nursing education. The course will focus on major philosophical theories and principles, examining their impact on nursing ethics, patient care, and educational methodologies. This course will provide evidence-based practice principles in the roles of nursing leadership, management, and ethical concepts in relation to practice, education, and administration. Learners will develop knowledge and skills that may be applied as clinical or academic leaders by examining leadership challenges in health care, education, and policy. Doctorate students will explore multiple leadership frameworks to assess their own attributes and areas of development to become skilled leaders in nursing practice or nursing education. Current policies that affect healthcare and nursing education will be examined. Ethical theories and frameworks are reviewed to guide decision-making and public policy determination.
Theory and Research for Evidence-based Practice	Core	This course builds on knowledge and skills developed in graduate nursing research (MSN Level). Emphasis is placed on the translation of research evidence to nursing practice settings including clinicals and academia. Major topics include an overview of the historical development of nursing research, the research process, evidence-based practice, ethical considerations, and strategies used to analyze and synthesize research evidence. Scholarly activities include an integrated literature review and critical appraisal of a published research article. This course explores the philosophical and theoretical frameworks of the discipline of nursing. Emphasis is placed on the critique, evaluation and utilization of theories that guide nursing practice.
Assessment, Measurement, and Evaluation in Nursing Education	Core	This course is focused on testing, measuring, and evaluating student learning to improve the knowledge and skill of the nurse educator in test development. Focus is also focused on assessment and evaluation strategies in the classroom, simulation lab, skills lab and clinical setting. Analysis and interpretation of test results are also addressed.
Curriculum, Instruction and Evaluation in Nursing Education	Core	This course examines the role of the nurse educator in curriculum and program evaluation in nursing. Concepts related to curriculum development and revision will be explored that reflect the philosophy and mission of the academic institution, trends in nursing education, and the interest of stakeholders and communities of interest. Students will develop a systematic plan of evaluation for an

		undergraduate nursing education program. While a previous course in curriculum development is helpful, it's not required.
Emerging Pedagogies, Issues, and Trends in Nursing Education	Core	In this course students examine learning theories as well as conventional and emerging pedagogies used to facilitate learning across settings in nursing education including structured and unstructured settings. Major topics include interprofessional education, online teaching, and inclusiveness in teaching nursing. This course explores current research, issues, and trends in nursing education. Students examine evidence from translational research, as well as current political, social, and economic issues and trends that affect nursing education and health policy. Topics explored include current international, national, state, and local trends affecting nursing education, for example, the nursing faculty shortage, nursing education regulations, professional nursing organizations, ethical implications of artificial intelligence, and diversity, equity and inclusion. Students will explore sources of evidence to critique the challenges or opportunities that arise around these issues and assess the vision of the future of nursing education.
Grant Writing and Publication in Nursing	Core	This course covers grant research, writing, technical writing, budgeting, fundraising techniques, and strategies for managing a grant award. Students will be guided on disseminating projects and research for publication and presentations. *7 Week Course*
Instrumentation Methods in Nursing Education	Core	This course focuses on data collection instruments. With the goal of advancing the science of nursing education, emphasis will be placed on instruments used in both quantitative and qualitative research studies. Major topics include measurement concepts, types of data collection instruments, selecting research instruments and guidelines used in critically appraising research instruments.
Role of Nurse Educator as Scholar	Core	Building on the position that scholarship is an integral component of the faculty role, this course focuses on the role of the nurse educator as scholar. Emphasis will be placed on scholarly productivity and engaging in activities to enhance scholarships. Major topics include scholarship as a process, challenges to scholarly productivity, characteristics of a scholar, and strategies to enhance scholarly productivity. Students will initiate a teaching portfolio documenting their journey in becoming a scholar in nursing education
Teaching With Technology Online	Core	This course focuses on teaching in the online environment. Concepts, principles and challenges related to facilitation of learning in the online environment will be examined. PhD nursing students will engage in the design of an online course, syllabus, course assignments, and grading rubrics.
Advanced Statistics for Nurse Educators	Statistics	This course examines descriptive and fundamental inferential statistical methods. This course is designed to prepare the doctoral nursing student with the essential statistical concepts for developing statistical designs in their

		own research. Students learn to use computers to compute data and to interpret computer-generated results produced by statistical software. Concentration on hypotheses testing, analysis of variance, confidence intervals, correlation techniques, measurements of central tendency, variability, chi-square tests, regression analysis, and nonparametric statistics will be explored. Focus on advanced multivariate statistical techniques commonly used in nursing research. The course aims to deepen doctoral students' understanding of complex statistical models and their application in nursing practice and education. Topics covered include multivariate regression analysis, structural equation modeling, survival analysis, and meta-analysis. Emphasis is placed on practical application, interpretation of results from advanced multivariate procedures, and critical appraisal of research studies utilizing advanced statistical software and advanced statistical methods. Students will determine and report statistical findings to test hypotheses and answer research questions relevant to nursing practice and nursing education.
Research Proposal Development for the Nurse Educator	Research	This course introduces the nursing PhD student to scientific reasoning, methods and ethical principles guiding scientific inquiry. Emphasis is placed on gaining knowledge and skills in developing a research proposal including understanding philosophical worldviews on research approaches, defining a researchable problem, describing the use of theory in a study, analyzing and synthesizing relevant literature and selecting a methodological approach. The nurses' role in ethical research will be examined. Students will be expected to produce, present and defend a mini- research proposal addressing a nursing education topic of interest at the completion of the course.
Research Methodology in Nursing Education	Research	This course is designed for nursing PhD students planning to conduct qualitative, quantitative, or mixed methods research studies. The course will use a combination of didactic, interactive, and applied techniques to teach knowledge and skills relevant to qualitative research methodology. Students will learn how to collect qualitative, quantitative, or mixed methods data through noninterventional or interventional study observations, interviews and focus groups. Students will also learn the basic steps of analyzing and reporting qualitative research data. Computer-assisted qualitative data management software is required for this course, statistical tests, the principals of statistical data analysis and interpretation of results assisted data analysis software is required for data management in this course.
Advanced Research Methodology in Nursing Education	Research	This is the second course in a two- course sequence on qualitative research methods in nursing education. This course focuses on making informed decisions when developing a qualitative research study. Emphasis will be placed on the use of evidence-based strategies to achieve scientific rigor of a qualitative study. Major topics include issues and challenges in designing a qualitative research study, ethical issues for consideration, strategies for

		enhancing study validity and the writing and reporting of qualitative research findings. Standards for reporting qualitative research findings will be applied to the evaluation of published qualitative research reports. Students will be expected to produce and orally defend a mini-qualitative research proposal at the completion of the course. Building on knowledge and skills acquired in the prerequisite quantitative research methods course, students are presented with opportunities to apply them. Emphasis is placed on understanding multivariate data analysis and applying more advanced statistical concepts such as logistic regression, ANCOVA and MANOVA to answer complex nursing education research questions. Students approach statistics from a problem-solving perspective with emphasis placed on selecting the appropriate statistical tests for more research questions. Students will use statistical software to perform analysis and interpret and present results. Knowledge gained in this course will be used to design a quantitative dissertation proposal. The mixed methods research approach will focus on integrating quantitative and qualitative approaches to reveal comprehensive and constructive insights in the field of nursing education. Students will defend the selection of mixed methods design and examine approaches used in developing a mixed method study.
Dissertation Development I	Dissertation	This course is designed to guide PhD students in Nursing Education through the initial stages of planning their dissertation. Students will develop clear research proposals, identify appropriate methodologies, and create a timeline for their dissertation project. The course includes a focus on literature review, research design, and ethical considerations. Students will consult with their Dissertation Advisory Chair in the selection and approval of their research topic. Students will also engage in peer review and faculty mentorship to refine their research questions and approach.
Dissertation Development II	Dissertation	This course serves as an introductory course to the doctoral dissertation development process. Students will explore the Doctorate Dissertation Requirements of the University and the PhD Nursing Education Program. Working in collaboration with the dissertation chairperson and committee, the nursing PhD student will begin the process of choosing and refining a research topic as well as completing a rough draft of Chapter 1 of the dissertation.
Dissertation Development III	Dissertation	This course is designed for the advanced nursing education student who has received committee approval of his/her dissertation prospectus. Under the guidance of the dissertation chair and committee, the nursing PhD student will develop a framework, comprehensive review of the literature, and methodological design for their research study. The course ends with an oral presentation defending the dissertation proposal and achieving IRB approval of the students' research study.
Dissertation Development IV	Dissertation	This course is designed for advanced nursing

		PhD students who have achieved committee and IRB approval of their research study. Under the guidance of the assigned dissertation chair and committee, the PhD student will engage in completing their research study through the process of collecting and analyzing data to answer their research question(s). The overall focus of the course is to complete the final chapters of the dissertation and to successfully defend the research study.
Nursing Comprehensive Examination	Comprehensive	The PhD in Nursing Education comprehensive exam is a culminating assessment designed to evaluate students' mastery of core knowledge, critical thinking, research methodology, and the application of educational theory in nursing. This exam assesses students' ability to integrate concepts from nursing education, leadership, policy, and evidence-based teaching practices to address contemporary issues in nursing education. Students will demonstrate their readiness for advanced scholarship and contribution to the field through a written exam, focusing on topics such as curriculum development, educational assessment, nursing theory, instructional strategies, and current trends in nursing education. Success in the comprehensive exam is required for advancement to candidacy and the dissertation phase.

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: University of Baltimore proposal for the Bachelor of Arts in Law, Philosophy, and History

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: December 3, 2025

SUMMARY: The University of Baltimore (UBalt) seeks approval to introduce a new program, the Bachelor of Arts in Law, Philosophy, and History (LPH). This interdisciplinary undergraduate pre-law program prepares students for success in law school as well as professional success in a range of legal and other professional careers. Grounded in the humanities, it emphasizes analytic argumentation along with effective oral and written communication, skills central to success in law school and legal careers. Students will take a common core of 18 credits that provides a foundation in the US legal system, its history and development, and in legal and analytical thought and communication. Students then select one of three tracks – legal studies; law and philosophy; law and history – allowing them to tailor their studies in an area relevant to their professional goals.

UBalt's Legal Studies; Philosophy, Law, and Ethics; and History programs have established track records of producing graduates who enter law school. Integrating these programs will provide a unified pre-law pathway for students, whether at UBalt Law, the Carey School, or law schools across the US.

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 the University of Baltimore to offer the BA in Law, Philosophy, and History.

COMMITTEE RECOMMENDATION: DATE: Dec. 3, 2025
BOARD ACTION: DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992   awrynn@usmd.edu

November 1, 2025

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

Dear Chancellor Perman,

The University of Baltimore is submitting a request for a new degree program, the Bachelor of Arts in Law, Philosophy, and History (proposed CIP 22.0001 and proposed HEGIS code 1401). This 120-credit program responds to the evolving landscape of the legal community, preparing graduates with the skills and knowledge sought by law schools as well as by employers.

This new interdisciplinary humanities-based prelaw program will enhance the university's ability to provide undergraduates with a humanities-based pathway to law school and other related graduate programs at the University of Baltimore and other USM institutions as well as preparing them for successful careers in legal professions.

If you have any questions or require additional information, please contact Aaron Wachhaus at 410-837-6113 or awachhaus@ubalt.edu.

Sincerely,

p.p Aaron Wachhaus, Associate Provost - Academic Affairs
Ralph O. Mueller, Sr. Vice President and Provost

Encl.

cc: Dr. Candace Caraco, Associate Vice Chancellor for Academic Programs,
Academic & Enrollment Services and Articulation

Office of the Provost

UNIVERSITY OF
BALTIMORE

ubalt.edu

1420 N. Charles St.
Baltimore, MD 21201-5779

T: 410.837.5244

100/213

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

<u>   x   </u> New Instructional Program

<u>   </u> Substantial Expansion/Major Modification

         Cooperative Degree Program

  X   Within Existing Resources, or

<u>   </u> Requiring New Resources

University of Baltimore
Institution Submitting Proposal

Law, Philosophy, and History
Title of Proposed Program
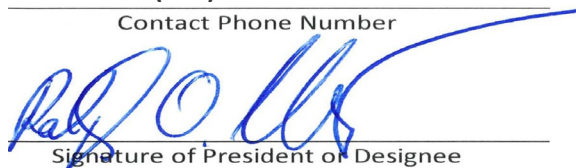
Bachelor of Arts	**Fall, 2027**
Award to be Offered	Projected Implementation Date
	22.0001
1401	Proposed CIP Code
Proposed HEGIS Code	
Yale Gordon College of Arts and Sciences	**Steven Scalet and Joshua Davis**
Department in which program will be located	Department Contact
(410) 837 5358	Sscalet@ubalt.edu; jdavis@ubalt.edu
Contact Phone Number	Contact E-Mail Address

Signature of President or Designee

10/13/2025

A.   Centrality to Institutional Mission and Planning Priorities:

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

The proposed Bachelor of Arts in Law, Philosophy, and History (LPH) is a humanities-based interdisciplinary undergraduate pre-law program unlike any other in the state of Maryland. LPH consolidates and integrates three existing undergraduate pre-law programs: Legal Studies (LEST); Philosophy, Law, and Ethics (PLE); and History (HIST)—at the only university in Maryland that is home to both a law school and pre-law bachelor's degrees

Mission of Law, Philosophy, and History (LPH)

> *The mission of the Law, Philosophy, and History program (LPH) is to prepare students for careers in law, professional success, civic engagement, and life-long personal fulfilment through an interdisciplinary humanities-based curriculum grounded in legal studies, philosophy, and history. LPH will develop students' analytic argumentation skills, and oral and written communication skills, through its emphasis on civil discourse, intellectual rigor and writing across the curriculum. Through LPH students will develop a unique and nuanced understanding of the law, its practice, and its philosophical and historical foundations through a range of diverse perspectives that value careful analysis and argument.*

The curriculum of the LPH program includes a common core of six courses with three tracks.

The common core is comprised of six courses (18 credits), two each from a small selection of LEST, philosophy, and history courses. Students may only declare their track (LEST, Law and Philosophy, or Law and History) after completing at least one course from each of the three tracks. Within their chosen track, students will then pursue coursework more directly related to the discipline of their chosen track. Finally, each student will complete their degree with a capstone experience specific to their track.

Students will have the opportunity to pursue accelerated graduate degree pathways in law, business, and public policy. The creation of those pathways will immediately follow the approval of the LPH program.

LPH relates to the institution's approved mission by providing the skills and knowledge necessary for success in career-focused pre-law education. *The Mission of the University of Baltimore* states: *"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."* LPH is specifically designed to provide its students with a humanities-based pre-law education, thus serving UBalt's commitment to providing "career-focused education." In addition, given the interdisciplinary focus of the program's curriculum,

students will develop a broader understanding of the practice of, philosophical and historical foundations of, and role that law can play in a modern democratic society, thus supporting UBalt's mission to "[provide] the region with highly educated leaders who make a distinctive [contribution] to the broader community."

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

The proposed Bachelor of Arts degree in Law, Philosophy, and History (LPH) is supportive of Ubalt's mission, areas of excellence, strategic goals, vision, all of its core value commitments, and the mission of the Yale Gordon College of Arts and Sciences. The following relationships deserve special emphasis.

UBalt Areas of Excellence and Strategic Goals. The University of Baltimore has identified several areas of excellence, one of which is "Law, Justice, and Public Service." LPH is intentional about its role as a pathway to law school, other graduate programs, and other law-related careers. As such, the LPH program is a curricular mirror of this area of excellence.

The LPH program supports and is particularly well-aligned with the University of Baltimore's strategic goals.

1. *Position UBalt as the region's premier professional, career-focused university. (1.1: Align Ubalt's academic program offerings around the Signature Areas of Excellence to ensure mission fit and enrollment growth.)* As noted, LPH is intentional about its commitment to prepare students for careers in law. This commitment aligns with UBalt's identity as "career-focused," but, as noted, it also is an exceptionally good fit with the Law, Justice and Public Policy area of excellence.

2. *Strengthen student success. (2.3: Grow student participation in high impact educational practices.)* LPH will rely on high impact educational practices both in the classroom and through various co- and extracurricular activities. The faculty of the LPH program are committed teachers who are constantly evaluating and refining the classroom experience, including using emerging technologies that enable students to be more engaged with the material, and experiential learning opportunities presented by the unique location of UBalt. In addition, through its connection with the Hoffberger Center for Ethical Engagement (HCEE) and other clubs and organizations, LPH will provide an enriching intellectual environment for students through a variety of activities. Finally, our faculty will work to steer students to a range of internships to which we are connected.

3. *Solidify UBalt's commitment to community engagement and service. (3.2: Promote faculty, staff and student engagement in tackling critical issues facing Baltimore and the region.)*

LPH is ideally suited to deliver on this strategic goal. With its emphasis on civil discourse, intellectual rigor and careful analytic thinking directed at the nature, history and practice of law, LPH will produce graduates prepared to contribute to any number of public and private efforts to "[tackle] the critical issues facing Baltimore and the region."

4. *Organize for long-term financial stability. (4.2: Foster academic innovation to drive enrollment and improve operational performance.)* As noted previously, LPH is, by design, an effort to more effectively and efficiently use the excellent faculty resources we have in humanities-based pre-law education for the benefit of UBalt's students and UBalt itself. By ensuring that students interested in a humanities-based pre-law degree will have a single starting point in their undergraduate education, this program will maximize efficiencies and collaborations between three majors that currently operate separately from each other. . This should not only prove more appealing to students, thus presenting an opportunity for enrollment growth, but it will more effectively use existing full-time faculty resources.

5. *Achieve excellence in research, scholarship and creative activity.* The faculty of the LPH program have overlapping interdisciplinary interests. This includes overlapping interests in their scholarship. For example, and as noted, many of the faculty have research agendas that include matters of social justice, and the role of legal and political institutions play in our efforts to address issues of social justice. By joining together into one coherent program, the faculty will benefit from new insights and new lines of inquiry and new scholarship will no doubt be discovered.

6. *Diversity, Equity and Inclusion: The University is committed to academic freedom and to an environment that encourages thoughtful and vigorous exchange of ideas within a culture of mutual respect. We value the dignity, worth and contributions of all individuals and promote thoughtful and respectful engagement of diverse perspectives and experiences.* LPH is uniquely situated to provide a curricular demonstration of this commitment. As a humanities-based program, students will be immersed in coursework that prizes civil discourse over intractable questions. This, by its very nature, encourages "the vigorous exchange of ideas within a culture of mutual respect." Further, the ethical foundations of this approach requires that each person's "value [and] worth" is respected. Multiple courses in our program's core offerings explore diversity, equity and inclusion in depth.

UBalt Vision. The University of Baltimore's Vision is *"[t]o be the premier regional university for career advancement, where leaders grow, thrive and learn to apply their skills for solving local and global challenges."* LPH supports every aspect of UBalt's Vision. LPH leverages the University of Baltimore's status as the only university in Maryland with both undergraduate pre-law programs and a law school on the same campus, which puts our program in a prime position to serve the Vision's commitment to career advancement and prepare LPH students for law school

and other law-related careers. In addition, the fact that LPH is an interdisciplinary program focused on analytic argumentation, intellectual rigor and effective communication will help to further the University's vision of developing leaders who "thrive and learn to apply their skills [to solve] local and global challenges."

Core Values. The University is committed to several "Core Values" and though the LPH program is consistent with them all, there are several points of emphasis that warrant further discussion:

1. *Student Growth and Success: UB is committed to the personal and intellectual development of all students through close mentoring and small classes taught by dedicated faculty in a welcoming environment made possible by talented and engaged staff.* The LPH program will continue the UBalt commitment to its students' success by having its courses taught by faculty who are recognized experts in their fields. In addition, by the very nature of the curriculum and the program's commitment to developing the students' skills of analytic argumentation and effective communication, the program will no doubt further the intellectual development of those students who choose to pursue the LPH degree.

2. *Pursuit of Knowledge: UB values intellectual curiosity, teaching that challenges and inspires outstanding scholarship and creative work, and education as a lifelong process of discovery and growth.* Similarly, the curriculum and mission of the LPH program make it an ideal programmatic manifestation of this core value. LPH will engage students in enduring questions about the nature, history and practice of law. Students will also be surrounded by active scholars who are excellent instructors, often bridging the divide between pedagogy and scholarship by inviting their students into the dialogues and debates occupying presently occupying the field. As such, those students with an interest in the law will appreciate the fact that it is an object of ongoing inquiry.

3. *Community and Civic Engagement: As an anchor institution, UB values our long history of engagement in Baltimore and commits to enhancing student learning and career preparation in conjunction with our community partners.* The LPH program is being developed by faculty who are already engaged in a variety of ways with the Baltimore community. Whether it is the Hoffberger Center for Ethical Engagement's (HCEE) sponsorship and hosting of the Annual High School Ethics Bowl, the role of the faculty in advising the Mock trial team, or the wide range of public events hosted by the History and Philosophy clubs, the faculty of the LPH program are committed to carrying on this active engagement with the greater Baltimore community. Further, the students in the LPH program will be provided with, and encouraged to take advantage of, ample opportunities to be likewise engaged, whether that is through various HCEE activities, the Court Navigator project, internships, or other outreach that the LPH program will coordinate.

4. *Diversity, Equity and Inclusion: The University is committed to academic freedom and to an environment that encourages thoughtful and vigorous exchange of ideas within a culture of mutual respect. We value the dignity, worth and contributions of all individuals and promote thoughtful and respectful engagement of diverse perspectives and experiences.* LPH is uniquely situated to provide a curricular demonstration of this commitment. As a humanities-based program, students will be immersed in coursework

that prizes civil discourse over intractable questions. This, by its very nature, encourages "the vigorous exchange of ideas within a culture of mutual respect." Further, the ethical foundations of this approach requires that each person's "value [and] worth" is respected.

5. *Ethical Engagement: UB expects students, faculty and staff to act ethically and to conduct themselves with the highest degree of integrity.* The faculty of the LPH program are all committed to ethical engagement, but there are several reasons to consider the LPH program as particularly suited as a demonstration of this core value. First, two of the faculty lead the Hoffberger Center for Ethical Engagement. Second, all of the faculty are engaged in work that takes questions of ethics and social justice to be a central question of their work and teaching. Finally, the only two ethicists at the University of Baltimore are faculty within the LPH program.

6. *Affordability: UB is dedicated to providing affordable education and to ensuring that opportunity is not limited by financial circumstance or background.* Though this value commitment is one that, as an institution of higher education, the University of Baltimore serves well. There are certain aspects of the LPH program that deserve special mention. First, this kind of interdisciplinary pre-law program is the sort that is found at elite institutions across the nation, yet they are not often found at public comprehensive universities. Thus, by offering LPH at UBalt, the University provides access to a program at an affordable cost that is often found only at elite (and often less accessible) colleges and universities. Second, the LPH will develop accelerated pathways to law school and other graduate programs like those that already exist between the Legal Studies, History, and Philosophy, Law and Ethics programs. This will enable exceptional students not only to complete their undergraduate and graduate degrees in less time, but it will also greatly reduce the cost.

7. *Responsible and Resourceful Stewardship: UB is committed to the careful stewardship of institutional and environmental resources. It strives to empower its community members to think creatively, to take initiative and to demonstrate resourcefulness to sustain our environmental, human and financial resources.*

Yale Gordon College of Arts and Sciences (YGCAS). The mission of the Yale Gordon College of Arts and Sciences is the following:

The Yale Gordon College of Arts and Sciences promotes critical thinking, encourages innovation and discovery, and enriches the intellectual lives of its diverse community of learners. Through interdisciplinary and discipline-based programs in the arts, humanities, and social and natural sciences, the college offers visionary, integrative learning and teaching environments enhanced with rapidly evolving information and communication technologies. Our graduates learn to be reflective, skilled communicators, adept at addressing contemporary problems within an ethical framework and able to adapt to a changing world. To be well prepared for the world of work, our students become broadly informed and deeply engaged in local, regional, and world communities.

YGCAS has a unique strength in humanities-based law teaching and scholarship. LPH enables the YGCAS faculty from those three programs to offer students a humanities-oriented pre-law degree that is coherent and maximizes the efficient use of resources, thus serving the interests of both

UBalt students who choose to pursue an LPH degree within YGCAS and UBalt as well.

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

The program will be overseen by, and have its curriculum delivered through, our current faculty, allowing us to avoid the need for new hires. Our existing faculty have the expertise required to effectively deliver the curriculum. We are also prepared to include new adjunct faculty as needed, ensuring we meet the demands of the program while maintaining quality instruction. Detailed financial information is presented in Section L of this proposal.

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

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

All of the program's requirements and administration will be fulfilled within the limits of the current faculty's teaching and service responsibilities, with any needed technical support provided by Office of Technology Services.

      b)   *continuation of the program UBalt's for a period of time sufficient to allow enrolled students to complete the program.*

The faculty have supported enrolled students through the completion of prior programs for many years. We are deeply committed to offering the LPH program in ways that can effectively meet the needs of our students through their completion of the LPH curriculum.

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

To understand the critical and compelling demand and need for the LPH program, one must understand the sort of students served by the University of Baltimore and the program proposed. We are an exceptionally friendly institution for transfer students, and a large proportion of our students complete associate degrees prior to arriving at our university. The University of Baltimore is a federally designated Predominantly Black Institution (PBI) with 51% of its undergraduate student population being African American, 62 percent overall being underrepresented minorities, and two thirds of our students receiving Pell Grants. Most students (61%) are women.[1] Most are older than traditional age college students with the average age of 31.5.[2] Finally, approximately 63% of all University of Baltimore undergraduates are first-generation college students.[3] In short, UBalt undergraduate students are diverse and nontraditional. This context is an important

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[1] https://www.ubalt.edu/about/index.cfm; additional analysis completed by The Office of Institutional Effectiveness with data supplied by The Office of Financial Aid.

[2] *Ibid.*

[3] *The University of Baltimore Factbook 2025*, 8, 58, https://www.ubalt.edu/about/offices-and-services/institutional-research/ubreporting.cfm.

consideration when assessing the demand and need served by any UBalt program, as the student body we serve is not like any other in Maryland.

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

a) The need for the advancement and evolution of knowledge

The LPH program serves several needs, some of which may not be obvious. Knowledge is about understanding. It is more that rote memory or the recitation of platitudes. At present, according to the American Bar Association (ABA) there is a growing need to ensure that lawyers and other legal professionals understand and value the rule of law and its role in our democratic republic.[4] Simply put, the rule of law is the foundation upon which the legitimacy of the American legal system, and thus our republic, is based.

LPH is ideally suited to meet this challenge. Not only will LPH prepare students for careers in law, but its interdisciplinary curriculum with its focus on the philosophical and historical foundations of the American legal system, alongside an introduction to the institutions and practice of law, will produce graduates who understand the value of the rule of law and protect it against encroachment.

Additionally, in bringing together scholars and practitioners from law, philosophy and history, the LPH program will create an environment in which the development of new ideas and understandings about the law will no doubt emerge. A common thread that runs through the scholarly work of the faculty of the LPH program is a concern for questions of law and justice. Whether that is issues of civil rights, social justice, or international legal and political theory, bringing together faculty with distinct, but overlapping points of view, will inevitably lead to new insights.

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

It would be hard to overstate the role that the University of Baltimore and a program like LPH would play in the lives of the students we serve. As noted, UBalt students are unlike any others in Maryland. As such, by the very nature of the institution, and with the excellent career-oriented education it provides, we are serving the needs of many underserved populations.

More, however, can be said. First, there is the fact that the LPH program is answering a need that already exists within the University of Baltimore's current student population but would be served better by the LPH program. To explain, LPH is the consolidation and integration of three distinct pre-law undergraduate programs. At present, those three programs often, though unintentionally, operate at cross-purposes, with students often

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[4] https://www.americanbar.org/news/abanews/aba-news-archives/2025/07/when-lawyers-speak-america-listens/

bearing the brunt of such conflict. By integrating the three programs into a single humanities-based pre-law program, LPH will not only serve those students more efficiently, but will likely lead to better outcomes for our students and the communities they go on to serve.

Apart from the need that already exists, there is reason to believe that there is an opportunity for growth in the legal field. The Bureau of Labor Statistics estimates that there will be a 5% growth in the legal field between 2023 and 2033.[5] As such, those students with the right undergraduate preparation are going to be well-positioned to take advantage of those opportunities. UBalt students deserve the same opportunity to take advantage of this job growth as others, yet given their distinctive non-traditional make-up, this need is unlikely to be filled by other colleges and universities.

Lastly, LPH, from its initial conception, is designed to serve UBalt students. This requires consideration of the unique needs of those students. Often that means flexibility in modality because many students are holding down full-time jobs or raising families while they pursue their degree. It also means accommodating transfer students who are seeking to make the most of the pathways to professional success that exist in formal and informal relationships between the University of Baltimore and community colleges from across the state. Again, UBalt and LPH are uniquely situated to help transfer students pursue their academic and professional ambitions.

In the end, the LPH will provide UBalt students with an excellent pre-law education, giving them their best chance at pursuing a career in the law. In so doing, LPH fulfils a fundamental social need to ensure that no one is excluded from an equal opportunity to take advantage of the professional opportunities that are expected to present themselves in the legal field over the next decade.

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

Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents. The University of Baltimore prides itself on providing affordable excellent undergraduate education. This is a hallmark of all three of the programs being consolidated and integrated in LPH program. Further, as noted above, the University of Baltimore and the LPH program serve an underserved population. The LPH program will provide such students with access to the sort of high-quality education that is often not available to them for any number of reasons. Thus, the LPH program will also serve the State's interest in ensuring that the access to such programs is equitable and not reserved for traditional college students.

Success: Promote and implement practices and policies that will ensure student success.

The LPH program is grounded in an understanding that this sort of interdisciplinary program provides students with a foundation to thrive in any number of professions and careers. Of particular importance is the connection between this type of program, the skills it develops in its

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[5] https://www.bls.gov/ooh/legal/lawyers.htm#tab-1

students, and the likelihood of successful outcomes for those students who want to go on to law school or pursue other law-related careers. Through a curriculum that is intentional about the development of analytic argumentation skills and its commitment to intellectual rigor, LPH's commitment to such skills development and excellence in education is highly supportive of the State's commitment to "[m]aintain the commitment to high-quality postsecondary education."

LPH's interdisciplinary nature is not only a benefit intellectually and professionally to its students, but it is also an asset when one considers the State's priority to "[i]mprove systems that prevent timely completion of an academic program." The interdisciplinary nature of the program makes it ideally suited for transfer students as well as those who attend the University of Baltimore for the entirety of their undergraduate education. As to the specific needs of transfer students, the LPH program has articulation agreements with several community colleges across Maryland.[6] Finally, LPH's focus on preparing students for careers in law and law-related fields only tells part of the story about the contribution that LPH will make to student success. Another priority of the State is that we "[e]nhance the ways that postsecondary education is a platform for ongoing lifelong learning." It would be hard to imagine a program better suited to this end. Students who choose to pursue a LPH degree will take classes across three disciplines, all of which look at social, legal and political institutions in dramatically different ways. It is reasonable to expect that this diversity of viewpoints will spark curiosity amongst those given the opportunity to engage with so many different ways of understanding the human experience. This all being done while being anchored to the law.

Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success. Under a common sense understanding of "innovative," LPH is innovative. There are no other programs like it in the state of Maryland. Although there are a handful of other pre-law bachelor's programs in the state, none are primarily based in the humanities—see section D.1. This fact alone constitutes sufficient evidence of the innovative nature of the LPH program. The State Plan, however, again identifies access as an element to be considered, and as has been stressed throughout this proposal, one of the key features of the LPH program is that it provides access to several underserved populations. In addition, in further elaborating on its conception of innovation, the State plan identifies the "[promotion of] a culture of risk-taking" as a priority for secondary education. Assuming that the kind of risk-taking the state is seeking to prioritize is meant to capture novel ideas grounded in reasonable judgment and expectation, not in blind bets or unrealistic hope, as a new and unique humanities-based pre-law program, LPH is itself a reasonable risk and is supportive of this priority. Additionally, it may be worth considering the kinds of graduates that the LPH program is likely to produce. They will be excellent critical thinkers who with both an understanding of the practices and institutions of the American legal system, coupled with an appreciation of its history and philosophical foundations, will be ideally suited to take the kind of risks that will move Maryland forward.

C. Quantifiable and Reliable Evidence of Market Supply and Demand

C.1. Potential Industries, Employment Opportunities, and Expected Level of Entry

Graduates of the proposed **B.A. in Law, Philosophy, and History (LPH)** will be prepared for law school and to pursue careers across multiple sectors where analytic argumentation, critical thinking, ethical reasoning, and legal literacy are valued. Industries include:

- **Legal Services** – Law firms, corporate legal departments, public defenders, and prosecutors' offices.
- **Public Sector & Government** – Legislative offices, regulatory agencies, courts, and public policy organizations.
- **Nonprofit & Advocacy Organizations** – Civil rights, environmental, and social justice groups.
- **Corporate Compliance & Risk Management** – Roles ensuring adherence to laws, regulations, and ethical standards.
- **Education & Research** – Policy analysis, archival research, and civic engagement programs.

Entry-level opportunities for LPH graduates include **paralegal**, **policy analyst**, **court clerk**, **research associate**, and **compliance coordinator**, with advancement potential to mid-level management roles such as **program director**, **senior policy advisor**, or **compliance manager**.

C.2. Projected Market Demand and Availability of Openings

National Projections (2023–2033) – Bureau of Labor Statistics (BLS.gov):

- **Lawyers**: +5% growth, ~35,600 annual openings (driven by both new positions and workforce replacement needs).
- **Legal Occupations Overall**: +3.7% growth.
- **Paralegals & Legal Assistants**: +4% growth, ~45,000 annual openings.

Maryland Projections (2022–2032) – Maryland Department of Labor (onetonline.org):

- **Lawyers**: +11% growth, ~950 annual openings.
- **Paralegals & Legal Assistants**: +6.9% growth.
- Maryland is ranked **#9 in the U.S. for lawyers per capita** (ABA National Lawyer Population Survey, 2024 https://www.americanbar.org/news/profile-legal-profession/demographics/)

These figures highlight **sustained and above-average demand** in Maryland, particularly in the Baltimore–Washington corridor, one of the nation's most lawyer-dense regions.

C.3. Market Surveys and Quantifiable Need

- **ABA 2024 National Lawyer Population Survey** (AmericanBar.org):
  - Over **1.3 million active lawyers** in the U.S.
  - Maryland: high density of legal professionals, indicating a mature but active market with turnover.
  - Washington, D.C. (adjacent market): **7.2 lawyers per 1,000 residents**, highest in the nation, offering significant networking and job spillover effects.

- **National Association for Law Placement (NALP)** reports continued hiring in law-related roles, with regional mid-Atlantic demand driven by government, corporate compliance, and nonprofit advocacy sectors.
- Surveys of Maryland legal employers (MD Department of Labor) consistently list **legal research, writing, and analytical skills**—core LPH competencies—as priority hiring criteria.

C.4. Supply of Prospective Graduates

- **Current UBalt Majors Feeding into LPH**:
  - Legal Studies, Philosophy, and History combined currently graduate approximately **25** students annually

Academic Year	History (HIST)	Legal Studies (LEGL)	Philosophy, Law, and Ethics (PSE)	Total
2020-2021	9	1	11	21
2021-2022	6	4	8	18
2022-2023	3	20	9	32
2023-2024	3	22	8	33
2024-2025	2	14	5	21
Total	23	61	41	125

Source: UBalt Institutional Data

- **Statewide Degree Production** (IPEDS 2022):
  - Maryland institutions produce fewer than **300 bachelor's degrees annually** in majors explicitly aligned with pre-law, philosophy, or legal studies—indicating a modest in-state supply relative to projected demand.
- **Transfer and Pipeline Potential**:
  - The LPH program is designed to capture **community college transfers** from Maryland's Paralegal Studies and other pre-law programs, expanding the supply of graduates ready for law school or immediate employment.
  - Planned **accelerated pathways** to the UBalt School of Law and other UBalt graduate programs will further boost graduate readiness and program attractiveness.

## D.	Reasonableness of Program Duplication:

D.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 keyword search for the terms "law" and "legal" was performed in August 2025 on MHEC's online Academic Program Inventory, in addition to reviewing CIP code 22, Legal Profession and Studies.

We found six undergraduate programs with potential but not substantive similarities, and they are included in the following table. Two discontinued programs listed in MHEC's Academic Program Inventory appear at the end of the table.

Institution	Program	Differentiation
Hood College	B.A. in Law and Criminal Justice	Our proposed interdisciplinary program is primarily based in the humanities, with faculty trained in three different fields: law, history, and philosophy. This degree is not humanities-based, but situated squarely in a single social science discipline, as it is offered by the institution's Political Science department. In addition, this degree has a strong focus on criminal justice, and while our program does offer several courses focused on criminal justice, the subject is not our main focus. In addition to our proposed program, UBalt's College of Public Affairs is home to the School of Criminal Justice which offers multiple bachelor's of science degrees. Also, our geographic locations are different. Hood College primarily serves Frederick and western Maryland, whereas our student body hails overwhelmingly from the Baltimore metro area and, to a lesser degree, from the Washington, D.C. metro area.
Towson University	B.A. in Law and American Civilization	Our proposed interdisciplinary program is based in the humanities, with faculty trained in three different fields: law, history, and philosophy. This degree is not primarily humanities-based, but situated primarily in the social sciences, with the most required coursework in political science and economics. Also, this major is focused strictly on law in the United States. Our major allows for students to complete extensive coursework that is not focused on the U.S., including numerous courses pertaining to Asia and Europe. In this sense, this program is geographically narrower than ours. Students in our proposed program will complete two thirds of their coursework in a single humanities field of their choice with the remaining

		third of coursework split between the two remaining fields. In this program, students complete coursework offered by no fewer than six departments. In short, this program spans a much broader spectrum than ours, with students completing just two courses per discipline. Our program by contrast requires each student to specialize in depth in a single law-related humanities discipline, in addition to completing supporting coursework in just two additional disciplines. Finally, this program requires the completion of 54 credit hours, whereas our program requires 36 credit hours, which we consciously tailored for the large proportion of our university's students who transfer from community colleges.
University of Maryland, Baltimore County	Upper division certificate in Philosophy, Law and Politics (currently under review with MEHC, to be revised as Philosophy, Politics, Economics, and Law)	This program is not a bachelor's degree, but a certificate. Like the two programs above, it is based primarily in social science disciplines, namely economics and political science, as outlined in the certificate program proposal currently under review with MHEC.
Stevenson University	B.A. in Legal Studies	This program is roughly analogous to our university's current Legal Studies program, which we are proposing to fold into our new program. Unlike our proposed program, it is not interdisciplinary and does not contain any coursework in History or Philosophy. Also unlike our proposed program, this program has a very strong focus on training paralegals. While this is one of our proposed program's objectives, a smaller share of our coursework will be specifically geared toward paralegal training. As a public institution,

		our program offers a more accessible, affordable program aligned with a broader educational mission of the state of Maryland.
University of Maryland, Global Campus	B.A. in Legal Studies	Our proposed interdisciplinary program is primarily based in the humanities, with faculty trained in three different fields: law, history, and philosophy. This degree by contrast is not humanities-based. It is a fully online degree in Legal Studies that is roughly analogous to our university's current Legal Studies program, which we are proposing to fold into our new program. Although students may opt to complete a portion of our program's coursework as online courses, that is not required, as the majority of our courses will be offered in person and students may opt to complete our program fully in person.
Frostburg State University	B.S. in Criminal and Legal Studies	Our proposed interdisciplinary program is based in the humanities, with faculty trained in three different fields: law, history, and philosophy. This degree is not primarily humanities-based, because the majority of its coursework is offered by Sociology and Political Science. In addition, this degree has a strong focus on criminal justice, and while our program does offer several courses focused on criminal justice, the subject is not our main focus. Also, our geographic locations are different. FSU primarily serves western Maryland, whereas our student body hails overwhelmingly from the Baltimore metro area and, to a lesser degree, from the Washington, D.C. metro area.
Hood College	B.A. in Law and Society	Listed in the MHEC program inventory but no longer exists.
Goucher College	B.A. in Prelegal Studies	Listed in the MHEC program inventory but no longer exists.
Submitted LOIs		

D.2. **Provide justification for the proposed program.**

First, the landscape of the legal community is constantly evolving. As the legal community evolves, how we attract and cater to pre-law students must also adapt to the new environment. Law schools are looking for students with enhanced critical and analytical reasoning skills that will be particularly emphasized by the specialties of the faculty in this major. This new program offers an interdisciplinary humanities-based approach to pre-law that creates the learning environment necessary to teach, build upon, and grow the skills sought by law schools locally and across the country.

Second, this program will strengthen UBalt's ability to provide undergraduates with a humanities-based pathway to law school and related graduate programs at UBalt and throughout the USM system. In particular, the new program would offer students accelerated pathways not only in the M.A. in Legal Studies but also UBalt's master's in Public Administration, the M.A. in Global Affairs and Human Security, and the M.S. in Negotiations and Conflict Management, three pathways which the History program has recently certified, plus the same graduate pathways that Philosophy, Law, and Ethics (PLE) will soon certify, pending approval from the Registrar's office.

It will also provide a humanities-focused pathway to the juris doctorate degree at UBalt's School of Law. The University of Baltimore is the only USM institution with both pre-law undergraduate programs and a law school. The prospect of enrolling in law school after completing a bachelor's degree without having to matriculate at a second campus is a major enticement for many of our undergraduates.

Third, the new program distributes faculty resources between three majors more efficiently. The current faculty are equipped to deliver this major with no additional resources or hires at this time.

Regarding the institution's mission, this new interdisciplinary humanities-based pre-law program reflects and strengthens the University of Baltimore's commitment to offer "career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community." By responding to the evolving landscape of legal careers referred to above, our new program is ideally positioned to contribute to UBalt's mission of offering professionally oriented career-focused education.

In summary, by equipping students with law school-ready humanities-based analytical skills, expanding accelerated graduate pathways, and optimizing faculty resources, this new program will enhance UBalt's academic offerings and solidify its role as a catalyst for professional advancement and community leadership, directly fulfilling its mission to bridge education with real-world impact.

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

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

The proposed pre-law major is not expected to impact the implementation or sustainability of high-demand programs at Maryland's HBIs. According to the current MHEC Institutional Program Inventory, none of the four HBIs in Maryland—Bowie State University, Coppin State University, Morgan State University, and the University of Maryland Eastern Shore—offers a stand-alone pre-law major. In fact, the only institutions within the USM that currently offers pre-law majors do so

not with a stand-alone department, such as the one we're proposing, but by allowing multiple stand-alone departments to contribute coursework to the pre-law major. As the proposed major does not duplicate any existing major within the USM, we do not expect any adverse impact on high-demand programs at HBIs.

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

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

We anticipate no adverse impact on the uniqueness, institutional identities, or missions of Maryland's HBIs. The proposed humanities-based interdisciplinary pre-law major is closely aligned with the University of Baltimore's mission and institutional identity. UBalt serves diverse, non-traditional student population that includes many transfer, working, first-generation college students, and those raising families, who often seek clear, professionally relevant pathways. The major addresses this need by offering an interdisciplinary curriculum grounded in the humanities and connected to the study and practice of law.

By leveraging UBalt's existing strengths, most notably, its on-site School of Law, the program creates a structured and accessible route into the legal profession for students who may not otherwise have the opportunity to pursue such a path. It is specifically designed to serve UBalt's current student body in a manner consistent with our strengths and mission.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR13B.02.03.10):

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

The Bachelor of Arts in Law, Philosophy and History (LPH) came about as a faculty-initiated effort to better serve UBalt students interested in pursuing a humanities-based undergraduate pre-law degree. At present, there are three humanities-related programs serving the same group of students on our campus: LEST, PLE, and History. Though each program offers students an excellent and accessible pre-law education, there is often confusion over which program might best serve a particular student's interests. In addition, given certain institutional exigencies, there is a need to maximize the efficient use of faculty and institutional resources. The consolidation and integration of the three previously mentioned programs will accomplish both goals without sacrificing the quality of the education UBalt students receive.

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

The educational objective of the LPH program is to provide UBalt students with a humanities-based pre-law program that leverages the current pre-law and law-related strengths of the Yale Gordon College of Arts and Sciences (YGCAS) in legal studies,

philosophy, and history. There has been a long history at the University of Baltimore of providing our unique student population with access to just such an undergraduate education. Whether that is the former Jurisprudence (BA) program or the current programs in Legal Studies (BA), Philosophy, Law, and Ethics (BA), or History (BA), the programs within the College of Arts and Sciences have served as a vital humanities-based pathway for UBalt students seeking careers in the law.

LPH Program-Level Student Learning Objectives
SLO 1: Formulate sustained oral or written arguments based on philosophical reasoning, legal analysis, or historical evidence.
SLO 2: Assess how law functions within a larger context, including its social, philosophical, and/or historical impact and significance.

Track Specific Student Learning Objectives
Legal Studies:
SLO1: Locate, analyze, and evaluate sources of law and communicate effectively orally and in writing about how such sources help answer legal questions.
SLO 2: Demonstrate an understanding of the legal system and applycritical thinking and problem-solving skills within the context in which law operates.

Law and Philosophy
SLO 1: Demonstrate an understanding of the relationship between law, ethics, and philosophy.
SLO 2: Demonstrate the ability to make, defend, and criticize philosophical and ethical arguments.

Law and History:
SLO 1: Analyze a range of relevant historical primary and secondary sources.
SLO 2: Situate events and individuals within their broader historical context.

G.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*

Program goals have been mapped across all courses in the curriculum and assessments for each competency and goal occur within courses. Rubrics are developed by the LPH faculty and used to assess artifacts collected by faculty twice per academic year. Departmental assessment meetings discuss ways to improve student outcomes across the curriculum and improvements are not limited to the courses where the assessment occurs.

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

Program Requirements

The curriculum of the Bachelor of Arts in Law, Philosophy, and History program requires an interdisciplinary core with students choosing to specialize in one of the program's three tracks. The core will be 18 credits, 6 credits each from Legal Studies, Law and Philosophy, and Law and History. Students may declare the track they intend to pursue only after they have taken at least one course from each track (total of 3 courses for 9 credits). In specializing in a single track, each student will be required to take 5 electives from a list of approved courses in that track (15 credits) and complete a capstone course (3 credits) in that track for a total of 18 credits within the chosen track and a total of 36 credits for the major. In addition, accelerated pathways to graduate school (including law school) and transfer options (including specific articulation agreements) will provide students with a range of options to pursue the LPH degree.

LPH Core Courses (18 Credits)

Legal Studies (6 Credits)

Choose two from the following four courses:

LEST 401 LEGAL AND ETHICAL FOUNDATIONS (3) (See accompanying course modification form)

In-depth exploration of the American legal system. Examines how law is organized as a field of knowledge and practice and how it functions as an instrument of government and arena of dispute resolution. Also considers the context of law and law's effectiveness in promoting justice and social policies.

LEST 402 LEGAL RESEARCH AND ANALYSIS (3)

Intensive course on the ways law and regulations are made and interpreted, the sources of legal research and proper styles of legal citation. Students are required to learn how to read and analyze court decisions and to write effectively about legal issues. [IL]

LEST 403 THE TRIAL PROCESS (3)

Explores the procedural, evidentiary and strategic aspects of litigation. Introduces the basics of pleadings, discovery, motion practice, rules of evidence and trial techniques. Covers how court cases are initiated, prepared and tried. Includes participation in a mock trial. This course cannot be used to satisfy degree requirements in the CRJU or FSCS programs. [OC]

LEST 412 LAW AND SOCIETY (3) (See accompanying course proposal)

An examination of the ethical significance, historical background, and social impact of law. Focuses on legal issues of historical and/or contemporary importance, and considers the extent to which law vindicates ethical concerns and accomplishes social objectives.

Law and Philosophy (6 Credits)

Choose one of the following (3 credits):

PHIL 101 INTRODUCTION TO PHILOSOPHY (3)

Introduces the fundamental questions and problems of philosophy and critically examines how some of the greatest philosophers in the history of Western cultures have attempted to answer these questions. Emphasis is placed on students' demonstration of their own abilities to seek answers to these "eternal questions." A capstone feature of the course challenges students to communicate, orally and in writing, the value of philosophical thinking in their personal lives and their chosen professions. [HIPL] [CTE] [HAT] [AH]

PHIL 140 CONTEMPORARY MORAL ISSUES (3)

Explores contemporary issues of ethical concern. Students are introduced to philosophical reasoning on controversial topics, including the responsibilities of corporations, war and violence, human relationships and other currently debated matters of public policy and personal ethics. The course aims to help students develop abilities to understand, evaluate and construct arguments in the realm of applied ethics. [HIPL] [CTE] [HAT] [AH] [IL] [ETH]

PHIL 150 CRITICAL THINKING AND ARGUMENTS (3)

Explores the process of thinking critically and philosophically and guides students in thinking more clearly, insightfully and effectively. In addition, this course focuses on helping students identify, understand and critically assess philosophical arguments. Students use classic philosophic texts and real-world examples to develop both their critical-thinking skills and their ability (in written and oral forms) to formulate, express and critique arguments. [HIPL] [CTE] [HAT] [AH]

Choose one of the following (3 credits):

PHIL 200 THE NATURE AND PURPOSE OF LAW (3)

Introduces students to the nature and purpose of law by exploring a number of fundamental questions related to law and its role in our personal, social and political lives. Covers both historical and contemporary accounts of the nature of law, the relationship between law and morality, and legal reasoning, including a discussion of how judges ought to decide cases. Emphasis is on development of student's' critical-thinking and written and oral communication skills.

PHIL 480 PHILOSOPHY, LAW, AND CURRENT EVENTS (3)

Studies the intersection of philosophical ideas with current events, with a special focus on law-related events, as well as politics, government and economics. The main text is typically the print edition of a nationally or internationally respected newspaper or periodical, such as The New York Times or The Economist. Students read the paper / periodical alongside a selection of philosophical writings relevant to understanding domestic and international news. The course offers the unique format of studying a newspaper or periodical closely as a main text. The approach is to show how a philosophical analysis of this range of information provides value and insight, and develops

a life skill, for whatever educational objectives students wish to pursue. The aim is both to understand the relevance and application of important philosophical ideas to current events, and to deepen the ability to address enduring philosophical questions through a study of current events.

Law and History (6 Credits)

Choose two from the following four courses:

HIST 325 PRISONS AND POLICE IN U.S. HISTORY (3)

Examines the history of such topics as mass incarceration, the origins of urban law enforcement, convict labor, the War on Drugs, the growth of federal law enforcement agencies and how racial inequality has shaped prisons and policing. May not be used to meet major requirements in the BS in Criminal Justice. [GD]

HIST 330 IMMIGRATION AND LAW IN U.S. HISTORY (3)

Provides a chronological overview of the history of immigration to the United States to demonstrate the centrality of immigration to U.S. history. Through examination of the key immigration and naturalization laws and their context, students will see how current discussions on immigration are deeply rooted in centuries-long legal and cultural debates about who is allowed into the country and what it means to be an American citizen. In addition, students will look at the changing immigration patterns and the historical causes and contexts that brought different groups of immigrants to the U. S. at different times, narrating the history of the global U.S.

HIST 335 RACE, GENDER, SEXUALITY AND THE LAW IN U.S. HISTORY (3)

This course examines how race, gender, and sexuality have historically shaped and been shaped by societies, legal systems and political structures in the United States from the colonial era to the present. By analyzing key historical events, legal cases, legislation and social movements, the course investigates how these categories have functioned as both sources of self-identity and collective belonging, as well as catalysts for cultural and political conflict and changes. It also considers how race, gender and sexuality have been constructed and regulated through government policies and legal frameworks. Through critical legal theories and scholarly debates, students will explore the evolving application of law in reinforcing and challenging social hierarchies, gaining a nuanced understanding of the intersections of identity, justice and legal systems in the United States.

HIST 364 CIVIL RIGHTS IN U.S. HISTORY (3)

Explores how legal institutions, leaders and grass-roots movements in the United States have pursued, debated, and defined the concept of civil rights in relation to race, gender, sexuality, disability, immigration status and more. [AH] [GD]

Track Specific Requirements (18 Credits)

Legal Studies

LEST 498 CAPSTONE PROJECT (3) (3 credits)

Students consult with the instructor or another faculty member with relevant expertise to develop a mutually agreed-upon capstone project that employs legal skills and knowledge. Examples include legal memoranda, analyses of legislation and legal problem-solving proposals. [CAP]

Complete five of the following (courses not taken to fulfill the core requirements; 15 credits)

PHIL 200 THE NATURE AND PURPOSE OF LAW (3) (See accompanying course modification form)

Introduces students to the nature and purpose of law by exploring a number of fundamental questions related to law and its role in our personal, social and political lives. Covers both historical and contemporary accounts of the nature of law, the relationship between law and morality, and legal reasoning, including a discussion of how judges ought to decide cases. Emphasis is on development of student's' critical-thinking and written and oral communication skills.

HIST 340 AMERICAN LEGAL HISTORY (3)

A general survey of the development of American law from colonial times to the present. Emphasizes the importance of social change and political conflict in legal development. Topics include the reception of English law in the colonies, the establishment of the federal court system and the struggle to modernize American law in the 19th and 20th centuries. Coursework involves the analysis of original legal documents and materials.

LEST 400 TOPICS (3)

An exploration of varying legal studies topics or a cross-listed graduate course of interest to legal studies majors. Course may be repeated for credit when topic changes.

LEST 401 LEGAL AND ETHICAL FOUNDATIONS (3) (See accompanying course modification form)

In-depth exploration of the American legal system. Examines how law is organized as a field of knowledge and practice and how it functions as an instrument of government and arena of dispute resolution. Also considers the context of law and law's effectiveness in promoting justice and social policies.

LEST 402 LEGAL RESEARCH AND ANALYSIS (3)

Intensive course on the ways law and regulations are made and interpreted, the sources of legal research and proper styles of legal citation. Students are required to learn how to read and analyze court decisions and to write effectively about legal issues. [IL]

LEST 403 THE TRIAL PROCESS (3)

Explores the procedural, evidentiary and strategic aspects of litigation. Introduces the basics of pleadings, discovery, motion practice, rules of evidence and trial techniques. Covers how court cases are initiated, prepared and tried. Includes participation in a mock trial. This course cannot be used to satisfy degree requirements in the CRJU or FSCS programs. [OC]

LEST 404 LSAT AND BEYOND (3)

This course is designed to teach, reinforce, and strengthen analytical and critical thinking skills to enhance performance on the Law School Admission Test (LSAT). This course is run in conjunction with the Kaplan LSAT prep course. Through in-person lectures and Kaplan prerecorded lectures, in addition to Kaplan educational materials, students learn techniques and strategies that strengthen their analytical and critical thinking skills.

LEST 412 LAW AND SOCIETY (3) (See accompanying course proposal)

An examination of the ethical significance, historical background, and social impact of law. Focuses on legal issues of historical and/or contemporary importance, and considers the extent to which law vindicates ethical concerns and accomplishes social objectives.

LEST 425 TOPICS IN LAW AND APPLIED ETHICS (3) (See accompanying course proposal)

Varying course offering that explores a particular topic in applied ethics. Course may be repeated for credit where topic differs.

LEST 496 INTERNSHIPS (3)

Provides students with an opportunity to work at an organization, government entity or business that offers an experience relevant to legal studies. Students may choose from established internship options or propose an independently-arranged internship option for approval. May be repeated up to four times for credit.

Law and Philosophy

PHIL 499 CAPSTONE IN PHILOSOPHY, LAW AND ETHICS (3) (3 credits)

A culmination of the student's program of study in the Philosophy, Law and Ethics program. Required for all PLE majors. Students complete a capstone paper as part of an approved cross-listed 400-level course, integrating course content across the major as part of the capstone project. prerequisite: permission of program director, normally all other required courses in the major must be completed or concurrent [CAP]

Complete one PHIL course from the History of Ideas Series (3 credits)

PHIL 317 ANCIENT PHILOSOPHY (3)

A critical examination of the questions, systems and contributions of the most influential

philosophers of Western antiquity. The pre-Socratics and their legacy of questions and world views are first considered. The philosophies of Plato and Aristotle are examined next in light of the attempts of both philosophers to deal with the inherited questions of pre-Socratics and the moral and cultural problems of their time. Concludes with a look at the Epicurean, Stoic and neo-Platonist philosophies and the influence of neo-Platonism on Christian theology. [AH]

PHIL 319 MODERN PHILOSOPHY (3)

Traces the development and influence of British empiricism and continental rationalism from the scientific revolution of the 17th century through the age of reason, the romantic rebellion and the industrial revolution, and the rise of nationalism. Philosophers to be studied are Descartes, Locke, Berkeley, Hume, Kant, Rousseau, Mill, Hegel, Marx and Nietzsche. [AH]

PHIL 320 20TH CENTURY PHILOSOPHY (3)

A critical examination of the most influential American and European philosophers of the 20th century. Emphasis is placed on the rebellion against 19th-century idealism and metaphysics as manifested in the two divergent and predominant contemporary philosophies: existentialism and analytic philosophy. Russell, Moore, Wittgenstein, Whitehead, Bergson, James, Dewey, Sartre, Kafka and Camus are among the philosophers considered. [AH]

PHIL 321 PHILOSOPHERS THAT CHANGED THE WORLD (3)

Surveys one or more great philosophers of the instructor's choosing in the history of philosophy. Exposes students to an in-depth study of each of the chosen philosopher's ideas and how those ideas changed the world and continue to shape peoples' current understandings. Emphasizes careful study of philosophical texts.

Complete four additional philosophy courses (courses not taken to fulfill the core requirements), two of which must be upper division (300 or 400) and one of which could be a history of ideas course not taken to fulfill the History of Ideas requirement. One philosophy course may be substituted after consultation with the faculty advisor. (12 credits).

PHIL 101 INTRODUCTION TO PHILOSOPHY (3)

Introduces the fundamental questions and problems of philosophy and critically examines how some of the greatest philosophers in the history of Western cultures have attempted to answer these questions. Emphasis is placed on students' demonstration of their own abilities to seek answers to these "eternal questions." A capstone feature of the course challenges students to communicate, orally and in writing, the value of philosophical thinking in their personal lives and their chosen professions. [HIPL] [CTE] [HAT] [AH]

PHIL 140 CONTEMPORARY MORAL ISSUES (3)

Explores contemporary issues of ethical concern. Students are introduced to philosophical reasoning on controversial topics, including the responsibilities of corporations, war and violence, human relationships and other currently debated matters of public policy and personal ethics. The course aims to help students develop abilities to understand, evaluate and construct arguments in the realm of applied ethics. [HIPL] [CTE] [HAT] [AH] [IL] [ETH]

PHIL 150 CRITICAL THINKING AND ARGUMENTS (3)

Explores the process of thinking critically and philosophically and guides students in thinking more clearly, insightfully and effectively. In addition, this course focuses on helping students identify, understand and critically assess philosophical arguments. Students use classic philosophic texts and real-world examples to develop both their critical-thinking skills and their ability (in written and oral forms) to formulate, express and critique arguments. [HIPL] [CTE] [HAT] [AH]

PHIL 200 THE NATURE AND PURPOSE OF LAW (3)

Introduces students to the nature and purpose of law by exploring a number of fundamental questions related to law and its role in our personal, social and political lives. Covers both historical and contemporary accounts of the nature of law, the relationship between law and morality, and legal reasoning, including a discussion of how judges ought to decide cases. Emphasis is on development of student's' critical-thinking and written and oral communication skills.

PHIL 250 SOCIAL AND POLITICAL PHILOSOPHY (3)

Examines the values and principles that establish and justify societies and that determine the rights and responsibilities of a society to its own members; of the members in relation to each other and to the society as a whole; and of a society in relation to other societies. The course considers the application of these principles to such issues as justice, human rights, political and social institutions, and international relations. [AH]

PHIL 280 ENVIRONMENTAL ETHICS (3)

Explores the relationship between humans and the nonhuman environment and guides students in thinking more clearly, insightfully and effectively about that relationship. Students read a wide array of classic and contemporary texts from a variety of philosophic traditions, and they are asked to consider some of the most pressing ethical, political and legal issues concerning our treatment of the environment. [HIPL] [CTE] [HAT] [AH]

PHIL 301 ETHICS (3)

A critical examination of fundamental questions in ethics: What is good and evil? Why be moral? What is right and wrong moral conduct? What does it take to be a good person, and what does it mean to live a good life? Students read a balanced selection of classical and contemporary works and explore a variety of moral issues in personal and professional life. [ETH}

PHIL 302 PHILOSOPHY OF COMMUNITY (3)

Covers some of the basic concerns raised by the cosmopolitan liberalism and communitarian critique. The goals are to help students think through the arguments on each side of this debate and to help figure out for themselves the extent to which they want their lives and the policies of the communities in which they live to reflect either cosmopolitan liberal or communitarian commitments.

PHIL 305 PROFESSIONAL ETHICS IN HUMAN SERVICES (3)

An examination of values, moral principles and ethical issues inherent in, and related to, the human service professions. The major focus is directed toward determining the moral responsibilities of the human service professions and whether the moral responsibilities are being realized.

PHIL 309 EASTERN RELIGIONS (3)

A study of the history, beliefs and rituals of Hinduism, Buddhism, Taoism, Confucianism and Shinto

PHIL 316 LOGIC OF LANGUAGE (3)

An introduction to informal and formal logic. The use and abuse of language in general is first considered, then informal fallacies are examined. Next, deductive, inductive and analogical arguments are distinguished. The remainder of the course is devoted to examining the formal structures of descriptive language and the formal rules of logic.

PHIL 317 ANCIENT PHILOSOPHY (3)

A critical examination of the questions, systems and contributions of the most influential philosophers of Western antiquity. The pre-Socratics and their legacy of questions and world views are first considered. The philosophies of Plato and Aristotle are examined next in light of the attempts of both philosophers to deal with the inherited questions of pre-Socratics and the moral and cultural problems of their time. Concludes with a look at the Epicurean, Stoic and neo-Platonist philosophies and the influence of neo-Platonism on Christian theology. [AH]

PHIL 319 MODERN PHILOSOPHY (3)

Traces the development and influence of British empiricism and continental rationalism from the scientific revolution of the 17th century through the age of reason, the romantic rebellion and the industrial revolution, and the rise of nationalism. Philosophers to be studied are Descartes, Locke, Berkeley, Hume, Kant, Rousseau, Mill, Hegel, Marx and Nietzsche. [AH]

PHIL 320 20TH CENTURY PHILOSOPHY (3)

A critical examination of the most influential American and European philosophers of the

20th century. Emphasis is placed on the rebellion against 19th-century idealism and metaphysics as manifested in the two divergent and predominant contemporary philosophies: existentialism and analytic philosophy. Russell, Moore, Wittgenstein, Whitehead, Bergson, James, Dewey, Sartre, Kafka and Camus are among the philosophers considered. [AH]

PHIL 321 PHILOSOPHERS THAT CHANGED THE WORLD (3)

Surveys one or more great philosophers of the instructor's choosing in the history of philosophy. Exposes students to an in-depth study of each of the chosen philosopher's ideas and how those ideas changed the world and continue to shape peoples' current understandings. Emphasizes careful study of philosophical texts.

PHIL 322 GOD, PHILOSOPHY, AND RELIGION (3)

Examines diverse answers to fundamental questions about religion that have intrigued and puzzled human beings throughout history. Does God exist? If so, what can humans know about God, if anything? If God doesn't exist, could there still be meaning in the universe? To what extent are these questions of reason versus questions of faith? What is evil and why does it exist? Is there life after death? Whether immersed in a religious tradition or not, a proponent of religious belief or a skeptic, this course considers a range of the most influential writings ever created to respond to basic religious questions. [AH] [GD]

PHIL 419 THE WORLD'S RELIGIONS IN AMERICA (3)

Considers Christianity, Judaism, Islam, Hinduism, Buddhism, Native American and other major religions practiced on the American continent. What are these religions about, all of which are practiced in the United States and most of which are practiced within a short walk from the University of Baltimore? The approach is to study the most fundamental ideas at the core of each religion to consider what makes each tradition distinctive and how they relate to each other. The course may include visits to nearby religious institutions. [AH]

PHIL 450 AI AND PHILOSOPHY (3)

Examines the most recent developments in artificial intelligence (AI) in relation to philosophical questions prompted by this far-reaching technology. What is mind and consciousness in human beings, and to what extent does AI have the potential to replicate these qualities? What are the most important ethical, legal, and political impacts raised by AI developments? The class guides students in thinking more clearly and systematically about how to address these and other philosophical questions related to AI. Students read a wide variety of classic and contemporary texts from diverse philosophical traditions. Course activities include extensive use of AI.

PHIL 460 MORAL LEADERSHIP AND THE PURSUIT OF EXCELLENCE (3)

Introduces a range of diverse philosophical writings about the nature of moral leadership and excellence. What are the special qualities that enable someone to become a moral leader? What kind of knowledge and character do moral leaders have? When moral leaders

pursue excellence, what kind of excellence is this? Is "morality" irreducibly subjective or are there objective standards to moral leadership? Beginning with philosophical accounts such as Aristotle's ethics and Socrates' trial and death, and continuing through contemporary literature, such as in the life and writings of Martin Luther King, Jr., philosophers and theologians, among others, have tackled the most fundamental questions of moral leadership. This course presents some of the best philosophical writings on the nature of moral leadership and excellence and applies these ideas for understanding the current world and our roles within it.

PHIL 470 PHILOSOPHY AND AMERICAN SOCIETY (3)

Develops the notion of public philosophy in American society, integrating civics education, democratic theory, and social and political philosophy. Ranging from Supreme Court decisions to political debate to the distinctive nature of American philosophy, the course explores fundamental philosophical arguments that have shaped and influenced American life.

PHIL 480 PHILOSOPHY, LAW, AND CURRENT EVENTS (3)

Studies the intersection of philosophical ideas with current events, with a special focus on law-related events, as well as politics, government and economics. The main text is typically the print edition of a nationally or internationally respected newspaper or periodical, such as The New York Times or The Economist. Students read the paper / periodical alongside a selection of philosophical writings relevant to understanding domestic and international news. The course offers the unique format of studying a newspaper or periodical closely as a main text. The approach is to show how a philosophical analysis of this range of information provides value and insight, and develops a life skill, for whatever educational objectives students wish to pursue. The aim is both to understand the relevance and application of important philosophical ideas to current events, and to deepen the ability to address enduring philosophical questions through a study of current events.

PHIL 490 THEORIES OF JUSTICE (3)

Examines competing classical and contemporary theories of justice at the foundations of law and morality, from such philosophers as Plato, Kant, Rousseau, Marx, Rawls and others from diverse traditions. Demands for justice are often deep and enduring, and their claims create deep intellectual disagreements: What is justice? What does it mean to be a just person or to live within just institutions? What is the nature of injustice and wronging others? The course examines concepts often at the center of competing ideas of justice, including equality, the rule of law, human rights, the common good, the social contract, what people deserve, sovereignty and liberty. These concepts shape social, economic and political institutions, as well as our personal lives. [AH]

PHIL 492 INDEPENDENT STUDY (1 - 6)

Provides for individual work in research. prerequisites: presentation of a research proposal to the divisional chair, and permission of the chair and instructor. prerequisites: 3.5 GPA

and permission of the Denit Honors Program director

PHIL 493 HONORS SEMINAR (3)

An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.5 GPA and permission of the Denit Honors Program director

PHIL 494 HONORS PROJECT (1 - 6)

Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

PHIL 495 EXISTENTIALISM (3)

An in-depth study of one of the most provocative philosophies of the modern age. The major works of the leading philosophers of the movement are examined as well as the expression of their philosophies in contemporary art, poetry, fiction and cinema.

PHIL 496 INTERNATIONAL LAW AND MORALITY (3)

Explores the relationship between international law and morality and guides students in thinking more clearly, insightfully and effectively about the various legal, political and social institutions that make up the international legal regime. Students read a wide array of classic and contemporary texts from a variety of philosophic traditions, and they are asked to consider some of the most pressing conceptual and ethical issues concerning international law. [AH] [GD]

PHIL 497 SPECIAL TOPICS IN PHILOSOPHY (3)

Intensive exploration of topics in philosophy of mutual interest to faculty and students. Content varies according to the concurrent interests of faculty and students. The subject studied appears under the Topics heading in the class schedule. Course may be repeated for credit when topic changes.

PHIL 498 INTERNSHIP IN PHILOSOPHY, LAW, AND ETHICS (1 - 3)

Designed for students who wish to observe and gain firsthand experience at designated profit or nonprofit organizations in the greater Baltimore community. Students work with a mentor at the organization to write a substantial essay (15-25 pages) or academic equivalent that integrates the internship experience with academic content in the Philosophy, Law and Ethics major, guided by the faculty program director or designee. Eligible for a continuing

studies (CS) grade. prerequisites: interview with and permission from the PLE faculty program director prior to the internship.

Law and History

HIST 295 THE HISTORIAN'S TOOLKIT (3) (3 credits)

What constitutes historical evidence? What sources are credible? What historical context is necessary to understand information? How do you uncover evidence about past events? How do you organize information to make an historical argument? This course asks you to consider these questions as you develop historical thinking skills to investigate a person in your past. In the process you will discover ways you can employ historical research methods in a variety of professional fields. [IL]

HIST 495 SENIOR SEMINAR IN HISTORY (3) (3 credits)

The HIST 495 Senior Seminar is a capstone course for history major. This seminar-style class will provide students with an opportunity to express their creativity and demonstrate their conceptual understanding of historical works-analyzing primary sources, weighing evidence, and debating historical interpretations. Students' final work can be a traditional research paper, or a project portfolio, depending on their major concentration. This 3 credit-course is one of the two core requirements. Students need to earn a C or higher to fulfill this major requirement. Prerequisite: HIST 295. [CAP]

Complete One 100- or 200-level HIST course (3 credits):

HIST 101 WORLD HISTORY TO 1500 (3)

Explores the emergence of the modern world, from prehistoric times to early modem times, through an examination of selected themes across the world's cultures. Themes may include the arts, society and religion, global interaction of cultures or competing ideas of human dignity and self-determination. Special emphasis is given to the role of deep cultural roots over the long term of historical development and the long-term effect of traditional values and cultural practices. [HIPL] [HAT] [AH] [GD]

HIST 102 WORLD HISTORY SINCE 1500 (3)

Explores the emergence of the modern world, from the end of the 15th century to contemporary times, through an examination of selected themes across the world's cultures. Such themes may include the arts, society and religion, global competition and human rights, technological change, nationalist movements and self-determination. Special emphasis is given to the interaction and interdependence of the world's population as a whole. [HIPL] [HAT] [AH] [GD]

HIST 111 EARLY AMERICA (3)

This course focuses on the history of the United States to 1860 with emphasis on large-scale social and cultural phenomena such as the origin and impact of colonial migration, the forming of regional identities, the role of political ideologies and the influence of social movements. [HIPL] [HAT] [AH]

HIST 112 MODERN AMERICA (3)

Focuses on the history of the United States from the 1860s to the present with emphasis on major social and cultural trends and movements. Topics include impact of race and ethnicity, rise of the New South, role of -political ideologies, reform and labor movements, and migration and immigration. The history of ordinary people is stressed. [HIPL] [HAT] [AH]

HIST 123 WORLD HISTORY OF ART (3)

Student explore human creations inspired by the natural world, love and religion. Students are introduced to the iconography and the artistic connections between global cultures, including those of Africa, Asia and Europe. Incorporating the printed works of critics and historians, museum pieces, archaeological evidence and electronic media, this course teaches students how to interpret an image as a primary source document, emphasizing the political, religious and urban contexts of artistic creation. [HIPL] [HAT] [AH] [GD]

HIST 197 CONFLICTS IN HISTORY (3)

History is an ongoing inquiry and debate, rarely—if ever—set in stone. Introduces students to the major themes of history and the ingredients of the discipline. Presents a selection of major human conflicts of the past 3,000 years and the historical debates they have inspired. Students discover the roots and consequences of American, European or world conflicts in history, using primary sources to hear the actors in their own words. Leads to discovery that many of the problems of the past still have effects in the present. [HIPL] [HAT] [AH] [GD]

HIST 204 AFRICAN AMERICAN HISTORY TO 1865 (3)

Examines African American history before 1865, including such topics as the North American slave trade, the lived experience of enslaved Blacks, the lives of free Blacks who were not enslaved and the rise of the abolition movement. [AH] [GD]

HIST 205 AFRICAN AMERICAN HISTORY SINCE 1865 (3)

Examines African American history since 1865, including such topics as Reconstruction, the rise of racial segregation and legal White supremacy, Black popular culture, African Americans in all regions of the country and the Long Civil Rights and Black Power movements. [AH] [GD]

HIST 240 EVERYDAY LIVES (3)

Social history illuminates the lives of ordinary people. This skills course introduces the methods of the social historian to the beginning student. Students read examples of

masterful social histories and engage in original research to produce their own depictions of everyday life in a particular period of the past. [HIPL] [HAT] [AH]

HIST 250 DIGITAL HISTORY (3)

Students assess the range and quality of online information about their favorite historical topic. As the projects of amateurs, curators, activists, students, and historians fill the Internet, whose version of the past can we trust? Students engage digital humanities literature and theory, case studies, and map out their topic as it appears on the Web. [AH] [IL]

HIST 290 GREAT ISSUES IN HISTORY (3)

Focusing on a single topic or theme of historical and contemporary interest, this course emphasizes the roots of great issues in history. The course focuses on understanding and applying historical methods, analyzing issues in their broader historical context and analyzing a variety of historical sources. The topic for a given semester appears in the schedule of classes. [HIPL] [HAT] [AH]

Complete Three 300- or 400-level HIST courses (courses not taken to fulfill core requirements; 9 credits)

HIST 306 POPULAR MUSIC IN U.S. HISTORY (3)

Explores popular music's relationship to social, economic and cultural transformations in the United States' history, with a focus on race, gender, class and sexuality. Topics include hip-hop, jazz, Motown, disco, punk, blues, house and club music. [AH]

HIST 308 HISTORY OF AMERICAN BUSINESS (3)

An historical survey of American business and labor from Colonial America to the recent past. [AH]

HIST 310 ANCIENT CIVILIZATIONS (3)

The origins of European civilizations are traced to the societies of the Ancient Near East, Greece and Rome. Special emphasis on the development of complex societies and on such themes as the individual and society; freedom and slavery; and magic, religion and rationalism.

HIST 312 AGE OF REVOLUTIONS (3)

A study of European culture and thought from the Renaissance to the end of the Napoleonic Wars. Special emphasis on the origins and impact of the scientific, industrial, and political revolutions.

HIST 313 EUROPE 1815-1914 (3)

Surveys European history in the 19th century, a time of enormous cultural, social, economic, and political change. Focuses on the dominant powers of Europe—England, France, Germany, and Russia—and examines the impact of new ideologies such as nationalism, liberalism, socialism, and right-wing radicalism. [GD]

HIST 314 WAR IN EUROPE, 1914-1945 (3)

World War I destroyed the institutions and values of traditional European society and ushered in a new era of European history. This course covers the causes, experience and impacts of World War I and World War II; the rise of extremist ideologies in the interwar era; the Holocaust, and the development of modernism in European society in the years up to 1945. [HIPL][GD][AH]

HIST 315 EUROPE SINCE 1945 (3)

This course examines all aspects of European history since 1945, focusing on trends and issues in both western and eastern Europe. [HIPL] [HAT] [AH]

HIST 316 BLACK EUROPE (3)

What were the roles Black people played in Europe's modern history? Why do they remain absent from the way people characterize the continent's history? This course takes a deep dive into the stories of men and women of African descent who contributed to European politics and culture, or subverted norms, since the French revolution. Students will use biographies and autobiographies, fiction, film, and the words of historical figures themselves to discover the extraordinary agency of Black women and men who left their mark on Europe and its colonies. [AH] [GD]

HIST 321 AMERICA SINCE 1940 (3)

Examines the United States from 1940 to the 21st century and explores such topics as the Cold War, suburbanization, the civil rights movement, feminism, LGBT activism, the war in Vietnam, deindustrialization, the New Left, the New Right, the War on Drugs, the AIDS crisis, the War on Terror, electoral politics and more. [AH] [GA] [DP]

HIST 324 MODERN CHINA (3)

Introduces the changes and continuities of modern China since 1860. Students learn to apply their knowledge of Chinese history and historical methodology to analyze current affairs. Students read and analyze primary and secondary sources of modern China and engage in original research to construct their own analysis of one aspect of modern Chinese history. [HIPL] [AH] [GD]

HIST 325 PRISONS AND POLICE IN U.S. HISTORY (3)

Examines the history of such topics as mass incarceration, the origins of urban law enforcement, convict labor, the War on Drugs, the growth of federal law enforcement agencies and how racial inequality has shaped prisons and policing. May not be used to

meet major requirements in the BS in Criminal Justice. [GD]

HIST 326 MODERN JAPAN (3)

Explores the historical transformation that has led to the development of modern Japan from the slow decline of the Tokugawa shogunate in the 19th century to present. Covers such topics as the fall of the Tokugawa order; Meiji Restoration and Japan's rapid modernization; the rise of Japanese imperialism and its demise through the Pacific War, and Japan's post-war development in political, economic, social and cultural realms. While developing critical-thinking and communication skills, students also learn to apply their knowledge of Japanese history to analyze an aspect of modern Japanese life. [GD] [AH]

HIST 328 MODERN KOREA (3)

Introduces the making of modern Korea over the last two centuries, the tumultuous times that eventually created the two Koreas of today. Examines how Korea changed from an agricultural kingdom to two distinctive Koreas: urban, industrialized and democratic South Korea and communist North Korea. Examples of topics include: changes in Korea Confucianism; Korea's reaction to the 19th century imperialism; impacts of the Japanese colonial rule (1910-1945); establishment of two Koreas, and the two Koreas' place in the 21st century world. [GD] [AH]

HIST 330 IMMIGRATION AND LAW IN U.S. HISTORY (3)

Provides a chronological overview of the history of immigration to the United States to demonstrate the centrality of immigration to U.S. history. Through examination of the key immigration and naturalization laws and their context, students will see how current discussions on immigration are deeply rooted in centuries-long legal and cultural debates about who is allowed into the country and what it means to be an American citizen. In addition, students will look at the changing immigration patterns and the historical causes and contexts that brought different groups of immigrants to the U. S. at different times, narrating the history of the global U.S.

HIST 335 RACE, GENDER, SEXUALITY AND THE LAW IN U.S. HISTORY (3)

This course examines how race, gender, and sexuality have historically shaped and been shaped by societies, legal systems and political structures in the United States from the colonial era to the present. By analyzing key historical events, legal cases, legislation and social movements, the course investigates how these categories have functioned as both sources of self-identity and collective belonging, as well as catalysts for cultural and political conflict and changes. It also considers how race, gender and sexuality have been constructed and regulated through government policies and legal frameworks. Through critical legal theories and scholarly debates, students will explore the evolving application of law in reinforcing and challenging social hierarchies, gaining a nuanced understanding of the intersections of identity, justice and legal systems in the United States.

HIST 340 AMERICAN LEGAL HISTORY (3)

A general survey of the development of American law from colonial times to the present. Emphasizes the importance of social change and political conflict in legal development. Topics include the reception of English law in the colonies, the establishment of the federal court system and the struggle to modernize American law in the 19th and 20th centuries. Coursework involves the analysis of original legal documents and materials.

HIST 344 WORLD WAR II (3)

A comprehensive study of the origins, events, and effects of the 20th century's second experience in total war.

HIST 345 POLITICS IN U.S. HISTORY (3)

Examines lawmakers, political parties and protest movements from the United States' founding to today with a focus on such legislative developments as the Constitutional Convention, laws to both protect and limit slavery before the Civil War, the Reconstruction amendments, Progressive-era and New Deal legislation to regulate business and the social safety net, civil rights legislation of the 1960s and '70s and competing efforts to limit and expand civil rights legislation and corporate regulations from the 1980s to the 21st century [GD]

HIST 350 HISTORY OF U.S. FOREIGN RELATIONS (3)

Ever since the 1890s, the foreign policy of the United States has profoundly affected the lives of its own citizens as well as that of many others around the world. This course examines major international events of the past 120 years and the way in which the United States has led and/or responded to them. It also examines different approaches in the study of U.S. foreign relations to broaden the analytical framework of the study of the field. This course, thus, helps expand students' understanding of U.S. history as well as that of the world around it. It also helps them to better understand the globalizing world in which they live, the relevance of U.S. foreign relations to their lives, and their own potential as agents of change. [AH][GD]

HIST 354 HISTORY OF GERMANY (3)

A study of Germany from unification to the present, with an emphasis on German politics, society and economics before 1933, the rise and fall of National Socialism, the division of Germany after World War II and the unification of Germany in 1990.

HIST 360 DARWIN, MARX, NIETZSCHE AND FREUD (3)

Examines the most controversial thinkers of the 19th century in the context of European imperialism and the Industrial Revolution. The course also brings to light the professional and political achievements of European women in the second half of the 19th century. [AH]

HIST 364 CIVIL RIGHTS IN U.S. HISTORY (3)

Explores how legal institutions, leaders and grass-roots movements in the United States

have pursued, debated, and defined the concept of civil rights in relation to race, gender, sexuality, disability, immigration status and more. [AH] [GD]

HIST 375 CIVIL WAR AND RECONSTRUCTION (3)

A social and political study of the era of disunion and reunion, 1848-1877, with special emphasis on the causes of the conflict and its impact on race relations, national institutions, and the Southern states.

HIST 380 THE CHESAPEAKE WORLD (3)

The Chesapeake Bay is the largest estuary in America and a complex ecosystem that has served as a "protein factory" for thousands of years. The Bay's human history includes the Powhatan, the Piscataway, the Nanticoke, the first permanent English settlement in North America, and the first enslaved Africans. This course examines the environmental history of the Chesapeake, the effect of human settlement on its biodiversity, and the ways that history helps us make ethical choices about the future of the bay.

HIST 381 AMERICAN CITIES (3)

Urbanization as a major theme in American history, beginning with the establishment of American cities and ending with contemporary urban life. Topics include city and the frontier; the premodern city; the emergence of industrial cities; urban transportation networks; immigrants, bosses and reformers; the emergence of urban institutions; the growth of suburbia; and the urban crises of the 1960s. [AH]

HIST 382 HISTORY OF BALTIMORE (3)

Social and economic changes that took place in American cities. Emphasis is placed on a detailed study of Baltimore as it exemplified changes taking place during the period. Major themes are industrialization and racial and ethnic diversity. [GD]

HIST 385 U. S. WOMEN'S HISTORY (3)

Using case studies, this course examines the changing roles of women in American society. Topics such as family, work, education, sexuality and women's rights are explored. Emphasis is placed on both the variety of women's experiences and the evolving concerns and position of American women as a group. [AH]

HIST 390 FILM AND HISTORY (3)

A close study of historic events, people, and issues as interpreted and presented in visual media, primarily feature films, documentaries, or television series. Historical subject and type of media program varies from semester to semester. May be repeated for credit when the topic changes. [AH] [GD]

HIST 391 HISTORY OF FASHION (3)

A history of fashion, fashion designers and the global fashion system from the 19ty century to the present. Topics include the iconic designers, the history of African-American fashion, fashion and gender, and how people have consumed fashion. [AH] [GD]

HIST 396 INTRODUCTION TO PUBLIC HISTORY (3)

A survey of the professional applications of historical analysis in settings outside academe focusing on the practice of history in museums, archives, historical societies and preservation. Guest speakers and site visits are featured. [TF]

HIST 434 CONSTITUTIONAL HISTORY (3)

A historical study of the background and establishment of the American Constitution and its political and social effects on American life from 1789 to the 20th century.

HIST 438 GREAT TRIALS IN HISTORY (3)

A study of the interplay between society and the conduct and outcome of some controversial criminal trials. With each offering of the course, some of the following trials are studied: Guiteau, Dreyfus, Casement, Sacco-Vanzetti, Scopes, Scottsboro, Hiss and Rosenberg.

HIST 440 HISTORY OF COMMON LAW (3)

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

HIST 445 TOPICS IN THE HISTORY OF RELIGION (3)

Intensive study of particular topics in the history of religion, ranging from Christianity and Judaism to Eastern religions or American religious history. Topic varies depending on the interests of the faculty and students. May be repeated for credit when the topic changes.

HIST 460 THE COLD WAR, 1945-1990 (3)

For almost half a century following World War II, the United States and the Soviet Union engaged each other and their respective allies in an epoch-making global confrontation known as the Cold War. This course explores the origins, evolution and effects of that conflict and its role in shaping modern history. Topics include the nuclear arms race, the series of crises involving Berlin, the U-2 affair, the Cuban missile crisis, related conflicts in Southeast Asia, détente, impact on American culture and more.

HIST 466 HISTORY OF AFRICA (3)

Studies in African history from early cultures to the late 19th century.

HIST 477 TECHNOLOGY AND HISTORY (3)

Selected topics in the cause-and-effect relationship of technological developments on societies in various historical periods.

HIST 490 INTERNSHIP (1 - 3)

Provides an opportunity to gain experience in the practical application of historical analysis through work assignments with the appropriate historical and related cultural agencies. The course instructor and staff at each agency supervise the student's participation. Course is eligible for a continuing studies grade. prerequisite: approval of the instructor

HIST 492 INDEPENDENT STUDY (1 - 3)

Provides for individual work in research. prerequisites: presentation of a research proposal to the program director and permission of the program director.

HIST 496 SEMINAR IN PUBLIC HISTORY (3)

Students research and present a major project on a selected topic in public history. Projects are based on collaboration with external organizations or groups.

HIST 497 SPECIAL TOPICS IN HISTORY (3)

Intensive exploration of topics in history of mutual interest to faculty and students. Content varies according to the interests of the faculty and students. The topic studied appears under that name in the class schedule

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

To be eligible for graduation, UBalt undergraduate students must complete 38 credits of general education as well as five courses that meet graduation requirements criteria specified in the UBalt Learning Goals.

The categories included in the General Education group are the following:
- Arts & Humanities [AH] (6 credits)
- Upper-Division Ethics [UETH] (3 credits)
- Biological & Physical Sciences [BPS] (3 credits)
- Biological & Physical Sciences Lab [BPSL] (4 credits)
- English Composition [COMP] (3 credits)
- English Composition, Upper Division [UCOMP] (3 credits)
- Mathematics [MA] (3 credits)
- Social & Behavioral Sciences [SBS] (6 credits)
- General Education Electives [ELECGE] (7+ credits)

The categories included in the Graduation Requirements group are the following:
- Global Awareness and Diverse Perspectives [GD]

• Information Literacy [IL]
• Oral Communication [OC]
• Technological Fluency [TF]
• Capstone Experience

There are numerous courses in our proposed major that fulfill general education and graduation requirements. Please see the course descriptions for those certified by the University as meeting specific requirements.

This allows students enrolled in the program to fulfill at least 6 credits towards their degree as well as their General Education and Graduation Requirements, leaving 32 credits for the student to fulfill by selecting courses of interest. We chose not to include other specific courses, as students should have the ability to complete courses in disciplines that are most appropriate to their personal, professional, or academic interests, as appropriate in an institution such as The University of Baltimore. This choice also helps students transferring into the University by accepting as many General Education and Graduation Requirement courses as possible, therefore reducing the number of credits necessary beyond the program requirements.

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

Not applicable.

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

Not applicable.

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

UBalt's website is a valuable resource providing students with up-to-date information, including details about program curricula, course and degree requirements, expected technology competencies and skills for each degree, technical equipment prerequisites for courses, academic support services, available financial aid resources, comprehensive cost breakdowns, and payment policies. Students can also access information about our state-of-the-art learning management system (LMS), Canvas, which serves as a vital platform for their educational journey.

Additionally, Canvas provides a range of student tutorials to assist with LMS navigation, ensuring students can make the most of its features. Moreover, individual courses can offer resource materials through this platform, further enhancing the learning experience. Our commitment to student success extends to ensuring accessibility. The University's Office of Disability and Access Services maintains a dedicated website and physical office with regular office hours. UBalt also provides access to video and audio technologies to assist students who

require accommodation.

The Division of Student Support and Access Services, along with the Bogomolny Library, offer a variety of academic and other support services, including access to counselling resources, available 24/7, to foster the overall well-being of students at UBalt. The Office of the Dean will work with the website content manager to ensure that the LPH curriculum is developed and regularly maintained. The catalogue will be revised to reflect the new program requirements, and an updated Guide to Graduation for the B.A. in LPH will be provided.

Information about course formats and technology assumptions, as well as any equipment requirements, will be available to students in the course schedule. Each student will

receive a syllabus that outlines student learning outcomes, course format, technology needs, and campus resources. These resources include the Office of Disability and Access Services, the Academic Support Center (which has a Writing Center), and the Office of Technology Services.

The faculty of the LPH program can offer the additional assurance that students will be provided with clear, complete and timely information related to their pursuit of the LPH degree at UBalt through their interactions with their instructors. The faculty of the LPH program are experienced educators who follow the standard practices of the University, thus assuring that degree requirements, course schedules, faculty office hours, access to technology, understanding of course modalities and alternatives will not only be available through UBalt platforms but as the main point of contact for students, faculty will be attentive to such needs.

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

The program director will communicate with the YGCAS and UBalt marketing departments to ensure that any marketing materials, such as program fact sheets and webpages, reflect the new curriculum. See above for information about the catalogue and website. The catalogue is updated annually and posted online, in addition to the routine program web page updates.

H. Adequacy of Articulation (as outlined in COMAR 13B.02.03.19)

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

Faculty in the proposed Program have already reached out to, and have had exchanges with, Anne Arundel Community, Harford Community College, and Montgomery Community College for articulation with their A.A. degrees. An articulation agreement from Anne Arundel will be attached to this document for final USM approval.

The LPH Program is within the scope of Accelerated BA-MS programs within the University of Baltimore, as articulated by the University System of Maryland's rules for Accelerated Programs. Under this Policy, an undergraduate student with a GPA of 3.5 or higher, with at least 15 credits earned at UBalt, and meeting the admission standard of the intended graduate program for the

accelerated option is allowed to take up to 9 graduate credits and double count them towards their graduate degree. The following UBalt graduate programs are currently available to students as options for accelerated degree completion in one or more of our current programs.

• J.D. in Law
• M.A. in Legal Studies
• M.S. in Conflict Negotiation and Conflict Management
• M.A. in Global Affairs and Human Security
• M.P.A. in Public Policy

LPH faculty are currently working on a Memorandum of Understanding with the UBalt law school regarding Early Entry pathways from LPH to the UBalt law school.

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

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

The University of Baltimore has the necessary faculty to successfully deliver the LPH curriculum without any additional resources. There are five tenured professors and one full-time contract professor in the Yale Gordon College of Arts and Sciences (YGCAS) committed to the LPH program (Joshua Davis, Justin Hollimon, Nicole Hudgins, Joshua Kassner, Steven Scalet, and Boram Yi) to deliver the courses. Three hold PhDs in history (Davis, Hudgins, and Yi), two hold PhDs in philosophy (Kassner and Scalet), two also hold JDs (Hollimon and Kassner), and one also holds an MA in economics (Scalet). Adjunct and affiliated faculty include Jason Trumpbour (law and history), Michael Moran (law), Domonique Flowers (law and history), and Daniel Jenkins (applied ethics), who share expertise in related fields. Additionally, the scholarship of the faculty is united by efforts to seek a humanistic and critical understanding of the social, political, and legal practices, principles, and institutions that shape and govern our shared lives. The LPH curriculum can be fully delivered and administered through its existing faculty, though growth in the program may necessitate future hiring.

Name	Degree	Rank	Status	Field	Courses Taught
Joshua Davis	PhD	Associate Professor	Tenured	History	History, Legal Studies
Domonique Flowers	JD/MA	Adjunct Professor	Part-time	Law/History	History, Legal Studies
Justin Hollimon	JD	Lecturer	Full-time	Law	Legal Studies

Nicole Hudgins	PhD	Professor	Tenured	History	History, Legal Studies
Daniel Jenkins	MA	Adjunct	Part-time	Philosophy	Philosophy
Joshua Kassner	PhD / JD	Professor	Tenured	Philosophy / Law	Philosophy, Legal Studies
Michael Moran	JD	Adjunct Professor	Part-time	Law	Legal Studies
Steven Scalet	PhD / MA	Professor	Tenured	Philosophy / Economics	Philosophy
Jason Trumpbour	PhD / JD	Adjunct Professor	Part-time	History / Law	Legal Studies, History
Boram Yi	PhD	Associate Professor	Tenured	History	History, Legal Studies

I.2. **Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:**

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

The University of Baltimore provides periodic training to its faculty on the use of the latest online and face-to-face teaching tools as well as professional development opportunities through attending national conferences and training, such as for example, Coursera, EdX, etc. The faculty is also afforded various opportunities to attend continuing professional education sessions through other providers of technical skills training, such as Coursera and Udemy. In addition to access to such formal professional development, the faculty of LPH and its constituent disciplines regularly engage in critical assessment of their teaching, seeking both rigor and effectiveness.

b) *The learning management system (LMS)*

The University of Baltimore periodically provides necessary training in its Learning Management System, Canvas, through its Center for Excellence in Learning, Teaching and Technology (CELTT) as well as periodic quality reviews of the faculty's utilization of LMS.

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

Not applicable.

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

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

The program does not require additional library resources beyond those already provided by the University of Baltimore's Bogomolny Library, which provides an adequate level of access to relevant academic, peer-reviewed resources such as journals and conference proceedings. In addition, students will have access to the Law Library located in UBalt's Angelos Law Center, one of only two law libraries in the state and one with multiple reference librarians specializing in legal research who are available to work with undergraduate students.

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

K.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 University of Baltimore's current facilities provide excellent conditions for students in the proposed Program. Students will have access to multiple computer labs. The instructors' stations in our classrooms are adequately equipped for face-to-face instruction, and they have up-to-date IT infrastructure. The University provides students with loaner laptops whenever they need them.

K.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*

The University of Baltimore provides every student with an email address, access to our learning management system (Canvas), and free access to Office 365 software (Word, Excel and PowerPoint). All faculty and credit-earning students are provided with an institutional e-mail account that integrates with the institution's learning management system. We will use Canvas to deliver material that is supplemental to our face-to-face instruction, such as peer-reviewed articles, videos related to topics discussed during meetings, and step-by-step tutorials.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR13B.02.03.14)

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

The Yale Gordon College of Arts and Sciences projects modest growth in this program over the next several years. We assume a 2% growth in enrollments, along with a 2% growth in tuition

revenue. Also assumed is a mix of 3:1, full-time to part-time students, based on historical data.

Table 1: Program Resources					
Resource Categories	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031
1. Tuition and Fee Revenue (c + g below)	$1,713,180	$1,791,130	$1,871,512	$1,954,393	$2,039,841
a. Number of F/T students	60	61.5	63	64.5	66
b. Annual Tuition/Fee Rate	$24,474	$24,963	$25,463	$25,972	$26,491
c. Total F/T Revenue (a*b)	$1,468,440	$1,535,254	$1,604,153	$1,675,194	$1,748,435
d. Number of P/T students	20	20.5	21	21.5	22
e. Credit Hour Rate	$1,020	$1,040	$1,061	$1,082	$1,104
f. Annual Credit Hours	12	12	12	12	12
g. Total P/T Revenue (d*e*f)	$244,740	$255,876	$267,359	$279,199	$291,406

L.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.**

The college is not requesting any additional resources at this time. The expenses model below assumes no COLA or merit pay.

Table 2: Program Expenditures					
Resource Categories	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031
1. Faculty (b + c below)	$809,097	$809,097	$809,097	$809,097	$809,097
a. Number of FTE	5.67	5.67	5.67	5.67	5.67
b. Total Salary	624,411.31	$624,411	$624,411	$624,411	$624,411
c. Total Benefits	$184,685	$184,685	$184,685	$ 184,685	$ 184,685
2. Admin Staff (b + c below)	$0	$0	$0	$0	$0
a. Number of FTE	0	0	0	0	0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
3. Support Staff (b + c below)	$0	$0	$0	$0	$0
a. Number of FTE	0	0	0	0	0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
4. Technical Support and Equipment	$0	$0	$0	$0	$0
5. Library	$0	$0	$0	$0	$0

6. New or Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses	$0	$0	$0	$0	$0
Total (Add 1 through 7)	$809,097	$809,097	$809,097	$809,097	$809,097

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

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

The University has a shared governance process for curriculum approval. Both new courses and new programs are required to submit student learning outcomes (SLOs), which are then evaluated by faculty curriculum committees, plus staff in the deans' and provost's office.

The assessment of program student learning outcomes is faculty driven. Assessment generally occurs within courses, but assessment results are shared and evaluated within the Yale Gordon College of Arts and Sciences.

Faculty are evaluated annually by their supervisor and dean. In addition, policies for tenure-track and tenured faculty call for in-depth peer review at regular intervals.

All courses undergo student evaluation using the college-wide software tool Explorance Evaluations. Students complete evaluations of their course and the instructor at the end of each semester, using an online form. Data from these evaluations are incorporated in the annual chair's evaluation of faculty and are used in faculty promotion and tenure decisions.

M.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.**

Student learning outcomes are assessed over a two-year cycle using direct and indirect measures. The primary assessment measures are direct assessments administered within courses, evaluated by faculty, reviewed by programs, and affirmed by the Yale Gordon College of Arts and Sciences as a whole. Retention is a key metric of the quality of our courses, and faculty and retention data are reviewed on an ongoing basis, as are student evaluations of faculty. These evaluations have highlighted improvements that can be implemented across the curriculum in course delivery and feedback. As we implement the new curriculum, we have created a new assessment plan. Embedded assessments will be deployed beginning in Fall 2026 for the new program goals and the faculty will use this data to drive curriculum improvement.

Assessment for the new major will involve two program SLOs and two additional separate SLOs for each track. For the core program requirements, we will assess one core SLO per year. Faculty will assess core SLOs using a rubric that can apply to all Legal Studies, Philosophy and Law, and History and Law courses offered in the core requirements. To ensure consistency and comparability across disciplines, we will develop a common rubric aligned with program SLOs. We will rotate faculty assessors using a numerical rubric to indicate levels of student accomplishment. Track SLOs would be assessed by faculty teaching in that track.

Faculty in the new program will have opportunities to discuss where learning objective results are the strongest and where they are weakest, create focused adjustment plans going forward, and measure the effects of adjustments. The previous versions of the programs have had good experience with that process. In that way, a virtuous cycle helps faculty to continuously improve the courses and the program as a whole, in alignment with program goals.

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

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

The University of Baltimore is a diverse institution, with an average undergraduate age of 31.5 and a majority-minority undergraduate population. The university's most recent data show that 51 percent of UBalt undergraduates are African American, 5 percent are Latino, 5 percent are Asian, and 32 percent are white, with a total 62.1 percent of students who are underrepresented minorities. In addition, 66 percent of our undergraduates receive Pell Grants.[6]

The University serves non-traditional students, which includes many working adults. UBalt's current strategic plan underlines the importance of diversity, equity, and inclusion, and one of the strategic goals is specifically to strengthen UBalt's commitment to these core values. The LPH program will positively advance the State's Minority Student Achievement Goals by serving these students' pathways for professional success in the Maryland region and beyond.

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

O.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)

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

Not applicable.

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

Not applicable.

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[6] *The University of Baltimore Factbook 2025*, 58, https://www.ubalt.edu/about/offices-and-services/institutional-research/ubreporting.cfm; additional analysis completed by The Office of Institutional Effectiveness with data supplied by The Office of Financial Aid.

ACADEMIC PROGRAM ARTICULATION AGREEMENT BETWEEN
ANNE ARUNDEL COMMUNITY COLLEGE
AND
UNIVERSITY OF BALTIMORE REGARDING TRANSFER FROM A.A.S. PARALEGAL STUDIES TO BA LAW, PHILOSOPHY, HISTORY

This Academic Program Articulation Agreement ("Agreement") is entered into by and between Anne Arundel Community College (the "Sending Institution") and University of Baltimore (the "Receiving Institution") (collectively, the "Institutions") to facilitate the transfer of academic credits from A.A.S. Paralegal Studies (55990, 2203021) at Anne Arundel Community College, for the completion of BA Law, Philosophy, History at the University of Baltimore (the "Program(s)").

A. Qualifying Students

This Agreement pertains to the transfer of "Qualifying Students", *i.e.,* those students who:
1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission to the Receiving Institution

B. Responsibilities of the Institutions

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer into from the Transferring Institution into the Receiving Institution for the completion of the Program.

2. Courses that the Receiving School will accept credits for towards completion of the Program include:

Sending Institution Course			Receiving Institution Comparable Course			
Course number	Course name	credits	Course number	UBalt Equivalency	Credits	Applied to
ENGL 101 or 101A	Academic Writing & Research 1	3	WRIT 101	College Composition	3	Gen Ed Writing Comp
ENG 102	Academic Writing & Research 2	3			3	Gen Ed AH
MAT 100	The Nature of Mathematics	3			3	GE Mathematics

Sending Institution Course			Receiving Institution Comparable Course			
Course number	Course name	credits	Course number	UBalt Equivalency	Credits	Applied to
	Ged Ed Wellness	3		Depends on course chosen	3	GE Elective
	Biological & Physical Sciences - Lab	4		Depends on course chosen	4	Gen Ed Lab Science
	GE Social Behavioral Sci	3		Depends on course chosen	3	Gen Ed SBS
LGS 271	Civil Rights Law	3			3	Gen Ed AH
LGS 111	Introduction to Paralegal Studies	3			3	General Elective
LGS 112	Law Office Practice and Technology	3			3	General Elective
LGS 141	Electronic Legal Research	1				
LGS 143	Legal Research & Writing 1	3			3	General Elective
LGS 144	Legal Research & Writing 2	3			3	General Elective
LGS 170	Civil Procedure	3			3	General Elective
LGS 171 orLGS 160	Tort Law or Domestic Relations	3			3	General Elective
LGS 210	Legal Ethics	3			3	General Elective
LGS 215	Criminal Law	3			3	Elective SBS
LGS 253	Business Law	3			3	General Elective
LGS Elective	Depends on course chosen	3			3	General Elective
LGS Elective	Depends on course chosen	3			3	General Elective
LGS Elective	Depends on course chosen	3			3	General Elective
General Elective	Depends on course chosen	1				General Electives
	Total Credits	60				

Articulation Agreement Template is provided by the Maryland Higher Education Commission (MHEC) and is a resource for institutions. This template is not legal advice. Institutions should consult their own legal counsel regarding articulation agreements and other agreements, contracts, or institutional policies. Please provide a copy of all institutional articulation agreements to MHEC.

AAS PARALEGAL STUDIES TO BA LAW PHILOSOPHY HISTORY
Articulation Agreement

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Additional Courses to complete Bachelor of Arts				
Core requirements (18 credits)	LEST 401 or LEST 402	Legal & Ethical Foundations or Legal Research & Analyses	3	Major LEST 402- Information Literacy
	LEST 403 or 412	The Trial Process or Law and Society	3	Major LEST 403 - Oral Communication
	PHIL 101 or PHIL 140 or PHIL 150	Introduction to Philosophy or Contemporary Moral Issues or Critical Thinking & Arguments	3	Major, Gen Ed Ethics - PHIL 140, Gen Ed AH - all three PHIL
	PHIL 200 or PHIL 480	The Nature & Purpose of Law or Philosophy, Law, and Current Events	3	Major
	HIST 325 or HIST 330	Prisons and Police in US History or Immigration and Law in US History	3	Major HIST 325- Global Awareness or Diverse Perspectives
	HIST 335 or HIST 364	Race, Gender, Sexuality and the Law in US History or Civil Rights in US History	3	Major HIST 364- Gen Ed AH; Global Awareness or Diverse Perspectives
Legal Studies Track requirements (18 credits)			3	Major
	LEST 498	Capstone Project	3	Gen Ed Capstone, Major
	15 credits of LEST electives		15	Major
			3	Major
			3	Major
Law& Philosophy Track			3	Gen Ed Capstone, Major

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AAS PARALEGAL STUDIES TO BA LAW PHILOSOPHY HISTORY
Articulation Agreement

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requirement ◊18 credits)				
	PHIL 499	Capstone in Philosophy, Law, & Ethics	3	Gen Ed Capstone, Major
	15 credits of PHIi electives		3	Major
Law& History track requirement ◊18 credits)	HIST 295	The Historian's Toolkit	3	Major Information Literacy
	HIST 495	Senior Seminar in History		Major Capstone
	I 2 credits of HIST electives		12	
	Non-lab Science	Depends on course chosen	3	
	Art	Depends on course chosen	3	ART 121 Recommended
	WRIT 300	Composition and Research	3	Gen Ed Writing for the Professions
General Electives			15	**COSC** 100 recommended for Technological Fluency
	total		60	

*Receiving Institution must indicate if course is applied to General Education, Program/Major requirements, or General Elective.

1. Additional Academic and Admission Requirements:
   • Students must complete their final thirty (30) credits with UBalt
   • All courses designated as applying to the Major must have a grade of "C" or better.
   • Students must complete 120 credits to earn the B.S. Artificial Intelligence for IT Operations.

- Students must meet the academic requirements and policies as published in the catalog for the year they first enroll at UBalt; and for subsequent catalog years should they discontinue their studies at UBalt.

3. The Receiving Institution shall designate, and shall provide to the Sending Institution, the contact information for a staff person at the Receiving Institution who is responsible for the oversight of the transfer of Qualifying Students. The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

	Sending Institution	Receiving Institution
Name of staff person responsible for oversight	Marcus Wright	Artjona Adeoye
Title of staff person	Director of Transfer, Articulation and Career Alignment	Transfer Program Coordinator
Email address	Mwright22�aacc.edu	aadeove@ubalt.edu
Telephone Number		410.837.6677

Should the staff person or position change, the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Additional contact information:

	Sending Institution	Receiving Institution
Name of person	Marcus Wright	Artjona Adeoye
Title of person	Director of Transfer, Articulation and Career Alignment	Transfer Program Coordinator
Email address	Mwright22�aacc.edu	aadeoye(@ubalt.edu
Telephone Number		410.837.6677

4. If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions shall adhere to all applicable U.S. Department of Veterans Affairs' regulations, including the regulations governing the awarding prior credit,

as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).

5. Each Institution shall adhere to all applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.

6. Each Institution shall advise students regarding transfer opportunities under this Agreement, and shall advise students of financial aid opportunities and implications associated with the transfer.

7. Should either Institution make changes to program requirements, the institution will inform the partner institution immediately. The articulation agreement should be updated to reflect the changes and forwarded to the Maryland Higher Education Commission.

C. Term and Termination

1. This agreement shall be effective on the date that it is signed by the appropriate and authorized representatives of each Institution.

2. Either Institution may, at its sole discretion, terminate this Agreement upon delivering 7 days written notice to the other Institution and the Maryland Higher Education Commission.

3. Both Institutions agree to meet once every 5 year(s) to review the terms of this agreement.

D. Amendment

1. This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement, and supersedes any prior or contemporaneous agreements or understandings.

2. This Agreement may be modified only by written amendment executed by both Institutions.

E. Governing Law

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

F. Counterparts

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

G. Notice of Agreement

1. The Institutions agree to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.

2. The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department chairs participating in the transfer, offices of the president, registrar's offices, and financial aid offices.

H. No Third-Party Beneficiaries

There are no third-party beneficiaries to this Agreement.

I. Representations and Warranties of the Parties

Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement, and shall continue to be true and correct during the term of this Agreement:

1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.

2. Each Institution has taken all action necessary for the approval and execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Anne Arundel Community College

By: _____

   Name
President or Chief Academic Officer

_____
Date

University of Baltimore

By: _____
Ralph O. Mueller
Chief Academic Officer

_____
Date

UNIVERSITY SYSTEM
of **MARYLAND**

TOPIC: Revisions to Section C7 of the Policy on Appointment, Rank, and Tenure of Faculty

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: December 3, 2025

SUMMARY: The Policy on Appointment, Rank, and Tenure of Faculty was last amended in June 2024. In the process of those revisions, the Council of University System Faculty (CUSF) expressed concerns with Section C.7. of the policy, which addresses termination of tenured or tenure-track faculty. CUSF asked for a workgroup to review this section and propose revisions. The workgroup was convened in Spring 2025 and consisted of 3 CUSF members, 2 provosts, and an associate provost.

The workgroup submitted their proposed revisions, which were reviewed by the Office of the Attorney General. The enclosed revisions reflect the work of both entities. The proposed amendments are being made after substantive conversations with elected graduate student representatives on the USMSC, provosts and presidents,

The proposed amendments provide clarification on the options for a hearing, the role of the chief executive officer, compensation after Notice of Termination, and the appeal process.

ALTERNATIVE(S): The Regents may not approve the revisions or may suggest alternative revisions.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life and Safety recommend that the Board of Regents approve the proposed revisions to the policy.

COMMITTEE ACTION: DATE: December 3, 2025

BOARD ACTION: DATE:

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

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7. (a) The chief executive officer of the institution may terminate the appointment of a tenured or tenure-track appointee for cause involving moral turpitude, professional or scholarly misconduct, incompetence, or willful neglect of duty, provided that the charges be stated in writing in a Notice of Termination, that the appointee be furnished a copy thereof, and that the appointee be given an opportunity prior to such termination to request a hearing by either: 1) ~~by~~ an impartial hearing officer appointed by the chief executive officer; 2) ~~or~~ a faculty board of review as provided for by the relevant institutional policy body; or 3) the chief executive officer with the consent of the chief executive officer. ~~With the consent of the chief executive officer, the appointee may elect a hearing by the chief executive officer rather than by a hearing officer or a faculty board of review.~~ Upon receipt of the ~~n~~Notice of ~~T~~termination, the appointee shall have ~~thirty calendar~~ ten business days (defined as any day the university is open for business) to request a hearing. The hearing shall be held no sooner than ~~thirty calendar~~ ten business days after receipt of such a request. The date of the hearing shall be set by mutual agreement of the appointee and the hearing officer, ~~or~~ faculty board of review or chief executive officer. If the chief executive officer appoints a hearing officer or a faculty board of review is appointed, the hearing officer or board shall make a recommendation to the chief executive officer for action to be taken.

~~-~~The recommendation shall be based only on the evidence of record in the proceeding. While the hearing officer or board will make a recommendation the final decision regarding termination pursuant to this policy will be made by the chief executive officer (the "Final Decision"). ~~-~~Prior to the chief executive officer's Final ~~d~~Decision, ~~e~~Either party to the hearing may request an opportunity for oral argument before the chief executive officer ~~prior to action on the recommendation~~. ~~If t~~The chief executive officer ~~does not accept the recommendation of the hearing officer or board of review, the reasons shall be communicated promptly~~shall communicate their Final Decision in writing to the appointee and, where applicable, the hearing officer or board within ten business days. ~~In the event that the chief executive officer elects to terminate the appointment, the appointee may appeal to the Board of Regents, which shall render a final decision.~~

(b) Pending the Final Decision, ~~Uu~~nder exceptional circumstances and following consultation with the chair of the faculty board of review or appropriate faculty committee, the chief executive officer may direct that the appointee be relieved of some or all of the appointee's institutional duties, without loss of compensation and without prejudice~~, pending a final decision in the termination proceedings~~. (In case of emergency involving threat to life, the chief executive officer may act to suspend temporarily prior to consultation.)

(c)The appointee may elect to be represented by counsel of ~~his or her~~their choice throughout termination proceedings.

(d) The appointee's compensation shall continue for a period of one year commencing on the date on which the appointee receives the Notice of Termination.

(e) A faculty member whose appointment is terminated for cause involving moral turpitude or professional or scholarly misconduct shall receive no notice or further compensation beyond the date of the Final Decision by the chief executive officer.

(f~~e~~) Following a Final Decision by the chief executive officer with respect to terminations based upon willful neglect of duty or incompetence, the chief executive officer of the institution may, at

his or her discretion, relieve the appointee of assigned duties immediately or allow the appointee to continue in the position for a specified period of time.

8. In the event that the chief executive officer elects to terminate the appointment, the appointee may appeal to the Board of Regents pursuant to USM policy II-1.04.

9. ~~Parties~~All individuals participating in ~~to~~ these actions should hold details of all proceedings in the strictest of confidence, unless disclosure is required by applicable law or policy.

~~If an appointment is terminated in the manner prescribed in paragraph 7 the chief executive officer of the institution may, at his or her discretion, relieve the appointee of assigned duties immediately or allow the appointee to continue in the position for a specified period of time. The appointee's compensation shall continue for a period of one year commencing on the date on which the appointee receives notice of termination. A faculty member whose appointment is terminated for cause involving moral turpitude or professional or scholarly misconduct shall receive no notice or further compensation beyond the date of final action by the chief executive officer or the Board of Regents.~~

7. (a) The chief executive officer of the institution may terminate the appointment of a tenured or tenure-track appointee for cause involving moral turpitude, professional or scholarly misconduct, incompetence, or willful neglect of duty, provided that the charges be stated in writing in a Notice of Termination, that the appointee be furnished a copy thereof, and that the appointee be given an opportunity prior to such termination to request a hearing by either: 1) an impartial hearing officer appointed by the chief executive officer; 2) a faculty board of review as provided for by the relevant institutional policy body; or 3) the chief executive officer with the consent of the chief executive officer. Upon receipt of the Notice of Termination, the appointee shall have ten business days (defined as any day the university is open for business) to request a hearing. The hearing shall be held no sooner than ten business days after receipt of such a request. The date of the hearing shall be set by mutual agreement of the appointee and the hearing officer, faculty board of review or chief executive officer. If the chief executive officer appoints a hearing officer or a faculty board of review is appointed, the hearing officer or board shall make a recommendation to the chief executive officer for action to be taken.

The recommendation shall be based only on the evidence of record in the proceeding. While the hearing officer or board will make a recommendation the final decision regarding termination pursuant to this policy will be made by the chief executive officer (the "Final Decision"). Prior to the chief executive officer's Final Decision, either party to the hearing may request an opportunity for oral argument before the chief executive officer. The chief executive officer shall communicate their Final Decision in writing to the appointee and, where applicable, the hearing officer or board within ten business days.

(b) Pending the Final Decision, under exceptional circumstances and following consultation with the chair of the faculty board of review or appropriate faculty committee, the chief executive officer may direct that the appointee be relieved of some or all of the appointee's institutional duties, without loss of compensation and without prejudice. (In case of emergency involving threat to life, the chief executive officer may act to suspend temporarily prior to consultation.)

(c) The appointee may elect to be represented by counsel of their choice throughout termination proceedings.

(d) The appointee's compensation shall continue for a period of one year commencing on the date on which the appointee receives the Notice of Termination.

(e) A faculty member whose appointment is terminated for cause involving moral turpitude or professional or scholarly misconduct shall receive no notice or further compensation beyond the date of the Final Decision by the chief executive officer.

(f) Following a Final Decision by the chief executive officer with respect to terminations based upon willful neglect of duty or incompetence, the chief executive officer of the institution may, at his or her discretion, relieve the appointee of assigned duties immediately or allow the appointee to continue in the position for a specified period of time.

8. In the event that the chief executive officer elects to terminate the appointment, the appointee may appeal to the Board of Regents pursuant to USM policy II-1.04.

9. All individuals participating in these actions should hold details of all proceedings in the strictest of confidence, unless disclosure is required by applicable law or policy.

II-1.00 – POLICY ON APPOINTMENT, RANK, AND TENURE OF FACULTY
(Approved by the Board of Regents, April 5, 1989; Amended November 12, 1993; Amended October 6, 1995; Amended April 4, 1997; Amended July 11, 1997; Amended July 10, 1998; Amended December 4, 1998; Amended April 7, 2000; Amended October 27, 2000; Amended December 8, 2000; Technical Amendment September, 2002; Amended February 21, 2003; Amended October 22, 2004; Amended June 22, 2005{1st Paragraph Page 17 added}; Amended June 20, 2008; Amended April 13, 2012; Amended June 10, 2016; Amended June 14, 2024)

This policy describes the general criteria and procedures related to faculty personnel actions, which shall apply to all constituent institutions of the University System of Maryland. The specific criteria for the appointment, promotion, and granting of tenure to faculty by constituent institutions are dependent upon institutional mission. Final authority for the appointment, promotion, and granting of tenure of faculty resides in the chief executive officer of the institution, except that the Chancellor has final authority for granting tenure to a president, and the Board of Regents has final authority for granting tenure to a Chancellor.

I. APPOINTMENT OF FACULTY

A. SEARCH PROCESS FOR FULL-TIME FACULTY

1. Each constituent institution and the System Office shall have written procedures to describe the search process for full- time faculty members. These procedures shall anticipate and describe the manner in which all new faculty members will be recruited, including special arrangements for inter-institutional appointments, interdepartmental appointments, and appointments in new academic units. A copy of these procedures shall be filed in the office of the Chancellor.

2. Visiting faculty appointments are usually made for one academic year or less. Only in unusual circumstances shall a visiting appointment exceed a total of three years. A visiting faculty appointee can become a regular appointee only through a search process before or after the initial appointment in accordance with the institution's procedures, including adherence to affirmative action guidelines. Years of service in a visiting appointment may, upon mutual agreement of the faculty member and the institution, be counted as probationary years for purposes of consideration for tenure.

3. Search procedures shall reflect the commitment of the institution and the System to equal opportunity and affirmative action and shall be widely publicized within the institution.

4. Faculty review committees are a part of the review and recommendation process for new full-time faculty appointments. In principle, the procedures which lead to faculty appointments should hold to standards at least as rigorous as those that pertain to promotions to the same academic ranks.

B. OFFERS OF APPOINTMENT

1. A final offer of appointment can be made only with the approval of the chief executive officer of the institution or designee.

2. All faculty appointments shall be made to a designated rank and shall be effective on a specific date. Each institution shall develop a standard contract or letter of appointment for each rank and tenure status, which shall be approved by the Office of the Attorney General for form and legal sufficiency. Each institution shall also develop a faculty handbook, which shall include System-wide policies and procedures approved by the Board of Regents and institutional policies and procedures approved by the chief executive officer of the institution that set forth faculty rights and responsibilities. The contract or letter of appointment shall constitute a contractually binding agreement between the institution and the appointee.

C. PROVISIONS RELATED TO APPOINTMENTS, PROMOTION, TENURE, AND PERMANENT STATUS

At the time of initial faculty appointment, the faculty member will be provided with the provisions in this section appropriate to the appointment rank.

1. Adjustments in salary or advancement in rank may be made under these policies, and, except where a definite termination date is a condition of appointment, the conditions pertaining to the rank as modified shall become effective as of the date of the modification. For tenure- track appointments, the year in which the appointee is entitled to tenure review under this policy ("mandatory tenure-review year") shall be specified in the original and subsequent contracts/letters of appointment. Tenure review shall occur in that year unless otherwise agreed in writing by the institution and the appointee. Tenure in any rank can be awarded only by an affirmative decision based upon a formal review.

2. Appointments and reappointments to the rank of full-time Instructor without tenure may be for one to three years, provided no appointment without tenure may extend beyond the end of the mandatory tenure-review year. An appointment to the rank of full-time Instructor will be renewed automatically for one additional year unless the appointee is notified in writing to the contrary in accordance with the following deadlines: not later than March 1 of the first academic year of service if the current appointment expires at the end of that year, not later than December 15 of the second academic year of service if the current appointment expires at the end of that year, and not later than August 1 prior to the third or any subsequent academic year of service if the current appointment expires at the end of that year. For appointments beginning at times other than the start of an academic year, the institution may adjust the notice of nonrenewal dates accordingly by specifying such adjustments in the initial contract or letter of appointment. Appointments to the rank of Instructor may be terminated at any time in accordance with paragraphs I.C.6 through I.C.11.

   Tenure in the rank of Instructor can be awarded only by an affirmative decision based upon a formal review. An Instructor without tenure, whose appointment has been extended to a sixth year of continuous, full-time service commencing on or after July 1, 1990, shall receive no later than during that sixth year a formal review for tenure. If the institution fails to conduct a tenure review in accordance with the schedule provided in this policy, the appointee is entitled to a further one-year appointment during which the tenure review shall take place.

   The appointee reviewed for tenure shall be notified in writing, by the end of the appointment year in which the review was conducted, of the decision either to grant or deny tenure. An

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instructor who has been reviewed during a mandatory review year, and notified in writing that tenure has been denied, shall be granted an additional and terminal one-year appointment in that rank, but barring exceptional circumstances, shall receive no further consideration for tenure.

An Instructor with or without tenure may be promoted to Assistant Professor. If an Instructor without tenure is appointed as an Assistant Professor, the provisions of I.C.3 apply to the appointment, except that the appointee's review for tenure must occur no later than the sixth year of continuous full-time employment, commencing on or after July 1, 1990, in the ranks of Instructor and Assistant Professor. Tenure in any rank can be awarded only by an affirmative decision based upon a formal review.

3. Appointments and reappointments to the rank of full-time Assistant Professor without tenure may be for one to three years, provided no appointment without tenure may extend beyond the end of the mandatory tenure-review year. An appointment to the rank of full-time Assistant Professor will be renewed automatically for one additional year unless the appointee is notified in writing to the contrary in accordance with the following deadlines: not later than March 1 of the first academic year of service if the current appointment expires at the end of that year, not later than December 15 of the second academic year of service if the current appointment expires at the end of that year, and not later than August 1 prior to the third or any subsequent academic year of service if the current appointment expires at the end of that year. For appointments beginning at times other than the start of an academic year, the institution may adjust the notice of nonrenewal dates accordingly by specifying such adjustments in the initial contract or letter of appointment. Appointments to the rank of Assistant Professor may be terminated at any time in accordance with paragraphs I.C.6 through I.C.11. Tenure in the rank of Assistant Professor can be awarded only by an affirmative decision based upon a formal review. An Assistant Professor without tenure, whose appointment has been extended to a sixth year of continuous, full-time service shall receive no later than during that sixth year a formal review for tenure. If the institution fails to conduct a tenure review in accordance with the schedule provided in this policy, the appointee is entitled to a further one-year appointment during which the tenure review shall take place. The appointee reviewed for tenure shall be notified in writing, by the end of the appointment year in which the review was conducted, of the decision either to grant or deny tenure. An Assistant Professor who has been reviewed during a mandatory review year, and notified in writing that tenure has been denied, shall be granted an additional and terminal one-year appointment in that rank, but barring exceptional circumstances, shall receive no further consideration for tenure.

4. Appointments or promotions to the rank of full-time Associate Professor require the written approval of the chief executive officer of the institution. New full-time appointments to the rank of Associate Professor may carry immediate tenure provided that each such appointee has been formally reviewed for tenure. Otherwise, such appointments shall be for an initial period of one to four years, except that initial appointments for individuals with no prior teaching experience may be for a maximum of six years and shall terminate at the end of that period unless the appointee is notified in writing that he or she has been granted tenure. Promotions to the rank of Associate Professor carry immediate tenure. Consequently, such promotions may only be awarded subsequent to a formal tenure review and an award of tenure.

An Associate Professor who is appointed without tenure shall receive a formal review for tenure during the period of appointment in accordance with the following deadlines. If the appointment is for an initial period of one year, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by March 1 of that year. If the appointment is for two years, then the formal review must be completed, and written notice must be given that

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tenure has been granted or denied, by no later than December 15 of the second year. If the appointment is for more than two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than August 1 prior to the beginning of the final year of the appointment. For appointments beginning at a time other than the start of an academic year, the institution may adjust the notice of tenure denial dates accordingly by specifying the adjustments in the initial contract or letter of appointment. Appointments to the rank of Associate Professor may be terminated at any time as described under paragraphs I.C.6 through I.C.11.

Tenure in the rank of Associate Professor can be awarded only by an affirmative decision based upon a formal review. If the institution fails to conduct a tenure review and provide the required notice in accordance with the schedule provided in this policy, the appointment (unless it is converted to an appointment with tenure) shall be extended for an additional year, so that the notice required by this section may be provided in full. An Associate Professor who has been notified in writing that tenure has been denied, barring exceptional circumstances, shall receive no further consideration for tenure.

5. Full-time appointments or promotions to the rank of full-time Professor require the written approval of the chief executive officer of the institution. New full-time appointments to the rank of Professor may carry immediate tenure provided that each such appointee has been formally reviewed for tenure. Otherwise, such appointments shall be for an initial period of one to four years, except that initial appointments for individuals with no prior teaching experience may be for a maximum of six years and shall terminate at the end of that period unless the appointee is notified in writing that he or she has been granted tenure. Promotions to the rank of Professor carry immediate tenure. Consequently, such promotions may only be awarded subsequent to a formal tenure review and an award of tenure.

   A Professor who is appointed without tenure shall receive a formal review for tenure during the period of appointment in accordance with the following deadlines. If the appointment is for an initial period of one year, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by March 1 of that year. If the appointment is for two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than December 15 of the second year. If the appointment is for more than two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than August 1 prior to the beginning of the final year of the appointment. For appointments beginning at a time other than the start of an academic year, the institution may adjust the notice of tenure denial dates accordingly by specifying the adjustments in the initial contract or letter of appointment. Appointments to the rank of Professor may be terminated at any time as described under paragraphs I.C.6 through I.C.11.

   Tenure in the rank of Professor can be awarded only by an affirmative decision based upon a formal review. If the institution fails to conduct a tenure review and provide the required notice in accordance with the schedule provided in this policy, the appointment (unless it is converted to an appointment with tenure) shall be extended for an additional year, so that the notice required by this section may be provided in full. A Professor who has been notified in writing that tenure has been denied, barring exceptional circumstances, shall receive no further consideration for tenure.

6. A term of service may be terminated by the appointee by resignation, but it is expressly agreed that no resignation shall become effective until the termination of the appointment period in which the resignation is offered except by mutual written agreement between the appointee and the chief executive officer of the institution or designee.

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7. (a) The chief executive officer of the institution may terminate the appointment of a tenured or tenure-track appointee for cause involving moral turpitude, professional or scholarly misconduct, incompetence, or willful neglect of duty, provided that the charges be stated in writing in a Notice of Termination, that the appointee be furnished a copy thereof, and that the appointee be given an opportunity prior to such termination to request a hearing by either: 1) an impartial hearing officer appointed by the chief executive officer; 2) or a faculty board of review as provided for by the relevant institutional policy body; or 3) the chief executive officer with the consent of the chief executive officer. ~~With the consent of the chief executive officer, the appointee may elect a hearing by the chief executive officer rather than by a hearing officer or a faculty board of review.~~ Upon receipt of ~~N~~notice of ~~T~~termination, the appointee shall have ~~thirty calendar~~ten business days (defined as any day the university is open for business) to request a hearing. The hearing shall be held no sooner than ~~thirty calendar~~ten business days after receipt of such a request. The date of the hearing shall be set by mutual agreement of the appointee and the hearing officer, ~~or~~ faculty board of review or chief executive officer. If the chief executive officer appoints a hearing officer or a faculty board of review is appointed, the hearing officer or board shall make a recommendation to the chief executive officer for action to be taken.

The recommendation shall be based only on the evidence of record in the proceeding. While the hearing officer or board will make a recommendation the final decision regarding termination pursuant to this policy will be made by the chief executive officer (the "Final Decision"). Prior to the chief executive officer's Final Decision, e~~E~~ither party to the hearing may request an opportunity for oral argument before the chief executive officer ~~prior to action on the recommendation~~. T~~If t~~he chief executive officer ~~does not accept the recommendation of the hearing officer or board of review, the reasons shall be communicated promptly~~ shall communicate their Final Decision in writing to the appointee and, where applicable, the hearing officer or board within ten business days. ~~In the event that the chief executive officer elects to terminate the appointment, the appointee may appeal to the Board of Regents, which shall render a final decision.~~

(b) Pending the Final Decision, u~~U~~nder exceptional circumstances and following consultation with the chair of the faculty board of review or appropriate faculty committee, the chief executive officer may direct that the appointee be relieved of some or all of the appointee's institutional duties, without loss of compensation and without prejudice~~, pending a final decision in the termination proceedings~~. (In case of emergency involving threat to life, the chief executive officer may act to suspend temporarily prior to consultation.)

(c)The appointee may elect to be represented by counsel of ~~his or her~~their choice throughout termination proceedings.

(d) The appointee's compensation shall continue for a period of one year commencing on the date on which the appointee receives the Notice of Termination.

(e) A faculty member whose appointment is terminated for cause involving moral turpitude or professional or scholarly misconduct shall receive no notice or further compensation beyond the date of the Final Decision by the chief executive officer.

~~(e)~~(f) Following a Final Decision by the chief executive officer with respect to terminations based upon willful neglect of duty or incompetence, the chief executive officer of the institution may, at his or her discretion, relieve the appointee of assigned duties immediately or allow the appointee to continue in the position for a specified period of time.

8. In the event that the chief executive officer elects to terminate the appointment, the appointee

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may appeal to the Board of Regents pursuant to USM policy II-1.04.

9. PartiesAll individuals participating in to these actions should hold details of all proceedings in the strictest of confidence, unless disclosure is required by applicable law or policy.

8. ~~If an appointment is terminated in the manner prescribed in paragraph 7 the chief executive officer of the institution may, at his or her discretion, relieve the appointee of assigned duties immediately or allow the appointee to continue in the position for a specified period of time. The appointee's compensation shall continue for a period of one year commencing on the date on which the appointee receives notice of termination. A faculty member whose appointment is terminated for cause involving moral turpitude or professional or scholarly misconduct shall receive no notice or further compensation beyond the date of final action by the chief executive officer or the Board of Regents.~~

~~9.~~10. The institution may terminate any appointment because of the discontinuance of the department, program, school or unit in which the appointment was made; or because of the lack of appropriations or other funds with which to support the appointment. Such decisions must be made in accordance with standards and procedures set forth in written institutional policies. The chief executive officer of the institution shall give a full-time appointee holding tenure notice of such termination at least one year before the date on which the appointment is terminated.

~~10.~~11. Notwithstanding any other provisions to the contrary, the appointment of any non-tenured faculty member 50% or more of whose compensation is derived from research contracts, service contracts, gifts or grants, shall be subject to termination upon expiration of the research funds, service contract income, gifts or grants from which the compensation is

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payable.

11.12.   Appointments shall terminate upon the death of the appointee. Upon termination for this cause, the institution shall pay to the estate of the appointee all of the accumulated and unpaid earnings of the appointee plus compensation for accumulated unused annual leave.

12.13.   Appointments to all other ranks not specifically mentioned in II.A.1 and all part-time appointments are for terms not to extend beyond the end of the fiscal year unless otherwise stipulated in the letter of appointment. Faculty appointed to ranks not specifically mentioned in II.A.1 on a full-time basis for a term not less than one academic year shall receive notice of non-renewal of contract based upon their length of continuous full-time service in such ranks. If such service is less than seven years, at least 90 days' notice is required. If such service equals or exceeds seven years, at least six months' notice is required. If the required notice is not provided prior to the termination of the then-current contract, this condition may be remedied by extending the contract by the number of days necessary to meet the notice requirement.

13.14.   If in the judgment of the appointee's department chair or supervisor a deficiency in the appointee's professional conduct or performance exists that does not warrant dismissal or suspension, a moderate sanction such as a formal warning or censure may be imposed, provided that the appointee is first afforded an opportunity to contest the action through the established faculty grievance procedure.

14.15.   Unless the appointee agrees otherwise, any changes that are hereafter made in paragraphs I.C.1 through I.C.13 will be applied only to subsequent appointments.

15.16.   Compensation for appointments under these policies is subject to modification in the event of reduction in State appropriations or in other income from which compensation may be paid.

16.17.   The appointee shall be subject to all applicable policies and procedures duly adopted or amended from time to time by the institution or the University System, including but not limited to, policies and procedures regarding annual leave; sick leave; sabbatical leave; leave of absence; outside employment; patents and copyrights; scholarly and professional misconduct; retirement; reduction, consolidation, or discontinuation of programs; and criteria on teaching, scholarship and service.

17.18.   Tenure status as a member of the faculty of a constituent institution, held concurrently by the chief executive officer of the University, is separate and distinct from the administrative office, and such tenure status is governed by the tenure policies of the relevant constituent institution, except that the final written approval is granted by the Chancellor. Those tenure policies have no bearing upon and do not govern the administrative appointment.

18.19.   Tenure status as a member of the faculty of a constituent institution, held concurrently by the Chancellor of the University System of Maryland, is separate and distinct from the administrative office, and such tenure status is governed by the tenure policies of the relevant constituent institution, except that the final written approval is granted by the Board of Regents. Those tenure policies have no bearing upon and do not govern the administrative appointment.

II. FACULTY RANKS, PROMOTION, TENURE, AND PERMANENT STATUS

A.   GENERAL PRINCIPLES

1.   The only faculty ranks which may involve a tenure commitment are Professor, Associate Professor, Assistant Professor, Instructor, Distinguished University Professor, Senior Staff Scientist, Associate Staff Scientist, Assistant Staff Scientist, Principal Agent, Senior Agent, Agent, (i.e., II.C. 1a-1d, 2a-2c, 3d-3f), and such other ranks as the Board of Regents may

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approve. Appointments to all other ranks, including any qualified rank in which an additional

adjective is introduced (such as "Clinical Professor" or "Medical School Professor"), are for a definite term and do not involve a tenure commitment (i.e., II.C. 2d-2h, 3a-3c, 4a-4g, 5a-5d, 6a-6g).

Notwithstanding anything to the contrary in this policy, faculty in certain ranks may be granted permanent status. The only faculty ranks which may involve a permanent-status commitment are Library II, Librarian III, and Librarian IV and such other ranks as the Board of Regents may approve. Permanent status may not be granted to an individual holding the rank of Librarian I.

Permanent status is defined as continuing employment such that a decision to remove an employee must be made by the President of the campus and must be justified by cause as defined by USM and campus policy. Permanent status is an employment status different from tenure.

Each institution shall develop criteria and procedures for the review process leading to the granting of promotion and/or permanent status to occur no later than the sixth year of continuous full-time employment. An appointee who has been notified that permanent status has been denied shall be granted an additional and terminal one-year appointment in that rank, but barring exceptional circumstances, shall receive no further consideration for permanent status. Permanent status can be awarded only by an affirmative decision based upon a formal review. Individuals who have been granted permanent status under BOR VII-2.15 – POLICY ON LIBRARIANS, which is superseded by this policy, shall retain this status. Appointments of faculty librarians with permanent status may be terminated at any time for cause. Cause shall include moral turpitude, professional or scholarly misconduct, incompetence, and/or willful neglect of duty. In addition to being terminated for cause, faculty engaged exclusively or primarily in library services may be terminated because of the discontinuation of the department, program, school, or unit in which the appointment was made or because of the lack of appropriations or other funds with which to support the appointment. Procedures for termination of faculty librarians with permanent status are those that apply to tenured and tenure-track faculty, as described in I.C.6 through I.C.11.

Appointments of faculty librarians who do not have permanent status may be terminated for cause under policies and procedures that apply to non-tenure track faculty.

Subject to the approval of the President or designee, the campus libraries of USM constituent institutions shall develop guidelines, procedures, and appropriate criteria for evaluating librarians' performance. These guidelines, procedures, and criteria should be monitored System-wide to ensure equity with respect to standards.

Every institution shall have written procedures governing the processes on granting promotion and permanent status. Following review for form and legal sufficiency by the Office of the Attorney General, these procedures must be submitted to the Chancellor for review and approval.

A person appointed to the position of Director shall serve in that capacity at the pleasure of the President or his or her designee, regardless of whether the appointee has at the time of the appointment, or obtains during the appointment, permanent status as a librarian.

2. In addition to the ranks listed in II.C (below), there may also be such other faculty ranks as institutions shall define and include in their respective appointment, rank, and tenure policies, subject to the approval of the Board of Regents.

3. Institutions should specify in writing to faculty at the time of appointment the length of appointment and the applicable terms and conditions of the appointment with regard to tenure.

B. CRITERIA AND PROCEDURES FOR PROMOTION AND TENURE

1. The criteria for tenure and promotion in the University System of Maryland are: (1) teaching effectiveness, including student advising; (2) research, scholarship, and, in appropriate areas, creative activities or other activities that result in the generation and application of intellectual property through technology transfer; and (3) relevant service to the community, profession, and institution. The relative weight of these criteria will be determined by the mission of the institution.

2. The activities considered to be within the criteria for promotion and tenure shall be flexible and expansive. The assessment of teaching, research/scholarship/creative activities, and service during the promotion and tenure process shall give appropriate recognition, consistent with the institution's mission, to faculty accomplishments that are collaborative, interdisciplinary, and inter-institutional and to faculty innovations in areas such as undergraduate education, minority-achievement programs, K-16 curriculum development, and technology-enhanced learning.

3. Every institution shall have written procedures governing the promotion and tenure process. Following review for form and legal sufficiency by the Office of the Attorney General, these procedures must be submitted to the Chancellor for review and approval. These procedures shall include, at a minimum, the following:

   Criteria: A statement of criteria upon which reviews will be based, and guidelines for appointment or promotion to each academic rank, with recognition that institutional mission is the primary factor that defines these criteria.

   Procedures: A description of tenure and/or promotion review procedures, including participants, documentation, degree of confidentiality, schedule of the annual cycle for reviews, and authority for final approval.

   Appeals: A statement of the right of faculty to appeal promotion and tenure decisions, the grounds for such appeals, and a description of appeal procedures.

C. FACULTY RANKS

Following is a list of all faculty ranks utilized within the University System of Maryland.

Specific ranks to be utilized within each constituent institution are to be dependent upon the mission of, and contained within the faculty personnel policies of, that institution. Not all titles will be available at all institutions.

1. **FACULTY WITH DUTIES PRIMARILY IN INSTRUCTION, RESEARCH, AND SERVICE**

   (a.) Instructor: The appointee ordinarily shall hold, at a minimum, the master's degree in the field of instruction, preferably with evidence of pursuit of the doctorate or other terminal degree. There shall be evidence also of potential for effective teaching and for a successful academic career.

   (b.) Assistant Professor: The appointee ordinarily shall hold the doctorate or recognized terminal degree in the field of specialization. The appointee should also show potential for superior teaching, service, and research, scholarship, or creative performance, commensurate with the mission of the institution.

   (c.) Associate Professor: In addition to having the qualifications of an Assistant Professor, the appointee ordinarily shall have had successful experience in teaching and research, scholarship, or creative performance, and, when appropriate to the mission of the institution, be competent to offer graduate instruction and direct graduate research. There shall also be evidence of relevant and effective service to the institution, the community, and the profession.

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(d.) <u>Professor</u>: In addition to having the qualifications of an Associate Professor, the appointee ordinarily shall have established an outstanding record of teaching and research, scholarship or creative performance, and, where appropriate to the mission of the institution, a national reputation. There shall be continuing evidence of relevant and effective service to the institution, the community, and the profession.

2. FACULTY WITH DUTIES PRIMARILY IN RESEARCH

(a.)   <u>Assistant Staff Scientist</u>: The appointee shall hold the doctoral degree in the field of specialization and shall have indicated promise of a high degree of ability in research in some subdivision of the field.

(b.)   <u>Associate Staff Scientist</u>: In addition to the qualifications of an Assistant Staff Scientist, the appointee shall have had extensive successful experience in research. Since this position may carry permanent tenure, the appointee's scholarly production and professional achievement in research will be thoroughly documented.

(c.)   <u>Senior Staff Scientist</u>: In addition to having the qualifications of an Associate Staff Scientist, the appointee shall have demonstrated a degree of proficiency in research sufficient to establish an excellent national reputation. Appointment to this rank carries tenure.

(d.)   <u>Faculty Research Assistant</u>: The appointee should be capable of assisting in research under the direction of the head of a research project and should have ability and training adequate to the carrying out of the particular techniques required, the assembling of data, and the use and care of any specialized apparatus. A baccalaureate degree shall be the minimum requirement.

(e.)   <u>Research Associate</u>: The appointee ordinarily should hold the doctoral degree in the field of specialization or have relatively comparable experience. The appointee should be capable of carrying out individual research or collaborating in group research at the advanced level; should be trained in research procedures; and should have had the experience and specialized training necessary to develop and interpret data required for success in such research projects as may be undertaken. This appointment is made annually, with reappointment possible for a maximum of six years.

(f.)   <u>Research Assistant Professor; Assistant Research Professor; Assistant Research Scientist; Assistant Research Scholar; Assistant Research Engineer</u>: In addition to the qualifications of a Research Associate, appointees to this rank should have demonstrated superior research abilities. Appointees should be qualified and competent to direct the work of others (such as technicians, graduate students, other senior research personnel). The doctoral degree will be a normal requirement for appointment at this rank. Initial appointment to this rank is for periods up to three years, and reappointment is possible.

(g.)   <u>Research Associate Professor; Associate Research Professor; Associate Research Scientist; Associate Research Scholar; Associate Research Engineer</u>: In addition to the qualifications required of the Assistant ranks, appointees to this rank should have extensive successful experience in scholarly or creative endeavors, and the ability to propose, develop, and manage major research projects. Initial appointment to this rank is for periods up to three years, and reappointment is possible.

(h.)   <u>Research Professor; Senior Research Scientist; Senior Research Scholar; Senior Research Engineer</u>: In addition to the qualifications required of the Associate ranks, appointees to this rank should have demonstrated a degree of proficiency sufficient to establish an excellent reputation among regional and national colleagues. Appointees should provide tangible evidence of sound scholarly production in research, publications, professional achievements or other distinguished and creative activity. Initial appointment at this rank is for periods up to five years, and reappointment is possible.

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3. FIELD FACULTY

(a.)   Associate Agent: The appointee shall hold at least a bachelor's degree, shall qualify for acceptance in a graduate school, and shall show evidence of ability to work with people. The appointee shall have an educational background related to the specific position and should demonstrate evidence of creative ability to plan and implement Cooperative Extension Service programs. This appointment is made annually, with reappointment possible for a maximum of six years. Attainment of a master's degree in an approved subject area is required before promotion can be considered.

(b.)   Faculty Extension Assistant: The appointee should be capable of assisting in Extension under the direction of the head of an Extension project and should have ability and training adequate to the carrying out of the particular methodology required, the assembling of data, and the use and care of any specialized apparatus. The baccalaureate degree shall be the minimum requirement.

(c.)   Faculty Extension Associate: The appointee should be capable of carrying out individual instruction or collaborating in group discussions at the advanced level; should be trained in Extension procedures; and should have had the experience and specialized training necessary to develop and interpret data required for success in such Extension projects as may be undertaken. An earned doctorate shall be the minimum requirement.

(d.)   Agent: The appointee must hold a master's degree in an appropriate discipline and show evidence of academic ability and leadership skills. The appointee shall have an educational background related to the specific position.

(e.)   Senior Agent: In addition to the qualifications of an Agent, the appointee must have demonstrated achievement in program development and must have shown originality and creative ability in designing new programs, teaching effectiveness, and evidence of service to the community, institution, and profession. Appointment to this rank may carry tenure.

(f.)   Principal Agent: In addition to the qualifications of a Senior Agent, the appointee must have demonstrated leadership ability and evidence of service to the community, institution, and profession. The appointee must also have received recognition for contributions to the Cooperative Extension Service sufficient to establish a reputation among State, regional and/or national colleagues, and should have demonstrated evidence of distinguished achievement in creative program development. Appointment to this rank carries tenure.

(g.)   Assistant Field Professor: An Assistant Field Professor is a faculty member supporting students' practical application of classroom learning in real-world settings. They engage in representing clients and constituents within disciplines such as law, social work, and other practice-oriented fields. They possess a terminal or master's degree in the relevant field, demonstrating creative abilities in implementing field-based educational programs.

(h.)   Associate Field Professor: In addition to the qualifications of an Assistant Field Professor, an Associate Field Professor is an experienced faculty member responsible for guiding students in practical application and representation of clients and constituents in their chosen discipline, particularly in law, social work, and other practice-oriented fields. They hold a terminal or master's degree and have demonstrated significant achievement in designing and implementing field-based educational initiatives.

(i.)   Field Professor: In addition to the qualifications of an Ass Field Professor, A Field Professor is a distinguished faculty member recognized for substantial contributions and leadership in guiding students through real-world application within disciplines such as law, social work, and other practice-

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oriented fields. They have attained prominence in their field, locally, nationally, or internationally, showcasing excellence in planning and executing field-based educational programs while representing clients and constituents. They hold a terminal or master's degree, with a background relevant to the specific field of practice.

(j.) Community Engaged Assistant Professor: Community Engaged Assistant Professors are integral to a Center, department, and/or academic program, focused on civic engagement, client services, program oversight, and scholarly public service. The appointee should have a terminal or master's degree in the relevant discipline and demonstrate creative abilities in planning and implementing community engagement programs, with an educational background relevant to the specific position.

(k.) Community Engaged Associate Professor: In addition to the qualifications of a Community Engaged Assistant Professor, Community Engaged Associate Professors are faculty members who have demonstrated achievement regarding a Center, department, and/or academic program, focusing on civic engagement, client services, program oversight, and scholarly public service. The appointee should have a terminal or master's degree in the relevant discipline and demonstrate creative abilities in planning and implementing community engagement programs, with an educational background relevant to the specific position.

(l.) Community Engaged Professor: In addition to the qualifications of a Community Engaged Associate Professor, Community Engaged Professors are faculty members who have demonstrated achievement and recognition at a local, national, or international level regarding a Center, department, and/or academic program, focusing on civic engagement, client services, program oversight, and scholarly public service. The appointee should have a terminal or master's degree in the relevant discipline and demonstrate creative abilities in planning and implementing community engagement programs, with an educational background relevant to the specific position.

4. FACULTY ENGAGED EXCLUSIVELY OR PRIMARILY IN CLINICAL TEACHING

(a.) Dental School Assistant Professor; Law School Assistant Professor; Medical School Assistant Professor; Nursing School Assistant Professor; Pharmacy School Assistant Professor; Social Work and Community Planning School Assistant Professor: Appointees to this rank shall hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of specialization. There must be clear evidence of a high level of ability in teaching and clinical practice in the departmental field, and the capacity for clinical supervision in a subdivision of this field. Appointees should also have demonstrated scholarly and administrative ability.

(b.) Dental School Associate Professor; Law School Associate Professor; Medical School Associate Professor; Nursing School Associate Professor; Pharmacy School Associate Professor; Social Work and Community Planning School Associate Professor: In addition to the qualifications required of Assistant Professors in this series, appointees shall ordinarily have had extensive successful experience in clinical or professional practice in a field of specialization, or in a subdivision of the departmental field, and in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, residents, or interns) in clinical activities of the profession. Appointees must also have demonstrated superior teaching ability and scholarly or administrative accomplishments.

(c.) Dental School Professor; Law School Professor; Medical School Professor; Nursing School Professor; Pharmacy School Professor; Social Work and Community Planning School Professor: In addition to the qualifications required of Associate Professors in this series, appointees shall have demonstrated a degree of excellence in teaching, and clinical and professional practice sufficient to establish an outstanding regional and national reputation

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among colleagues. Appointees shall also have demonstrated extraordinary scholarly competence and leadership in the profession.

(d.) <u>Clinical Instructor</u>: The appointee shall hold, as a minimum, the terminal professional degree in the field. There must be clear evidence of potential in clinical practice and teaching in the departmental field.

(e.) <u>Clinical Assistant Professor</u>: The appointee shall hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of specialization. There must be clear evidence of a high level of ability in clinical practice and teaching in the departmental field, and the potential for clinical and teaching excellence in a subdivision of this field. The appointee should also have demonstrated scholarly and/or administrative ability.

(f.) <u>Clinical Associate Professor</u>: In addition to the qualifications required of a Clinical Assistant Professor, the appointee should ordinarily have had extensive successful experience in clinical or professional practice in a field of specialization, or in a subdivision of the departmental field, and in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, and residents or interns) in clinical activities in the field. The appointee must also have demonstrated superior teaching ability and scholarly or administrative accomplishments.

(g.) <u>Clinical Professor</u>: In addition to the qualifications required of a Clinical Associate Professor, the appointee shall have demonstrated a degree of excellence in clinical practice and teaching sufficient to establish an outstanding regional and national reputation among colleagues. The appointee shall also have demonstrated extraordinary scholarly competence and leadership in the profession.

5. FACULTY ENGAGED EXCLUSIVELY OR PRIMARILY IN LIBRARY SERVICES

The only librarian ranks with non-tenure faculty status are Librarian I, Librarian II, Librarian III, and Librarian IV and such other ranks as the Board of Regents may approve. These titles are to be granted to a limited number of appointees who fulfill roles defined by professional graduate training, such as librarian, curator, archivist, and information scientist. In the overwhelming number of instances, the professional graduate training required is an M.L.S. degree, which is considered the terminal degree in the practice of academic librarianship, from the American Library Association (ALA)-accredited program. However, each constituent institution may define instances when other graduate degrees may substitute for or augment the ALA-accredited M.L.S. Such exceptions will be based on and required by the functional needs of USM libraries, appointments to these ranks are normally for twelve months with leave and other benefits provided to twelve-month tenured/tenure- track faculty members, with the exception of terminal leave, sabbatical leave, and non-creditable sick leave (collegially supported).

(a.) <u>Librarian I</u>: This rank is assigned to librarians just entering librarianship with little or no professional library experience but who have been judged to have demonstrated an understanding of the basic tenets of librarianship and a potential for professional growth. A Librarian I is not eligible for permanent status.

(b.) <u>Librarian II</u>: Appointment or promotion to this rank signifies that the librarian has demonstrated effective professional knowledge and skills significantly above those expected of a Librarian I. Normally, a minimum of three years of professional experience is required.

(c.) <u>Librarian III</u>: Appointment or promotion to this rank signifies that the librarian has mastered the skills, knowledge, and techniques of librarianship and has made meaningful contributions to the library, the institution, the library profession, and/or an academic discipline. Normally, a minimum of six years of professional experience is required, three of which must be

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at a level comparable to the rank of Librarian II at the appointing USM institution.

(d.)   Librarian IV: This rank is awarded to those librarians who have made distinctive contributions to the library, the institution, the library profession, and/or an academic discipline. This rank normally requires a minimum of nine years of professional experience, at least three of which must be at a level comparable to the rank of Librarian III at the appointing USM institution. Subject to the approval of the President or designee, the campus libraries of USM constituent institutions shall develop guidelines, procedures, and appropriate criteria for evaluating librarians' performance. These guidelines, procedures, and criteria should be monitored System-wide to ensure equity with respect to standards.

6. **FACULTY WITH DUTIES PRIMARILY IN INSTRUCTION AT UMGC**

(a.)   Collegiate Instructor: The appointee to this non-tenure rank ordinarily should hold, at a minimum, a master's degree appropriate to the area of instruction and have evidence of potential effective teaching. The appointee also should have academic or professional experience relevant to the field.

(b.)   Collegiate Assistant Professor: The appointee to this non-tenure rank ordinarily shall hold, at a minimum, a terminal degree appropriate to the area of instruction. The appointee also should show potential for superior teaching as well as professional experience relevant to the field.

(c.) Collegiate Associate Professor: In addition to having the qualifications of an Assistant Professor, the appointee to this non-tenure rank ordinarily shall have successful experience in teaching as well as professional experience relevant to the field.

(d.) Collegiate Professor: In addition to having the qualifications of an Associate Professor, the appointee to this non-tenure rank ordinarily shall have established an outstanding record of teaching as well as professional experience relevant to the field.

7. **FACULTY WITH DUTIES PRIMARILY IN INSTRUCTION**

USM institutions may use the following titles for faculty with duties primarily instruction. If the institution chooses to do so, then the titles of assistant instructor, lecturer, senior lecturer, and principal lecturer should not be used for the identical purpose.

(a.) Assistant Teaching Professor: The appointee to this non-tenure rank ordinarily should hold a terminal degree appropriate to the area of instruction and have evidence of potential effective teaching and demonstrate commitment to teaching. Initial appointments to this rank may be for one to three years and are renewable.

(b.) Associate Teaching Professor: In addition to having the qualifications required of an Assistant Teaching Professor, the appointee must demonstrate the following: a sustained record of effective teaching as determined by institutional policies and procedures for the faculty of the program, department, or college to include a combination of classroom teaching, student mentoring, and, as appropriate, academic advising; a sustained record of service to the program/department, school/college, university, or discipline; and an emerging record of contributions to curriculum development, pedagogical innovation and/or research, discipline-specific research, creative work, or professional development.

Where appropriate to institutional policies, the candidate can also provide evidence of growing leadership or prominence within the university and/or in relevant professional activities beyond the university. The candidate shall have had at least one successful contract renewal. Appointments to this rank shall be for terms not to exceed five years and are renewable.

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(c.) Teaching Professor: In addition to having the qualifications required of an Associate Teaching Professor, the appointee must demonstrate the following: a sustained record of teaching excellence at the rank of Associate Teaching Professor as determined by institutional policies and procedures for the faculty of the program, department, or college to include a combination of classroom teaching, student mentoring, and, as appropriate, academic advising; a sustained record of service to the program/department, school/college, university, or discipline; and a sustained record of significant contributions to curriculum, pedagogical innovation and/or research, discipline-specific research, creative work, or professional development that demonstrates evidence of leadership or prominence within the university and/or in relevant professional activities outside the university. Appointments to this rank shall be for terms not to exceed five years and are renewable.

8. ADDITIONAL FACULTY RANKS

(a.)   Assistant Instructor: The appointee should be competent to fill a specific position in an acceptable manner   but is not required to meet all the requirements for an Instructor. Appointment to this rank requires at least the appropriate baccalaureate degree.

 (b.) Lecturer: This title may be used for appointment at any salary and experience level of persons who are competent to fill a specific position but who are not intended to be considered for professorial appointment. Appointments to this rank shall be for terms not to exceed three years and are renewable.

 (c.) Senior Lecturer: In addition to having the qualifications of a Lecturer, the appointee shall have completed at least six years as a Lecturer (or in a rank at another institution of higher education that is accepted as comparable to Lecturer   ) and shall have established a record of teaching excellence and a record of service. Fewer than six   years' experience may qualify one for this rank if approved by the President or designee. Appointments to this rank shall be for terms not to exceed five years and are renewable.

 (d.) Principal Lecturer: In addition to having the qualifications of a Senior Lecturer, the appointee shall have established a sustained record of excellence in teaching and areas of service. Appointments to this rank shall be for terms not to exceed five years and are renewable.

 (e.) Artist-in-Residence; Writer-in-Residence; Executive-in-Residence: This title may be used to designate temporary appointments, at any salary and experience level, of persons who are serving for a limited time or part-time, and who are not intended to be considered for professorial appointment.

(f.) Adjunct Assistant Professor; Adjunct Associate Professor; Adjunct Professor: These titles are used to appoint outstanding persons who may be simultaneously employed outside the institution. The appointee should have expertise in the discipline and recognition for accomplishment sufficient to gain the endorsement of the preponderance of the members of the faculty of the department to which he or she is appointed. Appointment is made on a semester or an annual basis and is renewable.

(f.)   Affiliate Assistant Professor; Affiliate Associate Professor; Affiliate Professor: These titles are used to recognize the affiliation of a faculty member or a member of the professional staff with an academic department, program or center when that individual's appointment and salary lie in another department of the institution. The appointment will be made upon the recommendation of the faculty of the department, and at a level commensurate with the appointee's qualifications, consistent with standards established for regular tenure track faculty, although tenure cannot be earned on an affiliated appointment. Each institution shall establish guidelines and procedures for awarding these titles.

(h.) Visiting Appointments: The prefix "Visiting" before an academic title is used to designate a short- term, full-time appointment without tenure.

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(i.) <u>Emeritus Faculty Appointments</u>: Emeritus status may be bestowed by an institution on the basis of both quality and length of service to the institution. Each institution shall establish guidelines and procedures for awarding this title. Emeritus titles at the System level may be bestowed by the Chancellor.

(j.) <u>Distinguished University Professor</u>: This title may be bestowed by an institution to provide special recognition to faculty members. Each institution that chooses to utilize this title shall establish guidelines and procedures for awarding it.

(k.) <u>Professor of the Practice</u>: This title may be used to appoint individuals who have demonstrated excellence in the practice as well as leadership in specific fields. The appointee shall have attained regional and national prominence and, when appropriate, international recognition of outstanding achievement. Additionally, the appointee shall have demonstrated superior teaching ability appropriate to assigned responsibilities. As a minimum, the appointee shall hold the terminal professional degree in the field or equivalent stature by virtue of experience. Appointees will hold the rank of Professor but, while having that stature, will not have rights that are limited to tenured faculty. Initial appointment is for periods up to five years, and reappointment is possible. This title does not carry tenure, nor does time served as a Professor of the Practice count toward achieving tenure in another title. Each institution shall establish guidelines and procedures for awarding this title.

(l.) <u>[Institution] Professor</u>: This title may be used for nationally distinguished scholars, creative or performing artists, or researchers who would qualify for appointment at a University System of Maryland Institution at the level of Professor, but who normally hold full-time positions outside the University. Holders of this title may provide graduate students supervision, serve as principal investigators, and participate in departmental and college shared governance. Initial appointment is for three years and is renewable annually upon recommendation to the provost by the unit head and the dean. This is a non-paid non-tenure track title.

III. APPLICABILITY

A. Except as provided in sections B. and C. below, the provisions in this policy shall apply to all individuals who are employed as faculty members in the University System of Maryland as of July 1, 1989, and individuals whose faculty appointment becomes effective on or after July 1, 1989.

B. The provisions in this policy shall not apply to any faculty member who receives notice of non-reappointment at any time prior to July 1, 1989.

C. Each tenure-track and tenured faculty member of an institution (i.e., a faculty member holding an academic rank specified in the first sentence of paragraph II. A. l.) shall (1) be apprised of the provisions in Part I.C., paragraphs 1 through 14 of this policy at the earliest practical time following approval of this policy by the Board of Regents, and (2) be offered an opportunity to elect to remain subject to his or her written faculty contract in effect on April 4, 1989, to the extent and only to the extent that any provision of that contract is inconsistent with Part I.C., paragraphs l through 14 of this policy. The election shall be confirmed in a written and signed notification to the institution's chief executive officer on or before May 12, 1989. Absent such election by the faculty member, the provisions in Part I.C., paragraphs l through 14 of this policy shall apply pursuant to paragraph III. A.

D. Upon the recommendation of the President of the University of Maryland, Baltimore, the Chancellor may establish alternative terms and conditions for the faculty of (a) the University of Maryland School of Medicine and School of Dentistry modifying the following sections of this Policy: I.C.2, I.C.3, I.C.4, I.C.5, I.C.7 (a), II.A.1, II.A.3, and II.C; and (b) the University of Maryland School of Law, modifying sections I.C.3 and I.C.4 of this Policy. The Chancellor shall

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specify the alternative terms and conditions in writing. Unless an appointee subject to the alternative terms and conditions agrees otherwise, any changes made in the alternative terms and conditions established at the time of that individual's appointment will not apply to that appointee.

For the School of Medicine, the alternative terms and conditions will apply to a tenure track or tenured faculty member appointed as of June 30, 1998, only upon that person's written request received by September 1, 1998. The alternative terms and conditions shall apply to other School of Medicine faculty as follows: all faculty first appointed and employed on or after July 1, 1998; non-tenure track faculty beginning new appointment terms or changing from one type of appointment to another on or after July 1, 1998, effective as of the date of the new or changed appointment; and non-tenure track faculty whose appointments end after June 30, 1998, who so request by September 1, 1998.

For the School of Dentistry, the alternative terms and conditions will apply to tenure-track faculty members appointed on or after July 1, 2025. The alternative terms and conditions will apply to a faculty member appointed between July 1, 2019, and June 30, 2025, but only upon that individual's written request to the Dean of the School of Dentistry, submitted no later than January 1, 2026.

For the School of Law, the alternative terms and conditions will apply to tenure track or tenured faculty members appointed on or after July 1, 2008. The alternative terms and conditions will apply to a faculty member appointed between June 1, 2005, and June 30, 2008, only upon that individual's written request to the Dean of the School of Law, submitted no later than September 1, 2008.

Replacement for: BOR VII-2.15 – POLICY ON LIBRARIANS

II-1.00 – POLICY ON APPOINTMENT, RANK, AND TENURE OF FACULTY
(Approved by the Board of Regents, April 5, 1989; Amended November 12, 1993; Amended October 6, 1995; Amended April 4, 1997; Amended July 11, 1997; Amended July 10, 1998; Amended December 4, 1998; Amended April 7, 2000; Amended October 27, 2000; Amended December 8, 2000; Technical Amendment September, 2002; Amended February 21, 2003; Amended October 22, 2004; Amended June 22, 2005{1st Paragraph Page 17 added}; Amended June 20, 2008; Amended April 13, 2012; Amended June 10, 2016; Amended June 14, 2024.)

This policy describes the general criteria and procedures related to faculty personnel actions, which shall apply to all constituent institutions of the University System of Maryland. The specific criteria for the appointment, promotion, and granting of tenure to faculty by constituent institutions are dependent upon institutional mission. Final authority for the appointment, promotion, and granting of tenure of faculty resides in the chief executive officer of the institution, except that the Chancellor has final authority for granting tenure to a president, and the Board of Regents has final authority for granting tenure to a Chancellor.

I. APPOINTMENT OF FACULTY

A. SEARCH PROCESS FOR FULL-TIME FACULTY

1. Each constituent institution and the System Office shall have written procedures to describe the search process for full- time faculty members. These procedures shall anticipate and describe the manner in which all new faculty members will be recruited, including special arrangements for inter-institutional appointments, interdepartmental appointments, and appointments in new academic units. A copy of these procedures shall be filed in the office of the Chancellor.

2. Visiting faculty appointments are usually made for one academic year or less. Only in unusual circumstances shall a visiting appointment exceed a total of three years. A visiting faculty appointee can become a regular appointee only through a search process before or after the initial appointment in accordance with the institution's procedures, including adherence to affirmative action guidelines. Years of service in a visiting appointment may, upon mutual agreement of the faculty member and the institution, be counted as probationary years for purposes of consideration for tenure.

3. Search procedures shall reflect the commitment of the institution and the System to equal opportunity and affirmative action and shall be widely publicized within the institution.

4. Faculty review committees are a part of the review and recommendation process for new full-time faculty appointments. In principle, the procedures which lead to faculty appointments should hold to standards at least as rigorous as those that pertain to promotions to the same academic ranks.

B. OFFERS OF APPOINTMENT

1. A final offer of appointment can be made only with the approval of the chief executive officer of the institution or designee.

2. All faculty appointments shall be made to a designated rank and shall be effective on a specific date. Each institution shall develop a standard contract or letter of appointment for each rank and tenure status, which shall be approved by the Office of the Attorney General for form and legal sufficiency. Each institution shall also develop a faculty handbook, which shall include System-wide policies and procedures approved by the Board of Regents and institutional policies and procedures approved by the chief executive officer of the institution that set forth faculty rights and responsibilities. The contract or letter of appointment shall constitute a contractually binding agreement between the institution and the appointee.

C. PROVISIONS RELATED TO APPOINTMENTS, PROMOTION, TENURE, AND PERMANENT STATUS

At the time of initial faculty appointment, the faculty member will be provided with the provisions in this section appropriate to the appointment rank.

1. Adjustments in salary or advancement in rank may be made under these policies, and, except where a definite termination date is a condition of appointment, the conditions pertaining to the rank as modified shall become effective as of the date of the modification. For tenure- track appointments, the year in which the appointee is entitled to tenure review under this policy ("mandatory tenure-review year") shall be specified in the original and subsequent contracts/letters of appointment. Tenure review shall occur in that year unless otherwise agreed in writing by the institution and the appointee. Tenure in any rank can be awarded only by an affirmative decision based upon a formal review.

2. Appointments and reappointments to the rank of full-time Instructor without tenure may be for one to three years, provided no appointment without tenure may extend beyond the end of the mandatory tenure-review year. An appointment to the rank of full-time Instructor will be renewed automatically for one additional year unless the appointee is notified in writing to the contrary in accordance with the following deadlines: not later than March 1 of the first academic year of service if the current appointment expires at the end of that year, not later than December 15 of the second academic year of service if the current appointment expires at the end of that year, and not later than August 1 prior to the third or any subsequent academic year of service if the current appointment expires at the end of that year. For appointments beginning at times other than the start of an academic year, the institution may adjust the notice of nonrenewal dates accordingly by specifying such adjustments in the initial contract or letter of appointment. Appointments to the rank of Instructor may be terminated at any time in accordance with paragraphs I.C.6 through I.C.11.

    Tenure in the rank of Instructor can be awarded only by an affirmative decision based upon a formal review. An Instructor without tenure, whose appointment has been extended to a sixth year of continuous, full-time service commencing on or after July 1, 1990, shall receive no later than during that sixth year a formal review for tenure. If the institution fails to conduct a tenure review in accordance with the schedule provided in this policy, the appointee is entitled to a further one-year appointment during which the tenure review shall take place.

    The appointee reviewed for tenure shall be notified in writing, by the end of the appointment year in which the review was conducted, of the decision either to grant or deny tenure. An

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instructor who has been reviewed during a mandatory review year, and notified in writing that tenure has been denied, shall be granted an additional and terminal one-year appointment in that rank, but barring exceptional circumstances, shall receive no further consideration for tenure.

An Instructor with or without tenure may be promoted to Assistant Professor. If an Instructor without tenure is appointed as an Assistant Professor, the provisions of I.C.3 apply to the appointment, except that the appointee's review for tenure must occur no later than the sixth year of continuous full-time employment, commencing on or after July 1, 1990, in the ranks of Instructor and Assistant Professor. Tenure in any rank can be awarded only by an affirmative decision based upon a formal review.

3. Appointments and reappointments to the rank of full-time Assistant Professor without tenure may be for one to three years, provided no appointment without tenure may extend beyond the end of the mandatory tenure-review year. An appointment to the rank of full-time Assistant Professor will be renewed automatically for one additional year unless the appointee is notified in writing to the contrary in accordance with the following deadlines: not later than March 1 of the first academic year of service if the current appointment expires at the end of that year, not later than December 15 of the second academic year of service if the current appointment expires at the end of that year, and not later than August 1 prior to the third or any subsequent academic year of service if the current appointment expires at the end of that year. For appointments beginning at times other than the start of an academic year, the institution may adjust the notice of nonrenewal dates accordingly by specifying such adjustments in the initial contract or letter of appointment. Appointments to the rank of Assistant Professor may be terminated at any time in accordance with paragraphs I.C.6 through I.C.11. Tenure in the rank of Assistant Professor can be awarded only by an affirmative decision based upon a formal review. An Assistant Professor without tenure, whose appointment has been extended to a sixth year of continuous, full-time service shall receive no later than during that sixth year a formal review for tenure. If the institution fails to conduct a tenure review in accordance with the schedule provided in this policy, the appointee is entitled to a further one-year appointment during which the tenure review shall take place. The appointee reviewed for tenure shall be notified in writing, by the end of the appointment year in which the review was conducted, of the decision either to grant or deny tenure. An Assistant Professor who has been reviewed during a mandatory review year, and notified in writing that tenure has been denied, shall be granted an additional and terminal one-year appointment in that rank, but barring exceptional circumstances, shall receive no further consideration for tenure.

4. Appointments or promotions to the rank of full-time Associate Professor require the written approval of the chief executive officer of the institution. New full-time appointments to the rank of Associate Professor may carry immediate tenure provided that each such appointee has been formally reviewed for tenure. Otherwise, such appointments shall be for an initial period of one to four years, except that initial appointments for individuals with no prior teaching experience may be for a maximum of six years and shall terminate at the end of that period unless the appointee is notified in writing that he or she has been granted tenure. Promotions to the rank of Associate Professor carry immediate tenure. Consequently, such promotions may only be awarded subsequent to a formal tenure review and an award of tenure.

An Associate Professor who is appointed without tenure shall receive a formal review for tenure during the period of appointment in accordance with the following deadlines. If the appointment is for an initial period of one year, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by March 1 of that year. If the appointment is for two years, then the formal review must be completed, and written notice must be given that

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tenure has been granted or denied, by no later than December 15 of the second year. If the appointment is for more than two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than August 1 prior to the beginning of the final year of the appointment. For appointments beginning at a time other than the start of an academic year, the institution may adjust the notice of tenure denial dates accordingly by specifying the adjustments in the initial contract or letter of appointment. Appointments to the rank of Associate Professor may be terminated at any time as described under paragraphs I.C.6 through I.C.11.

Tenure in the rank of Associate Professor can be awarded only by an affirmative decision based upon a formal review. If the institution fails to conduct a tenure review and provide the required notice in accordance with the schedule provided in this policy, the appointment (unless it is converted to an appointment with tenure) shall be extended for an additional year, so that the notice required by this section may be provided in full. An Associate Professor who has been notified in writing that tenure has been denied, barring exceptional circumstances, shall receive no further consideration for tenure.

5. Full-time appointments or promotions to the rank of full-time Professor require the written approval of the chief executive officer of the institution. New full-time appointments to the rank of Professor may carry immediate tenure provided that each such appointee has been formally reviewed for tenure. Otherwise, such appointments shall be for an initial period of one to four years, except that initial appointments for individuals with no prior teaching experience may be for a maximum of six years and shall terminate at the end of that period unless the appointee is notified in writing that he or she has been granted tenure. Promotions to the rank of Professor carry immediate tenure. Consequently, such promotions may only be awarded subsequent to a formal tenure review and an award of tenure.

   A Professor who is appointed without tenure shall receive a formal review for tenure during the period of appointment in accordance with the following deadlines. If the appointment is for an initial period of one year, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by March 1 of that year. If the appointment is for two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than December 15 of the second year. If the appointment is for more than two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than August 1 prior to the beginning of the final year of the appointment. For appointments beginning at a time other than the start of an academic year, the institution may adjust the notice of tenure denial dates accordingly by specifying the adjustments in the initial contract or letter of appointment. Appointments to the rank of Professor may be terminated at any time as described under paragraphs I.C.6 through I.C.11.

   Tenure in the rank of Professor can be awarded only by an affirmative decision based upon a formal review. If the institution fails to conduct a tenure review and provide the required notice in accordance with the schedule provided in this policy, the appointment (unless it is converted to an appointment with tenure) shall be extended for an additional year, so that the notice required by this section may be provided in full. A Professor who has been notified in writing that tenure has been denied, barring exceptional circumstances, shall receive no further consideration for tenure.

6. A term of service may be terminated by the appointee by resignation, but it is expressly agreed that no resignation shall become effective until the termination of the appointment period in which the resignation is offered except by mutual written agreement between the appointee and the chief executive officer of the institution or designee.

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7. (a) The chief executive officer of the institution may terminate the appointment of a tenured or tenure-track appointee for moral turpitude, professional or scholarly misconduct, incompetence, or willful neglect of duty, provided that the charges be stated in writing, that the appointee be furnished a copy thereof, and that the appointee be given an opportunity prior to such termination to request a hearing by an impartial hearing officer appointed by the chief executive officer or a faculty board of review as provided for by the relevant institutional policy body. With the consent of the chief executive officer, the appointee may elect a hearing by the chief executive officer rather than by a hearing officer or a faculty board of review. Upon receipt of notice of termination, the appointee shall have thirty calendar days to request a hearing. The hearing shall be held no sooner than thirty calendar days after receipt of such a request. The date of the hearing shall be set by mutual agreement of the appointee and the hearing officer or faculty board of review. If the chief executive officer appoints a hearing officer or a faculty board of review is appointed, the hearing officer or board shall make a recommendation to the chief executive officer for action to be taken.

The recommendation shall be based only on the evidence of record in the proceeding. Either party to the hearing may request an opportunity for oral argument before the chief executive officer prior to action on the recommendation. If the chief executive officer does not accept the recommendation of the hearing officer or board of review, the reasons shall be communicated promptly in writing to the appointee and the hearing officer or board. In the event that the chief executive officer elects to terminate the appointment, the appointee may appeal to the Board of Regents, which shall render a final decision.

(b) Under exceptional circumstances and following consultation with the chair of the faculty board of review or appropriate faculty committee, the chief executive officer may direct that the appointee be relieved of some or all of the appointee's institutional duties, without loss of compensation and without prejudice, pending a final decision in the termination proceedings. (In case of emergency involving threat to life, the chief executive officer may act to suspend temporarily prior to consultation.)

(c)The appointee may elect to be represented by counsel of his or her choice throughout termination proceedings.

8. If an appointment is terminated in the manner prescribed in paragraph 7 the chief executive officer of the institution may, at his or her discretion, relieve the appointee of assigned duties immediately or allow the appointee to continue in the position for a specified period of time. The appointee's compensation shall continue for a period of one year commencing on the date on which the appointee receives notice of termination. A faculty member whose appointment is terminated for cause involving moral turpitude or professional or scholarly misconduct shall receive no notice or further compensation beyond the date of final action by the chief executive officer or the Board of Regents.

9. The institution may terminate any appointment because of the discontinuance of the department, program, school or unit in which the appointment was made; or because of the lack of appropriations or other funds with which to support the appointment. Such decisions must be made in accordance with standards and procedures set forth in written institutional policies. The chief executive officer of the institution shall give a full-time appointee holding tenure notice of such termination at least one year before the date on which the appointment is terminated.

10. Notwithstanding any other provisions to the contrary, the appointment of any non-tenured faculty member 50% or more of whose compensation is derived from research contracts, service contracts, gifts or grants, shall be subject to termination upon expiration of the research funds, service contract income, gifts or grants from which the compensation is

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payable.

11. Appointments shall terminate upon the death of the appointee. Upon termination for this cause, the institution shall pay to the estate of the appointee all of the accumulated and unpaid earnings of the appointee plus compensation for accumulated unused annual leave.

12. Appointments to all other ranks not specifically mentioned in II.A.1 and all part-time appointments are for terms not to extend beyond the end of the fiscal year unless otherwise stipulated in the letter of appointment. Faculty appointed to ranks not specifically mentioned in II.A.1 on a full-time basis for a term not less than one academic year shall receive notice of non-renewal of contract based upon their length of continuous full-time service in such ranks. If such service is less than seven years, at least 90 days' notice is required. If such service equals or exceeds seven years, at least six months' notice is required. If the required notice is not provided prior to the termination of the then-current contract, this condition may be remedied by extending the contract by the number of days necessary to meet the notice requirement.

13. If in the judgment of the appointee's department chair or supervisor a deficiency in the appointee's professional conduct or performance exists that does not warrant dismissal or suspension, a moderate sanction such as a formal warning or censure may be imposed, provided that the appointee is first afforded an opportunity to contest the action through the established faculty grievance procedure.

14. Unless the appointee agrees otherwise, any changes that are hereafter made in paragraphs I.C.1 through I.C.13 will be applied only to subsequent appointments.

15. Compensation for appointments under these policies is subject to modification in the event of reduction in State appropriations or in other income from which compensation may be paid.

16. The appointee shall be subject to all applicable policies and procedures duly adopted or amended from time to time by the institution or the University System, including but not limited to, policies and procedures regarding annual leave; sick leave; sabbatical leave; leave of absence; outside employment; patents and copyrights; scholarly and professional misconduct; retirement; reduction, consolidation, or discontinuation of programs; and criteria on teaching, scholarship and service.

17. Tenure status as a member of the faculty of a constituent institution, held concurrently by the chief executive officer of the University, is separate and distinct from the administrative office, and such tenure status is governed by the tenure policies of the relevant constituent institution, except that the final written approval is granted by the Chancellor. Those tenure policies have no bearing upon and do not govern the administrative appointment.

18. Tenure status as a member of the faculty of a constituent institution, held concurrently by the Chancellor of the University System of Maryland, is separate and distinct from the administrative office, and such tenure status is governed by the tenure policies of the relevant constituent institution, except that the final written approval is granted by the Board of Regents. Those tenure policies have no bearing upon and do not govern the administrative appointment.

II. FACULTY RANKS, PROMOTION, TENURE, AND PERMANENT STATUS

A. GENERAL PRINCIPLES

1. The only faculty ranks which may involve a tenure commitment are Professor, Associate Professor, Assistant Professor, Instructor, Distinguished University Professor, Senior Staff Scientist, Associate Staff Scientist, Assistant Staff Scientist, Principal Agent, Senior Agent, Agent, (i.e., II.C. 1a-1d, 2a-2c, 3d-3f), and such other ranks as the Board of Regents may approve. Appointments to all other ranks, including any qualified rank in which an additional

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adjective is introduced (such as "Clinical Professor" or "Medical School Professor"), are for a definite term and do not involve a tenure commitment (i.e., II.C. 2d-2h, 3a-3c, 4a-4g, 5a-5d, 6a-6g).

Notwithstanding anything to the contrary in this policy, faculty in certain ranks may be granted permanent status. The only faculty ranks which may involve a permanent-status commitment are Library II, Librarian III, and Librarian IV and such other ranks as the Board of Regents may approve. Permanent status may not be granted to an individual holding the rank of Librarian I.

Permanent status is defined as continuing employment such that a decision to remove an employee must be made by the President of the campus and must be justified by cause as defined by USM and campus policy. Permanent status is an employment status different from tenure.

Each institution shall develop criteria and procedures for the review process leading to the granting of promotion and/or permanent status to occur no later than the sixth year of continuous full-time employment. An appointee who has been notified that permanent status has been denied shall be granted an additional and terminal one-year appointment in that rank, but barring exceptional circumstances, shall receive no further consideration for permanent status. Permanent status can be awarded only by an affirmative decision based upon a formal review. Individuals who have been granted permanent status under BOR VII-2.15 – POLICY ON LIBRARIANS, which is superseded by this policy, shall retain this status. Appointments of faculty librarians with permanent status may be terminated at any time for cause. Cause shall include moral turpitude, professional or scholarly misconduct, incompetence, and/or willful neglect of duty. In addition to being terminated for cause, faculty engaged exclusively or primarily in library services may be terminated because of the discontinuation of the department, program, school, or unit in which the appointment was made or because of the lack of appropriations or other funds with which to support the appointment. Procedures for termination of faculty librarians with permanent status are those that apply to tenured and tenure-track faculty, as described in I.C.6 through I.C.11.

Appointments of faculty librarians who do not have permanent status may be terminated for cause under policies and procedures that apply to non-tenure track faculty.

Subject to the approval of the President or designee, the campus libraries of USM constituent institutions shall develop guidelines, procedures, and appropriate criteria for evaluating librarians' performance. These guidelines, procedures, and criteria should be monitored System-wide to ensure equity with respect to standards.

Every institution shall have written procedures governing the processes on granting promotion and permanent status. Following review for form and legal sufficiency by the Office of the Attorney General, these procedures must be submitted to the Chancellor for review and approval.

A person appointed to the position of Director shall serve in that capacity at the pleasure of the President or his or her designee, regardless of whether the appointee has at the time of the appointment, or obtains during the appointment, permanent status as a librarian.

2. In addition to the ranks listed in II.C (below), there may also be such other faculty ranks as institutions shall define and include in their respective appointment, rank, and tenure policies, subject to the approval of the Board of Regents.

3. Institutions should specify in writing to faculty at the time of appointment the length of appointment and the applicable terms and conditions of the appointment with regard to tenure.

B. CRITERIA AND PROCEDURES FOR PROMOTION AND TENURE

1. The criteria for tenure and promotion in the University System of Maryland are: (1) teaching effectiveness, including student advising; (2) research, scholarship, and, in appropriate areas, creative activities or other activities that result in the generation and application of intellectual property through technology transfer; and (3) relevant service to the community, profession, and institution. The relative weight of these criteria will be determined by the mission of the institution.

2. The activities considered to be within the criteria for promotion and tenure shall be flexible and expansive. The assessment of teaching, research/scholarship/creative activities, and service during the promotion and tenure process shall give appropriate recognition, consistent with the institution's mission, to faculty accomplishments that are collaborative, interdisciplinary, and inter-institutional and to faculty innovations in areas such as undergraduate education, minority-achievement programs, K-16 curriculum development, and technology-enhanced learning.

3. Every institution shall have written procedures governing the promotion and tenure process. Following review for form and legal sufficiency by the Office of the Attorney General, these procedures must be submitted to the Chancellor for review and approval. These procedures shall include, at a minimum, the following:

   Criteria: A statement of criteria upon which reviews will be based, and guidelines for appointment or promotion to each academic rank, with recognition that institutional mission is the primary factor that defines these criteria.

   Procedures: A description of tenure and/or promotion review procedures, including participants, documentation, degree of confidentiality, schedule of the annual cycle for reviews, and authority for final approval.

   Appeals: A statement of the right of faculty to appeal promotion and tenure decisions, the grounds for such appeals, and a description of appeal procedures.

C. FACULTY RANKS

Following is a list of all faculty ranks utilized within the University System of Maryland.

Specific ranks to be utilized within each constituent institution are to be dependent upon the mission of, and contained within the faculty personnel policies of, that institution. Not all titles will be available at all institutions.

1. FACULTY WITH DUTIES PRIMARILY IN INSTRUCTION, RESEARCH, AND SERVICE

(a.) Instructor: The appointee ordinarily shall hold, at a minimum, the master's degree in the field of instruction, preferably with evidence of pursuit of the doctorate or other terminal degree. There shall be evidence also of potential for effective teaching and for a successful academic career.

(b.) Assistant Professor: The appointee ordinarily shall hold the doctorate or recognized terminal degree in the field of specialization. The appointee should also show potential for superior teaching, service, and research, scholarship, or creative performance, commensurate with the mission of the institution.

(c.) Associate Professor: In addition to having the qualifications of an Assistant Professor, the appointee ordinarily shall have had successful experience in teaching and research, scholarship, or creative performance, and, when appropriate to the mission of the institution, be competent to offer graduate instruction and direct graduate research. There shall also be evidence of relevant and effective service to the institution, the community, and the profession.

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(d.) Professor: In addition to having the qualifications of an Associate Professor, the appointee ordinarily shall have established an outstanding record of teaching and research, scholarship or creative performance, and, where appropriate to the mission of the institution, a national reputation. There shall be continuing evidence of relevant and effective service to the institution, the community, and the profession.

2. FACULTY WITH DUTIES PRIMARILY IN RESEARCH

(a.) Assistant Staff Scientist: The appointee shall hold the doctoral degree in the field of specialization and shall have indicated promise of a high degree of ability in research in some subdivision of the field.

(b.) Associate Staff Scientist: In addition to the qualifications of an Assistant Staff Scientist, the appointee shall have had extensive successful experience in research. Since this position may carry permanent tenure, the appointee's scholarly production and professional achievement in research will be thoroughly documented.

(c.) Senior Staff Scientist: In addition to having the qualifications of an Associate Staff Scientist, the appointee shall have demonstrated a degree of proficiency in research sufficient to establish an excellent national reputation. Appointment to this rank carries tenure.

(d.) Faculty Research Assistant: The appointee should be capable of assisting in research under the direction of the head of a research project and should have ability and training adequate to the carrying out of the particular techniques required, the assembling of data, and the use and care of any specialized apparatus. A baccalaureate degree shall be the minimum requirement.

(e.) Research Associate: The appointee ordinarily should hold the doctoral degree in the field of specialization or have relatively comparable experience. The appointee should be capable of carrying out individual research or collaborating in group research at the advanced level; should be trained in research procedures; and should have had the experience and specialized training necessary to develop and interpret data required for success in such research projects as may be undertaken. This appointment is made annually, with reappointment possible for a maximum of six years.

(f.) Research Assistant Professor; Assistant Research Professor; Assistant Research Scientist; Assistant Research Scholar; Assistant Research Engineer: In addition to the qualifications of a Research Associate, appointees to this rank should have demonstrated superior research abilities. Appointees should be qualified and competent to direct the work of others (such as technicians, graduate students, other senior research personnel). The doctoral degree will be a normal requirement for appointment at this rank. Initial appointment to this rank is for periods up to three years, and reappointment is possible.

(g.) Research Associate Professor; Associate Research Professor; Associate Research Scientist; Associate Research Scholar; Associate Research Engineer: In addition to the qualifications required of the Assistant ranks, appointees to this rank should have extensive successful experience in scholarly or creative endeavors, and the ability to propose, develop, and manage major research projects. Initial appointment to this rank is for periods up to three years, and reappointment is possible.

(h.) Research Professor; Senior Research Scientist; Senior Research Scholar; Senior Research Engineer: In addition to the qualifications required of the Associate ranks, appointees to this rank should have demonstrated a degree of proficiency sufficient to establish an excellent reputation among regional and national colleagues. Appointees should provide tangible evidence of sound scholarly production in research, publications, professional achievements or other distinguished and creative activity. Initial appointment at this rank is for periods up to five years, and reappointment is possible.

3. FIELD FACULTY

(a.) <u>Associate Agent</u>: The appointee shall hold at least a bachelor's degree, shall qualify for acceptance in a graduate school, and shall show evidence of ability to work with people. The appointee shall have an educational background related to the specific position and should demonstrate evidence of creative ability to plan and implement Cooperative Extension Service programs. This appointment is made annually, with reappointment possible for a maximum of six years. Attainment of a master's degree in an approved subject area is required before promotion can be considered.

(b.) <u>Faculty Extension Assistant</u>: The appointee should be capable of assisting in Extension under the direction of the head of an Extension project and should have ability and training adequate to the carrying out of the particular methodology required, the assembling of data, and the use and care of any specialized apparatus. The baccalaureate degree shall be the minimum requirement.

(c.) <u>Faculty Extension Associate</u>: The appointee should be capable of carrying out individual instruction or collaborating in group discussions at the advanced level; should be trained in Extension procedures; and should have had the experience and specialized training necessary to develop and interpret data required for success in such Extension projects as may be undertaken. An earned doctorate shall be the minimum requirement.

(d.) <u>Agent</u>: The appointee must hold a master's degree in an appropriate discipline and show evidence of academic ability and leadership skills. The appointee shall have an educational background related to the specific position.

(e.) <u>Senior Agent</u>: In addition to the qualifications of an Agent, the appointee must have demonstrated achievement in program development and must have shown originality and creative ability in designing new programs, teaching effectiveness, and evidence of service to the community, institution, and profession. Appointment to this rank may carry tenure.

(f.) <u>Principal Agent</u>: In addition to the qualifications of a Senior Agent, the appointee must have demonstrated leadership ability and evidence of service to the community, institution, and profession. The appointee must also have received recognition for contributions to the Cooperative Extension Service sufficient to establish a reputation among State, regional and/or national colleagues, and should have demonstrated evidence of distinguished achievement in creative program development. Appointment to this rank carries tenure.

(g.) <u>Assistant Field Professor</u>: An Assistant Field Professor is a faculty member supporting students' practical application of classroom learning in real-world settings. They engage in representing clients and constituents within disciplines such as law, social work, and other practice-oriented fields. They possess a terminal or master's degree in the relevant field, demonstrating creative abilities in implementing field-based educational programs.

(h.) <u>Associate Field Professor</u>: In addition to the qualifications of an Assistant Field Professor, an Associate Field Professor is an experienced faculty member responsible for guiding students in practical application and representation of clients and constituents in their chosen discipline, particularly in law, social work, and other practice-oriented fields. They hold a terminal or master's degree and have demonstrated significant achievement in designing and implementing field-based educational initiatives.

(i.) <u>Field Professor</u>: In addition to the qualifications of an Ass Field Professor, A Field Professor is a distinguished faculty member recognized for substantial contributions and leadership in guiding students through real-world application within disciplines such as law, social work, and other practice-

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oriented fields. They have attained prominence in their field, locally, nationally, or internationally, showcasing excellence in planning and executing field-based educational programs while representing clients and constituents. They hold a terminal or master's degree, with a background relevant to the specific field of practice.

(j.) Community Engaged Assistant Professor: Community Engaged Assistant Professors are integral to a Center, department, and/or academic program, focused on civic engagement, client services, program oversight, and scholarly public service. The appointee should have a terminal or master's degree in the relevant discipline and demonstrate creative abilities in planning and implementing community engagement programs, with an educational background relevant to the specific position.

(k.) Community Engaged Associate Professor: In addition to the qualifications of a Community Engaged Assistant Professor, Community Engaged Associate Professors are faculty members who have demonstrated achievement regarding a Center, department, and/or academic program, focusing on civic engagement, client services, program oversight, and scholarly public service. The appointee should have a terminal or master's degree in the relevant discipline and demonstrate creative abilities in planning and implementing community engagement programs, with an educational background relevant to the specific position.

(l.) Community Engaged Professor: In addition to the qualifications of a Community Engaged Associate Professor, Community Engaged Professors are faculty members who have demonstrated achievement and recognition at a local, national, or international level regarding a Center, department, and/or academic program, focusing on civic engagement, client services, program oversight, and scholarly public service. The appointee should have a terminal or master's degree in the relevant discipline and demonstrate creative abilities in planning and implementing community engagement programs, with an educational background relevant to the specific position.

4. FACULTY ENGAGED EXCLUSIVELY OR PRIMARILY IN CLINICAL TEACHING

(a.) Dental School Assistant Professor; Law School Assistant Professor; Medical School Assistant Professor; Nursing School Assistant Professor; Pharmacy School Assistant Professor; Social Work and Community Planning School Assistant Professor: Appointees to this rank shall hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of specialization. There must be clear evidence of a high level of ability in teaching and clinical practice in the departmental field, and the capacity for clinical supervision in a subdivision of this field. Appointees should also have demonstrated scholarly and administrative ability.

(b.) Dental School Associate Professor; Law School Associate Professor; Medical School Associate Professor; Nursing School Associate Professor; Pharmacy School Associate Professor; Social Work and Community Planning School Associate Professor: In addition to the qualifications required of Assistant Professors in this series, appointees shall ordinarily have had extensive successful experience in clinical or professional practice in a field of specialization, or in a subdivision of the departmental field, and in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, residents, or interns) in clinical activities of the profession. Appointees must also have demonstrated superior teaching ability and scholarly or administrative accomplishments.

(c.) Dental School Professor; Law School Professor; Medical School Professor; Nursing School Professor; Pharmacy School Professor; Social Work and Community Planning School Professor: In addition to the qualifications required of Associate Professors in this series, appointees shall have demonstrated a degree of excellence in teaching, and clinical and professional practice sufficient to establish an outstanding regional and national reputation

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among colleagues. Appointees shall also have demonstrated extraordinary scholarly competence and leadership in the profession.

 (d.) <u>Clinical Instructor</u>: The appointee shall hold, as a minimum, the terminal professional degree in the field. There must be clear evidence of potential in clinical practice and teaching in the departmental field.

(e.) <u>Clinical Assistant Professor</u>: The appointee shall hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of specialization. There must be clear evidence of a high level of ability in clinical practice and teaching in the departmental field, and the potential for clinical and teaching excellence in a subdivision of this field. The appointee should also have demonstrated scholarly and/or administrative ability.

(f.) <u>Clinical Associate Professor</u>: In addition to the qualifications required of a Clinical Assistant Professor, the appointee should ordinarily have had extensive successful experience in clinical or professional practice in a field of specialization, or in a subdivision of the departmental field, and in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, and residents or interns) in clinical activities in the field. The appointee must also have demonstrated superior teaching ability and scholarly or administrative accomplishments.

(g.) <u>Clinical Professor</u>: In addition to the qualifications required of a Clinical Associate Professor, the appointee shall have demonstrated a degree of excellence in clinical practice and teaching sufficient to establish an outstanding regional and national reputation among colleagues. The appointee shall also have demonstrated extraordinary scholarly competence and leadership in the profession.

5. FACULTY ENGAGED EXCLUSIVELY OR PRIMARILY IN LIBRARY SERVICES

The only librarian ranks with non-tenure faculty status are Librarian I, Librarian II, Librarian III, and Librarian IV and such other ranks as the Board of Regents may approve. These titles are to be granted to a limited number of appointees who fulfill roles defined by professional graduate training, such as librarian, curator, archivist, and information scientist. In the overwhelming number of instances, the professional graduate training required is an M.L.S. degree, which is considered the terminal degree in the practice of academic librarianship, from the American Library Association (ALA)-accredited program. However, each constituent institution may define instances when other graduate degrees may substitute for or augment the ALA-accredited M.L.S. Such exceptions will be based on and required by the functional needs of USM libraries, appointments to these ranks are normally for twelve months with leave and other benefits provided to twelve-month tenured/tenure- track faculty members, with the exception of terminal leave, sabbatical leave, and non-creditable sick leave (collegially supported).

(a.) <u>Librarian I</u>: This rank is assigned to librarians just entering librarianship with little or no professional library experience but who have been judged to have demonstrated an understanding of the basic tenets of librarianship and a potential for professional growth. A Librarian I is not eligible for permanent status.

(b.) <u>Librarian II</u>: Appointment or promotion to this rank signifies that the librarian has demonstrated effective professional knowledge and skills significantly above those expected of a Librarian I. Normally, a minimum of three years of professional experience is required.

(c.) <u>Librarian III</u>: Appointment or promotion to this rank signifies that the librarian has mastered the skills, knowledge, and techniques of librarianship and has made meaningful contributions to the library, the institution, the library profession, and/or an academic discipline. Normally, a minimum of six years of professional experience is required, three of which must be

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at a level comparable to the rank of Librarian II at the appointing USM institution.

(d.)   Librarian IV: This rank is awarded to those librarians who have made distinctive contributions to the library, the institution, the library profession, and/or an academic discipline. This rank normally requires a minimum of nine years of professional experience, at least three of which must be at a level comparable to the rank of Librarian III at the appointing USM institution. Subject to the approval of the President or designee, the campus libraries of USM constituent institutions shall develop guidelines, procedures, and appropriate criteria for evaluating librarians' performance. These guidelines, procedures, and criteria should be monitored System-wide to ensure equity with respect to standards.

6. **FACULTY WITH DUTIES PRIMARILY IN INSTRUCTION AT UMGC**

(a.)   Collegiate Instructor: The appointee to this non-tenure rank ordinarily should hold, at a minimum, a master's degree appropriate to the area of instruction and have evidence of potential effective teaching. The appointee also should have academic or professional experience relevant to the field.

(b.)   Collegiate Assistant Professor: The appointee to this non-tenure rank ordinarily shall hold, at a minimum, a terminal degree appropriate to the area of instruction. The appointee also should show potential for superior teaching as well as professional experience relevant to the field.

(c.)   Collegiate Associate Professor: In addition to having the qualifications of an Assistant Professor, the appointee to this non-tenure rank ordinarily shall have successful experience in teaching as well as professional experience relevant to the field.

(d.) Collegiate Professor: In addition to having the qualifications of an Associate Professor, the appointee to this non-tenure rank ordinarily shall have established an outstanding record of teaching as well as professional experience relevant to the field.

7. **FACULTY WITH DUTIES PRIMARILY IN INSTRUCTION**

USM institutions may use the following titles for faculty with duties primarily instruction. If the institution chooses to do so, then the titles of assistant instructor, lecturer, senior lecturer, and principal lecturer should not be used for the identical purpose.

(a.) Assistant Teaching Professor: The appointee to this non-tenure rank ordinarily should hold a terminal degree appropriate to the area of instruction and have evidence of potential effective teaching and demonstrate commitment to teaching. Initial appointments to this rank may be for one to three years and are renewable.

(b.) Associate Teaching Professor: In addition to having the qualifications required of an Assistant Teaching Professor, the appointee must demonstrate the following: a sustained record of effective teaching as determined by institutional policies and procedures for the faculty of the program, department, or college to include a combination of classroom teaching, student mentoring, and, as appropriate, academic advising; a sustained record of service to the program/department, school/college, university, or discipline; and an emerging record of contributions to curriculum development, pedagogical innovation and/or research, discipline-specific research, creative work, or professional development.

Where appropriate to institutional policies, the candidate can also provide evidence of growing leadership or prominence within the university and/or in relevant professional activities beyond the university. The candidate shall have had at least one successful contract renewal. Appointments to this rank shall be for terms not to exceed five years and are renewable.

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(c.)   Teaching Professor: In addition to having the qualifications required of an Associate Teaching Professor, the appointee must demonstrate the following: a sustained record of teaching excellence at the rank of Associate Teaching Professor as determined by institutional policies and procedures for the faculty of the program, department, or college to include a combination of classroom teaching, student mentoring, and, as appropriate, academic advising; a sustained record of service to the program/department, school/college, university, or discipline; and a sustained record of significant contributions to curriculum, pedagogical innovation and/or research, discipline-specific research, creative work, or professional development that demonstrates evidence of leadership or prominence within the university and/or in relevant professional activities outside the university. Appointments to this rank shall be for terms not to exceed five years and are renewable.

8. ADDITIONAL FACULTY RANKS

(a.)   Assistant Instructor: The appointee should be competent to fill a specific position in an acceptable manner   but is not required to meet all the requirements for an Instructor. Appointment to this rank requires at least the appropriate baccalaureate degree.

 (b.) Lecturer: This title may be used for appointment at any salary and experience level of persons who are competent to fill a specific position but who are not intended to be considered for professorial appointment. Appointments to this rank shall be for terms not to exceed three years and are renewable.

 (c.) Senior Lecturer: In addition to having the qualifications of a Lecturer, the appointee shall have completed at least six years as a Lecturer (or in a rank at another institution of higher education that is accepted as comparable to Lecturer   ) and shall have established a record of teaching excellence and a record of service. Fewer than six   years' experience may qualify one for this rank if approved by the President or designee. Appointments to this rank shall be for terms not to exceed five years and are renewable.

 (d.) Principal Lecturer: In addition to having the qualifications of a Senior Lecturer, the appointee shall have established a sustained record of excellence in teaching and areas of service. Appointments to this rank shall be for terms not to exceed five years and are renewable.

 (e.) Artist-in-Residence; Writer-in-Residence; Executive-in-Residence: This title may be used to designate temporary appointments, at any salary and experience level, of persons who are serving for a limited time or part-time, and who are not intended to be considered for professorial appointment.

(f.) Adjunct Assistant Professor; Adjunct Associate Professor; Adjunct Professor: These titles are used to appoint outstanding persons who may be simultaneously employed outside the institution. The appointee should have expertise in the discipline and recognition for accomplishment sufficient to gain the endorsement of the preponderance of the members of the faculty of the department to which he or she is appointed. Appointment is made on a semester or an annual basis and is renewable.

(f.)   Affiliate Assistant Professor; Affiliate Associate Professor; Affiliate Professor: These titles are used to recognize the affiliation of a faculty member or a member of the professional staff with an academic department, program or center when that individual's appointment and salary lie in another department of the institution. The appointment will be made upon the recommendation of the faculty of the department, and at a level commensurate with the appointee's qualifications, consistent with standards established for regular tenure track faculty, although tenure cannot be earned on an affiliated appointment. Each institution shall establish guidelines and procedures for awarding these titles.

(h.) Visiting Appointments: The prefix "Visiting" before an academic title is used to designate a short- term, full-time appointment without tenure.

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(i.) <u>Emeritus Faculty Appointments</u>: Emeritus status may be bestowed by an institution on the basis of both quality and length of service to the institution. Each institution shall establish guidelines and procedures for awarding this title. Emeritus titles at the System level may be bestowed by the Chancellor.

(j.) <u>Distinguished University Professor</u>: This title may be bestowed by an institution to provide special recognition to faculty members. Each institution that chooses to utilize this title shall establish guidelines and procedures for awarding it.

(k.) <u>Professor of the Practice</u>: This title may be used to appoint individuals who have demonstrated excellence in the practice as well as leadership in specific fields. The appointee shall have attained regional and national prominence and, when appropriate, international recognition of outstanding achievement. Additionally, the appointee shall have demonstrated superior teaching ability appropriate to assigned responsibilities. As a minimum, the appointee shall hold the terminal professional degree in the field or equivalent stature by virtue of experience. Appointees will hold the rank of Professor but, while having that stature, will not have rights that are limited to tenured faculty. Initial appointment is for periods up to five years, and reappointment is possible. This title does not carry tenure, nor does time served as a Professor of the Practice count toward achieving tenure in another title. Each institution shall establish guidelines and procedures for awarding this title.

(l.) <u>[Institution] Professor</u>: This title may be used for nationally distinguished scholars, creative or performing artists, or researchers who would qualify for appointment at a University System of Maryland Institution at the level of Professor, but who normally hold full-time positions outside the University. Holders of this title may provide graduate students supervision, serve as principal investigators, and participate in departmental and college shared governance. Initial appointment is for three years and is renewable annually upon recommendation to the provost by the unit head and the dean. This is a non-paid non-tenure track title.

III. APPLICABILITY

A. Except as provided in sections B. and C. below, the provisions in this policy shall apply to all individuals who are employed as faculty members in the University System of Maryland as of July 1, 1989, and individuals whose faculty appointment becomes effective on or after July 1, 1989.

B. The provisions in this policy shall not apply to any faculty member who receives notice of non-reappointment at any time prior to July 1, 1989.

C. Each tenure-track and tenured faculty member of an institution (i.e., a faculty member holding an academic rank specified in the first sentence of paragraph II. A. l.) shall (1) be apprised of the provisions in Part I.C., paragraphs 1 through 14 of this policy at the earliest practical time following approval of this policy by the Board of Regents, and (2) be offered an opportunity to elect to remain subject to his or her written faculty contract in effect on April 4, 1989, to the extent and only to the extent that any provision of that contract is inconsistent with Part I.C., paragraphs l through 14 of this policy. The election shall be confirmed in a written and signed notification to the institution's chief executive officer on or before May 12, 1989. Absent such election by the faculty member, the provisions in Part I.C., paragraphs l through 14 of this policy shall apply pursuant to paragraph III. A.

D. Upon the recommendation of the President of the University of Maryland, Baltimore, the Chancellor may establish alternative terms and conditions for the faculty of (a) the University of Maryland School of Medicine and School of Dentistry modifying the following sections of this Policy: I.C.2, I.C.3, I.C.4, I.C.5, I.C.7 (a), II.A.1, II.A.3, and II.C; and (b) the University of Maryland School of Law, modifying sections I.C.3 and I.C.4 of this Policy. The Chancellor shall

specify the alternative terms and conditions in writing. Unless an appointee subject to the alternative terms and conditions agrees otherwise, any changes made in the alternative terms and conditions established at the time of that individual's appointment will not apply to that appointee.

For the School of Medicine, the alternative terms and conditions will apply to a tenure track or tenured faculty member appointed as of June 30, 1998, only upon that person's written request received by September 1, 1998. The alternative terms and conditions shall apply to other School of Medicine faculty as follows: all faculty first appointed and employed on or after July 1, 1998; non-tenure track faculty beginning new appointment terms or changing from one type of appointment to another on or after July 1, 1998, effective as of the date of the new or changed appointment; and non-tenure track faculty whose appointments end after June 30, 1998, who so request by September 1, 1998.

For the School of Dentistry, the alternative terms and conditions will apply to tenure-track faculty members appointed on or after July 1, 2025. The alternative terms and conditions will apply to a faculty member appointed between July 1, 2019, and June 30, 2025, but only upon that individual's written request to the Dean of the School of Dentistry, submitted no later than January 1, 2026.

For the School of Law, the alternative terms and conditions will apply to tenure track or tenured faculty members appointed on or after July 1, 2008. The alternative terms and conditions will apply to a faculty member appointed between June 1, 2005, and June 30, 2008, only upon that individual's written request to the Dean of the School of Law, submitted no later than September 1, 2008.

Replacement for: BOR VII-2.15 – POLICY ON LIBRARIANS

TOPIC: Revisions to Policy on Graduate Assistantships

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: December 3, 2025

SUMMARY: The Policy on Graduate Assistantships was last amended in 2012. The proposed revisions to the policy aim to strengthen the "meet and confer" process. The following principles and guidelines are proposed:

- Formalize the structure and expectations of the meet and confer process
- Mandatory training for all involved in the process
- Involvement of an ombudsperson
- Accountable follow-up process

The proposed amendments are being made after substantive conversations with graduate assistants, provosts, presidents, the Office of the Attorney General, and others involved in the meet and confer process.

ALTERNATIVE(S): The Regents may not approve the revisions or may suggest alternative revisions.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life and Safety recommend that the Board of Regents approve the proposed revisions to the policy.

COMMITTEE ACTION: DATE: December 3, 2025

BOARD ACTION: DATE:

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

III – 7.11 Policy on Graduate Assistantships

(Approved by the Board of Regents, December 3, 2010; amended, June 22, 2012; amended, Month XX, 202X))

I.   Purpose and Scope

    A. Graduate Assistantships in the USM: The purpose of graduate assistantships in the institutions of the University System of Maryland (USM) is to support graduate students who are appointed to assistantships by:

        1. Advancing the student's graduate education through practicum-based experiences, including the development and application of teaching, research and other skills, while also advancing the mission of the institution.
        2. Providing financial support, including stipends and tuition assistance, to aid degree-seeking students enrolled in USM masters or doctoral programs and appointed as graduate assistants in the pursuit of their graduate degrees.

    B. Policy Goal: This policy is intended to establish baseline standards for the administration of graduate assistantships, with a commitment to continuous improvement in the status of graduate assistants.

    C. Institution Policies and Procedures: Each institution will develop a graduate assistant handbook that includes policies and procedures that include this policy, as supplemented by institution-specific policies, procedures and guidance, with recognition for differences in the nature of the specific graduate education programs at the institution, and the roles and responsibilities of the institution's graduate assistants.

II.   Appointments

    A. Length: Appointments may be made for appropriate periods of time, as determined by the institution, ranging from a term, an academic year, 12 months, or a multi-year basis.

    B. Time Commitment: A graduate assistant may serve on a full-time, half-time or other basis. For the purposes of this policy, such time commitments are as follows:

        1. Full-time Assistantship: A graduate assistantship in which the graduate assistant's responsibilities will require an average of 20 hours per week.
        2. Half-time Assistantship: A graduate assistantship in which the graduate assistant's responsibilities will require an average of 10 hours per week.

    C. Renewal of Appointments: Students may be re-appointed to assistantships for successive terms, but renewal is not automatic or guaranteed. Factors entering into a decision to reappoint a graduate assistant may include:

        1. Satisfactory academic performance and progress toward degree;
        2. Satisfactory performance of assigned assistantship responsibilities and duties;

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3. Availability of funds;
4. Departmental or institutional limits on the number of years for which an assistantship may be held; and
5. Specific departmental needs, constraints and policies, including efforts to allow a large number of qualified students to benefit from assistantships.

D. Notice of Appointments: Except under justifiable circumstances, graduate assistants whose appointments are for more than one term will be notified of their appointments, and of decisions not to renew appointments, at least 60 days before the date upon which the appointment is to begin.

1. If a decision to renew an appointment cannot be made within that time line, the graduate assistant will be informed at least 60 days in advance of the assistantship's start date of an estimated date for the renewal decision.
2. Circumstances which may justify fewer than 60 days notice include, but are not limited to, uncertainty in departmental funding and course enrollments.
3. Nothing in this section shall prevent a department or unit from making an appointment to a graduate assistant on short notice based on changed circumstances in class enrollments, the availability of resources, or other factors.

E. Appointment Letters: Upon appointment, each graduate assistant will receive an appointment letter that contains detailed information concerning the terms and expectations of the assistantship. The appointment letter shall include, at a minimum:

1. The length of the appointment;
2. The starting and ending dates of the appointment, including the dates during which the graduate assistant is expected to be on campus to perform the duties of the assistantship;
3. The average weekly time commitment of the assistantship;
4. The basic responsibilities of the assistantship;
5. The economic benefits of the assistantship, including stipend and tuition assistance amounts, and any access to health and other benefits;
6. The department or office to which the student will report, including the name of the faculty member or other individual who will supervise the assistantship, when feasible;
7. An affirmation that the provisions of the institution's graduate assistant handbook apply to the assistantship;
8. Any special requirements of the assistantship related to leave, scheduling, or other terms (e.g., coverage over breaks and weather emergencies) that may vary from the provisions of the institution's graduate assistant handbook; and
9. Contact information where the graduate assistant may obtain additional information and advice concerning the appointment, the provisions of the handbook, and graduate assistant grievance rights and processes.

F. Assignments: To the extent feasible, graduate assistants shall be given a written description of their teaching, research or other assignments, duties, and responsibilities at least two weeks before the beginning of the semester. However, departments retain the flexibility to

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adjust assignments as necessary due to loss of funding, course enrollment fluctuations, or other unanticipated events, even after the semester has begun.

G. Termination of Assistantships: An assistantship may be terminated within the term of the appointment under unusual and compelling conditions, for causes specified in institution's graduate assistant handbook.

H. Best Practices for Research Institutions: To the extent feasible, given the nature of the graduate programs in the departments of a research institution, departments are encouraged to:

1. Provide information to newly admitted graduate students who will receive assistantships, upon admission into a graduate program, or as soon thereafter as is feasible, regarding:

    a. An estimate of the potential additional length of time that the graduate student may be re-appointed, if the student remains in good standing and financial or other exigencies do not arise;
    b. The financial benefits of the assistantship, including tuition assistance, stipends and other benefits;
    c. An estimate of fees to be paid to the institution by the student that are not part of the benefits of the assistantship.

2. Develop protocols and provide graduate assistants with feedback concerning their performance in the assistantship.
3. For teaching assistants, identify specific class assignments two weeks before the beginning of the semester, or as soon thereafter as is feasible.
4. Seek to identify alternative employment opportunities for graduate students whose assistantships are rescinded after the appointment has been made due to financial or other exigencies.

III. Due Process Protections

A. Informal Resolution of Concerns: Graduate assistants are strongly encouraged to attempt to resolve grievances informally with their mentor(s) and/or supervisor(s). An institution may also establish a mediation process or an ombudsperson function to facilitate informal resolution of graduate assistant grievances.

B. Grievance Policy: To address concerns that cannot be resolved informally, each institution must have a formal, written graduate assistant grievance policy that provides the graduate assistant with the opportunity to present grievances to either:

1. The student's department chair, unit head, or other institution officer designated by the President; or
2. At the institution's discretion, a panel selected by the appropriate dean or the institution's senior academic officer:

    a. The panel will consist of a graduate student, as well as faculty members or administrators, who have no direct relationship with the department at issue or the individual parties to the grievance.

    b. Either party to the grievance may request that a panel member be substituted on the grounds that the panel member has a conflict of interest.

C. Content of Policy: Each institution's grievance policy must include fundamental due process protections and other minimum elements, including:

1. The opportunity for graduate assistants to provide the facts and evidence that support their grievances and to explain their positions to the grievance decision makers;
2. Any minimum information requirements and formats for presenting grievances, established by the institution, which shall not require adherence to complex procedures or evidentiary standards;
3. A clear statement that reprisals against graduate assistants for filing a grievance are prohibited;
4. Specific timelines for the phases of the grievance process;
5. The right to appeal any departmental or unit head decision to an appropriate dean, which may include the dean of the institution's graduate school or of the school where the student is enrolled.

D. Application:

1. The grievance policy will apply to disputes concerning:

    a. Workload volume and scheduling;
    b. Inappropriate work assignments;
    c. Termination of a graduate assistantship within the term of appointment; and
    d. Non-renewal of an assistantship for arbitrary or capricious reasons including reprisal for filing a grievance.

2. The decision whether to renew an assistantship, except for the reason listed above, remains within the discretion of the department chair and is not subject to the grievance process. However, if a graduate assistant believes that an assistantship was not renewed because of unlawful discrimination or other unlawful grounds, the graduate assistant may pursue available institution processes, such as access to the campus Fair Practices Office.

3. Graduate assistants may raise concerns regarding suspected on-campus fraud or fiscal irregularities through the confidential University System of Maryland hot-line mechanisms established in USM Policy VIII-7.10, "Policy on Reporting Suspected or Known Fiscal Irregularities," institution fraud reporting policies, and any relevant state or federal "whistleblower" laws.

E. Access to Policy: The institution's graduate assistant grievance policy shall be published on the campus website and included in its graduate assistant handbook.

IV. Professional Development

A. Orientation and Information: Each institution must provide graduate assistants with initial graduate assistant orientation and access to a graduate assistant handbook that contains all relevant policies and procedures applicable to graduate assistants.

B. Professional Development Opportunities: Each institution shall support professional development opportunities for graduate assistants, which may include special events for graduate assistants, and invitations to departmental, institutional, and other faculty development events.

C. Information for Graduate Assistant Supervisors: Faculty and staff who supervise graduate assistants must be familiar with the institution's policies and procedures for graduate assistants.

1. Each department chair, faculty member or unit head who supervises a graduate assistant shall have access to the institution's graduate assistant handbook and shall receive a copy of the graduate assistant's appointment letter.

2. Institutions shall hold faculty members and unit heads who supervise graduate assistants accountable for adherence to the terms of the student's appointment letter and the requirements of the graduate assistant handbook.

D. Changes to Policies and Procedures: Graduate assistants shall be apprised of any changes to relevant policies and procedures on a timely and ongoing basis.

V. Financial Assistance and Benefits

A. Stipends: Each institution shall establish stipend levels for graduate assistants as follows:

1. Institutions shall seek to set stipends at levels that are competitive with peer institutions, to the extent allowed by available fiscal resources.

2. Each institution shall establish minimum stipend amounts annually, with discretion to award stipends above the minimum level.

B. Time Away from Duty: Each institution shall provide paid "time away from duty" for graduate assistants as follows:

1. The minimum paid time away from duty for a full-time, 12-month graduate assistant is 20 hours per year. Such leave:

a. Is in addition to institution holidays and other days that the institution is closed; and

b. May be scheduled, with the permission of the graduate assistant's supervisor, at times that do not conflict with the duties of the assistantship.

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2. For graduate assistants with appointments of less than 12 months or 20 hours per week, the institution shall establish policies for time away from duty that may include breaks and holidays in the academic year, any specified total hour commitments in the graduate assistant's appointment letter, and other campus-specific factors.

3. Requests for paid time away from duty must be approved by the graduate assistant's supervisor and department chair or unit head, with consideration given to the personal needs of the graduate assistant for such leave.

C. Leave for Illness and Emergencies: Each institution's graduate assistant policies shall provide for collegial support for short-term illnesses and emergencies.

D. Other Benefits: Each institution has the discretion to provide additional benefits to its graduate assistants, in light of the role of graduate assistants at the institution and the availability of resources.

E. Administration: The administration of leave policies for graduate assistants shall be determined by each institution in a manner that recognizes both the graduate assistant's duties to the institution and the student's academic obligations.

VI. Communication with Administration

A. Institutions shall provide opportunities for graduate assistants to
1. communicate their concerns to campus administration,
2. provide advice in the development and implementation of policies and procedures related to graduate assistants,
3. be represented in institution-wide graduate assistant orientations,
A.4. and otherwise participate fully in shared governance.

B. At a minimum, the institution will provide graduate assistant representatives with the opportunity to meet for discussions with campus administration, including the institution's vice presidents for academic affairs and administration and the graduate dean, or equivalent positions, at least twice annually for substantive discussion.

C. Each institution will facilitate the formation and operation of a graduate assistant advisory committee, to be comprised of graduate assistant members who will represent the interests of the institution's graduate assistants.

1. The committee may be part of an existing shared governance body or a distinct advisory group formed for the purpose of addressing the interests of graduate assistants.
2. Members will have the option of engaging an external representative in their discussions with administration, as described in paragraph D, below.

D. Graduate assistants may elect to engage a representative, which may be a labor organization, to assist them in "meet and confer" discussions with institution administrators

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over issues of concern to graduate assistants, including stipends, benefits and terms of appointments.

1. The institution will give serious consideration to the information, views, and suggestions gained from the meet and confer process in any relevant policy decisions regarding graduate assistants. Agreements reached during the process that are amenable to formalization as policy may be adopted as such through appropriate decisional processes of the institution; however, the President retains final authority over all such decisions.

2. The Chancellor, in consultation with the Presidents, shall develop principles and guidelines for organization of the meet and confer process at USM institutions.

   a. Principles underlying the "meet and confer" process must include appropriate legal parameters, requirements for fairness and adequate representation, respect for the fundamental elements of higher education shared governance, and administrative feasibility.
   b. Guidelines will address the processes by which graduate assistants will determine whether to engage a labor representative, the selection of the representative, access to information, and minimum requirements for meet and confer meetings.
   c. These principles and guidelines shall include:
   - **Formalize the structure and expectations of the meet and confer process**-including the role and responsibility of university leadership in responding to the graduate assistant's concerns.
   - **Mandatory training for all involved**- student representatives, administrators, and faculty—on the purpose and structure of meet and confer, roles and responsibilities, and how to engage in collaborative problem-solving. There should be a clearly defined process with regular meetings, equitable participation, transparent data sharing (on stipends, workloads, healthcare, etc.), and designated follow-up procedures.
   - **Involvement of an ombudsperson**-an ombudsperson should be available to intervene if the process breaks down or becomes unproductive. Accountability must be built in at both the campus and system levels, with someone tasked with tracking issues raised and measuring long-term progress.
   b. - **Accountable follow-up process**-concerns raised lead to concrete actions with defined timelines. Additionally, a centralized record of issues raised, and outcomes achieved to help maintain institutional memory and support continuity.

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3. Communications between graduate assistants and institution administration are based upon the free and candid expression of views. The presence of a meet and confer process at an institution in which graduate assistants engage a representative does not limit or constrain the role, function or processes of institutional shared governance. Shared governance bodies and other groups of graduate assistants remain free to confer with administrators regarding matters of concern to those groups, and graduate assistants may participate in institutional shared governance bodies, consistent with institution policies.

VII.   Implementation

The provisions of this policy shall be implemented by each institution that appoints graduate assistants no later than September 1, 202611, and each President shall submit a report to the Chancellor summarizing the measures taken to implement this policy no later than November 1, 202611. The Chancellor will report to the Board of Regents on the impact of the implementation of this policy on the status of graduate assistants no later than November 1, 202712.

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III – 7.11 Policy on Graduate Assistantships

(Approved by the Board of Regents, December 3, 2010; amended, June 22, 2012; amended, Month XX, 202X))

I.   Purpose and Scope

A. Graduate Assistantships in the USM: The purpose of graduate assistantships in the institutions of the University System of Maryland (USM) is to support graduate students who are appointed to assistantships by:

1. Advancing the student's graduate education through practicum-based experiences, including the development and application of teaching, research and other skills, while also advancing the mission of the institution.
2. Providing financial support, including stipends and tuition assistance, to aid degree-seeking students enrolled in USM masters or doctoral programs and appointed as graduate assistants in the pursuit of their graduate degrees.

B. Policy Goal: This policy is intended to establish baseline standards for the administration of graduate assistantships, with a commitment to continuous improvement in the status of graduate assistants.

C. Institution Policies and Procedures: Each institution will develop a graduate assistant handbook that includes policies and procedures that include this policy, as supplemented by institution-specific policies, procedures and guidance, with recognition for differences in the nature of the specific graduate education programs at the institution, and the roles and responsibilities of the institution's graduate assistants.

II.   Appointments

A. Length: Appointments may be made for appropriate periods of time, as determined by the institution, ranging from a term, an academic year, 12 months, or a multi-year basis.

B. Time Commitment: A graduate assistant may serve on a full-time, half-time or other basis. For the purposes of this policy, such time commitments are as follows:

1. Full-time Assistantship: A graduate assistantship in which the graduate assistant's responsibilities will require an average of 20 hours per week.
2. Half-time Assistantship: A graduate assistantship in which the graduate assistant's responsibilities will require an average of 10 hours per week.

C. Renewal of Appointments: Students may be re-appointed to assistantships for successive terms, but renewal is not automatic or guaranteed. Factors entering into a decision to reappoint a graduate assistant may include:

1. Satisfactory academic performance and progress toward degree;
2. Satisfactory performance of assigned assistantship responsibilities and duties;

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3. Availability of funds;
4. Departmental or institutional limits on the number of years for which an assistantship may be held; and
5. Specific departmental needs, constraints and policies, including efforts to allow a large number of qualified students to benefit from assistantships.

D. Notice of Appointments: Except under justifiable circumstances, graduate assistants whose appointments are for more than one term will be notified of their appointments, and of decisions not to renew appointments, at least 60 days before the date upon which the appointment is to begin.

1. If a decision to renew an appointment cannot be made within that time line, the graduate assistant will be informed at least 60 days in advance of the assistantship's start date of an estimated date for the renewal decision.
2. Circumstances which may justify fewer than 60 days notice include, but are not limited to, uncertainty in departmental funding and course enrollments.
3. Nothing in this section shall prevent a department or unit from making an appointment to a graduate assistant on short notice based on changed circumstances in class enrollments, the availability of resources, or other factors.

E. Appointment Letters: Upon appointment, each graduate assistant will receive an appointment letter that contains detailed information concerning the terms and expectations of the assistantship. The appointment letter shall include, at a minimum:

1. The length of the appointment;
2. The starting and ending dates of the appointment, including the dates during which the graduate assistant is expected to be on campus to perform the duties of the assistantship;
3. The average weekly time commitment of the assistantship;
4. The basic responsibilities of the assistantship;
5. The economic benefits of the assistantship, including stipend and tuition assistance amounts, and any access to health and other benefits;
6. The department or office to which the student will report, including the name of the faculty member or other individual who will supervise the assistantship, when feasible;
7. An affirmation that the provisions of the institution's graduate assistant handbook apply to the assistantship;
8. Any special requirements of the assistantship related to leave, scheduling, or other terms (e.g., coverage over breaks and weather emergencies) that may vary from the provisions of the institution's graduate assistant handbook; and
9. Contact information where the graduate assistant may obtain additional information and advice concerning the appointment, the provisions of the handbook, and graduate assistant grievance rights and processes.

F. Assignments: To the extent feasible, graduate assistants shall be given a written description of their teaching, research or other assignments, duties, and responsibilities at least two weeks before the beginning of the semester. However, departments retain the flexibility to

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adjust assignments as necessary due to loss of funding, course enrollment fluctuations, or other unanticipated events, even after the semester has begun.

G. Termination of Assistantships: An assistantship may be terminated within the term of the appointment under unusual and compelling conditions, for causes specified in institution's graduate assistant handbook.

H. Best Practices for Research Institutions: To the extent feasible, given the nature of the graduate programs in the departments of a research institution, departments are encouraged to:

1. Provide information to newly admitted graduate students who will receive assistantships, upon admission into a graduate program, or as soon thereafter as is feasible, regarding:

    a. An estimate of the potential additional length of time that the graduate student may be re-appointed, if the student remains in good standing and financial or other exigencies do not arise;
    b. The financial benefits of the assistantship, including tuition assistance, stipends and other benefits;
    c. An estimate of fees to be paid to the institution by the student that are not part of the benefits of the assistantship.

2. Develop protocols and provide graduate assistants with feedback concerning their performance in the assistantship.
3. For teaching assistants, identify specific class assignments two weeks before the beginning of the semester, or as soon thereafter as is feasible.
4. Seek to identify alternative employment opportunities for graduate students whose assistantships are rescinded after the appointment has been made due to financial or other exigencies.

III. Due Process Protections

A. Informal Resolution of Concerns: Graduate assistants are strongly encouraged to attempt to resolve grievances informally with their mentor(s) and/or supervisor(s). An institution may also establish a mediation process or an ombudsperson function to facilitate informal resolution of graduate assistant grievances.

B. Grievance Policy: To address concerns that cannot be resolved informally, each institution must have a formal, written graduate assistant grievance policy that provides the graduate assistant with the opportunity to present grievances to either:

1. The student's department chair, unit head, or other institution officer designated by the President; or
2. At the institution's discretion, a panel selected by the appropriate dean or the institution's senior academic officer:

      a. The panel will consist of a graduate student, as well as faculty members or administrators, who have no direct relationship with the department at issue or the individual parties to the grievance.

      b. Either party to the grievance may request that a panel member be substituted on the grounds that the panel member has a conflict of interest.

C. Content of Policy: Each institution's grievance policy must include fundamental due process protections and other minimum elements, including:

1. The opportunity for graduate assistants to provide the facts and evidence that support their grievances and to explain their positions to the grievance decision makers;
2. Any minimum information requirements and formats for presenting grievances, established by the institution, which shall not require adherence to complex procedures or evidentiary standards;
3. A clear statement that reprisals against graduate assistants for filing a grievance are prohibited;
4. Specific timelines for the phases of the grievance process;
5. The right to appeal any departmental or unit head decision to an appropriate dean, which may include the dean of the institution's graduate school or of the school where the student is enrolled.

D. Application:

1. The grievance policy will apply to disputes concerning:

      a. Workload volume and scheduling;
      b. Inappropriate work assignments;
      c. Termination of a graduate assistantship within the term of appointment; and
      d. Non-renewal of an assistantship for arbitrary or capricious reasons including reprisal for filing a grievance.

2. The decision whether to renew an assistantship, except for the reason listed above, remains within the discretion of the department chair and is not subject to the grievance process. However, if a graduate assistant believes that an assistantship was not renewed because of unlawful discrimination or other unlawful grounds, the graduate assistant may pursue available institution processes, such as access to the campus Fair Practices Office.

3. Graduate assistants may raise concerns regarding suspected on-campus fraud or fiscal irregularities through the confidential University System of Maryland hot-line mechanisms established in USM Policy VIII-7.10, "Policy on Reporting Suspected or Known Fiscal Irregularities," institution fraud reporting policies, and any relevant state or federal "whistleblower" laws.

E. Access to Policy: The institution's graduate assistant grievance policy shall be published on the campus website and included in its graduate assistant handbook.

IV.   Professional Development

   A.   Orientation and Information: Each institution must provide graduate assistants with initial graduate assistant orientation and access to a graduate assistant handbook that contains all relevant policies and procedures applicable to graduate assistants.

   B.   Professional Development Opportunities: Each institution shall support professional development opportunities for graduate assistants, which may include special events for graduate assistants, and invitations to departmental, institutional, and other faculty development events.

   C.   Information for Graduate Assistant Supervisors: Faculty and staff who supervise graduate assistants must be familiar with the institution's policies and procedures for graduate assistants.

   1.   Each department chair, faculty member or unit head who supervises a graduate assistant shall have access to the institution's graduate assistant handbook and shall receive a copy of the graduate assistant's appointment letter.

   2.   Institutions shall hold faculty members and unit heads who supervise graduate assistants accountable for adherence to the terms of the student's appointment letter and the requirements of the graduate assistant handbook.

   D.   Changes to Policies and Procedures: Graduate assistants shall be apprised of any changes to relevant policies and procedures on a timely and ongoing basis.

V.   Financial Assistance and Benefits

   A.   Stipends: Each institution shall establish stipend levels for graduate assistants as follows:

   1.   Institutions shall seek to set stipends at levels that are competitive with peer institutions, to the extent allowed by available fiscal resources.

   2.   Each institution shall establish minimum stipend amounts annually, with discretion to award stipends above the minimum level.

   B.   Time Away from Duty: Each institution shall provide paid "time away from duty" for graduate assistants as follows:

   1.   The minimum paid time away from duty for a full-time, 12-month graduate assistant is 20 hours per year. Such leave:

      a.   Is in addition to institution holidays and other days that the institution is closed; and
      b.   May be scheduled, with the permission of the graduate assistant's supervisor, at times that do not conflict with the duties of the assistantship.

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2. For graduate assistants with appointments of less than 12 months or 20 hours per week, the institution shall establish policies for time away from duty that may include breaks and holidays in the academic year, any specified total hour commitments in the graduate assistant's appointment letter, and other campus-specific factors.

3. Requests for paid time away from duty must be approved by the graduate assistant's supervisor and department chair or unit head, with consideration given to the personal needs of the graduate assistant for such leave.

C. Leave for Illness and Emergencies: Each institution's graduate assistant policies shall provide for collegial support for short-term illnesses and emergencies.

D. Other Benefits: Each institution has the discretion to provide additional benefits to its graduate assistants, in light of the role of graduate assistants at the institution and the availability of resources.

E. Administration: The administration of leave policies for graduate assistants shall be determined by each institution in a manner that recognizes both the graduate assistant's duties to the institution and the student's academic obligations.

VI. Communication with Administration

A. Institutions shall provide opportunities for graduate assistants to
   1. communicate their concerns to campus administration,
   2. provide advice in the development and implementation of policies and procedures related to graduate assistants,
   3. be represented in institution-wide graduate assistant orientations,
   4. and otherwise participate fully in shared governance.

B. At a minimum, the institution will provide graduate assistant representatives with the opportunity to meet for discussions with campus administration, including the institution's vice presidents for academic affairs and administration and the graduate dean, or equivalent positions, at least twice annually for substantive discussion.

C. Each institution will facilitate the formation and operation of a graduate assistant advisory committee, to be comprised of graduate assistant members who will represent the interests of the institution's graduate assistants.

   1. The committee may be part of an existing shared governance body or a distinct advisory group formed for the purpose of addressing the interests of graduate assistants.
   2. Members will have the option of engaging an external representative in their discussions with administration, as described in paragraph D, below.

D. Graduate assistants may elect to engage a representative, which may be a labor organization, to assist them in "meet and confer" discussions with institution administrators

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over issues of concern to graduate assistants, including stipends, benefits and terms of appointments.

1. The institution will give serious consideration to the information, views, and suggestions gained from the meet and confer process in any relevant policy decisions regarding graduate assistants. Agreements reached during the process that are amenable to formalization as policy may be adopted as such through appropriate decisional processes of the institution; however, the President retains final authority over all such decisions.

2. The Chancellor, in consultation with the Presidents, shall develop principles and guidelines for organization of the meet and confer process at USM institutions.

   a. Principles underlying the "meet and confer" process must include appropriate legal parameters, requirements for fairness and adequate representation, respect for the fundamental elements of higher education shared governance, and administrative feasibility.
   b. Guidelines will address the processes by which graduate assistants will determine whether to engage a labor representative, the selection of the representative, access to information, and minimum requirements for meet and confer meetings.
   c. These principles and guidelines shall include:

   - **Formalize the structure and expectations of the meet and confer process**-including the role and responsibility of university leadership in responding to the graduate assistant's concerns.
   - **Mandatory training for all involved**- student representatives, administrators, and faculty—on the purpose and structure of meet and confer, roles and responsibilities, and how to engage in collaborative problem-solving. There should be a clearly defined process with regular meetings, equitable participation, transparent data sharing (on stipends, workloads, healthcare, etc.), and designated follow-up procedures.
   - **Involvement of an ombudsperson**-an ombudsperson should be available to intervene if the process breaks down or becomes unproductive. Accountability must be built in at both the campus and system levels, with someone tasked with tracking issues raised and measuring long-term progress.
   - **Accountable follow-up process**-concerns raised lead to concrete actions with defined timelines. Additionally, a centralized record of issues raised, and outcomes achieved to help maintain institutional memory and support continuity.

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3. Communications between graduate assistants and institution administration are based upon the free and candid expression of views. The presence of a meet and confer process at an institution in which graduate assistants engage a representative does not limit or constrain the role, function or processes of institutional shared governance. Shared governance bodies and other groups of graduate assistants remain free to confer with administrators regarding matters of concern to those groups, and graduate assistants may participate in institutional shared governance bodies, consistent with institution policies.

VII.   Implementation

The provisions of this policy shall be implemented by each institution that appoints graduate assistants no later than September 1, 2026, and each President shall submit a report to the Chancellor summarizing the measures taken to implement this policy no later than November 1, 2026. The Chancellor will report to the Board of Regents on the impact of the implementation of this policy on the status of graduate assistants no later than November 1, 2027.

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TOPIC: Update on Prison Education Program

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: December 3, 2025

SUMMARY: Senior Vice Chancellor Alison Wrynn and Associate Vice Chancellor for Student Affairs Zakiya Lee will provide an update on the prison education program, including information about the recent grant the USM received from Ascendium to support this work.

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: December 3, 2025

BOARD ACTION: DATE:

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