UNIVERSITY SYSTEM of MARYLAND

Board of Regents
Committee on Education Policy and Student Life and Safety
Thursday, January 29, 2026 – 9:30am
Zoom

AGENDA FOR PUBLIC SESSION

Call to Order — Chair Gourdine

1) Approval of Minutes from October 17th and December 3rd Public Sessions (action)

2) Program Proposals (action)

   a) University of Baltimore: Bachelor of Arts in Multimedia Storytelling

   b) University of Baltimore: Master of Science in Social-Organizational Psychology

   c) University of Maryland Global Campus: Bachelor of Science in Extended Reality Design

   d) University of Maryland, Baltimore County: Master of Science in Artificial Intelligence

3) University of Maryland, Baltimore County Proposal for School of Education (action)

4) Federal Regulations: Data and Metrics for Completion, Debt, and Earnings (information)

5) Report: Workload of the USM Faculty – Academic Year 2024-2025 (information)

6) Motion to Adjourn and Reconvene in Closed Session (action)

USM Board of Regents
Committee on Education Policy and Student Life and Safety
Minutes from Public Session
October 17, 2025
Zoom

Minutes of the Public Session

The Committee on Education Policy and Student Life and Safety (EPSLS) of the University System of Maryland (USM) Board of Regents (BOR) met virtually (via Zoom) in public session on Friday, October 17, 2025. The meeting was convened at 9:35 a.m. Committee members present were: Regents Gourdine (chair), Gooden, Hasan, Lewis, Rivera-Forbes, Stebbins, Smarick, and Wood. Chancellor Perman and Senior Vice Chancellor Alison Wrynn were also present.

The following were also in attendance on Zoom: Dr. Allen, Dr. Alvarez, Dr. Amoussou, Dr. Ashby, Ms. Beckett, AAG Boyle, Mr. Bruce, Dr. Caraco, Dr. Clemmons, Dr. Colson, Dr. Cooper, Dr. Esters, Dr. Hall, Dr. Haywood, Dr. Jenkins, Dr. Jennings, Dr. Joshi, Dr. Kersh, Dr. Khademian, Vice Chancellor Lawrence, Dr. Lee, Chief Leone, Dr. Lynch, Dr. Marano, Vice Chancellor Masucci, Vice Chancellor Minor, Dr. Mueller, Mr. Muntz, Dr. Nesbary, Dr. O'Neill, Dr. Parrish-Harris, Dr. Perreault, Ms. Perry, Dr. Rashaw, Dr. Reed, Dr. Sanford, Dr. Skevakis, Dr. St. Jean, Dr. Ward, Dr. Whitehead, Ms. Wilkerson, and Dr. Williams.

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

Action Items

Academic Program Proposals

University of Maryland, College Park: Master of Science in Marketing
Dr. Will Reed, Associate Provost, and Dr. Yogesh Joshi, Professor, Robert H. Smith School of Business, presented the University of Maryland, College Park's proposal to offer a Master of Science in Marketing. This program provides a comprehensive foundation in marketing strategy, research, and consumer behavior, along with electives in areas such as digital promotion, AI in marketing, and brand management. Offered both in-person and online, the program emphasizes flexibility, applied learning, and technical competence. It addresses a growing need for marketing professionals equipped with strategic, analytical, and digital skills - particularly in sectors like tech, healthcare, and government.

Regent Wood asked about duplication. Dr. Joshi said that there are programs at TU and Johns Hopkins University, but this program varies from theirs and is more comprehensive. Regent Hasan asked if this program has been discussed with JHU. Chair Gourdine indicated that if there were a concern, we likely would have heard it by now. The regents asked for UMCP to consult with JHU before the approval vote at the next Board of Regents meeting.

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

have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer a Master of Science in Marketing, with the understanding that UMCP will consult with JHU to ensure no objections.

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

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

University of Maryland, College Park: Doctor of Information Science in Information Science Leadership and Community Engagement

Dr. Will Reed, Associate Provost, Dr. Paul Jaeger, Professor and Distinguished Scholar-Teacher, College of Information, Dr. Beth St. Jean, Associate Professor, College of Information, and Dr. Kate Izsak Associate Dean for Strategic Initiatives, College of Information, presented the University of Maryland, College Park's proposal to offer a Doctor of Information Science in Information Science Leadership and Community Engagement. This is a professional doctoral program designed for mid-career professionals working in libraries, archives, museums, nonprofits, government, and higher education. The program focuses on developing leaders who can drive organizational change and foster community engagement within information institutions. Unlike traditional research doctorates, this professional doctorate emphasizes applied, practice-based learning that prepares "researching professionals" to tackle real-world challenges such as information inequity and civic disconnection. Drs. Jaeger and St. Jean noted that this is the first program of its kind in the country and one of only a handful in the world.

Regent Hasan asked how many students are expected for the program and asked about the decline in library use. Dr. St. Jean said they are hoping to start with around 10-15 students. She also noted that this degree serves other organizations such as museums, schools, government, and nonprofits, but that libraries are still well-used for things beyond checking out books. Regent Hasan also asked if AI is a threat to libraries and Dr. St. Jean said that library programming expands beyond what AI is capable of.

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

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer a Doctor of Information Science in Information Science Leadership and Community Engagement.

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

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

Information Items

Campus Safety Panel
Dr. Zakiya Lee, Associate Vice Chancellor for Student Affairs, introduced a panel on campus safety. The panelists were:

- Dr. Brian Clemmons, Vice President for Student Affairs, Bowie State University
- Dr. Nicole Marano, Vice President for Student Affairs, University of Baltimore
- Dr. Renique Kersh, Vice President for Student Affairs, University of Maryland, Baltimore County
- Chief Thomas Leone, Chief of Police, University of Maryland, Baltimore

Each panelist spoke briefly about campus safety issues on their respective campus. Dr. Clemmons spoke about racial threats that impact BSU. He noted the bomb threats that many HBCUs received in 2022, as well as calls to silence students. He said that targeting racial threats requires several strategies such as technology, police, and mental health.

Dr. Marano's comments focused on the unique location of UBalt. She said that their student safety concerns are not focused on the typical college things like residence life, athletics, or Greek life. Their major concerns are about students coexisting with the community. She spoke about the CARE Team, which is a cross-divisional team that meets weekly to address students of concern.

Dr. Kersh discussed the importance of building relationships across UMBC to support students. She noted a large increase in the number of complex cases they're seeing. She said that they are helping students, faculty, and staff understand the difference between safety and discomfort. Regent Gourdine asked if there is a need to equip faculty with how to deal with safety vs. discomfort and Dr. Kersh noted that is a part of larger conversations.

Chief Leone said that higher education is facing real challenges right now. UMB campus police are engaging with the community and taking a holistic approach. They utilize a co-response model, which pairs a social work intern with police officers responding to calls. He emphasized the importance of resources and wraparound services to help the students and the community. He noted the partnership with UBalt and that it has strengthened the relationship between both institutions.

Dr. Wrynn thanked the panelists for highlighting the day-to-day issues our campuses are facing. Chancellor Perman applauded the panelists and noted that each emphasized the importance of working together.

Notification of Awards: Wilson H. Elkins Professorships, FY26 and USM Scholarships, AY 2025-2026
Annually, the University System of Maryland Office of Academic and Student Affairs facilitates the distribution of scholarships to students and research funds in support of faculty. Kelsey Beckett, Chief of Staff and Director of Operations, shared information about the Elkins Professorship and Dr. Candace

Caraco, Associate Vice Chancellor for Academic Affairs, shared information about the USM scholarship programs.

The Elkins Professorship, which began in 1978 at the University of Maryland, College Park, was established to perpetuate the name and contributions of Wilson H. Elkins, a former Rhodes Scholar who led the University of Maryland to new levels of distinction as its president from 1954 to 1978. When the new University System of Maryland began in 1988, Dr. Elkins agreed that the professorship bearing his name should extend to the entire USM family. The Professorship may be used to recruit an outstanding individual to an institution to fill a vacancy or to provide special recognition and support to retain a current outstanding member of the faculty. An internal USM committee evaluates nominations and makes special effort to bestow the award in those areas where the Elkins Professor will have an opportunity to make an important contribution to the teaching, research, and public service mission of their institution and the entire University System of Maryland. Direct involvement with undergraduate and/or graduate students and outreach to other institutions within the System are hallmarks of the Elkins Professors. The Professorship is an opportunity for institutions to build on their strengths and to be of greater service to their students and to society.

This year's awardees include:

Traditional Elkins

Dr. Darsana Josyula, Professor, Department of Computer Science at Bowie State University (BSU). Dr. Josyula will establish a Collaborative Hub for Adaptive Human-Al Teaming, anchored at BSU through the Autonomous Technologies Lab, that integrates cutting-edge research, student internships, faculty collaboration, and STEM outreach. This project will expand student-led innovation, regional workforce development, and equitable access to Al research and education. Dr. Josyula has received a $52,500 award.

Dr. Elisabeth Smela, Professor of Mechanical Engineering at the University of Maryland, College Park. The award supports the rollout of a broadly accessible certificate program focused on sustainability in collaboration with the UMD Teaching and Learning Transformation Center and the Office of Sustainability and the development of a searchable database of sustainability-related assignments across a variety of disciplines and fields, curated and recommended by an AI concierge. Dr. Smela received a $80,000 award. ($40,000 per year/this is year **one** of two)

Dr. Rabiat Akande, Associate Professor at the University of Maryland, Baltimore's Carey School of Law. This is year two of a two-year award for a project exploring the relationship between law and colonial power. This project engages students and personnel within the communities being studied and will result in scholarship, a workshop series, podcasts, and conference presentations. Dr. Akande was awarded $80,000 ($40,000 per year; this year **two** of two).

Academic Transformation

The Elkins Professorship for Academic Transformation is a prestigious fellowship awarded to faculty within the University System of Maryland. New for AY2025-2026, the fellowship supports innovative projects focused on the use of Generative AI to advance academic transformation. Three awards of up to $10,000 each will be granted to faculty focused on the use of Generative AI to enhance teaching and learning.

- **Dr. Amanda Jozkowski,** Associate Professor and MS Program Director at Towson University, will use funds to develop the AI-Responsive Instruction and Student Engagement (ARISE) Project to enhance teaching and learning through the structured integration of generative AI into course design.

- **Dr. Eric Stokan,** Associate Professor of Political Science and Director of the Center for Social Science Scholarship at the University of Maryland, Baltimore County will use the funds to develop and disseminate open-source, modular training materials in computational social science and generative AI built around a forthcoming book authored in Bookdown.

- **Dr. David Leasure** at the University of Maryland Global Campus will use funds for the for the adaptation and scale-up of a course-specific, generative AI-based faculty coaching tool.

Scholarship of Teaching and Learning Fellows

The 2025-26 Elkins SoTL Fellows are:

Wyletta Gamble-Lomax, Associate Professor of Elementary Education, Coppin State University

Melissa Budgal, Associate Professor of English Director, University Writing Center Director, Writing Across the Curriculum, Salisbury University

Rebecca Anthony, Associate Professor, Social Work, with co-principal investigator, Rachel Buchanan, Associate Professor, Social Work, Salisbury University

Mandee Booth, Assistant Instructor, School of Pharmacy, University of Maryland, Baltimore

Jason Farman, Professor of American Studies, Associate Dean of the Graduate School, University of Maryland, College Park

Jennifer Rae Myers, Assistant Professor, Hearing and Speech Sciences, with co-principal investigator, Kristin Slawson, Clinical Associate Professor, Hearing and Speech Sciences, University of Maryland, College Park

Kelsie Endicott, Coordinator of the Graduate Writing Center, University of Maryland Eastern Shore

Lari Warren-Jeanpiere, Collegiate Professor, Social Sciences, with co-principal investigator, Dominique Hammonds, Collegiate Professor, Clinical Professional Counseling, University of Maryland Global Campus

University System of Maryland Scholarship Programs
AY 2025 -2026

The University System of Maryland administers more than two dozen endowed scholarship funds that help in-state students from across the System afford an undergraduate education. Some are small, providing about less than $1,000 once to one student. Others are more significant, such as Regents Scholarships, which can provide a scholarship to cover tuition and fees, room and board, and a set

stipend for educational expenses for one or two students. All the scholarships have been provided by the generosity of donors who want to assist students, often in memory of someone who was dedicated to education. While some scholarships look solely at academic merit, others have additional criteria relating to students' demonstration of financial need or another criterion such as academic discipline.

A chart showing the amounts of the scholarships is included below:

Projected Spending for the University System of Maryland Scholarships
AY 2025-2026

Type of Scholarship	New Awards	Continuing Awards	Average Award Amount	Aggregate Amount (estimated)	Notes
Regents – full	4-Transfer Students from MD community colleges	4-Students originally awarded as MDCC transfer students	$37,503.66	$225,022	Amounts have been calculated for the full Regents Scholarship numbers to include the remission of tuition & fees provided by the USM institutions.
	4- First-year awards	6-Students originally awarded as first-year students	$38,769.60	$387,696	Amounts have been calculated for the Regents Scholarship numbers to include the remission of tuition & fees provided by the USM institutions.
Subtotal for AY 25-26	8	10	$38,136.63	$612,718	

Other Scholarships	3- Kelly Access Opportunity	8-Kelly Access Opportunity	$4,000	$48,000	The Kelly Fund supports

	Grants (transfer) 1- Kelly Access Opportunity (1 first-year)	Grants (both transfer and first-year awards)			need-based awards and is the largest of the scholarship funds.
	15 from 15 funds for partial scholarships	4-continuing students from 2 funds	$1,789.47	$34,000	
Fatzinger- One-Time Transfer Awards	9 students	N/A	$2,000	$18,000	One-time awards
Wild Near-Completer Awards	Estimate 83	N/A	$2,650 est.	$220,000	One-time awards to drive completion; FY2025 average award was $2,650
Retention Grant Funds	Estimate 200	N/A		$218,000	Award range of $500-$3,000
Subtotal for AY 25-26				$538,000	

Projected total amount of awards = $1,150,718 to serve an estimated 359 students.

Tentative Annual Agenda, 2025-2026

The Tentative Agenda for 2025-2026 comprises anticipated action items, including new academic program proposals and new Board of Regents policies, as well as information and discussion items. Some of the information items are reported on an annual schedule to ensure that the regents are well informed about topics of general interest (e.g. extramural funding, civic engagement and education, academic innovation), while others respond to specific requests for reports and recommendations on a variety of topics of interest to the Committee as previously noted by the regents.

Motion to Adjourn

Regent Gourdine thanked all for a productive meeting. She called for a motion to adjourn. The motion was moved by Regent Wood, seconded by Regent Smarick, and unanimously approved. Regent Gourdine adjourned the meeting at 10:52 a.m.

Respectfully,

Regent Michelle Gourdine
Chair

USM Board of Regents
Committee on Education Policy and Student Life and Safety
Minutes from Public Session
December 3, 2025
Zoom

Minutes of the Public Session

The Committee on Education Policy and Student Life and Safety (EPSLS) of the University System of Maryland (USM) Board of Regents (BOR) met virtually (via Zoom) in public session on Wednesday, December 3, 2025. The meeting was convened at 9:3 a.m. Committee members present were: Regents Gourdine (chair), Coker, Gooden, Hasan, Leggett, Lewis, Stebbins, Smarick, and Wood. Chancellor Perman and Senior Vice Chancellor Alison Wrynn were also present.

The following were also in attendance on Zoom: Dr. Allen, Dr. Alston, Dr. Amoussou, Dr. Ashby, Ms. Beckett, Dr. Blackman, AAG Boyle, Dr. Cade, Dr. Caraco, Dr. Clark, Dr. Cooper, Dr. Davis, Dr. Dennison, Dr. Djerdjouri, Dr. Esters, Dr. Grimes, Dr. Hall, Dr. Haywood, Senior Vice Chancellor Herbst, Dr. Hurte, Dr. Kassner, Dr. King-White, Ms. Lang, Vice Chancellor Lawrence, Dr. Lee, Dr. Lynch, Dr. Marano, Vice Chancellor Masucci, Dr. Mathias, Dr. Miller, Vice Chancellor Minor, Dr. Mueller, Dr. Muhoro, Mr. Muntz, Dr. O'Neill, Dr. Perreault, Dr. Reed, Mr. Roberts, Vice Chancellor Sandler, Dr. Sanford, Dr. Skevakis, Mr. Vasquez-Reyes, Dr. Ward, Dr. Wauchhaus, Dr. Whitehead, Ms. Wilkerson, and Dr. Williams.

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

Action Items

Academic Program Proposals

Bowie State University: Bachelor of Science in Risk Management and Insurance
Dr. Guy-Alain Amoussou, Provost and Vice President for Academic Affairs, Mr. William Roberts, Director, Maguire Academy of Insurance and Risk Management, and Dr. Mohamed Djerdjouri, Dean, College of Business, presented Bowie State University's proposal to offer a Bachelor of Science in Risk Management and Insurance. This program will offer a comprehensive study of risk management and insurance principles and will blend theoretical knowledge with practical applications across diverse industries. Students will gain hands-on experience through internships, case studies, and industry partnerships, while deepening their understanding of regulatory frameworks, risk mitigation strategies, and insurance operations.

Mr. Roberts noted that there are no undergraduate risk management programs in Maryland. He said that there is a need for this type of training and that the 10-year outlook shows that need will continue to increase.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from Bowie State University to offer a Bachelor of Science in Risk Management and Insurance.

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

Vote Count: Yeas: 9 Nays: 0 Abstentions: 0

Bowie State University: Ph.D. in Nursing Education
Dr. Guy-Alain Amoussou, Provost and Vice President for Academic Affairs, Dr. Monique Alston, Chair, Department of Nursing, and Dr. Cheryl Blackman, Dean, College of Professional Studies, presented Bowie State University's proposal to offer a Ph.D. in Nursing Education. This program will be unique to this region of Maryland, as no other institution offers a Ph.D. in Nursing Education as its primary curriculum content. It will increase the number of Ph.D.-prepared nursing faculty in Maryland.

Dr. Alston noted that this will allow students to start and end their education in nursing at Bowie State University. Regent Wood asked about the federal government's impact on the nursing profession and Dr. Alston noted that national advocacy groups are working to ensure that the profession continues to move forward. Chancellor Perman and several Regents expressed how critical this program is.

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

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from Bowie State University to offer a Ph.D. in Nursing Education.

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

Vote Count: Yeas: 9 Nays: 0 Abstentions: 0

University of Baltimore: Bachelor of Arts in Law, Philosophy, and History
Dr. Ralph Mueller, Senior Vice President and Provost, and Dr. Joshua Kassner, Professor, Philosophy, presented the University of Baltimore's proposal to offer a Bachelor of Arts in Law, Philosophy, and History. This is a humanities-based interdisciplinary undergraduate pre-law program that 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.

Regent Smarick said that he wishes more students going to law school had this foundation and that students from other USM institutions may be interested in the courses. Chancellor Perman applauded the interdisciplinary approach of the program.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from the University of Baltimore to offer a B.A. in Law, Philosophy, and History.

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

Vote Count: Yeas: 9 Nays: 0 Abstentions: 0

Policy on Appointment, Rank, and Tenure of Faculty – Section C.7. Revisions
Dr. Alison Wrynn, Senior Vice Chancellor for Academic and Student Affairs, presented proposed revisions to section C.7. of the Board of Regents Policy II-1.00 on Appointment, Rank, and Tenure of Faculty. A workgroup consisting of three Council of University System Faculty (CUSF) members, two provosts, and an associate provost proposed revisions to this section which were then reviewed by the Office of the Attorney General.

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.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposed revisions to the Policy on Appointment, Rank, and Tenure of Faculty.

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

Vote Count: Yeas: 9 Nays: 0 Abstentions: 0

Revisions to Policy on Graduate Assistantships
Dr. Alison Wrynn, Senior Vice Chancellor for Academic and Student Affairs, presented proposed revisions to the Board of Regents Policy III-7.11 on Graduate Assistantships. The proposed revisions come after meetings with the students on what they would change regarding the meet and confer process.

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

Chancellor Perman reiterated that the USM is committed to the meet and confer process.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposed revisions to the Policy on Graduate Assistantships.

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

Vote Count: Yeas: 9 Nays: 0 Abstentions: 0

Information Items

Update on Prison Education

Dr. Alison Wrynn, Senior Vice Chancellor for Academic and Student Affairs, and Dr. Zakiya Lee, Associate Vice Chancellor for Student Affairs, presented an update on the prison education program. They provided an overview of the work being done across the system starting in 2015 with the expansion of the Second Chance Pell Initiative. They detailed the programs at University of Baltimore and Bowie State University, as well as a program getting ready to launch at Towson University.

Drs. Wrynn and Lee discussed the work that Julep Consulting performed to review the national landscape and outline the potential for prison education and reentry services in Maryland. In October 2025, the University System of Maryland was awarded a $4.1 million grant by Ascendium to expand the prison education program across the USM and the state of Maryland. They ended their presentation with an overview of the current priorities of this work, which will be supported by the Ascendium grant.

Regent Wood thanked Drs. Wrynn and Lee for their work and noted that these types of programs have positive impacts on incarcerated individuals such as reducing recidivism. Chancellor Perman thanked Regent Wood for being the Regent champion for this work and recognized the institutions that have been doing this work. Regent Gourdine asked about evaluation and Dr. Wrynn noted that Westat is the evaluation partner in the grant.

Motion to Adjourn

Regent Gourdine thanked all for a productive meeting. She called for a motion to adjourn. The motion was moved by Regent Wood, seconded by Regent Smarick, and unanimously approved. Regent Gourdine adjourned the meeting at 10:42 a.m.

Respectfully,

Regent Michelle Gourdine
Chair

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: University of Baltimore proposal for a Bachelor of Arts (BA) in Multimedia Storytelling

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: January 29, 2026

SUMMARY: The University of Baltimore (UBalt) seeks approval to introduce the BA in Multimedia Storytelling (MMS), a humanities-based interdisciplinary program that combines narrative theory and analysis with visual design, digital media production, and professional and creative writing. Writing for print and understanding face-to-face communication are no longer sufficient skills for college graduates, as today's messages circulate through a range of platforms and modalities. By focusing on the integration of words, images, and videos across platforms, the program responds to the influence of technology on writing and communicating. Students will acquire foundational skills in audience analysis, cross-platform communication, communication ethics, and design principles and evaluation of the uses and limitations of emergent technologies such as generative AI. In all their classes, students will hone the analytical and creative thinking skills inherent in a liberal arts education.

The program consists of a 24-credit core that emphasizes narrative theory and design principles, as well as multimedia storytelling and production. Students then choose one of three 18-credit specializations in Media Design and Production, Creative Writing and Publishing, or Public Relations and Social Media. Upon the completion of the program, graduates will be agile thinkers and communicators, equipped to tell compelling stories across a wide range of platforms—including journalism, podcasting, social media, literary publishing, and content marketing. These skills will serve them well in a variety of career paths and will prepare them for graduate education in writing, publishing, and integrated design programs.

ALTERNATIVE(S): The Regents may not approve the program or may request more 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 Bachelor of Arts (B.A.) in Multimedia Storytelling.

COMMITTEE RECOMMENDATION: DATE: January 29, 2026
BOARD ACTION: DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992 awrynn@usmd.edu

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Baltimore
Institution Submitting Proposal

BA in Multimedia Storytelling
Title of Proposed Program

Bachelor of Arts	**Fall 2026**
Award to be Offered	Projected Implementation Date
0699.00	**09.0199**
Proposed HEGIS Code	Proposed CIP Code
College of Arts and Sciences	**Jennifer Keohane and Jane Delury**
Department in which program will be located	Department Contact
410-837-6283 **410-837-4200**	**jkeohane@ubalt.edu;** **jdelury@ubalt.edu**
Contact Phone Number	Contact E-Mail Address
Signature of President or Designee	12/11/2025 Date

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 Multimedia Storytelling (MMS) is a humanities-based interdisciplinary undergraduate program unlike any other in the State of Maryland. MMS consolidates and integrates two existing undergraduate programs at the University of Baltimore (UBALT): English (ENGL) and Digital Communications (CMAT). It combines narrative theory and analysis with visual design, digital media production, and professional and creative writing. An innovative response to the influence of technology on writing and communicating, the BA in Multimedia Storytelling goes well beyond the scope of standalone English and Communications degrees.

Writing for print and understanding face-to-face communication are no longer sufficient skills for college graduates, as today's messages circulate through a range of platforms and modalities. To that end, the MMS program builds on the strong foundation in literature and narrative theory already present in CMAT and ENGL classrooms with a core curriculum that emphasizes the essential role of storytelling in human interaction. In their core courses, students will acquire foundational skills in audience analysis, cross-platform communication, communication ethics, and design principles. They will learn to write effectively and for a range of purposes, adapting content to target audiences and evaluating the uses and limitations of emergent technologies such as generative AI. In all their classes, students will hone the analytical and creative thinking skills inherent in a liberal arts education.

By focusing on communication across platforms and the integration of words, images, and videos, the program will expand current English and Communication curricula. The emphasis on narrative/cultural theory and design principles will distinguish MMS from programs in journalism and media production. Beyond the 24-credit core, the streamlined, flexible curriculum includes 18-credit specializations in Media Design and Production, Creative Writing and Publishing, and Public Relations and Social Media. The Creative Writing and Publishing concentration encourages students to hone their skills in writing across literary genres through workshop style courses. Students will learn to make this writing public in a variety of ways: live and recorded readings, the production of a literary journal and the design of chapbooks and e-books. The PR and Social Media specialization will combine courses in production, design, marketing, and professional writing. It will address the increasing use of large language models in the professional writing workplace. The Media Design and Production concentration will allow students to specialize in the production of storytelling texts and include offerings in the arts like The Art of Film and The Business of Being an Artist.

MMS students will have the ability to pursue pathways into the College of Arts and Sciences' graduate programs. Currently, English students may opt into an accelerated Bachelor's to Master's program with the Creative Writing & Publishing Arts MFA or the Integrated Design MFA. Digital Communication students can accelerate into the Integrated Design MA. The formalization of these

pathways with the Multimedia Storytelling BA will occur immediately after approval of the program.

Upon completion of the program, graduates of MMS will have benefited from an innovative education grounded in critical analysis, creative problem solving, and real-world application. They will be agile thinkers and communicators, equipped to tell compelling stories across a wide range of platforms—including journalism, podcasting, social media, literary publishing, and content marketing. MMS incarnates UBalt's approved mission by providing the skills and knowledge necessary for success in careers focused on writing and communications in the twenty-first century. The Mission of the University of Baltimore states *that the university "offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community."* MMS is a forward-thinking program, updating degrees in English and Communications for an era when the ability to produce creative and compelling multimedia content drives communication strategies in business, nonprofits, education, and many other arenas. The degree preserves the timeless skills of critical and analytical thinking of a humanities classroom, while recognizing the evolving marketplace.

The proposed program will live in the Yale Gordon College of Arts and Sciences (YGCAS). Below is the college's mission statement:

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 teaching and scholarship due to its interdisciplinary approach to education. MMS enables the YGCAS faculty from multiple programs to offer undergraduate students a humanities-oriented, cutting-edge degree that is coherent, career-focused, creative, and maximizes the efficient use of resources.

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

The MMS program supports and is particularly well-aligned with the University of Baltimore's strategic goals, some of which are listed below:

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, MMS is intentional about its commitment to

prepare students for twenty-first century careers across communication, journalism, public relations, professional writing, and social media content creation. The University of Baltimore has identified several Areas of Excellence, one of which is "Communication and Design." MMS is intentional about blending communication with design and production skills to foster stand-out storytellers. As such, the program is a curricular mirror of this Area of Excellence. MMS will support student development by providing pipelines to UBalt's Creative Writing & Publishing Arts and Integrated Design programs. Graduates' strong communication and analytical skills will make them ideal candidates for law school, business school, and humanities-based graduate programs. Those who enter the job market directly will have a competitive edge for careers in marketing, public relations, social media, content strategy, audiovisual production, and editing and publishing, among other fields.

2. *Solidify UBalt's commitment to community engagement and service. (3.3: Strengthen connections between members of the university and the region's business and professional leaders.)* MMS is ideally suited to deliver on this strategic goal. Courses such as Writing Baltimore and Gamifying Public Spaces already place students in close collaboration with local partners, including museums and community nonprofits. The Multimedia Storytelling major will expand these connections through partnerships and student internships. It will foster collaboration with UBalt's new AI Center and seek to become a leader in the ethical use, application, and dissemination of generative content. Additionally, the program will work with UBalt's Klein Center, which supports interdisciplinary teaching and research across UBalt programs.

3. *Organize for long-term financial stability. (4.2: Foster academic innovation to drive enrollment and improve operational performance.)* MMS is, by design, an effort to more effectively and efficiently use UBalt's excellent faculty resources in humanities-based education. By ensuring that students interested in communication and writing will have a single starting point in their undergraduate education, the program will maximize efficiencies and collaborations between programs that currently operate separately from each other. This should not only prove appealing to students, thus presenting an opportunity for enrollment growth, but will more effectively maximize existing full-time faculty resources.

4. *Achieve excellence in research, scholarship and creative activity. (5.3: Nurture a campus culture of interdisciplinary collaboration and research.)* The faculty of the MMS program have overlapping interdisciplinary interests in scholarship and creative practices. Many of the faculty conduct research and pursue creative agendas that include expanding inclusive spaces and building opportunity to showcase diverse voices. By coming together under the umbrella of one coherent program, the faculty will benefit from new insights and explore novel lines of inquiry and scholarship.

5. *Strengthen UBalt's Commitment to Diversity, Equity, and Inclusion (6.1: Foster a welcoming, inclusive, and diverse environment on campus.)* In teaching UBalt's diverse student body how to more compellingly share their voices, experiences, and stories on

campus and in today's multimodal public sphere, MMS will foster an inclusive environment within the program and across campus.

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 our current faculty, who have the requisite expertise to deliver the curriculum, allowing us to avoid the need for new hires. We are also prepared to include new adjunct faculty as needed, ensuring we meet curricular needs 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 the Office of Technology Services.

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

The program directors and faculty of MMS are deeply committed to offering the program in a manner that will effectively meet the needs of our students by ensuring that they can easily complete the curriculum. Program directors will work with advisors to ensure that ENGL and CMAT students who opt into MMS can complete the degree expeditiously though reasonable course substitutions.

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 MMS program, one must understand the population served by the University of Baltimore. We are an exceptionally friendly institution for transfer students, many of whom complete associate degrees prior to arriving at UBalt. The University of Baltimore is a federally designated Predominantly Black Institution (PBI) with 51% of its undergraduate student population being African American and 62 % overall being underrepresented minorities. Two-thirds of our students receive Pell Grants. A majority of our students (61%) are women.[1] Most are older than traditional age college students with the average age of 31.5.[2] Approximately 63% of all University of Baltimore undergraduates are first-generation

[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.

college students.[3] In short, UBalt undergraduate students are diverse, nontraditional and underserved.

Furthermore, with its inclusion of technology and computer skills in the curriculum, the MMS program will help to address the digital divide for underserved students. According to the Digital Equity Scorecard, of the 210,325 unemployed individuals in Maryland, at least 69,407 lack foundational digital skills.[4] "These individuals may not even begin to compete for an estimated 164,546 or 76.6% of job openings which require such skills." In Baltimore City itself, according to data assessed by the Abell Foundation, 96,000 households (40.7%) did not have wireline internet service, such as cable, fiber, or digital subscriber line service in 2020.[5] And one in three households didn't have either a desktop or laptop computer. Most of these households are lower income. Many UBalt students were raised in these homes and come to the university with fewer digital advantages than their peers at other institutions.

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

MMS directly addresses the rapid evolution of communication practices in Maryland and across the country and globe. As digital technologies alter the ways that individuals and organizations create and share narratives, there is a crucial need for professionals who can integrate theory, design, and production into ethically informed and culturally relevant storytelling. The emergence of AI is transforming the job market, and universities are scrambling to address this revolution within their classrooms and in their degree programs. The MMS program will meet these challenges and opportunities head on. It will advance knowledge by uniting the study of classic narrative forms with emerging platforms, preparing students to adapt to ongoing technological change without sacrificing a foundation in strong thinking, writing, and analytical skills.

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

As previously noted, the MMS program will help to address the digital divide for underserved students in Maryland and Baltimore City. Furthermore, by combining creative practice with applied, career-oriented skills, the program offers multiple career entry points for students who may not see themselves reflected in traditional majors. MMS will not only serve those students more efficiently by streamlining two distinct majors but will likely foster better

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

[4] https://state-scorecard.digitalinclusion.org/scorecard/by_state/MD
[5] https://abell.org/publication/baltimores-digital-divide/

outcomes for our students and the communities they go on to serve. From its initial conception, MMS is designed for UBalt's unique population. Since many of our students work full-time jobs while raising families, the program will offer flexibility in course modality. We will also accommodate transfer students seeking the pathways to professional success that exist in formal and informal relationships between the University of Baltimore and community colleges from across the state.

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

The MMS program aligns closely with the priorities outlined in the Maryland State Plan for Postsecondary Education. The plan emphasizes expanding access to high-quality, affordable postsecondary opportunities; fostering student success through innovative curricula and support; and ensuring that graduates are prepared to meet workforce demands in a knowledge-driven economy.

*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 both of the programs being consolidated into MMS. Further, as noted above, the University of Baltimore and the MMS program serve an underserved population. The MMS 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 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.
MMS is grounded in an understanding that innovative, interdisciplinary programs provide students with a foundation to thrive in any number of professions and careers. Through a curriculum that is intentional about the development of analytic and communication skills and an emphasis on intellectual rigor, MMS is highly supportive of the State's commitment to "[m]aintain the commitment to high-quality postsecondary education." MMS's interdisciplinary nature also lines up with the State's priority to "[i]mprove systems that prevent timely completion of an academic program."

Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success. MMS is an innovative program both in Maryland and across the country. There are no other programs like it in the state. This fact alone constitutes sufficient evidence of its *unique* nature. The State Plan identifies access as an *important consideration*, and as has been stressed throughout this proposal, one of the key features of the MMS program is that it provides access to 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. With its combination of linked but distinct skill sets, MMS is an example of thoughtful academic risk taking.

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

C.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 BA in Multimedia Storytelling will be prepared to pursue careers across multiple sectors where strong communication, analytical skills and familiarity with different communication modalities and technologies are required. Examples are included in the table below. As for expected level of entry, it should be noted that many UBalt students are continuing their educations and may have work experience that, combined with the expertise gleaned from their degree, would allow them to enter these jobs at a more advanced level.

Industry	Employment Opportunities	Expected Level of Entry
Media & Entertainment	Content Creator, Multimedia Producer, Creative Writer, Assistant Producer, Game Narrative Designer	Entry-Level to Early Career; possible mid-level roles with strong portfolios
Advertising & Marketing	Copywriter, Content Strategist, Social Media Manager, Digital Marketing Specialist	Entry-Level ; Mid-Level after experience
Publishing and Creative Writing	Editorial assistant in publishing house, self-published or traditionally published author, screenwriter	Entry-level
Corporate Communications	Communications Specialist, PR Associate, Internal Content Developer	Entry-Level, depending on work experience
Journalism & Digital News	Journalist, Multimedia Reporter, Podcast Producer, Digital Editor	Entry-Level
Nonprofit & Advocacy Organizations	Community Engagement Coordinator, Fundraising Storyteller, Media Campaign Specialist	Entry-Level; advancement to Program/Project Manager
Education & EdTech	Instructional Designer, eLearning Developer, Curriculum Content Creator, English Teacher	Entry-Level; progression to Designer/Manager roles
Freelance & Entrepreneurship	Independent Creative Producer, Consultant, Small Media Business Owner	Entrepreneurial/Independent (self-directed entry)

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

Graduates of the MMS program will be prepared to enter a wide range of industries, including media and entertainment, advertising and marketing, corporate communications, education and EdTech, technology, and nonprofit organizations. They will be qualified for roles such as content strategist, multimedia producer, social media manager, UX content designer, journalist, and instructional designer. Entry-level opportunities are abundant in these fields, with advancement to mid-level positions as graduates gain professional experience. Current English and Digital Communication graduates already secure positions in these areas; however, employers increasingly seek applicants with broad technical and design skillsets. By offering this new interdisciplinary major, the University of Baltimore will prepare students to meet new workforce demands in Maryland and beyond, while enhancing the state's capacity for innovation in communication, media, and the arts.

The field of multimedia storytelling encompasses many sectors. National and regional labor data indicate strong and growing demand for professionals with interdisciplinary skills in multimedia storytelling, combining written, visual, and digital communication. According to the U.S. Bureau of Labor Statistics (BLS), employment in media and communication occupations is projected to grow by 104,800 jobs from 2024 to 2034. Growth is particularly strong in the public relations sector which will see 5 % growth, faster than the average for all occupations. Baltimore's concentration of media outlets, cultural institutions, and nonprofit organizations, along with proximity to Washington, D.C., creates a dynamic job market for graduates with these skills.

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

The Interactive Advertising Bureau (IAB) recently released the latest data from its economic research series Measuring the Digital Economy: Advertising, Content, Commerce, and Innovation. IAB is a prominent advertising business organization that develops industry standards, conducts research, and provides legal support for the online advertising industry. **The 2024 report shows that the Digital Economy has more than doubled since 2020, with internet-related jobs growing twelve times faster than the overall labor market. The "Creator Economy," made up of Americans who work full-time making digital content, has seen 7.5% growth since 2020. This trend is apparent in all 435 US Congressional Districts. Between 2020 and 2024, the number of people with full-time jobs as digital creators jumped from 200,000 to 1.5 million.**

As for the State of Maryland, the BLS' state-level Projections Managing Partnership site shows statewide growth in all of the professions that MMS graduates might enter. (It's important to note that positions as professional writing editors are projected to remain flat, but graduates of MMS will have different skills than the historic graduate in professional writing, due to their exposure to various platforms and technology.)

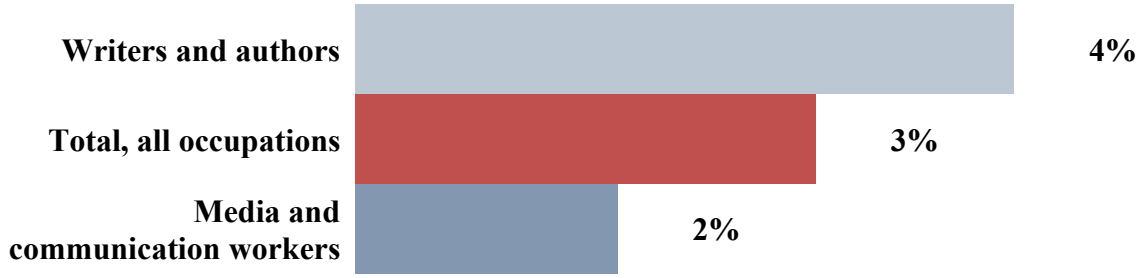
US Department of Labor, Projections Central Data for Maryland:

Title	Base (2022)	Projected (2032)	Change	% Change	Avg. Annl Openings
Designers, All Other	530	570	40	7.5%	50
Editors	2,130	2,130	0	0.0%	210
Film and Video Editors	510	570	60	11.8%	50
Graphic Designers	4,310	4,690	380	8.8%	400
Marketing Managers	7,030	7,700	670	9.5%	640
Media and Communication Workers, All Other	600	640	40	6.7%	60
Public Relations Specialists	4,600	5,030	430	9.3%	420

Graduates of MMS who enter the workforce in creative writing or editing will also have a leg up on fellow graduates. According to the BLS, employment of writers and authors is projected to grow 4% from 2024 to 2034, about as fast as the average for all occupations. The BLS notes that "As traditional print publications lose ground to other media forms, writers and authors are shifting their focus to online media, which is projected to result in some employment growth for these workers. In addition, the continued rise in self-publishing may lead to increased employment of writers and authors." Graduates of the program will have a distinct advantage due to their ability to move between print and digital media.

Writers and Authors

Percent change in employment, projected 2024-34



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

- **Current UBalt Majors Feeding into MMS**:

The English and Digital Communication programs graduate a combined 14 students per year.

Academic Year	ENGL	CMAT	Total
2020-2021	14	30	44
2021-2022	7	17	24
2022-2023	8	18	26
2023-2024	12	8	20
2024-2025	5	3	8
Total	46	76	122

Source: UBalt Institutional Data

- **Transfer and Pipeline Potential**:

  MMS should attract **community college transfers** from Maryland's programs in communication studies, English and creative writing, graphic design, and other adjacent programs, expanding the supply of graduates ready for graduate school or immediate employment. Planned **accelerated pathways** to UBalt programs in Integrated Design and Creative Writing & Publishing Arts will enhance the attractiveness of the program as well.

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.

We conducted a keyword search for the terms "storytelling" in October 2025 on MHEC's online Academic Program Inventory. Nothing came up. When we looked for programs using a search engine, we found Morgan State's Screenwriting and Animation BA, which mentions "digital storytelling" on their website. Morgan State also offers a concentration in Integrated Media Writing. Our proposed program does not focus solely on media writing, nor does it include a primary focus on screenwriting. As for Morgan's BA in Multimedia Journalism, our proposed BA in Multimedia Storytelling is not a journalism degree but rather endeavors to teach students to integrate words and images and think strategically about communication across a variety of media. Morgan also offers a minor in Film & Digital Storytelling. This program offers three tracks (1) Screenwriting (Film and Television Writing) (2) Film and Digital Storytelling, and (3) Cinematic Studies. The program focuses on screenwriting and cinema, not on telling stories across platforms. Furthermore, the minor only consists of 18 credits, while our BA is made up of 42 credits. Within USM, the University of Maryland offers a minor related to storytelling: "Digital Storytelling and Poetics Minor." The minor consists of 15 credits, most of which are English courses–our program is designed to be far more interdisciplinary.

We also searched the CIP code 09 in the same inventory and looked extensively at code 090702 to get a sense of statewide offerings in communication, journalism, and related programs. We encountered a number of master's degrees, including those at Goucher College, Johns Hopkins University, and Maryland Institute College of Art. We believe that this presents MMS students excellent options to further their studies but does not compete with our proposed undergraduate program. We identified undergraduate programs at Goucher College, Notre Dame of Maryland University, and Maryland Institute College of Art. Goucher College's program in Digital Arts has some similarities with MMS but does not offer a creative writing and publishing lens and is also located at an expensive private school, which serves a very different student population. Notre Dame of Maryland University offers a Digital Media Arts program, which is more focused on media production and does not mention storytelling in its course requirements. Maryland Institute College of Art offers an undergraduate program in Graphic Design, and while we include design

courses in the Multimedia Storytelling program, design is not our program's focus.

In sum, we see this as a highly innovative and unique program in Baltimore and across the state.

D.2. Provide justification for the proposed program.

Primarily, this program is needed to respond to the influence of technology on writing and communicating, requiring an update to standalone English and Communication degrees. Secondly, the program is needed to strengthen UBalt's ability to prepare humanities students for a future where demand for compelling content meets rapidly advancing technology. By focusing on communication across platforms and the integration of words, images, and videos, the program will move beyond current English and Communication degrees. By bringing narrative/cultural theory and design principles to the fore, the program will also differ from programs in journalism and media production.

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.

MMS should not 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 storytelling program. As mentioned, Morgan State's minor in film and digital storytelling offers a far different focus than our program does.

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.**

We anticipate no adverse impact on the uniqueness, institutional identities, or missions of Maryland's HBIs. The proposed humanities-based interdisciplinary multimedia storytelling major is closely aligned with the University of Baltimore's mission and institutional identity. UBalt serves a diverse, non-traditional population of transfer, working, and first-generation college students, who tend to favor clear, professionally relevant pathways. The major addresses this need by offering an interdisciplinary curriculum connected to twenty-first century job outcomes.

By leveraging UBalt's existing strengths, most notably, its signature area of excellence in communication and design, the program creates a structured and accessible route into graduate programs and the job market. It is specifically structured to serve UBalt's current student body in a manner consistent with our strengths and mission.

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

G1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The Bachelor of Arts in Multimedia Storytelling came about as a faculty-initiated effort to better serve UBalt students seeking a cutting-edge humanities education. Faculty conversations about updating curriculum in the English and Digital Communications programs illuminated key overlaps and synchronicity between the programs and their goals. 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 two programs in question will accomplish both goals without sacrificing the quality of the education UBalt students receive. At its inception, the program will be overseen by the former program directors of English and Digital Communications to ensure student needs are well met.

G2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The Student Learning Outcomes for MMS were developed in conversation with faculty who will teach in the program and represent a clear statement of what graduates will be able to do upon completion. They are:

1. Develop and apply creative storytelling techniques across multiple platforms
2. Evaluate the effectiveness of storytelling techniques and media strategies for engagement with different audiences and purposes
3. Analyze contexts (cultural, institutional, legal, sociopolitical, etc.) in which media content is produced and circulated
4. Apply media/literary theory and design principles to real world problems
5. Write and present clearly and persuasively across genres and platforms, adapting voice, style, and structure for varied audiences and purposes.

G3. Explain how the institution will:

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

Program assessment goals have been mapped across all courses in the curriculum and for each competency within courses. Faculty will develop rubrics to assess artifacts collected twice per academic year. Departmental assessment meetings will explore ways to improve student outcomes across the curriculum.

b) document student achievement of learning outcomes in the program

Program directors will follow all institutional requirements for documenting assessment practices which include undertaking the formal assessment described above and documenting it for continued improvement.

G4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

Program Requirements

Core Storytelling Foundation (24 credits)

STRY301: Intro to Multimedia Storytelling (3)
STRY310: Creativity and Voice (3)
STRY360: Multimedia Production (3)
STRY371: Storytelling Industries (3)
CMAT315: Design Foundations (3)
CMAT342: The Rhetoric of Digital Communication (3)
STRY498: Capstone (3)
One Literature and Culture course (3) from the list below.

Literature and Culture Courses

ENGL 315: The Short Story (3)
ENGL 316: Modern Poetry (3)
ENGL 319: Topics in International Literature (3)
ENGL 320: Contemporary Literature (3)
ENGL 333/CMAT333: Media Genres (3)
ENGL 332: Literature and Film (3)
ENGL 337: Great Plays (3)
ENGL 349: American Identities (3)
ENGL 360: Major Authors (3)
ENGL 365: Shakespeare's Influence (3)
ENGL 391: Topics in Language and Society (3)
ENGL 397: Literary Theory and Interpretation (3)
ENGL 400: Literature in Society (3)
CMAT 230: Baltimore in the Media (3)
CMAT 231: Decoding Media (3)
CMAT 271: Interpreting Pop Culture (3)
CMAT 475: Media Criticism (3)
HIST250: Digital History (3)

Students will choose another 18 credits of electives. They may group these electives into one of the following areas of focus:

Media Design and Production (choose 18 credits from the following courses)

CMAT 357: Principles of Design (prerequisite: CMAT315) (3)
CMAT 358: Digital Design (3)
CMAT364: Digital Photo (3)
CMAT367: Mobile Photo & Video (3)
CMAT369: Digital Video (3)
CMAT 392: Media Branding (prerequisite: CMAT315) (3)
CMAT456: Motion Graphics (3)
CMAT 457: Advanced Print Design (prerequisite: CMAT357) (3)

CMAT 459: Advanced Digital Design (prerequisite: CMAT358) (3)
ENGL 400/ARTS 201: Literature in Society (3)
ENGL401: Publication and Performance (3)
ARTS353: Arts Event Production (3)

Creative Writing and Publishing (choose 18 credits from the following courses)

ENGL 321/CMAT320: Argumentation, Debate, and Society (3)
ENGL 323: Writing, Editing, and Publishing (3)
ENGL 325: Introduction to Journalism (3)
ENGL 401: Publication and Performance (3)
ENGL 402: Copy-Editing and Document Design (3)
ENGL 324: Public Relations Writing (3)
ENGL 326: Writing for Digital Media (3)
CMAT 475: Media Criticism (3)
ENGL 382: Creative Writing Workshop: Poetry (3)
ENGL 383: Creative Writing Workshop: Fiction (3)
ENGL 385: Creative Writing Workshop: Playwriting (3)
ENGL 386: Creative Writing Workshop: Journalism (3)
ENGL 387: Creative Writing Workshop: Memoir (3)
ENGL 388: Creative Writing Workshop: Special Topics (3)
ENGL 363/CMAT363: Creative Writing Workshop: Screenwriting (3)

Public Relations and Social Media (*choose 18 credits from the following courses*)

ENGL 321/CMAT 320: Argumentation, and Debate, and Society (3)
CMAT 391: Public Relations Strategies (3)
ENGL 324: Public Relations Writing (3)
ENGL 326: Writing for Digital Media (3)
ENTR 305: Entrepreneurship and Innovation (3)
MKTG 301: Marketing Management (3)
CMAT 357: Principles of Design (prereq: CMAT315) (3)
CMAT 358: Digital Design (3)
CMAT 364: Digital Photography (3)
CMAT 367: Mobile Photo & Video (3)
CMAT 368: Photojournalism (3)
CMAT 369: Digital Video (3)
CMAT 392: Media Branding (prereq: CMAT315) (3)
CMAT 457: Advanced Print Design (prereq: CMAT 357) (3)
CMAT 459: Advanced Digital Design (prereq: CMAT 358) (3)
CMAT 469: Advanced Digital Video (prereq: CMAT 369) (3)
MKTG 405: Digital Marketing Strategy (3)
MKTG 410: Buyer Behavior and Marketing Analysis (3)
MKTG 415: Marketing Communication (3)
ARTS353: Arts Event Production (3)

Other Electives for all areas of focus:

- CMAT 407 Internship
- CMAT 489 Directed Independent Study

- CMAT 490 Honors Project
- CMAT497 Special Topics in Digital Communication

Course Descriptions

STRY301: Intro to Multimedia Storytelling (3)
A study of how narrativity and storytelling works across media. The course focuses on the nature of storytelling, types of stories, types of media, and the role of audience in the storytelling process. In addition to reading, viewing, listening to, and playing a wide range of narrative texts, students compose their own stories to gain a deeper understanding of storytelling.

STRY310: Creativity and Voice (3)
This course cultivates creative thinking and the development of a distinctive voice across multiple forms of storytelling. Students will engage in hands-on exercises, workshops, and experiments that encourage risk-taking, improvisation, and cross-media expression.

STRY360: Multimedia Production (3)
A continuation of Creativity and Voice in which students will adapt their projects across multimedia including video, audio, photography, graphic design, while applying their developing writing skills. Basic mobile production skills will be taught. (Prerequisite: STRY310.)

STRY371: Storytelling Industries (3)
This course explores the business of storytelling across media industries, whether film, television, publishing, music, and gaming. Students learn how content is produced, regulated, and distributed, within specific industrial contexts like conglomeration, convergence, and streaming.

CMAT315: Design Foundations (3)
This course introduces visual design as a foundation for creative storytelling and communication. Students learn and apply core principles of visual design—contrast, repetition, alignment, and proximity—to a series of creative assignments. Students explore color theory, grid systems, and the design process while analyzing the work of influential designers and major design movements of the 19th and 20th centuries. Emphasis is placed on visual literacy, audience awareness, and the historical and cultural contexts of design.

CMAT342: The Rhetoric of Digital Communication (3)
Overview of principles, strategies, and techniques for intentional communication that occurs within particular contexts and that influence communication choices. These include audience analysis, information transfer, persuasion, and associated ethical considerations. Special attention to changes from traditional to electronic to digital media. Prerequisite: None [TF]

STRY498: Capstone (3)
This advanced, project-based course prepares students to design and execute an original, public-facing storytelling project with an external organization or specific audience in mind. Students will reflect on their projects in a statement exploring process and choices when forming creative identities. To help situate students in real-life practice, students will engage with professionals from various fields.

ENGL 315: The Short Story (3)
An investigation of the various forms a short story may take and the kinds of effects writers have tried to produce. Particular attention is given to authors of the 20th century. [HAT] [AH]

ENGL 316: Modern Poetry (3)
A reading and discussion of 20th-century poetry. Emphasis is given to major works of those poets thought best to define the modern and its diversity of poetic response. [HAT] [AH]

ENGL 319: Topics in International Literature (3)
Readings in global fiction, poetry, and prose. May focus on the literature of one particular region/ country or offer a broader comparative study. May be repeated for credit when the topic changes.

ENGL 320: Contemporary Literature (3)
An investigation of trends and individual writers of today with respect to their immediacy and possible universality. Varied emphasis on the many different forms of current poetry, drama, and prose. [HAT] [AH]

ENGL 321/CMAT320: Argumentation, Debate, and Society (3)
Issue analysis, evidence evaluation, critical reasoning and counter advocacy. The principles of argumentation and debate are applied through student presentations and critical observation of contemporary debate in legal and legislative bodies. Laboratory fee required.

ENGL 323: Writing, Editing, and Publishing (3)
An introduction to professional writing, editorial concepts and the publication process. Writing and editing for brochures, newsletters and magazines, with special emphasis on audience and purpose. Laboratory fee may be required.

ENGL 324: Public Relations Writing (3)
Experience in preparing news releases and other promotional materials for print, electronic, online, and other digital media. Students will integrate writing formats, techniques, and skills to engage and motivate target audiences.

ENGL 325: Introduction to Journalism (3)
An introduction to journalistic writing and overview of trends and developments in the field. Students will learn to research, write, and present various kinds of basic news stories for traditional and digital media. Throughout the course, they will consider the civic, social, and ethical responsibilities of the profession. Prerequisite: none

ENGL 326: Writing for Digital Media (3)
Informational and persuasive writing for electronic and digital media. Emphasizes the translation of information, ideas, and experience into various contemporary one-way and interactive presentational formats.

ENGL 332: Literature and Film (3)
A study of famous and infamous adaptations of literary classics, ancient and modern. The problems involved in adapting one medium of communication to another. Laboratory fee may be required.[HAT] [AH]

ENGL 333/CMAT333: Media Genres (3)
Analysis of the patterns and conventions of a specific type of media program (e.g., Western, science fiction, situation comedy), media artist (e.g., Hitchcock, Allen, Capra) or style (e.g., film noir). May be repeated for credit when the topic changes. Laboratory fee may be required. [HAT] [AH]

ENGL 337: Great Plays (3)
A study of plays from major periods of world drama, with a view to showing the shaping of the - literary movements, forms, and techniques of the modern theater.

ENGL 349: American Identities (3)
A study of problems of individual identity and social roles: racial, ethnic, and sexual. The voices of writers and poets that reflect two worlds, yet are urgently their own. [HAT] [AH]

ENGL 360: Major Authors (3)
An in-depth study of one, two, or three authors connected by historical period, literary movement, or major themes in their work. May be repeated for credit when the topic changes. Prerequisite; none [HAT] [AH]

ENGL 363/CMAT363: Creative Writing Workshop: Screenwriting (3)
Intensive writing experience for students interested in writing drama for television and film. Emphasizes characterization, dialogue and plot development as well as conventions of and script formats for television and film

ENGL 365: Shakespeare's Influence (3)
Explores the works and historical context of one of the world's greatest storytellers and investigates the ways in which his legacy continues to shape the art of narrative today.[AH]

ENGL 382: Creative Writing Workshop: Poetry (3)
In a workshop setting, students are introduced to a wide range of poems that serve as models for their own writing. This intensive reading, writing and feedback experience helps students deepen their imaginations and develop their craft as poets.

ENGL 383: Creative Writing Workshop: Fiction (3)
Introduces students to the elements of fictional craft and gives them the opportunity to write their own short stories. Students study fiction by masterful writers to learn about language and form. Writing exercises encourage risk taking and originality while generating material to be developed into stories. Students submit their story drafts to the class for discussion.

ENGL 385: Creative Writing Workshop: Playwriting (3)
Intensive writing experience for students interested in writing drama for the stage. Emphasizes characterization, dialogue, and plot development as well as conventions of and script formats for theatre. Lab fee may be required. Prerequisites: none.

ENGL 386: Creative Writing Workshop: Journalism (3)
In a workshop setting, provides an opportunity to write creative journalism and study famous journalists and journalistic writing, including analysis of the style, language and ideas of writers who have gone beyond basic reporting to break new ground. Requires a professional approach to

journalistic writing.

ENGL 387: Creative Writing Workshop: Memoir (3)
In a workshop setting, an opportunity to write memoir. Students read and study memoirs by contemporary authors to become familiar with the many possibilities available to writers working in this form. Also focuses on issues relevant to the writing of memoir, including craft and technique, memory and truth telling, and interior and exterior significance

ENGL 388: Creative Writing Workshop: Special Topics (3)
In a workshop setting, students are introduced to a wide range of texts within a specific genre that serve as models for their own writing. This intensive reading, writing and feedback experience helps students deepen their imaginations and develop their craft as writers. Prerequisites: none

ENGL 391: Topics in Language and Society (3)
A consideration of narratives in the information age, historical developments through which changes in linguistic practice manifest themselves, and information theory. The role of languages in the social construction of reality as well as in the narrower sense of specific agents of change. May be repeated for credit when topic changes.

ENGL 397: Literary Theory and Interpretation (3)
An introduction to various schools of literary theory and exploration of ways in which we make sense of literary works. Emphasis is placed on the relationships between literary texts and theoretical approaches (e.g., formal, inter-textual, historical, cultural) that makes reading, as an interpretive act, a vital , rich and complex experience, and students will apply various theoretical lenses to literary texts for the purposes of analysis and interpretation. Prerequisite or co-requisite: 3 credits of literature coursework.

ENGL 400: Literature in Society (3)
An investigation of how literature emerges from and is shaped by the cultural and historical circumstances of specific times and places. May be repeated for credit when the topic changes.

ENGL 401: Publication and Performance (3)
A seminar involving a creative project in a particular literary form to be undertaken by each student. Emphasis on exploring the relationships of writing and publications and on developing one’s writing in specific publications contexts. Lab fee may be required.

ENGL 402: Copy-Editing and Document Design (3)
An advanced technical and professional writing seminar in which each student presents a formal proposal and a major writing project for peer review and critiques other participants’ work at all stages of the project development process.

CMAT 230: Baltimore in the Media (3)
A study of the image of Baltimore through the lens of the media. Students will analyze narrative and non-narrative films, television programs, books, short stories, websites, newspapers, magazines and blogs to gain a greater understanding of where they live and the city’s evolution from the eyes of those who record and promote its happenings. Laboratory fee required. [ART] [GIK] [AH]

CMAT 231: Decoding Media (3)
Helps students develop a vocabulary and techniques for analyzing images and sounds: movies, ads, photographs, websites and more. Examines composition, color, sequencing, animation and sound and specifically how those elements alter ¬meaning. [ART] [CTE] [HAT] [AH]

CMAT 271: Interpreting Pop Culture (3)
Interpreting Pop Culture (3) Examines various elements that define popular culture, among them the mass media, sports, fashion, restaurants and food, architecture, amusement parks and religion. Students look at ways that pop culture institutions and products both shape and reflect the larger culture. [ART] [HAT] [AH]

CMAT 357: Principles of Design (prerequisite: CMAT315) (3)
An introduction to the principles of design. The course will focus on the organization of visual space, typography, paper and color choices, visual strategies, and appropriate visual design choices for a variety of audiences. Prerequisite: Digital Communication computer graphic competency requirement. Laboratory Fee Required.

CMAT 358: Digital Design (3)
Introduction to interactive design principles, fundamental Web development concepts, and standards-based design practices that underlie digital design production for websites. Emphasis will be on how to create, manipulate, and prepare HTML and CSS-based web pages, designing effective site interfaces, appropriate typography and image use for the web, structural and content planning, the website development process and workflow, and increasing usability and functionality for enhanced user experience on the Web. Prerequisite : Digital Communication computer graphics competency requirement. Laboratory Fee

CMAT 364: Digital Photography (3)
Explores creation and manipulation of both still and video images in the digital environment. Through lectures, critiques, demonstrations, picture taking and digital manipulation exercises, students learn to shoot, edit and use a variety of digital techniques to produce material for print and Web distribution. Emphasis is placed on the development of portfolio-quality pieces. Laboratory fee required. Prerequisite: CMAT 212 or equivalent.

CMAT 367: Mobile Photo & Video (3)
This hands-on course introduces students to the creative and technical aspects of mobile digital photography and video production. Through a blend of theory and practice, students will explore camera operation, composition, lighting, editing, and storytelling techniques.

CMAT 368: Photojournalism (3)
Problems of producing and selecting photos for print and for other visual media. The relationship between text, photographs and design. Experience in preparing photo essays that incorporate both photographs and copy. Laboratory fee required.

CMAT 369: Digital Video (3)
The use of portable video equipment and non-linear editing software for the production of location and small-studio non-broadcast presentations. The production context is emphasized with special attention given to social media, corporate and institutional uses of video. Laboratory fee required.

CMAT 391: Public Relations Strategies (3)
Students will learn the strategies and tactics (traditional and digital) that public relations specialists use to build relationships, manage brand reputations, and tell brand stories. These include situation and audience analysis, as well as media mix and dealing with clients. Special attentions will be given to maximizing visibility via social media. Prerequisite: None

CMAT 392: Media Branding (prerequisite: CMAT315) (3)
In depth exploration of marketing and brand identity. Students explore successful historic and current campaigns, scrutinize media outlets for best brand penetration, and create and present their own brand identity campaign. Special emphasis is on digital and global marketing through social media. Prerequisites: CMAT 211 and CMAT 212.

CMAT 407: Internship in Communication
Students apply skills and knowledge from coursework to jobs in the field of corporate communication. Grading: pass/fail. Course is eligible for a continuing studies grade. prerequisites: senior status and permission of the program director.

CMAT 456: Motion Graphics (3)
The conceptualization and production of time-based graphic design. After studying the fundamentals of interactivity, students learn to integrate graphic design, sound, and animation, develop prototypes and examine various interactive software tools. Application of problem-solving techniques to the corporate environment and media presentations. Laboratory fee required. Prerequisites: CMAT 211, 212 or Computer Graphics Equivalency.

CMAT 457: Advanced Print Design (prerequisite: CMAT357) (3)
An advanced design course emphasizing the integration of typography and images in a series of projects of moderate and increasing complexity. Building on the foundation learned in CMAT 357, this course will focus on critical thinking and execution of ideas for a variety of audiences. Prerequisite: CMAT 357. Laboratory Fee.

CMAT 459: Advanced Digital Design (prerequisite: CMAT358) (3)
This course builds upon the skills and fundamental Web design concepts introduced in CMAT 358 Digital Design. Students will learn advanced standards techniques and design skills and strategies for building complex websites and mobile applications. prerequisite : CMAT 358 Digital Design. Laboratory Fee.

CMAT 469: Advanced Digital Video (prereq: CMAT 369) (3)
Advanced techniques and experience in planning, producing, and editing audio and video presentations. Prerequisite: CMAT 369 or the equivalent; or permission of the instructor Laboratory fee.

CMAT 475: Media Criticism (3)
Examination and application of the criteria for critically analyzing film, video and audio. Evaluation of the role of the critic and critical publications. Students compose and present critical reviews.

CMAT 489: Directed Independent Study (3)
Consideration and completion in depth of a special topic or project in communication. Each student

works closely with a faculty member who helps set goals, develop a course plan and guide progress. The project must be carefully planned and have approval of the instructor involved and the program director. prerequisite: permission of both the instructor and the program director.

CMAT 494 Honors Project (3-6)
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

CMAT 497: Special Topics in Communication
Intensive exploration of communication-related topics that are of mutual interest to faculty and students. Content varies according to the concurrent interests of faculty and students. The topic for study appears in the class schedule. Course may be repeated for credit when topic changes. Laboratory fee required. prerequisite: determined by topic

G5. 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 University's Learning Goals.

The categories included in the General Education group are the following:

- Arts & Humanities [AH] (6 credits)
- Ethics [ETH] (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

When designing the proposed program, we were mindful of such requirements and included the following courses, which also fulfill General Education requirements. We plan to certify more courses moving forward. The list below represents the certifications in progress:

- CMAT315, which meets the Arts and Humanities requirement
- STRY310, which meets the Arts and Humanities requirement

This allows students enrolled in the program to fulfill 6 General Education credits towards their degree, 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 courses as possible and therefore reducing the number of credits necessary beyond the program requirements.

Regarding Graduation Requirements, the following courses required by the program meet those criteria:

• CMAT342, which meets the Technological Fluency [TF] requirement
• STRY498, which meets the Capstone Experience requirement

In summary, students are not overburdened by program requirements or general education requirements. The following list reports an overview of the calculations:

• Program requirements: 42 credits
• General Education requirements: 32 credits remaining (6 credits are met by program requirements)
• Graduation Requirements: 9 credits remaining
• General Electives: 37 credits
    o Students can complete one or more minors, take further STRY courses, or complete courses at their own will.
    o Transfer students may not have to take any elective courses, as their incoming credits may count towards this group.

G6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Not applicable.

G7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable.

G8. 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 provides 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 tutorials to assist with LMS navigation, ensuring students can make the most of its features. 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 UBalt students. The Office of the Dean will work with the website content manager to ensure that the program description and curriculum is posted online and regularly updated. The catalogue will be revised to reflect the new program requirements, and a Guide to Graduation will help academic advisors and students map out coursework.

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 Multimedia Storytelling program will offer the additional assurance that students will be provided with complete and timely information related to their pursuit of the degree. The faculty are experienced educators who follow the standard practices of the University, thus assuring that degree requirements, course schedules, faculty office hours, access to technology and understanding of course modalities will be made clear to students via UBalt platforms and through regular emails from program directors.

G9. 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 directors will communicate with the YGCAS and UBalt marketing departments to ensure that any marketing materials, such as program fact sheets and web pages, 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)

An articulation agreement is in progress with Carroll Community College. The agreement will be attached to the final draft of this document

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

I1. 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 requisite faculty resources to offer the BA in Multimedia Storytelling. Most faculty members are full-time and tenured. They hold PhDs in English, Rhetoric, and Music. They are accomplished writers, designers, and authors and have published novels, memoirs, journalistic pieces and poems. They maintain active creative practices working with freelance clients in design and strategy. In helping to create MMS, our faculty have drawn on their classroom experience as well as their professional experience. MMS students will benefit from being taught by scholars who are also practitioners.

Faculty Member	Appointment Type	Field	Status	Terminal Degree	Academic Rank	Courses to be Taught
Jennifer Keohane	Full Time	Rhetoric and Communication	Tenured	PhD	Associate Professor	CMAT342, Culture courses
Jane Delury	Full Time	Creative Writing	Tenured	MA Writing Seminars	Professor	STRY310; Literature and Culture Courses;
Megan Rhee	Full-Time	Communication and Design	Tenure Track	MFA	Assistant Professor	CMAT315
Kyle Meikle	Full Time	English and Communication	Tenured	PhD	Associate Professor	STRY301; STRY371; STRY498; culture courses
Rachael Zeleny	Full Time	English, Writing, and Rhetoric	Tenured	PhD	Associate Professor	STRY498; Literature courses
Steven Leyva	Full-Time	Creative Writing	Tenured	MFA	Associate Professor	Lit. And Culture Courses
Betsy Boyd	Full Time	Creative Writing	Tenured	MA	Associate Professor	Lit. And Culture courses
Marion Winik	Half Time	Creative Writing	Tenured	MFA	Associate Professor	STRY 371: Storytelling Industries
D. Watkins	Half Time	Creative Writing and nonfiction	Tenure track	MFA	Assistant Professor	Culture Courses
Ian Power	Full Time	Arts, technology, and music	Tenured	PhD	Associate Professor	STRY 371; Culture Courses
Jacob DeGeal	Full Time	Design, Photo, Video	Tenure track	MFA	Assistant Professor	CMAT315; STRY360

I2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

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 with Coursera, EdX, etc., and the Center for Excellence in Learning Teaching and Technology (CELTT). The faculty pursues 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 the Multimedia Storytelling program and its constituent disciplines engage in critical assessment of their teaching, seeking rigor and effectiveness.

The learning management system (LMS)

The University of Baltimore periodically provides necessary training in its Learning Management System, Canvas, through CELTT as well as periodic quality reviews of the faculty's utilization of LMS.

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).

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 offers an adequate level of access to relevant academic, peer-reviewed resources such as journals and conference proceedings.

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

K1. 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 MMS program. Students will have access to multiple computer labs. The instructors' stations in our classrooms are adequately equipped for face-to-face instruction, along with a few classrooms set up for dual modality instruction. The

University provides students with loaner laptops when needed. The Liberal Arts and Policy building where courses in the new program would take place has a Digital Design Studio for students to access the Adobe Suite and other industry-standard software. It also has a fabrication lab, a podcasting lab, and a video studio.

K2. 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)

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

Table 1: Program Resources

Resource Categories	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031
1. Tuition and Fee Revenue (c + g below)	$444,587	$511,194	$588,698	$669,097	$743,727
a. Number of F/T students	30	34	39	43	47
b. Annual Tuition/Fee Rate	$10,200	$10,404	$10,612	$10,824	$11,041
c. Total F/T Revenue (a*b)	$310,491	$357,008	$411,135	$467,284	$519,404
d. Number of P/T students	25	28	31	35	38
e. Credit Hour Rate	$455	$464	$473	$483	$493

f. Annual Credit Hours	12	12	12	12	12
g. Total P/T Revenue (d*e*f)	$134,096	$154,186	$177,563	$201,813	$224,323

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: Program Expenditures					
Resource Categories	**FY 2027**	**FY 2028**	**FY 2029**	**FY 2030**	**FY 2031**
1. Faculty (b + c below)	$459,554	$459,554	$459,554	$459,554	$459,554
a. Number of FTE	3.56	3.56	3.56	3.56	3.56
b. Total Salary	$352,149	$352,149	$352,149	$352,149	$352,149
c. Total Benefits	$107,405	$107,405	$107,405	$107,405	$107,405
2. Admin Staff (b + c below)					
a. Number of FTE					
b. Total Salary					
c. Total Benefits					
3. Support Staff (b + c below)					
a. Number of FTE					
b. Total Salary					
c. Total Benefits					
4. Technical Support and Equipment					
5. Library					
6. New or Renovated Space					
7. Other Expenses					
Total (Add 1 through 7)	$459,554	$459,554	$459,554	$459,554	$459,554

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

M1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

UBalt 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.

M2. 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.

Annual assessment for the new major will involve two to three program SLOs. 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.

MMS faculty 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 this 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).

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

As previously noted, 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 Multimedia Storytelling 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:

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)

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

Not applicable.

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.

[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.

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: University of Baltimore proposal for a Master of Science in Social-Organizational Psychology

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: January 29, 2026

SUMMARY: The University of Baltimore seeks approval to introduce a new program, the Master of Science in Social-Organizational Psychology. This program examines how human behavior is shaped by social systems, both within a workplace context as well as in broader social systems. It integrates insights and skills from social psychology, such as group dynamics and conflict resolution, with those of organizational psychology, such as leadership and change management, to equip students with a robust toolkit for addressing complex organizational issues. The proposed 36-credit degree program draws on faculty expertise across three of the University of Baltimore's colleges, providing a broad foundation in organizational and social psychology and offering a range of electives that allow students to tailor their training to individual career goals. The culminating capstone experience offers hands-on experience through consulting projects or supervised research or professional experiences.

This program will prepare graduates for a range of careers in an increasingly complex and interconnected world. These include careers in management, organizational culture and change management, conflict management. In addition, graduates will have a foundation suitable for research positions or doctoral training.

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 Master of Science (M.S.) in Social-Organizational Psychology.

COMMITTEE RECOMMENDATION: DATE: January 29, 2026
BOARD ACTION: DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992 awrynn@usmd.edu

UN IVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

The University of Baltimore
Institution Submitting Proposal

Social and Organizational Psychology
Title of Proposed Program

Masters of Science
Award to be Offered

Fall 2026
Projected Implementation Date

200103
Proposed HEGIS Code

42.2813 (Applied Psychology)
Proposed CIP Code

Applied Psychology
College of Arts & Sciences
Department in which program will be located

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Signature of President or Designee

10/17/2025
Date

Centrality to Institutional Mission and Planning Priorities:

A1. Description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

The University of Baltimore (UBalt), a Predominantly Black Institution, seeks MHEC approval for a new graduate program, an MS in Social and Organizational (SO) Psychology. The proposed 36-credit program was carefully designed in alignment with Society for Industrial and Organizational Psychology (SIOP)'s Guidelines for Graduate Education (2016), emphasizing a competency-based approach that equips students with the skills and knowledge needed to succeed as professionals in organizational psychology. Core courses focus on foundational areas of organizational psychology—such as team behavior and leadership—while electives allow students to tailor their training to individual interests and career goals. These courses are augmented with foundational courses in social psychology and research, providing graduates with an edge in employment with research firms and survey companies. The culminating capstone experience offers an applied learning opportunity through hands-on organizational consulting projects, research, or supervised experience, serving as both a recruitment tool and pathway to job placement. This program would replace UBalt's current 42-credit MS in Industrial and Organizational Psychology. By reducing the program from 42 to 36 credit hours, UBalt ensures students can complete their degree in two years without summer or winter courses, increasing competitiveness, improving course scheduling predictability, and reducing advising workload, while maintaining the flexibility and rigor necessary for professional development in social and organizational psychology. These changes support UBalt's values of student success and affordability and strongly align with UBalt's vision "to be the premier regional university for career advancement, where leaders grow, thrive and learn to apply their skills for solving local and global challenges."

This proposed program is the first truly cross-college, multidisciplinary graduate program at UBalt and capitalizes upon the strengths of the existing faculty, who have stronger training in organizational and social psychology (e.g. experimental methods, group dynamics and teams) rather than the industrial side of IO (e.g. measurement and selection). Organizational psychology is essentially applied social psychology; it involves applying the study of how individuals are shaped by others in an organizational context, thus contributing to UBalt's career and leader-focused mission. Our proposed program takes a balanced, systems-level approach to understanding workplace dynamics, leadership, and organizational systems, rooted in the scientist-practitioner model. It combines a foundation in psychological theory with developing expertise beyond the HR-focused applications common in IO programs. This interdisciplinary curriculum allows students to explore the interplay between social dynamics, leadership, and organizational structures across diverse contexts, emphasizing a holistic understanding of organizations and the societal forces shaping them. We aim to strategically leverage existing coursework across three colleges (The Yale Gordon College of Arts and Sciences, The College of Public Affairs, and the Merrick School of Business), integrating it into a coherent 36 credit program that prepares students for organizational consulting, research positions, or doctoral training. One unique competitive advantage of the proposed program is the ability for students to pursue research with faculty in directed study or in collaborative research teams. The reduction in credit hours targets UBalt's goal of increasing student success, as students will be able to complete the degree in a shorter timeframe. Another goal of the program is to rejuvenate partnerships with community partners such as the National Aquarium in Baltimore, with whom the Division of Applied Behavioral Sciences had an MOU, and to reinvigorate degree-to-organization pipelines for consulting firms and government organizations such as Booz Allen

Hamilton and the Maryland Transit Authority. This serves to increase community engagement, an institutional priority of the University.

Graduates in Social-Organizational (SO) psychology are trained to understand not only workplace diversity but also how broader societal inequities influence organizational dynamics. This is critical for addressing issues such as discrimination and bias in hiring and promotion practices, as well as systemic inequities that affect employee well-being and engagement. As organizations increasingly value inclusive leadership and cultural competence, this broader lens is a significant advantage over the traditional "individual" focus of IO psychology.

A2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

The proposed Master of Science in Social and Organizational Psychology directly supports the University of Baltimore's strategic goals as outlined in its mission and strategic plan. UBalt's strategic priorities emphasize career-focused education, excellence in research and scholarship, nurturing a culture of interdisciplinary collaboration, and improving operational performance.

The program supports the university's strategic goals to provide career-focused education and to support student success. Students gain a broad foundation through grounding in both social and organizational psychology, leading to a broad range of careers; the culmination in an applied capstone ensures that students will have practical experience applying that foundation, preparing them for the workforce. The 36 credits of the proposed program facilitate time to completion, streamlining students' path to employment.

The proposed program advances the university's goals of achieving excellence in research, scholarship, and creative activity and of nurturing a culture of interdisciplinary collaboration. The program emphasizes research, providing students with applied research exercises, exposing them to collaborative research opportunities, and allowing them to pursue individual research interests. These opportunities prepare graduates for professional success as well as for success in doctoral programs. Program faculty are drawn from three of UBalt's colleges, exposing students to a variety of backgrounds and approaches to research approaches and problem-solving techniques.

Additionally, the multidisciplinary nature of this program supports UBalt's goal of organizing for long-term financial stability and improving operational performance by making efficient use of UBalt's faculty across departments and colleges.

A3. 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 our current faculty, avoiding the need for new hires. The current program in IO Psychology has only one full-time dedicated faculty member. The proposed changes to the curriculum will involve adding four full-time faculty members from across the university as affiliate faculty for the program (one member from psychology, one member from business, one member from public administration and one from conflict negotiation and management). These existing faculty have the expertise required to effectively deliver the curriculum. We are also prepared to bring in 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.

A4. Provide a description of the institution's a commitment to:

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

The University of Baltimore is committed to reenvisioning this program. The work dedicated to developing the curriculum described in this application is being supported by a Provost Award for Collaboration and Innovation. The program's needs will be met within the capacity of the existing faculty's teaching loads. To the extent necessary, adjunct faculty will be utilized.

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

The proposed program will require no new courses. Students who elect to complete the IO degree will be permitted to complete their original I/O program but will be given the option to complete the new program. Therefore, additional administrative, financial, and technical support of the program is not required, above and beyond the support already in place. We are committed to offering the program as long as reasonably necessary to build sufficient and sustainable enrollments.

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

B1. 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:

The need for the advancement and evolution of knowledge

Generally speaking, a degree program in SO psychology offers broader applicability, interdisciplinary integration, and more relevant perspectives, compared with IO psychology. Having a SO psychology degree will prepare graduates for impactful careers in an increasingly complex and interconnected world. There are several compelling reasons for offering a SO, rather than an IO psychology degree program:

Broader Scope and Societal Relevance
Unlike traditional IO psychology, which tends to focus on improving individual performance (e.g., employee selection, training and development, and performance management) toward achieving desired workplace outcomes, SO psychology combines the principles of social psychology and organizational theory to examine how human behavior is shaped by social systems, both within and beyond workplace contexts. This broader focus aligns with contemporary priorities, such as leadership, conflict management, organizational change, and social justice, all of which are integral to many organizations' missions today.

Increased Demand for Interdisciplinary Expertise
A SO psychology degree integrates insights from both social psychology (e.g., group dynamics, social influence, conflict resolution) and organizational psychology (e.g., leadership, organizational culture, change management) to offer graduates a more comprehensive toolkit for addressing complex human and organizational issues. Such an interdisciplinary approach

positions graduates well to work across diverse sectors and industries.

Alignment with Contemporary Workplace Trends
Over the past decade, nearly 90% of the workplace trends identified by SIOP (the Society for Industrial and Organizational Psychology)—87 out of 100—have been organizational in nature, emphasizing challenges such as leadership development, diversity and inclusion, employee well-being, and workplace adaptability. This overwhelming focus highlights the critical need for programs dedicated to organizational psychology and behavior. An organizationally focused program would equip professionals with the tools to address these contemporary and evolving challenges, ensuring that businesses remain agile and innovative, and that employees are supported and valued in an ever-changing environment.

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

As a Predominantly Black institution (PBI), the University of Baltimore is uniquely positioned to offer students educational pathways that can significantly enhance their social mobility and career opportunities. By providing access to a specialized program like the master's in SO Psychology, the university can empower students from historically underrepresented communities to enter a high-demand field.

The proposed program maintains the strengths of an already established and competitive program (academic rigor, job placement success) but shifts the coursework to balance basic research and theory with applied research on topics such as leadership, diversity, conflict negotiation, and consulting, allowing students flexibility to use the degree for doctoral preparation or entry into the workforce. The state's commitment to developing educational programs that reach underrepresented populations, including women, people of color, and individuals with differing abilities, aligns perfectly with the goals of this program. A central component of this program is a shift in focus from the industry side of IO to social psychology, which critically explores concepts like prejudice, discrimination, bias, and systemic injustice. The applied emphasis of this program leverages the basic research of social psychology and creates actionable approaches to equity in organizations based on that research.

B2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

The proposed master's in Social-Organizational Psychology is consistent with the Maryland State Plan for Postsecondary Education (2021–2025) goals of *Access, Success, and Innovation*.

Access. UBalt has been nationally recognized for providing high-quality education at an affordable cost. In 2024, Washington Monthly ranked UBalt the 2nd best public university in the state of Maryland and the best public master's university in Maryland for earning performance 9 years after entering college. UBalt was also named the best public university in Maryland for earning performance in "Best Bang for the Buck—Northeast" category (https://www.ubalt.edu/about/why-ubalt.cfm). Georgetown University's Center on Education and the Workforce (2022) ranked UBalt the best public university and Predominantly Black Institution (PBI) in Maryland for net value at 20, 30 and 40 years. In alignment with the Maryland State Plan's access and affordability goals, the new program reduces credit

requirements from 42 (current I/O program) to 36 (proposed SO program), reducing overall cost and decreasing matriculation-to-completion. In addition, students would not be required to take summer, as graduate students may find it challenging to obtain financial aid for summer courses.

Success. The proposed program has been designed to increase transparency and facilitate timely completion, both critical to the Maryland State Plan's emphasis on student success. The 36-credit hour program provides a clear and attainable pathway to completion within two years without requiring summer enrollment. Graduate students will be able to balance coursework with employment and family responsibilities, which is particularly important for UBalt's diverse, working-adult population. Dedicated faculty mentorship, cross-disciplinary collaboration, and experiential learning opportunities further support student engagement and retention.

Innovation. The SO psychology program is being proposed as a direct response to the labor market needs in Maryland. Careers that address systemic societal and organizational challenges are growing rapidly. Graduates in SO psychology are trained to understand not only workplace diversity but also how broader societal imbalances influence organizational dynamics. This is critical for addressing issues such as discrimination and bias in hiring and promotion practices, as well as systemic inequities that affect employee well-being and engagement. As organizations increasingly value inclusive leadership and cultural competence, this broader lens is a significant advantage over the traditional focus of IO psychology.

For example, the role of change management consultants has grown significantly, with companies increasingly investing in cultural transformation. Organizational change managers are also in high demand as companies navigate hybrid work models and the need for resilience in times of uncertainty. The training provided in SO psychology will help graduates to address these nuanced, systemic challenges, offering career opportunities in fields where traditional IO psychology may not apply directly. For example, our proximity to the Department of Defense (DoD) and need for practitioners with strong understanding of social influences on employee behaviors will give the students a cutting-edge opportunity above others.

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

C1. 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 Master's in SO Psychology program can expect to find employment across a wide range of industries. Common sectors include higher education institutions, consulting firms, healthcare systems (e.g., general hospitals), engineering services, employment agencies, public health administration, and various branches of local, state, and federal government. Graduates are also well-positioned for roles in administrative management, technical services, and nonprofit organizations focused on social and community services. Moreover, the median salary for those employed in these positions ($147,420 in 2023) greatly exceeds the salary of most psychologists ($94,310 in 2024), especially given that a masters in organizational psychology is a terminal degree (https://www.bls.gov/oes/2023/may/oes193032.htm).

Employment outlook for professionals in this field is strong. Job postings frequently seek individuals with this background for roles such as Human Resources Manager, Operations Manager, HR Specialist, Project Management Specialist, Data Scientist, Career Counselor, Training and Development Specialist, and Social and Community Service Manager. According to labor market projections, employment in several of these occupations is expected to grow faster than the average for all occupations statewide and regionally through 2034 (https://www.bls.gov/ooh/fastest-growing.htm), indicating sustained demand for program graduates.

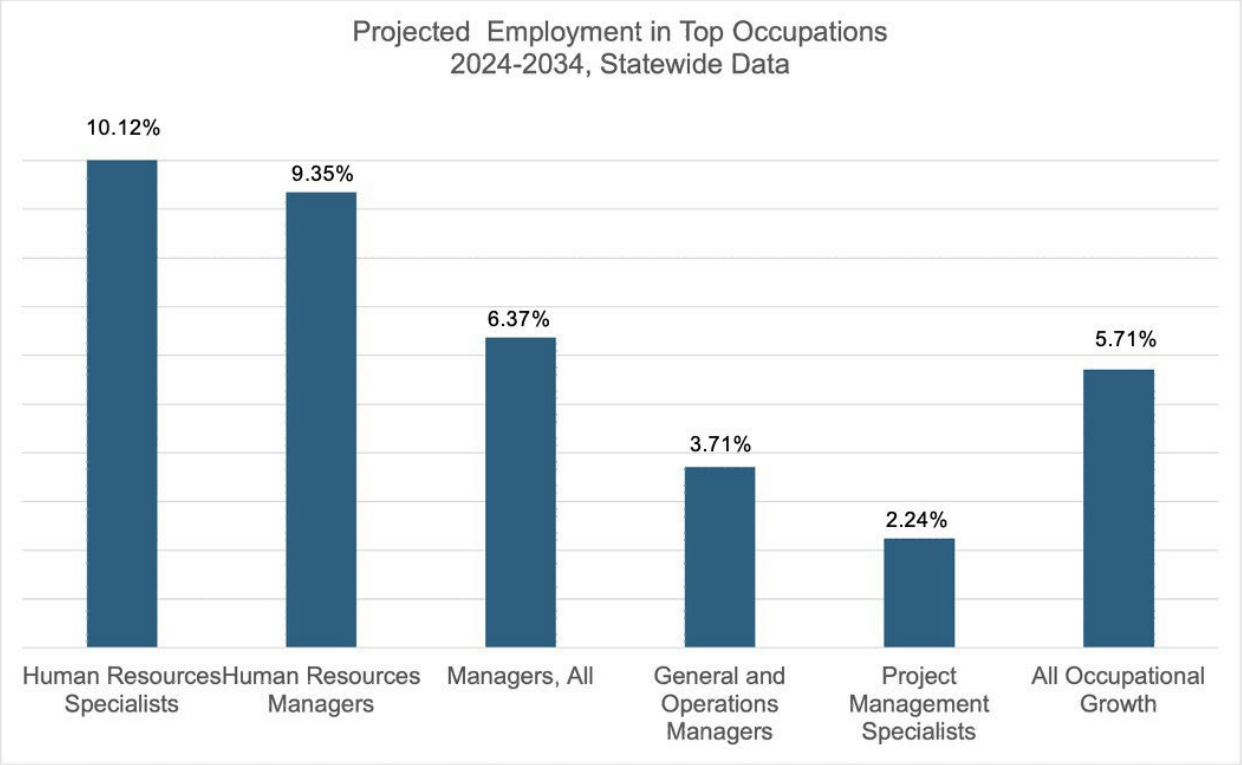
Graduates of a master's-level SO psychology program typically enter the workforce at the mid-level. This may include roles such as HR specialist, training and development consultant, project coordinator, or organizational development associate. In some cases, individuals with prior professional experience may qualify for mid- to upper-level roles, such as team lead, HR manager, or organizational consultant. Career advancement is often tied to experience and the specific industry in which a graduate is employed.

C2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

The following graphs present statewide and regional employment projections for a Master's-Level Social/Organizational Psychology Program. Relevant job titles within these occupations include those previously mentioned in Section C.1, such as Organizational Development Specialists, Training and Development Specialists, and Project Management Specialists, as well as roles like Human Resources Business Partners, Directors of Diversity and Inclusion, and Program Managers, and emerging roles such as People Analysts and Culture and Engagement Strategists.

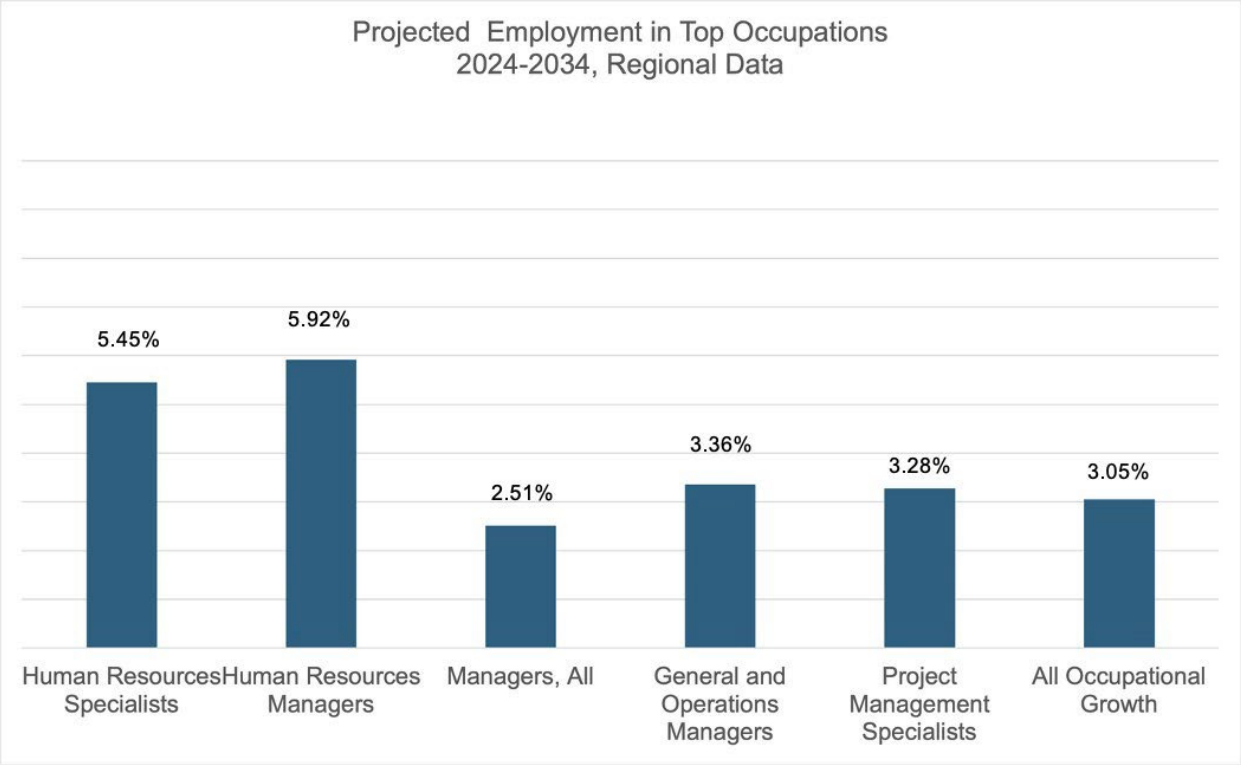
Overall occupational growth is projected to be 5.71% statewide and 3.05% across the broader region in the next 10 years. Notably, Human Resources Specialists, the largest and most directly aligned occupational category for graduates of this program, are projected to see over 10% growth over the next ten years statewide, indicating strong and sustained demand for graduates with relevant training.

Graph 1. Statewide Employment Growth Projections for Top SO-Aligned Occupations, 2023–2033 (Maryland Department of Labor)



Projected 10-year employment growth for SO-aligned occupations in Maryland.

Graph 2. Regional Employment Growth Projections for Top SO-Aligned Occupations, 2024–2034 (BLS, Mid-Atlantic Region)



Projected 10-year employment growth for SO-aligned occupations in the Mid-Atlantic region.

C3. 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.

Labor market data provides clear, quantifiable, and reliable evidence of both educational and employment trends relevant to the field, including strong job posting volume, projected occupational growth, and a close alignment between employer-desired skills and the proposed program's competencies. Together, these findings indicate a sustained and growing demand for professionals with graduate-level training in SO graduates over the next five years.

Educational and Training Needs. According to the U.S. Department of Labor's O*NET Online database, SO related occupations such as Human Resources Specialists, General and Operations Managers, and Project Management Specialists require knowledge, skills, and abilities in areas including performance management, project management, leadership, employee relations, conflict resolution, and data analysis. These roles align with the SO psychology program's curriculum focused on organizational dynamics and change. Program graduates would be suitable for mid-level entry opportunities requiring specialized training and 2-6 years of experience, thus, the master's degree is valuable for working professionals seeking career advancement. For positions requiring a bachelor's degree, earning a master's degree can provide a competitive edge and opportunity for advancement into analyst, consultant, or managerial positions. This evidence demonstrates that the program is well aligned with workforce

expectations, preparing graduates to enter the job market with the qualifications, skills, and professional experience most valued by employers.

Publicly available data from the Maryland Department of Labor (2023-2033)[1] and the U.S. Bureau of Labor Statistics (BLS, 2024–2034)[2] confirm strong growth and annual openings in key occupations aligned with Social-Organizational Psychology in which graduates of this program will be competitive.

Statewide Employment Projections. Maryland's Office of Workforce Information and Performance long-term occupational projections and annual opening estimates include SO-adjacent roles such as Human Resources Specialists, General and Operations Managers, and Project Management Specialists. These occupations are expected to have consistent annual openings. The program's location in Baltimore also positions graduates to serve the broader DC-Maryland-Virginia labor market, where demand is particularly strong in government, consulting, and nonprofit sectors. Job postings in the region consistently highlight skills in organizational leadership, project management, performance management, conflict resolution, and data analysis which are key competencies in the proposed SO curriculum.

National Employment Projections. Nationally, several occupations relevant to SO psychology are projected to grow faster than the average for all occupations (3% growth), including Human Resources Specialists (7.9%), Human Resources Managers (7.6%), Project Management Specialists (6.4%), and Training & Development Specialists (8.7%). Over five years, these result in hundreds of thousands of job vacancies across the country. The Bureau of Labor Statistics national projection (2024-2034) estimates consistent growth and a large number of openings annually for several occupations relevant to SO psychology. For example, annual openings are estimated at approximately 81,800 for Human Resources Specialists, approximately 17,900 for Human Resources Managers, and approximately 78,200 for Project Management Specialists.

The following tables present both employment growth projections and projected annual and five-year openings for select Social-Organizational (SO) Psychology-aligned occupations at the statewide and national level. Maryland data are from the Maryland Department of Labor's Office of Workforce Information and Performance, Long-Term Occupational Projections 2023–2033. National data are drawn from the U.S. Bureau of Labor Statistics' Employment Projections 2024-2034 (BLS). Occupations are identified by their Standard Occupational Classification (SOC) codes, including Human Resources Specialists (13-1071), Human Resources Managers (11-3121), Training and Development Managers (11-3131), Management Analysts (13-1111), General and Operations Managers (11-1021), and Project Management Specialists (13-1082). Project Management Specialists are reported in the national BLS projections, however, Maryland does not provide a separate breakout for this occupation in its statewide projections.

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[1] Maryland Occupational & Industry Projections - Workforce Information & Performance. (2024). Occupational Projections. Maryland Department of Labor. [Data set]. https://www.labor.maryland.gov/lmi/iandoproj/maryland.shtml

[2] U.S. Bureau of Labor Statistics. (2025). Occupational projections and worker characteristics [Data set]. https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm

Table 1. Maryland Employment Growth Projections for Selected SO-Aligned Occupations, 2023–2033 (Maryland Department of Labor)

Occupation	2024	2034	Change	% Change
Human Resources Specialists	17,608	18,994	1,386	7.9%
Human Resources Managers	4,044	4,350	306	7.6%
Management Analysts	25,635	28,304	2,669	10.4%
Training & Development Managers	1,834	1,993	159	8.7%
General & Operations Managers	98,454	105,805	7,351	7.5%

Projected statewide employment growth for SO-aligned occupations, 2023–2033.

Table 2. National Employment Growth Projections for Selected SO-Aligned Occupations, 2024–2034 (BLS)

Occupation	2024	2034	Change	% Change
Human Resources Specialists	782,800	829,200	46,400	6.0%
Human Resources Managers	205,000	214,800	9,800	4.8%
Project Management Specialists	744,900	790,800	45,900	6.2%
Management Analysts	1,042,900	1,138,400	95,500	9.2%
Training & Development Managers	43,000	47,000	4,000	9.3%
General & Operations Managers	2,644,000	2,832,000	188,000	7.1%

Table 3. Maryland Projected Annual and Five-Year Openings for Selected SO-Aligned Occupations, 2023–2033 (Maryland Department of Labor)

Occupation	Annual Openings	5-Year Openings
Human Resources Specialists	1,625	8,125
Human Resources Managers	345	1,725
Management Analysts	2,403	12,015
Training & Development Managers	158	790
General & Operations Managers	8,931	44,655

Projected national employment growth for SO-aligned occupations, 2024–2034

Table 4. National Projected Annual and Five-Year Openings for Selected SO-Aligned Occupations,

Occupation	Annual Openings	5-Year Openings
Human Resources Specialists	81,800	409,000
Human Resources Managers	17,900	89,500
Project Management Specialists	78,200	391,000
Management Analysts	98,100	490,500
Training & Development Managers	3,800	19,000
General & Operations Managers	283,100	1,415,500

2024–2034 (BLS)

Projected annual and five-year job openings for SO-aligned occupations nationwide.

C4. Provide data showing the current and projected supply of prospective graduates.

Currently, there are no SO graduate programs in the state of Maryland (or the broader Mid-Atlantic region). Nationally, only two universities offer graduate-level degrees specifically focused on SO Psychology: Teachers College at Columbia University (approximately 90 students annually) and Illinois State University (approximately 30 graduates per year). This combined national output remains modest given the breadth of workforce needs which could reach over 13,000 jobs in Maryland alone.

Demand for professionals with expertise in organizational behavior, employee wellbeing, leadership, and diversity management continues to rise. According to the U.S. Bureau of Labor Statistics (BLS), employment for Industrial-Organizational Psychologists is projected to grow 6% from 2022–2032, with Maryland ranking among the top states for employment in psychology and management-related fields. Broader occupations that rely on SO Psychology skill sets, such as training and development managers, HR specialists, and management analysts, are projected to add tens of thousands of jobs across the country over the next decade. However, as of 2022, the National Center for Education Statistics[3] lists the number of graduates in Industrial and Organizational Psychology (CIP Code 42.2804) as less than 1,000 annually. Therefore, while the national supply of SO and I/O program graduates combined is minimal relative to the availability of openings in relevant occupations, UBalt can directly contribute to increasing the supply of trained and qualified organizational psychologists available to fill these roles while establishing the first local source of SO-trained graduates.

Based on current enrollment, the proposed SO program could potentially enroll 10–20 students per cohort, producing 20–40 graduates every two years. This output would help fill a critical regional gap in the talent pipeline, serving employers in government, nonprofit, and private sectors who seek advanced training in organizational psychology but currently must recruit outside the state. Graduates from the UBalt SO program would not only be more competitive with their broader training in organizational and societal dynamics, but also uniquely and strategically positioned to serve employers in Maryland and the Mid-Atlantic region.

Reasonableness of Program Duplication

D1. 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. And D2. Provide justification for the proposed program.

UBalt's program is the oldest of the three I/O programs in the state (UMBC, MPS; UM College Park, MPS); this proposed shift reflects our intentional evolution toward a social-organizational model rather than toward duplication of the newer programs. The proposed MS in SO psychology program moves distinctly away from the personnel-focused (industrial) structure of the existing I/O programs including the current MSIOP program at UBalt. In the proposed

[3] Digest of Education Statistics. (2024) Degrees in psychology conferred by postsecondary institutions, by level of degree and sex of student: Selected academic years, 1949-50 through 2021-22 [Data set]. National Center for Education Statistics. https://nces.ed.gov/programs/digest/d23/tables/dt23_325.40.asp

program, students will complete 9 credits of foundational social-organizational coursework and 6 credits of interdisciplinary organizational courses**,** thereby shifting the focus from individual assessment to social and organizational processes. The Personnel Psychology requirement has been removed and replaced with Advanced Social Psychology; the previous six-credit Industrial Psychology requirement is also removed. Finally, students complete organizational psychology electives and a capstone supervised exclusively by faculty with expertise in social psychology, organizational psychology, or social-organizational psychology**.**

Johns Hopkins is the only program in Maryland with CIP Code 42.2813 (Applied Psychology). This program is a Master of Science in Counseling.

The table below summarizes the institutions with Master's degree programs using CIP Codes 42.0101 (General Psychology). There are no existing programs, aside from the University of Baltimore's Industrial-Organizational Master's of Science with CIP Code 42.2804 (I/O). There are no potentially similar programs such as Social Psychology (42.2707) and Organizational Behavior Studies (52.1003) at the Master's level.

Other Potentially Similar Programs in Maryland

Institution	Degree	Program	CIP Code	HEGIS Code
University of Maryland, College Park	Master of Professional Studies	Industrial-Organizational Psychology	420101	200101
University of Maryland Baltimore County	Master of Professional Studies	Industrial-Organizational Psychology	420101	200101
Loyola University Maryland	Master of Science	Clinical Professional Counseling	420101	200101
Towson University	Master of Arts	Four concentrations: Clinical, Counseling, Experimental, School	420101	200101
University of Maryland, College Park	Master of Science	Multiple concentrations: Clinical, Counseling, Experimental, Quantitative, Social	420101	200101
Morgan State University	Master of Science	Psychometrics	422708	200600
Frostburg State University	Master of Science	Counseling Psychology	422803	200401
Bowie State University	Master of Arts	Counseling Psychology	422803	200401
Bowie State University	Master of Arts	School Psychology	422805	082201

- *University of Maryland, College Park – Master of Professional Studies in Industrial-Organizational Psychology*
  This is a professional studies degree oriented toward I/O practice that prepares students for applied work in I/O psychology. It does not emphasize social psychology

or organizational behavior.

- *University of Maryland, Baltimore County – Master of Professional Studies in Industrial-Organizational Psychology*
  This is a professional studies degree oriented toward I/O practice that prepares students for applied work in I/O psychology. It does not emphasize social psychology or organizational behavior.
- *Loyola University Maryland – Master of Science in Clinical Professional Counseling* This degree is designed to train licensed professional counselors. The focus is clinical, emphasizing mental health counseling skills, licensure preparation, and therapeutic interventions, not Social or Organizational Psychology.
- *Towson University – Master of Arts in Psychology (four concentrations: Clinical, Counseling, Experimental, and School Psychology)*
  This program offers a number of concentrations in psychology, however, none focus on organizational or social-organizational psychology.
- *University of Maryland, College Park – Master of Science in Psychology (multiple concentrations: Clinical, Counseling, Experimental, Quantitative, Social)* This program offers a number of concentrations in psychology, however, none focus on organizational or social-organizational psychology. The Social Psychology concentration focuses on social psychology more broadly rather than applied to organizational contexts. In addition, the Master of Science degree is not a terminal degree. Students admitted to the Ph.D. complete a Masters en route.
- *Morgan State University – Master of Science in Psychometrics*
  This program is highly specialized in measurement and assessment, not organizational or social-psychological theory or practice.
- *Frostburg State University – Master of Science in Counseling Psychology*
  This degree is designed to train licensed professional counselors. The focus is clinical, emphasizing mental health counseling skills, licensure preparation, and therapeutic interventions, not Social or Organizational Psychology.
- *Bowie State University – Master of Arts in Counseling Psychology; Master of Arts in School Psychology*
  This degree is designed to train professional counselors. The focus is clinical, emphasizing mental health counseling skills, therapeutic interventions, as school psychology in community or school settings.

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

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

According to the current MHEC Program Inventory, none of the HBIs in the State currently offer graduate programs in SO Psychology, thus, we do not expect any impact on high-demand HBI programs.

Relevance to the identity of Historically Black Institutions (HBIs)

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

We expect no effect on the uniqueness and institutional identities and missions of HBIs since none of the HBIs in the State currently provide graduate programs in SO Psychology.

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

G1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

This is a new program that is cross-disciplinary in nature. It will be taught by psychology faculty from the Yale Gordon College of Arts and Sciences as well as faculty from the College of Public Affairs' Conflict and Negotiation Management and Public Affairs and the Merrick School of Business. A list of faculty members is reported in section I. All of these faculty members, including the program director, are full-time faculty members at the University of Baltimore.

Four faculty from three UBalt colleges (Yale Gordon College of Arts and Sciences, College of Public Affairs, and Merrick School of Business) worked together to design a program that integrates theory, applied practice, and interdisciplinary perspectives. This collaboration grew out of shared recognition of the need for a graduate program that prepares students to address contemporary organizational challenges in diverse settings through research-informed practice.

The program will be overseen by the Program Director and courses will be taught by faculty across the three colleges who bring expertise in areas such as organizational behavior, social psychology, conflict resolution, negotiation, leadership, and workplace dynamics. A list of faculty members is provided in Section I.

G2. Describe educational objectives and learning outcomes appropriate to the

rigor, breadth, and (modality) of the program.

The competencies for the proposed program are aligned with the Guidelines for Education and Training in IO Psychology (Society for Industrial and Organizational Psychology, Inc., 2016), developed by SIOP's Education and Training Committee, emphasizing the organizational psychology domains. These guidelines outline developmentally appropriate expectations for master's-level education and the modality of the proposed program supports a range of instructional methods aligned with SIOP's recommended approaches.

Competency 1: Ethical, Legal, Diversity, and International Issues Learning Outcomes:

- Apply ethical principles in organizational psychology practice.

- Uphold professional standards and confidentiality in workplace contexts.
- Promote diversity, equity, and inclusion in organizational interventions.
- Address international and cross-cultural considerations in organizational settings.

Competency 2: Professional Skills (Communication, Business/Research Development, Consulting, and Project-Management Skills)

Learning Outcomes:

- Communicate psychological concepts effectively to varied audiences.
- Lead and manage organizational consulting projects.
- Design and conduct applied research to support organizational objectives.

Competency 3: Research Methods Learning Outcomes:

- Design quantitative research studies relevant to organizations.
- Conduct literature reviews to inform research questions.
- Evaluate research validity and reliability critically.
- Report research findings clearly and accurately.

Competency 4: Statistical Methods/Data Analysis Learning Outcomes:

- Utilize statistical software to analyze organizational data.
- Interpret descriptive and inferential statistics in applied contexts.
- Assess data quality and handle missing or anomalous data appropriately.
- Present statistical results in accessible formats for stakeholders.

Competency 5: Groups and Teams Learning Outcomes:

- Analyze group dynamics and processes in organizational settings.
- Understand the role of social identity and group norms in teams.
- Assess team effectiveness and performance metrics to facilitate team-building and conflict resolution strategies.

Competency 6: Leadership and Management Learning Outcomes:

- Examine leadership theories and their organizational applications.
- Assess leadership styles and effectiveness.
- Address ethical issues in leadership and decision-making.

Competency 7: Occupational Health and Safety Learning Outcomes:

- Identify workplace hazards and risk factors affecting health.
- Analyze factors contributing to workplace stress and employee wellbeing.
- Evaluate the impact of organizational policies on health outcomes.

Competency 8: Organization Development Learning Outcomes:

- Assess organizational structures and culture for improvement opportunities.
- Apply change management theories and models to facilitate planned organizational change initiatives.
- Measure outcomes of development interventions.

Competency 9: Organization Theory Learning Outcomes:

- Understand foundational and contemporary theories of organizations in order to diagnose organizational challenges.
- Analyze organizational environments and their influences.
- Explore systems thinking in organizational design.
- Examine power, politics, and decision-making processes.

Competency 10: Training: Theory, Delivery, Program Design, and Evaluation Learning Outcomes:

- Understand core theories of learning and adult education as they apply to workplace training.
- Critically evaluate various training components and delivery methods and their effectiveness in different contexts and their alignment with organizational goals.
- Assess training program outcomes using established evaluation frameworks and metrics.

Competency 11: Work Motivation Learning Outcomes:

- Examine theories of motivation and their workplace applications.
- Assess factors influencing employee engagement and satisfaction.
- Analyze intrinsic and extrinsic motivators in organizational contexts.

G3. Explain how the institution will:

provide for assessment of student achievement of learning outcomes in the program

Program goals have been mapped across all courses in the curriculum, with assessments for each competency and goal embedded within courses. Department-developed rubrics are used to evaluate artifacts collected by faculty on a bi-annual basis. These results are reviewed during departmental assessment meetings to identify strategies for improving student outcomes across the curriculum—improvements are not limited to the courses where the assessments occur.

document student achievement of learning outcomes in the program

As described above, assessment is a faculty-driven cycle of continuous improvement. While assessment results document student achievement, they are also used to drive curriculum change.

G4. Provide a list of courses with title, semester credit hours, and course descriptions, along with a description of program requirements

Below is a list of program requirements, followed by recommended course sequencing, and course descriptions with semester credit hours.

The program requires 36 semester credit hours. Students complete 12 credits of required foundational core courses, 9 credits selected from the Social-Organizational core courses, 6 credits of interdisciplinary courses from approved offerings in the College of Public Affairs and the Merrick School of Business, and 6 credits of electives, which may be drawn from the elective list, from additional SO Core courses, or from interdisciplinary offerings not yet taken.

The program concludes with a 3-credit capstone. The culminating capstone experience offers an applied learning opportunity through hands-on organizational consulting projects, research, or supervised professional experience. Each capstone (internship, practical applications, directed study, or research practicum) is intentionally structured to function as a culminating experience. The options reflect both professional and research pathways and may be completed individually or in a group format, depending on the course. All options require students to integrate program content, demonstrate mastery of key competencies, and produce a final product that reflects the synthesis of theory and practice, establishing readiness for professional or scholarly advancement.

Program Requirements:

Required Foundational Core Courses (12 credits):

- APPL 631 Intermediate Statistics for the Behavioral Sciences (3)
- APPL 632 Research Methods (3)
- APPL 643 Advanced Social Psychology (3)
- APPL 641 Organizational Psychology (3)

SO Psychology Core Courses - Choose 3 courses from the following list (9 credits):

- APPL 609 Occupational Stress & Health Psychology (3)
- APPL 642 Motivation, Satisfaction, & Justice (3)
- APPL 647 Training & Development (3)
- APPL 649 Special Topics in Industrial/Organizational Psychology
- APPL 650 Leadership & Work Groups (3)
- APPL 652 Organizational Theory & Development (3)
- APPL 658 Change Management (3)

Interdisciplinary Courses - Choose 2 courses from the following list (6 credits):

- PUAD 704 Managing Diversity (3)
- CNCM 730 Organizational Conflict and Conflict Management Systems (3)
- MGMT 615 Managing in a Dynamic Environment (3)
- MGMT 710 Strategic Human Resource Management (3)
- MGMT 712 Employment Law and the Human Resource Manager (3)
- MGMT 730 Leadership, Learning and Change (3)
- MGMT 731 Leadership Seminar (3)
- MGMT 780 Leading Across Cultures (3)

Electives - Choose 2 courses from the following list (6 credits):

- APPL 639 Special Topics: Applied Statistics
- APPL 644 Personnel Psychology (3)
- APPL 645 Personnel Assessment (3)
- APPL 648 Employee Selection (3)
- APPL 651 Job Analysis (3)
- APPL 653 Consulting Skills (3)

APPL 654 Survey Development & Implementation (3)
APPL 659 Cross-Cultural Organizational Psychology (3)
APPL 660 Applied International Work and Organizational Psychology (3)

Capstone - Choose 1 courses from the following list (3 credits):

APPL 704 Practicum in Research (3)
APPL 707 Practicum in Industrial/Organizational Psychology – Internship (3)
APPL 755 Practical Applications in IOP (3)
APPL 779 Directed Study in Applied Psychology (3)

Recommended Course Sequencing

Full-Time

Fall	Spring
Year 1	
APPL 631 Intermediate Statistics for the Behavioral Sciences (3)	APPL 632 Research Methods (3)
APPL 643 Advanced Social Psychology (3)	APPL 641 Organizational Psychology (3)
APPL 609 Occupational Stress & Health Psychology (3)	APPL 652 Organizational Theory & Development (3)
Year 2	
APPL 650 Leadership & Work Groups (3)	APPL 642 Motivation, Satisfaction, & Justice (3)
Interdisciplinary Course (3)	Interdisciplinary Course (3)
Elective (3)	Capstone (3)

Part-Time

Fall	Spring
Year 1	
APPL 631 Intermediate Statistics for the Behavioral Sciences (3)	APPL 632 Research Methods (3)
APPL 643 Advanced Social Psychology (3)	APPL 641 Organizational Psychology (3)
Year 2	
APPL 650 Leadership & Work Groups (3)	APPL 642 Motivation, Satisfaction, & Justice (3)
Interdisciplinary Course (3)	Interdisciplinary Course (3)
Year 3	
APPL 609 Occupational Stress & Health Psychology (3)	APPL 652 Organizational Theory & Development (3)
Elective (3)	Capstone (3)

Course Descriptions (credit hours in parentheses)

APPL 609 OCCUPATIONAL STRESS AND HEALTH PSYCHOLOGY (3)

Survey of the organizational environment that affects cognitive processes and subsequent physiological, psychological and behavioral responses affecting individual and

organizational performance. Topics include the role of the person, such as biology and personality; the role of the organization, such as workplace climate and work roles; and different types of individual and organizational stress management interventions that contribute to individuals' health and well-being. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 631 INTERMEDIATE STATISTICS FOR BEHAVIORAL SCIENCE (3)

The logic of hypothesis testing and assumptions underlying its use are the framework for studying analysis of variance and covariance and multiple regression. These tools are learned in the context of application to psychological research. Students learn to complete statistical analyses using a microcomputer statistical package and to interpret the results. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 632 RESEARCH METHODS FOR APPLIED PSYCHOLOGY (3)

Builds on the fundamentals of research design and on knowledge of basic statistical techniques to provide a broad overview of the major research methods of applied psychological research. Students learn to frame inquiries and problems as research questions. The relative merits and drawbacks of the major research methods are explored. Students develop a research proposal to investigate an applied research question. Prerequisite: APPL 631. This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 639 SPECIAL TOPICS: APPLIED STATISTICS (3)

Study of one major statistical topic, such as multivariate statistics, structural equation modeling, meta-analysis, analysis of ordinal and categorical variables or nonparametric statistical techniques. Offered when student demand is sufficient and matches instructor interests. Topic may vary from semester to semester. May be repeated for credit as course topic changes. Prerequisites: APPL 631, APPL 632 and permission of instructor. This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 641 ORGANIZATIONAL PSYCHOLOGY (3)

Studies how principal theories and empirical findings from research in organizational psychology are used to improve employee performance and satisfaction. Emphasizes the interactive effects of situational and individual difference variables as they influence organizational behavior. Overview includes motivation, leadership, employee morale, group dynamics and interpersonal communication. Students apply theoretical and empirical findings to solutions of work-related problems in case studies. Lab fee may be required. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 642 MOTIVATION, SATISFACTION AND JUSTICE (3)

Critical and in-depth examination of the research evidence for theories of job satisfaction, motivation, and organizational justice. Students gain an understanding of how individual differences and situational factors shape employees' attitudes toward their work and organizations. Emphasis is placed on how job attitudes influence employee behavior and organizational outcomes. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 643 ADVANCED SOCIAL PSYCHOLOGY (3)

Survey of the theoretical positions, research methodology and current findings seeking to explain how interpersonal interactions affect individual and group behavior. Consideration is given to such constructs as attitudes, attributions and cooperation. Prerequisite: only open to the following majors: M.S. in Counseling Psychology, M.S. in Applied Psychology, or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

APPL 644 PERSONNEL PSYCHOLOGY (3)

Overview of the area of personnel psychology. Topics include job analysis, personnel selection and placement, training and development and performance appraisal. Special attention to measurement procedures involved in personnel selection and performance appraisal. Equal employment opportunity laws and their effect on personnel practices are discussed. Lab fee may be required. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 645 PERSONNEL ASSESSMENT (3)

Application of the technical material learned in Personnel Psychology related to assessment techniques used to select, promote and evaluate personnel. Hands-on experience with these methods, including development of the most common ones. Assessment techniques discussed may include ability tests, personality and honesty tests, drug testing, work samples, interviews, training and evaluation forms and performance appraisals. Students go through the process of developing surveys for attitude assessment. Prerequisite: APPL 644 or permission of instructor. This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 647 TRAINING AND DEVELOPMENT (3)

Theory, findings and methods relating to how an organization ensures that its employees are equipped to accomplish its mission. This course focuses on training, development, and organizational learning including how employees learn, how to design and deliver effective training programs, how to evaluate training outcomes, and how development initiatives align with broader organizational strategy. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 648 EMPLOYEE SELECTION (3)

Examines testing and decision theory, legality and societal issues involved in matching individual knowledge, skills, abilities and other characteristics with organizational needs. Discussions include employment interviews, cognitive abilities testing, integrity and substance abuse testing, personality measures, biographical data and other procedures. Lab fee may be required. Prerequisite: APPL 644. This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 649 SPECIAL TOPICS: INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3)

Studies a topic of industrial/organizational psychology of mutual interest to students and faculty that is not currently part of course offerings. Topic may vary. May be repeated for credit as course topic changes. Lab fee may be required. Prerequisite: This course is open only to the following majors: Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 650 LEADERSHIP AND WORK GROUPS IN ORGANIZATIONS (3)

Study of leadership and group dynamics in the context of organizations, focusing on the predominant psychological theories and research findings that explain leadership processes, group formation, and team development. Emphasis on learning how effective leadership strategies and group-based techniques can be used to enhance organizational effectiveness. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 651 JOB ANALYSIS (3)

Survey of job analysis methodology and issues using experiential projects. Includes tools used in conducting a job analysis: data gathering techniques, legal and technical standards and the Occupational Information Network. Emphasis is on variation in approach dependent on subsequent application of the results. Prerequisite: APPL 644. This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 652 ORGANIZATIONAL THEORY AND DEVELOPMENT (3)

Survey of organizational theory and techniques used in organizational development. Topics include organizational structure and communication, sources of power, organizational culture, and organizational diagnosis. Students engage in discovery of an organization's pain points, recommendations for organizational changes, and apply sound judgment based on empirical works associated with best practice interventions. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 653 CONSULTING SKILLS (3)

Focuses on the essential skills and abilities needed for successful consulting to organizations. Topics include business development, project management, cost

estimation and report writing. Emphasizes learning techniques used for successful group presentations and developing skills for effective oral and written communication. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 654 SURVEY DEVELOPMENT AND IMPLEMENTATION (3)

How to plan, design and implement surveys to assess organizational characteristics. Emphasizes how to collect and analyze survey data and present findings to the organization. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 657 PERSONALITY AT WORK (3)

A study of the role that personality plays in an organizational setting. Examines the construct of personality as it relates to job performance and to interpersonal relations at work. Focuses primarily on recent theory, research and findings on the effectiveness of personality in selection with an emphasis on response distortion issues. Students complete several self-report inventories to gain a personal view of how someone with his or her profile would be expected to behave in various work environments. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 658 CHANGE MANAGEMENT (3)

Theory, findings and methods relating to how organizations manage and mismanage change. Students learn about techniques to assess and implement organizational change. Through hands-on activities, they learn to develop and implement change management programs, including skills training and team building. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 659 CROSS-CULTURAL ORGANIZATIONAL PSYCHOLOGY (3)

Examines topics in organizational psychology from a cross-cultural lens, focusing on portability of Western-based theories and practices to other cultures. Topics include cultural values, methodological equivalences, intercultural training, group processes, organizational justice, work-family issues, leadership, negotiations, acculturation and expatriation/repatriation. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 660 APPLIED INTERNATIONAL WORK AND ORGANIZATIONAL PSYCHOLOGY (3)

Expose students to the increasingly geographically dispersed and technologically connected world by examining topics in work and organizational psychology through an international field experience, collaborating with peers, instructors, and local experts from a different cultural environment. Students will practice intercultural interactions and enhance their cross-cultural competence, drawing on contextual factors influencing strategic decision-making in different national contexts. Topics may address personnel selection, performance management, organizational development, motivation, leadership, occupational health and stress, and more. Students will engage in site visits,

case analyses, and intercultural team collaborations. Prerequisite: APPL 641 or permission from instructor. This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 704 PRACTICUM IN RESEARCH (3)

Supervised participation in research studies designed by either the student or an individual approved by the instructor. A maximum of 6 credits may be applied toward the degree. Eligible for continuing studies grade. prerequisites: APPL 631 and APPL 632 or equivalent and approval of instructor. This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 707 PRACTICUM IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3)

Supervised participation in field research in applied job settings. Hands-on experience with I/O work assignments is performed and evaluated. The work and/or field research is designed by the student or senior personnel and should enhance a student's vita/resume. Government, industry, public/community service or other settings may be generated by the instructor or the student. Setting and research/job duties must be proposed and agreed upon in writing by the student, the instructor and an authorized representative from the organization. To the extent that settings/positions must be generated by the instructor, enrollment is limited according to availability. A maximum of 6 credits may be applied toward the degree. Eligible for continuing studies grade.
Prerequisite: permission of instructor. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 755 PRACTICAL APPLICATIONS IN I/O PSYCHOLOGY (3)

An opportunity to practice real-world application of the competencies acquired in the degree program. Students propose solutions to simulated or actual challenges faced by organizations and demonstrate their ability to integrate and apply broad knowledge of personnel and organizational psychology. Prerequisites: APPL 632, 632, 641, and 643. This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

APPL 779 DIRECTED STUDY IN APPLIED PSYCHOLOGY (1-3)

The pursuit of independent work under the supervision of a faculty member. This work should relate to a topic not covered by the regular department offerings and may provide a basis for entrance into courses with special prerequisites. The student writes a proposal that is approved by the supervising faculty member and the graduate program director prior to registration. Prerequisites: Completion of required core and approval prior to registration. Pass/fail grading. Eligible for continuing studies (CS) grade.
Prerequisite: permission of instructor. Prerequisite: This course is open only to the following majors: Applied Psychology. Other majors may take this course with departmental permission only.

PUAD 704 MANAGING DIVERSITY (3)

Examines issues of diversity in the workplace, particularly in relation to organizational performance and service delivery among public organizations. Uses historical and legal frameworks to consider the struggles of marginalized groups and employs theoretical and applied perspectives to examine the barriers, challenges and benefits of diversity in the workplace.

CNCM 730 ORGANIZATIONAL CONFLICT AND CONFLICT MANAGEMENT SYSTEMS (3)

Examines the nature of conflict as it occurs in organizations, how conflict can function both destructively and constructively in that context, and the history of how conflict has traditionally been viewed and managed in organizational contexts. Also considers the theory underlying the creation of integrated conflict management systems in organizations, the nature of such systems and how they are developed, designed and evaluated.

MGMT 615 MANAGING IN A DYNAMIC ENVIRONMENT (3)

Covers the processes and necessary skills for leading and managing people in organizations that compete in dynamic environments. Emphasizes leading and motivating diverse employee populations in global organizations, and human resource management issues, including evaluation, rewards, and employment law.

MGMT 710 STRATEGIC HUMAN RESOURCE MANAGEMENT (3)

Covers human-resource management from a strategic perspective with an emphasis on fit with organizational goals and strategies in order to gain and sustain a competitive advantage. Issues discussed include HRM strategies, HR planning, recruitment, selection, performance management, and training and development. Additional emphasis is placed on high performance work systems, the increased use of contract workers, international dimensions of HR and ethical considerations.

MGMT 712 EMPLOYMENT LAW AND THE HUMAN RESOURCE MANAGER (3)

Covers employment law as it applies to management decisions in recruitment and promotion as well as in terms of management's responsibility to comply with federal laws. Topics include legal issues in employment law and the legal consequences of noncompliance, the regulatory model of government control over the employment relationship, equal employment opportunity, safety and health regulations, the Americans with Disabilities Act, pay and benefits law, the Employee Retirement Income Security Act, civil rights of employees (privacy and wrongful discharge), the Family Leave Act, international comparisons and emerging regulatory issues.

MGMT 730 LEADERSHIP, LEARNING AND CHANGE (3)

Based on the idea that the deeper we go into the exploration of organizational leadership, learning and change, the more we need to deal with the dimensions of the sense-making, connection-building, choice-making, vision-inspiring, reality-creating roles of leaders. The course involves a series of workshops designed to help students learn something that cannot be taught: leading, learning and changing "from within." Readings, assignments

and Web forum interactions are designed to inspire “practices of deep inflection”: storytelling, historical inquiry, reflective reading and writing, dialogue and action research.

MGMT 731 LEADERSHIP SEMINAR (3)

Focuses on the critical issues pertaining to success in operating at the executive level in business and other organizations. Topics include vision, values clarification, knowing the customer, communications for internal motivation and public awareness, ethical responsibilities, decision-making, resource decisions, performance maximization, human asset activities and individual leader behaviors for effectiveness.

MGMT 780 LEADING ACROSS CULTURES (3)

Focuses on leadership challenges and dilemmas of multinational and multicultural organizations within the United States and among other countries. Enhances knowledge and capabilities to more effectively identify, understand and manage the cultural components of organizational and business dynamics. Topics include cultural value awareness, cross-cultural communication skills and cross-cultural leadership skills, including strategic planning, organizational design and creating and motivating a globally competent workforce.

G5. Discuss how general education requirements will be met, if applicable.

Not applicable to graduate degrees.

G6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Not applicable.

G7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable.

G8. 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 that offers students a wealth of up-to-date information. This includes 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.

The program will provide students with a ‘Guide-to-Graduation’ planner allowing them to track the necessary courses needed to complete the program as well as monitor their progress by viewing their completed and remaining courses in the degree audit tool in PeopleSoft.

Additionally, students can access information about our state- of-the-art learning management system (LMS), Canvas, which serves as a vital platform for their educational journey. Within Canvas, we provide 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. We also provide 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 diverse array of academic and other support services. These encompass access to counseling resources, available 24/7, to address the various needs of our students and foster their overall well-being. The Office of the Dean will work with the website content manager to ensure that the M.S. in SO Psychology curriculum is developed and regularly maintained. The catalog will be revised to reflect the new program requirements, and an updated Guide to Graduation for the M.S. in SO Psychology will be provided.

Information about course formats and technology assumptions, as well as any equipment requirements, will be available, as usual, 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.

G9. 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 College of Art and Sciences and university marketing departments to ensure that any marketing materials, such as program fact sheets, reflect the new curriculum. Monies from the innovation award are dedicated to the creation of accurate marketing materials. Furthermore, Drs. Kahlil King and Sally Farley will be tabling at strong pipeline conferences for undergraduate students, at SIOP and EPA (Eastern Psychological Association) to recruit for the program in spring 2026, provided this application is approved. See above for information about the catalog and website. The catalog is updated annually

and posted online, in addition to the routine program web page updates.

Adequacy of Articulation

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

The Program is within the scope of accelerated BS-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 is allowed to take up to 9 graduate credits and double count them towards their graduate degree.

Adequacy of Faculty Resources

I1. 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.

Faculty Member	Appointment Type	Field	Status	Terminal Degree	Academic Rank	Required courses to be taught
Kahlil King	Contractual	Applied Organizational Psychology	Full-time	Ph.D.	Lecturer; Program Director of the M.S. in Industrial-Organizational Psychology	APPL 631; APPL 632; APPL 639; APPL 641; APPL 644; APPL 649; APPL 654; APPL 660; APPL 755; APPL 707; APPL 779
Sally Farley	Tenured	Social Experimental Psychology	Full-time	Ph.D.	Professor; Program Director of the B.A. in Psychology	APPL 643; APPL 704; APPL 779
Rae Yunzi Tan	Tenured	Social-Organizational Psychology	Full-time	Ph.D.	Associate Professor; Program Director of the M.S. in Negotiations and Conflict Management	CNCM 730; APPL 779;
Kevin Wynne	Tenured	Industrial/Organizational Psychology	Full-time	Ph.D.	Associate Professor of Management	MGMT 615; MGMT 710, MGMT 730, MGMT 731
Joseph Adler	Contractual	Public Administration	Full-time	DPA	Lecturer; Program Director of the Masters in Public Administration	APPL 704; APPL 779

Thomas Mitchell	Contractual	Social Experimental Psychology	Part-time	Ph.D.	Associate Professor Emeritus	APPL 644; APPL 755
Krystal Roach	Contractual	Industrial/Organizational Psychology	Part-time	M.S.	Adjunct	APPL 609
Troy Brightson	Contractual	Industrial/Organizational Psychology	Part-time	Ph.D	Adjunct	APPL 649; APPL 650; APPL 652
Chelsea Bean	Contractual	Industrial/Organizational Psychology	Part-time	M.S.	Adjunct	APPL 649
Jeffery Godbout	Contractual	Industrial/Organizational Psychology	Part-time	M.S.	Adjunct	APPL 649; APPL 650; APPL 652
Lorenda Naylor	Tenured	Public Administration	Full-time	Ph.D.	Program Director, B.A. Politics, Policy and International Affairs	PUAD 704

I2. 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. In addition, the faculty is afforded opportunities to attend continuing professional education sessions through other providers of technical skills training, such as Coursera and Udemy.

b. The learning management system

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.

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

Similar to LMS training, The University of Baltimore's CELTT provides periodic training in online teaching to its faculty. Additionally, the faculty of the Yale Gordon College of Arts and Sciences coordinates informal, collegial discussions about course design and delivery. Student evaluation data is used to improve course design and effectiveness.

Adequacy of Library Resources

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.

Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

https://dsd.maryland.gov/Pages/COMARSearch.aspx

K1. 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 physical facilities, infrastructure, and instructional equipment are fully adequate to initiate and sustain the program. Classrooms are well-equipped for both online and face-to-face instruction and feature up-to-date IT infrastructure to support a range of academic needs. Students have access to computer labs for courses such as statistics, as well as the Virtual Desktop (VPN) when needed. Loaner laptops are also available for students who require them. Sufficient office space is available for program faculty and staff, and the University has designated lab space that can be utilized should program needs expand in the future.

K2. 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:

An institutional electronic mailing system, and b) 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, Canvas. Open-access, comprehensive student support for the learning management system is provided in module format and includes "how to" video and print tutorials, links to student services, and tips for success in an online learning environment. Faculty can access an LMS training site and work with Canvas faculty fellows from their colleges and instructional designers for course design and technical support. Both faculty and staff have access to 24/7 phone and chat support.

Adequacy of Financial Resources with Documentation

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.

This program can be offered with no new faculty and does not incur an additional cost. 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. Based on historic data, the model assumes a spit of 46% full-time students, 54% part-time students.

Table 1: Program Resources

Resource Categories	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031
1. Tuition and Fee Revenue (c + g below)	$435,613	$470,985	$509,229	$560,966	$617,961
a. Number of F/T students	11	12	13	14	15
b. Annual Tuition/Fee Rate	$24,474	$24,963	$25,463	$25,972	$26,491
c. Total F/T Revenue (a*b)	$274,471	$296,758	$320,855	$353,454	$389,365
d. Number of P/T students	13	14	15	16	17
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)	$161,142	$174,227	$188,374	$207,513	$228,596

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)	220,306	220,306	220,306	220,306	220,306
a. Number of FTE	2.44	2.44	2.44	2.44	2.44
b. Total Salary	173,506	173,506	173,506	173,506	173,506
c. Total Benefits	46,799	46,799	46,799	46,799	46,799

2. Admin Staff (b + c below)	-	-	-	-	-
a. Number of FTE	-	-	-	-	-
b. Total Salary	-	-	-	-	-
c. Total Benefits	-	-	-	-	-
3. Support Staff (b + c below)	-	-	-	-	-
a. Number of FTE	-	-	-	-	-
b. Total Salary	-	-	-	-	-
c. Total Benefits	-	-	-	-	-
4. Technical Support and Equipment	-	-	-	-	-
5. Library	-	-	-	-	-
6. New or Renovated Space	-	-	-	-	-
7. Other Expenses	-	-	-	-	-
Total (Add 1 through 7)	220,306	220,306	220,306	220,306	220,306

Adequacy of Provisions for Evaluation of Program

M1. 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.

M2. 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 is 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.

N. Consistency with the State's Minority Student Achievement Goals
https://dsd.maryland.gov/Pages/COMARSearch.aspx

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

The University of Baltimore is an unusually diverse institution, with an average undergraduate age over 27, and a majority-minority undergraduate population. Approximately 47 percent of UB students are African American and 32 percent white. The University serves nontraditional students, which includes many working adults and one of the strategic goals is specifically to strengthen UB's commitment to these core values.

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

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

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

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

The University of Baltimore has a long history of online education, offering the first fully online AACSB-accredited MBA program and having had the MS in Interaction Design and Information Architecture and PBC in User-Experience (UX) Design programs completely online for over ten years. As a university, we are versed in the technical, pedagogical, and social aspects of online learning. The proposed program is slated to mix online, hybrid, and face-to-face modalities, but the faculty teaching in this program are well-versed in online education since the COVID 19 pandemic. The University provides professional-grade Zoom instructional software. The University of Baltimore provides support for distance education, both at the program level and in individual courses, through its Center for Excellence in Learning, Teaching, and Technology courses, through its Center for Excellence in Learning, Teaching, and Technology

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: University of Maryland Global Campus proposal for a Bachelor of Science in Extended Reality Design

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: January 29, 2026

SUMMARY: The proposed B.S. in Extended Reality (XR) Design is a fully online, 33-credit program (11 courses, each 3 credits) that equips students with technical and creative skills to design immersive virtual, augmented, and mixed reality experiences. Through hands-on projects, students learn 3D modeling, interaction design, spatial computing, storytelling, and XR development. Emphasizing user-centered design, ethical practices, and industry tools, the program prepares graduates for careers in XR development, simulation, education, healthcare, entertainment, and beyond, with a portfolio that showcases their expertise in immersive media. The program allows for portfolio-based assessments, permitting students to demonstrate practical skills through real-world projects. Industry certification platforms like Unity and Unreal Engine are easily integrated into the curriculum. Skills learned in the program are stackable and transferable across industries using XR.

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 University of Maryland Global Campus to offer the Bachelor of Science in Extended Reality Design.

COMMITTEE RECOMMENDATION: DATE: January 29, 2026
BOARD ACTION: DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992 awrynn@usmd.edu

UNIVERSITY OF MARYLAND
GLOBAL CAMPUS
OFFICE OF THE CHIEF ACADEMIC OFFICER

January 2, 2026

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

Dear Chancellor Perman:

On behalf of the University of Maryland Global Campus (UMGC), this letter serves as an official request for a new BS Extended Reality Design (HEGIS: 0701.XX; CIP: 11.0804). In accordance with COMAR 13B.02.03, the following proposal is submitted for your review.

We appreciate your review of this request and look forward to implementing this new program in Fall 2026. If you have any questions or require additional information about this proposal, please contact me at kimberly.whitehead@umgc.edu.

Sincerely,

Kimberly D. Whitehead, Ph.D.
Acting Chief Academic Officer

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

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Institution Submitting Proposal

EXTENDED REALITY DESIGN

Title of Proposed Program

BACHELOR OF SCIENCE	**FALL 2026**
Award to be Offered	Projected Implementation Date
0701.XX	**11.0804**
Proposed HEGIS Code	Proposed CIP Code
SCHOOL OF CYBERSECURITY AND INFORMATION TECHNOLOGY	**DR. S. BHASKAR**
Department in which program will be located	Department Contact
240-684-2840	**S.BHASKAR@UMGC.EDU**
Contact Phone Number	Contact E-Mail Address
Kimberly D. Klutchenkoff	**01/02/2026**
Signature of President or Designee	Date

Academic Program Proposal
University of Maryland Global Campus

Request for a New Bachelor of Science in Extended Reality Design

The University of Maryland Global Campus (UMGC) is proposing an Extended Reality Design (XR) bachelor's degree which will prepare students for careers in the rapidly growing fields of virtual, augmented, and mixed reality, which are transforming industries such as healthcare, education, entertainment, and manufacturing. As businesses increasingly adopt XR technologies for training, product design, and customer engagement, the demand for skilled professionals far exceeds the current supply. This program will equip graduates with the technical, creative, and problem-solving skills needed to develop immersive experiences and innovative solutions. By offering an Extended Reality degree, UMGC addresses the industry's need for a workforce that can create creative, innovative, and immersive experiences in a variety of industries.

A. Centrality to Institutional Mission and Planning Priorities

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

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

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

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

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

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

UMGC's strong relationship with the military community is part of our institutional history and identity. Currently, approximately two-thirds of our undergraduate students and one-third of our graduate students are military-affiliated, including active duty servicemembers, their families, and veterans. This dimension of UMGC's identity is a particular point of pride, beginning with the university first sending faculty overseas in 1949 to teach American soldiers on military installations in Europe. The relationship between UMGC and the military has continued to expand over the ensuing decades due to our intentional program design and delivery model that meets adult learners where they are, whether through asynchronous online courses or through innovative hybrid course delivery modes on military bases in Germany, Italy, Japan, Korea, Guam, Colorado, Virginia, and other military locations across the nation and around the world.

Today, UMGC holds competitively awarded contracts from the U.S. Department of Defense (DOD), under which we serve military servicemembers in Europe, Asia, and the Middle East, delivering specifically solicited programs of study identified by the DOD as responsive to the training, education, and upskilling needs of the military. UMGC is consistently recognized as one of the top military- and veteran-friendly schools in the country, with an unmatched expertise and established reputation as a preeminent provider of quality, affordable, career-relevant postsecondary education.

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

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

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

UMGC's new **2024-2030 Strategic Plan** establishes priorities and strategies guiding the university to achieve its vision of becoming the learner-centric, data-driven, and skills-based school of choice

for adults and businesses. This plan is rooted in foundational commitments reflecting UMGC's history and mission and establishes a series of strategic priorities that advance the university's vision and position us for the future. The five key priorities established in this plan are:

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

This proposal contributes directly to two of the five strategic priorities in UMGC's new strategic plan, utilizing "market-responsive portfolio management that continuously adapts to learner and employer needs" and employing "a skills architecture that can be translated between educational and work experiences." Successful portfolio management requires a focus on university-wide agility, effective resource utilization, and market-responsiveness, all of which were key considerations driving UMGC's decision to develop this program. Further, the innovative curriculum in this program will provide opportunities for learners to develop core skills in domains such as immersive technology development, 3D design and spatial computing, human-centered interaction design, data visualization, systems integration, and collaborative problem-solving that are explicitly aligned with their current needs and interests, while also transferable to a broad range of careers and professional experiences.

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

Course development for the new program will be funded through a departmental budget allocation as part of the 2025-2026 budget process. The existing base of FTE faculty (full-time and adjunct), administrative staff, and support staff will support the program's initial launch. Tables 11 and 12 in Section L provide additional details and narrative explanations for anticipated resources/revenues and expenditures during the first five years of the program.

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

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

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

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

phone, and e-mail access to a Help Center.

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

recognition. Additionally, students have the opportunity to connect with global peers with a newly acquired online social platform called InScribe.

- UMGC is invested in helping students who are facing other challenges in life that impact finances and basic needs. For example, the **SAFER Program** offers emergency funding to students demonstrating distress. We are continuously looking for ways to better serve our students and to connect them to resources that support equitable access.
- The Office of Career Services and its CareerQuest portal provide quality resources and services to assist students and alumni with their career planning and job search needs, including the Community Connect mentorship and InternPLUS programs. Career Services supports students transitioning from one career field to another or looking to advance in their current career, in addition to those entering the workforce for the first time.
- The Financial Solutions team provides students with all-inclusive consultative financial support for all UMGC payment methods, with a focus on comprehensive funding and tuition planning to help guide students from their first class to graduation.
- The Financial Aid Office helps students understand and navigate the process of applying for financial aid. Staff members have expertise with a variety of financial aid options, as UMGC students may be using employer assistance, military or veterans' benefits, or other aid that is more common among adult student populations.

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

Not applicable as this program is new.

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

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

a) The need for the advancement and evolution of knowledge
b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

As an open-access institution, UMGC plays a pivotal role in meeting societal needs through making educational opportunities and choices available for all students within the State of Maryland, including minority students, first generation students, and military-affiliated and working-adult students. In February 2023, UMGC was designated as a Minority Serving Institution by the U.S. Department of Education Office of Postsecondary Education. The university currently enrolls some 24,000 African American undergraduate and graduate students, 13,000 Hispanic/Latino students, 5,000 Asian students, and 15,000 students who self-identify as Native American, Hawaiian or Pacific Islander, Multiracial, or Other. Currently, more than 50% of all UMGC degrees and certificates are granted to minority students.

In the School of Cybersecurity and Information Technology, where the BS in Extended Reality Design will be housed, the average age of all undergraduate students is 31. A majority of these students (77.04%) are enrolled at UMGC on a part-time basis. In AY 2024-2025, 66.27% of these students were military-affiliated, and 61.97% of these military-affiliated students were on active duty. Undergraduate students in the School of Cybersecurity and Information Technology are also geographically dispersed, with only 33.73% residing in Maryland. African American students constitute 26.44% of all current undergraduate students in the School of Cybersecurity and Information Technology, and 16.6% identify as Hispanic/Latino, 6.13% as Asian, and 7.3% as Native American, Hawaiian or Pacific Islander, Multiracial, or Other.

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

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

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

The program will support Goal 1 (Access) – specifically Priority 4 (systems for specific student populations to access affordable and quality postsecondary education) – in the State Plan in that it is designed to support UMGC's overall mission to set a global standard for excellence and to be respected as a leader in affordable and accessible adult education programs. UMGC administers its programs to meet the University System of Maryland's goals of effectiveness and efficiency by employing data-driven decision-making that ensures that academic programs are broadly accessible and offer high quality education at an affordable cost.

UMGC's commitment to access and affordability is synonymous with our commitment to diversity and inclusion. The university's open admission approach at both the undergraduate and graduate levels is central to these commitments. The process to apply for admission is streamlined and does not require the submission of standardized test scores. Admission requirements for this new program will be aligned with this mission. UMGC remains committed to maintaining its position in serving the educational needs of historically underserved students.

Further, the program will support Goal 2 (Success) – specifically Priority 5 (commitment to high-quality postsecondary education in Maryland) and Priority 7 (postsecondary education as a platform for ongoing lifelong learning) – in the State Plan, as it is based on the principles of skills- and performance-based learning that are at the forefront of developments in adult learning in higher education. Skills-aligned learning is an outcomes-based approach to education that emphasizes what students should know and be able to do to be successful in their chosen disciplines, fields, and careers. The approach is learner-focused, and authentic assessment (the measurement of what students have learned and the competencies students master) is embedded in every step of the learning process to assist students in building real-world, job-relevant skills in real time.

MHEC's most recent **Maryland Workforce Needs Analysis** (Appendix A of the State Plan) indicates that Web and Digital Interface Designers is an in-demand occupation with an estimated 1,546 job openings during the period 2022 through 2032, and is an area of emerging workforce need, with 19.2% growth during the same period (Appendix C of the State Plan). Further, Appendix B of the State Plan identifies University of Maryland College Park as having academic programs which address existing high-demand job needs. Market demand data are presented and discussed in greater detail in Section C below.

Like other UMGC programs, this new program will employ authentic, project-based assessments relevant to tasks graduates will perform on the job; such projects serve as the means of instruction and assessment of learning in the program. The curriculum and content will focus on skills-aligned learning directed toward problems and issues facing practicing professionals. Retention and success focus on students' learning experiences and are improved through enhanced learning resources provided online within the learning management system. The methodology and on-demand nature of this type of student support is reflective of best practices in online learning.

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

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

UMGC students are employed in a variety of industries such as healthcare, human resources, social services, finance, manufacturing, government, IT, cybersecurity, consulting, education, defense industries, and the military. The typical student at UMGC is a working adult with 10+ years of work experience. Almost two-thirds of undergraduate students and one-third of graduate students are in the military or are transitioning from the military to a civilian career. The BS Extended Reality Design is expected to prepare graduates for mid-to-senior level positions in healthcare (medical simulation, therapeutic VR), defense and military training, corporate learning and development, and manufacturing (design visualization, maintenance procedures). With median salaries ranging from $113,000-$116,700, graduates will qualify for roles such as XR Developer, Systems Engineer, Immersive Experience Designer, and Enterprise Training Specialist. The program serves working adults seeking to advance existing careers by adding specialized XR capabilities rather than entry-level job seekers, aligning with UMGC's distinctive focus on career enhancement for experienced professionals.

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

Table 1: Aligned Occupations for Graduates of UMGC's Proposed BS Extended Reality Design

SOC Code	Occupational Title
15-1221	Computer and Information Research Scientists
15-1251	Computer Programmers

SOC Code	Occupational Title
15-1252	Software Developers
15-2051	Data Scientists
25-1021	Computer Science Teachers, Postsecondary
27-1014	Special Effects Artists and Animators

Using the SOC codes identified in Table 1, Table 2 below presents 2023-2033 employment projections for these target occupations from the Maryland Department of Labor.

Table 2: Maryland Occupational Projections 2023-2033

SOC Code	Occupational Title	2023	2033	# Change	% Change
15-1221	Computer and Information Research Scientists	2378	2707	329	13.84
15-1251	Computer Programmers	3717	3459	-258	-6.94
15-1252	Software Developers	34387	40862	6475	18.83
15-2051	Data Scientists	2395	3278	883	36.87
25-1021	Computer Science Teachers, Postsecondary	1062	1182	120	11.3
27-1014	Special Effects Artists and Animators	988	992	4	.4

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

As evident from the data presented in Table 2, occupations that are at the core of the proposed program are in strong demand and are projected to grow over the next decade. An additional 7,553 employment opportunities will be created within these core occupational categories in Maryland between 2023 and 2033, an almost 1% increase in newly created positions. This growth outlook is also apparent in the national demand landscape for specialists within these occupations. Table 3 below presents the 2023-2033 national occupational projections for these same SOC codes from the U.S. Bureau of Labor Statistics.

Table 3: National Occupational Projections 2024-2034

SOC Code	Occupational Title	Employment 2024	Employment 2034	Employment # Change 2024-2034	Employment % Change 2024-2034	Occupational Openings 2024-2034 Annual Average
15-1221	Computer and Information Research Scientists	40.3	48.3	7.9	19.7	3.2

SOC Code	Occupational Title	Employment 2024	Employment 2034	Employment # Change 2024-2034	Employment % Change 2024-2034	Occupational Openings 2024-2034 Annual Average
15-1251	Computer Programmers	121.2	113.9	-7.2	-6.0	5.5
15-1252	Software Developers	1693.8	1961.4	267.7	15.8	115.2
15-2051	Data Scientists	245.9	328.3	82.5	33.5	23.4
25-1021	Computer Science Teachers, Postsecondary	44.8	47.2	2.4	5.3	3.5
27-1014	Special Effects Artists and Animators	57.1	58.0	0.9	1.6	5.0
Total		2,202.1	2,557.1	353.9	16.1%	155.8

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

Table 3 illustrates strong demand nationally for occupations that match the skillset for BS Extended Reality Design graduates, with expected aggregate growth across these occupations of more than 16%, corresponding to over 350,000 newly created employment opportunities between 2024 and 2034.

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

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

The labor market analysis presented in Table 4 below represents the number of job openings in Maryland and nationwide from September 2023 to September 2025, using Lightcast data for the top five program-aligned job categories. Table 5 presents an analysis from a skills perspective, rather than a job title perspective. It is evident from this analysis that the program-aligned skills desired by Maryland employers mirror the skills sought nationwide. Further, Maryland demonstrates a 2-4x concentration of technical roles compared to its population share across all five job categories. The 7,178 total Maryland postings represent 4.1% of the 155,945 nationwide postings, despite Maryland comprising only ~1.8% of the U.S. population. This 2.3x multiplier reflects the Baltimore-Washington corridor's unique ecosystem of federal agencies, defense contractors, cybersecurity firms, and research institutions, creating exceptional opportunities for UMGC graduates within the region.

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

Job Title	Maryland Unique Postings Sept 2023 – Sept 2025	% of Postings	Nationwide Unique Postings Sept 2023 – Sept 2025	% of Postings
Software Engineer	2631	34.6%	68444	37.8%
Systems Engineer	2459	37.9%	31354	41.0%
Software Developer	855	38.5%	19323	39.1%
Data Scientist	735	47.2%	23,483	42.8%
DevOps Engineer	498	41.9%	13341	50.3%

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

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

Skills	Maryland Unique Postings Sept 2023 – Sept 2025	% of Postings	Nationwide Unique Postings Sept 2023 – Sept 2025	% of Postings
Computer Science	21,645	54%	818423	52%
Python	12504	31%	415681	26%
Agile Methodology	10175	25%	408379	26%
SQL	7182	18%	350169	22%
Software Development	10385	26%	322581	20%
Software Engineering	9947	25%	316990	20%

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

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

Using projections from the Maryland Department of Labor, Table 6 factors both growth in the number of positions expected to be newly created in each program-aligned SOC category in Maryland and the number of job exits (e.g., retirement, leaving workforce) and transfers (e.g., job changes, turnover) within these SOC categories over the same period (2022-2032).

Table 6: Maryland Occupational Projections Total Openings 2022-2032, Including New Positions, Exits, and Transfers

SOC Code	Occupational Title	Position Changes	Position Exits	Position Transfers	Total Projected Openings
15-1221	Computer and Information Research Scientists	96	105	160	361
15-1251	Computer Programmers	-38	110	159	231
15-1252	Software Developers	1848	1194	2489	5531

15-2051	Data Scientists	54	37	60	151
25-1021	Computer Science Teachers, Postsecondary	8	32	24	64
27-1014	Special Effects Artists and Animators	**0**	**31**	**32**	**63**
Total		**1,968**	**1,509**	**2,924**	**6,401**

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

The projections in Table 6 show that the total number of openings across all program-aligned job categories will yield approximately 6,401 employment opportunities in Maryland alone over the next 10 years (when factoring in job growth, exits, and transfers), or an estimated 640 positions annually. When considering the current and projected graduate supply in these fields as presented in the next section, job demand in these occupations far exceeds Maryland's current pipeline of graduates.

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

Table 7 presents completion data from all BS Extended Reality Design programs across all colleges and universities in the State of Maryland over the most recent four years (2020-2023) for which data are available. Given the market need described in the sections above, even if all graduates from these programs chose to work in Maryland (an improbable scenario), the existing statewide supply of graduates in this field would still be wholly insufficient to satisfy annual market demand. Through this proposed program, UMGC is well-positioned to help fill these gaps and to expand opportunities for returning adult and working students, military-affiliated and veteran students, and career changers to further expand the workforce pipeline and diversify the profession.

Table 7: BS Extended Reality Design Completions at Maryland Colleges and Universities, In Rank Order of 2023 Degrees Granted

Maryland Institution	2020 Program Completions	2021 Program Completions	2022 Program Completions	2023 Program Completions
University of Baltimore	37	42	42	40
MICA	10	7	3	6
Bowie State University	0	0	0	0
Total	**50**	**54**	**48**	**49**

Data Source: **TRENDS IN DEGREES AND AWARDS BY PROGRAM 2023.pdf (maryland.gov)**

D. Reasonableness of Program Duplication

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

A program title and CIP search performed on February 14, 2025, of MHEC's online Academic

Program Inventory found three programs in Maryland with potential similarities to UMGC's proposed program. Table 8 below provides a summary of major program features. Unlike other programs currently offered in Maryland, UMGC's proposed BS Extended Reality Design is fundamentally distinctive in the following ways:

1. Comprehensive XR Focus
    a. Dedicated focus on XR (virtual, augmented, mixed reality) rather than just gaming
    b. Emphasis on practical industry applications beyond entertainment (healthcare, education, manufacturing)
    c. Integration of emerging XR technologies and platforms
    d. Specialized focus areas like healthcare XR, educational XR, and industrial XR
2. Flexible Online/Hybrid Delivery
    a. Fully online/hybrid delivery model unlike campus-based programs at Bowie State and UBalt
    b. Virtual labs and online tools for XR development
    c. Accessible to working adults and global learners
    d. Flexible course scheduling and delivery options
3. Industry-Aligned Curriculum
    a. Strong emphasis on industry partnerships and relevance
    b. Continuously updated curriculum based on emerging technologies
    c. Integration of industry certifications (Unity, Unreal Engine)
    d. Portfolio-based assessments with real-world projects
    e. Focus on practical, workplace-ready skills
4. Military and Adult Learner Focus
    a. Specifically designed for military, veterans, and working adults
    b. Global accessibility for military stationed worldwide
    c. Recognition of prior learning and experience
    d. Clear pathways for career changers
5. Strategic Partnerships
    a. Extensive community college articulation agreements
    b. Strong relationships with major tech companies
    c. Integration with multiple career pathways
    d. B2B partnerships potential
6. Stackable Credentials
    a. Built-in Unity certifications
    b. Clear vertical progression pathways
    c. Integration with existing IT and design programs
    d. Multiple entry and exit points

Table 8: Similar Programs at Maryland Colleges and Universities

Maryland Colleges and Universities	Program Attributes
Bowie State University	**Virtual Reality and Gaming** CIP: 11.0804

Maryland Colleges and Universities	Program Attributes
	Total Credits: 120 On-campus program with hybrid/online course options 1. Technical Development a. VR/AR/XR development b. Gaming and simulation c. 3D modeling and animation d. Software engineering e. Database management 2. Creative Design a. 2D/3D animation and modeling b. Motion graphics c. Visual effects d. Virtual production e. Sound design 3. Industry Integration a. Built-in internship requirements b. Industry partnerships with gaming and entertainment companies c. Unity certifications integrated into coursework d. Portfolio development e. Entrepreneurship focus 4. Interdisciplinary Collaboration a. Joint program between Computer Science and Fine Arts departments b. Combines technical and creative skillsets c. Integration with business, marketing, and entrepreneurship coursework d. Focus on both individual and team-based projects
MICA	Game Design 50.0411 **Curriculum Focus Areas:** 1. Core Game Design a. Foundational courses in 2D and 3D game design b. Game/play theory and analysis c. Level design and player experience d. Narrative design e. Sound design for games 2. Technical Development a. Unity Engine development (2D and 3D) b. Unreal Engine fundamentals c. Programming and prototyping skills d. Version control and project management 3. Artistic Elements a. Visual development b. Illustration for games

Maryland Colleges and Universities	Program Attributes
	c. Body and movement in games d. Hybrid physical/digital game design Note: This was a paired program that integrated with MICA's Creative Media Production BFA. In 2024-2025, the Game Design major transitioned to a minor-only status.
University of Baltimore	Simulation and Game Design 10.0304 **Program Structure:** 1. Two Specialized Tracks: a. Technical Art Track i. Focus on 3D modeling and animation ii. Integration with game engines iii. Emphasis on visual artistic skills iv. Bridge between programmers and artists b. Coding and Development Track i. Scripting and logic focus ii. Game development implementation iii. Programming skill development iv. Focus on functional game creation 2. Core Curriculum Areas: a. Applied game design theory b. Computer programming fundamentals c. 3D modeling and animation d. Usability design e. Simulation applications f. Multiplayer game design 3. Academic Opportunities: a. Minor Options: i. Business Management (15 credits) ii. Entrepreneurship (15 credits) iii. Other university minors available b. Accelerated Degree Path: i. Combined BS/MS option ii. 9 credits double-counted iii. Cost savings up to $9,000 iv. Pathway to MS in Interaction Design c. Transfer Options: i. Program available at Shady Grove campus ii. Special requirements for non-associate degree transfers iii. Pathway for community college graduates The program's combination of technical depth, specialization options, and academic flexibility makes it a comprehensive preparation for both

Maryland Colleges and Universities	Program Attributes
	industry careers and graduate studies.

2. Provide justification for the proposed program.

The Extended Reality (XR) field is experiencing explosive growth that creates urgent workforce development needs. The global XR market is projected to grow from $183.96 billion in 2024 to $1,625.48 billion by 2032, representing a 30.4% compound annual growth rate. This isn't just about technological expansion; it's about fundamental transformation across industries.

Employment data tells a compelling story. Related occupations currently employ 2.14 million workers and are projected to grow by 17.5% over the next decade, compared to just 4% for all occupations. That translates to 162,400 annual job openings. The labor market is signaling clear demand, with 686,053 unique job postings in the past year and median earnings of $116,700 annually.

The timing for UMGC's proposed BS Extended Reality Design program reflects a critical convergence of technological readiness and market adoption. In 2024, 1.6 billion people had 5G access, providing high bandwidth and low latency essential for XR applications. Affordable VR devices are driving mainstream adoption, while 86% of students already use AI in their studies, demonstrating comfort with emerging technologies. This infrastructure maturity means graduates will enter a market ready to deploy their skills immediately rather than waiting for technology to catch up.

XR is moving beyond entertainment into mission-critical applications with measurable outcomes. In healthcare, 83% of VR-trained individuals could perform spinal surgery independently, compared to 0% using traditional training methods. Education shows 90% retention rates for experiential learning versus 30% for traditional methods. Enterprise training experts (68%) predict training simulations as the primary XR application.

UMGC brings several distinctive advantages that differentiate this program from competitors:

- **Working Adult and Military Focus**: While competitors like Rochester Institute of Technology and USC serve traditional undergraduates, UMGC specializes in working adults and military students. Our fully online and hybrid delivery model serves students who cannot access campus-based programs. With 40% of our enrollment coming from military students, we have a natural pipeline into the defense XR market, projected to grow from $5.2 billion in 2025 to $55 billion by 2035.
- **Enterprise Applications Focus**: Most competing programs emphasize gaming and entertainment. UMGC's BS Extended Reality Design program focuses on enterprise applications in healthcare, education, manufacturing, and military training. These are sectors with substantial growth and higher compensation. This positions graduates for careers in expanding markets rather than the more saturated entertainment sector.
- **Operational Efficiency**: Unlike competitors requiring significant development investment, UMGC has all courses already built and operational. This means no development costs and

faster time to market. The program can launch in Fall 2026 with proven curriculum rather than experimental offerings.

- **Affordable Access**: UMGC's tuition pricing provides a competitive advantage over private institutions, charging $28,000 to $56,000 annually. This accessibility, combined with our military and working adult focus, opens XR education to populations traditionally underserved by technology programs.

Currently, only 611 students nationally completed bachelor's degrees in Modeling, Virtual Environments, and Simulation in 2023 across all institutions. This represents barely 0.3% of the annual job openings in related fields. The market can absorb significantly more graduates than existing programs produce.

More importantly, only 4 of the 22 programs nationally offer distance education, representing just 21% of institutions. This leaves working adults and military members with extremely limited options for XR education. UMGC would substantially expand access to populations that need flexibility.

The program addresses Maryland's economic development goals by building technology sector capacity. The Baltimore-Washington corridor hosts major employers in defense, healthcare, and technology. By collaborating with Bowie State and University of Baltimore rather than competing, UMGC creates a comprehensive Maryland XR education ecosystem serving different student populations and industry segments. The proposed collaboration strategy with Bowie State demonstrates complementary rather than duplicative programming. BSU's focus on gaming and entertainment serves traditional undergraduates interested in creative applications. UMGC's enterprise and military applications serve working professionals seeking career advancement. Together, these programs address the full spectrum of XR industry needs while serving distinctly different populations.

This program is needed now because the XR industry has reached a tipping point where technology infrastructure, industry adoption, and workforce demand have aligned. UMGC's unique positioning to serve working adults and military students through online delivery, combined with enterprise application focus and operational readiness, allows us to address an underserved market segment with immediate impact. The 17.5% employment growth rate and 162,400 annual job openings demonstrate market capacity well beyond what existing programs can supply, while UMGC's distinctive approach ensures we complement rather than compete with other Maryland institutions.

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

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

A search performed on October 23, 2025, of MHEC's online Academic Program Inventory found there are no fully online 120-credit hour bachelor's programs in Extended Reality Design, or related titles, at Maryland's four HBIs. Bowie State University offers a hybrid 120-credit bachelor's, with a distinct area of focus on game design and entertainment. Morgan State University does not offer a bachelor's degree in extended or virtual reality.

The Bachelor of Science in Virtual Reality and Gaming at Bowie State University is the first Maryland HBCU undergraduate program to offer comprehensive XR/VR/AR education with a specialty in entertainment and creative applications. Program emphasis includes game development and technical skills in traditional four-year undergraduate settings with physical labs in the Computer Science building and Fine Arts Center. Bowie State's primarily on-campus delivery model with hybrid options serves traditional undergraduate students in the Maryland/DC metro area, with a focus on underrepresented minorities pursuing careers in gaming and creative technology sectors. UMGC's BS in Extended Reality Design holds a distinctive position with its fully online/hybrid delivery model designed specifically for working adults, military members, and global learners. UMGC's program emphasizes enterprise applications in healthcare, education, manufacturing, and military training rather than entertainment, utilizing virtual labs and cloud-based development environments to serve students worldwide. The programs are complementary rather than competitive, with BSU focusing on traditional undergraduates interested in creative applications while UMGC serves working professionals seeking career advancement in enterprise XR applications, together creating a comprehensive Maryland XR education ecosystem that addresses diverse workforce needs.

This on-campus program is distinctive to its campus and students served. UMGC's proposed fully online program will, therefore, have no impact on high-demand programs at HBIs.

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

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

As shown in the detailed Maryland programs comparison table in Section D.1 above, the delivery modalities and professional focus areas of the bachelor's program offered by Bowie State University are distinctly different from the modality and professional focus areas of UMGC's proposed program. Bowie State's on-campus program with hybrid options serves traditional undergraduate students pursuing careers in gaming, entertainment, and creative applications through physical labs and facilities-based learning. UMGC's proposed fully online program focuses on enterprise applications (healthcare, education, manufacturing, and military training) and serves working adults, military members, and global learners through virtual labs and cloud-based development environments. These programs address different segments of Maryland's XR workforce needs—BSU developing traditional undergraduates for creative technology sectors while UMGC advances working professionals in enterprise XR applications. UMGC's proposed fully online program will, therefore, have no impact on the uniqueness and institutional identity and mission of Maryland's HBI, and instead creates a complementary statewide XR education ecosystem that expands access and serves diverse student populations.

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

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

The BS Extended Reality Design program represents a strategic repositioning of existing, operational curriculum rather than new program development. This approach reflects UMGC's responsive model for emerging technology fields where speed to market and proven course quality are critical success factors.

Ten program courses out of the 11 needed are currently built and operational:

- WDDE 290, WDDE 295, WDDE 360, XRDE 310, XRDE 315, XRDE 330, XRDE 335, WDDE 365, WDDE 395, XRDE 490,
- Only the capstone course, XRDE 495, needs to be developed.

The 10 existing courses have been running successfully with no current roadblocks or support tickets from students, demonstrating the curriculum's technical soundness and accessibility. The courses were originally developed to support digital media and web technology programs but have been strategically selected to create a focused XR pathway that addresses emerging industry needs.

The program establishment followed a rigorous market validation process:

- **Labor Market Analysis**: Research identified 17.5% projected employment growth in related occupations (compared to 4% for all occupations), with 162,400 annual job openings and median earnings of $116,700. The global XR market projection from $183.96 billion (2024) to $1,625.48 billion (2032) demonstrated sustainable long-term demand.
- **Competitive Analysis**: Analysis of 19 institutions offering similar programs revealed only 4 distance education programs nationally (21% of offerings), identifying a significant gap in access for working adults and military populations—UMGC's core market segments.
- **Naming Validation Analysis**: SEO and search traffic analysis confirmed that "Extended Reality Design" and "Virtual Reality Design" align most closely with prospective student search behavior, balancing popular terminology with emerging professional language.
- **Industry Partnership Development**: Formal partnership with Unity Technologies' Inclusive Design Team provides access to the Unity XR Accessibility Toolkit ($50K value), quarterly curriculum review, and student/faculty participation in Unity's $2M accessibility research fund.

The program followed UMGC's standard curriculum governance pathway:

- **June 2025**: Business case submission by Michelle Pittman, Portfolio Director Web & Digital Design
- **August 2025**: School Curriculum Committee (SCC) review
- **August 2025**: Academic Affairs Curriculum Committee (A2C2) review
- **November 2025**: Letter of Intent (LOI) submission to MHEC
- **December 2025**: Full MHEC submission
- **Fall 2026**: Planned program launch

The program establishment involved comprehensive consultation with operational departments to ensure readiness:

- **Student Affairs Integration**: Discussions with Virtual Labs, Tutoring Services, and Accessibility Services confirmed that existing infrastructure can support the program. All

three teams agreed to monitor program growth and scale resources as needed through established request processes.
- **Technology Infrastructure**: IT confirmed that existing infrastructure can accommodate the program. No special support services have been requested for VR courses to date, though IT is prepared to support as demand grows.
- **Admissions Strategy**: Collaboration with Admissions established clear technical requirement communication protocols, ensuring prospective students understand hardware/software needs before enrollment. This proactive approach addresses equity concerns about students attempting coursework on insufficient devices.

The program's financial structure reflects an innovative portfolio approach rather than standalone program economics. By sharing Portfolio Director, Collegiate Faculty, and other school resources with the existing BS Web & Digital Design program, both programs achieve economies of scale. This shared resource model improves Web & Digital Design margins from negative to positive territory while reducing XR startup costs, with the combined portfolio reaching target margins faster than either program could independently.

As of May 2025, the program has nine credentialed adjunct faculty members qualified to teach the required courses. This existing faculty base provides immediate operational capacity at program launch, with no hiring gaps that would delay implementation.

The program is led and managed by:

- **Portfolio Director**: Michelle Pittman, Portfolio Director for Web & Digital Design, provides strategic oversight. This shared leadership model creates synergies between the XR program and existing digital design programs, ensuring curricular coherence and resource optimization.
- **Program Coordination**: The Collegiate Faculty role (shared with Web & Digital Design) provides day-to-day operational management, faculty coordination, and student support. This shared position allows both programs to benefit from experienced leadership while controlling administrative costs.

The BS Extended Reality Design program was established through strategic repositioning of proven, operational curriculum combined with rigorous market validation and comprehensive stakeholder engagement. The faculty structure balances immediate operational capacity with planned scalability, supported by professional development requirements that ensure currency in this fast-moving field. By leveraging existing courses, qualified faculty, and established support infrastructure, the program can launch quickly while maintaining quality standards and positioning for sustainable growth. The shared resource model with Web & Digital Design creates operational efficiencies that benefit both programs while ensuring neither compromises academic quality or student support.

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

Program Learning Goals:

1. Design intuitive, user-centered XR experiences by applying principles of human-computer

interaction (HCI), interaction design, and immersive storytelling.
2. Develop functional XR applications using industry-standard tools, programming languages (e.g., Unity, Unreal, C#, C++), and XR hardware across platforms such as AR, VR, and mixed reality.
3. Integrate visual, spatial, and audio design elements, including 3D modeling, animation, and sound, into immersive, interactive digital environments.
4. Evaluate user experiences through usability testing, performance optimization, iterative design, and data-driven decision-making.
5. Demonstrate ethical, inclusive, and professional practices by addressing issues such as accessibility, representation, data privacy, intellectual property, and communication with stakeholders.
6. Apply spatial computing and emerging technologies to design innovative, future-ready XR experiences across sectors such as gaming, education, healthcare, and manufacturing.
7. Assemble a diverse portfolio of XR projects that reflects technical proficiency, creativity, and readiness for careers in immersive media and related industries.

3. Explain how the institution will:

a) provide for assessment of student achievement of learning outcomes in the program
b) document student achievement of learning outcomes in the program

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

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

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

University System of Maryland in accordance with their established review cycle.

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

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

Table 9: Course Descriptions

WDDE 290: Introduction to Interactive Design (3 credits)
An introduction to the principles, practices, techniques, and theories that govern the use of scripting and programming languages in the design and development of interactive digital media. The objective is to effectively use proven scripting and programming theory to support digital media design for print, web, and mobile devices. Projects involve modifying existing scripting languages and HTML code as well as conducting a usability review.
WDDE 295: Fundamentals of Digital Design (3 credits)
An overview of the principles, practices, techniques, and theories that govern web and digital design. The goal is to effectively follow proven design theory in creating digital design for print, web, and mobile devices. Topics include usability, accessibility, ethics, extended reality, and emerging technologies. Career paths in the web and digital design industry are analyzed.
WDDE 360: User Experience and Interface Design (3 credits)
A hands-on, project-based introduction to user experience (UX) and interface design (UI). An introduction to design thinking and the basic practices of user experience, interface, and interaction design. Focus is on a user-centric, systematic, data-driven design process that includes research, concept generation, prototyping, and refinement. The goal is to evaluate user interfaces and create a working prototype using industry-standard techniques guided by usability data. Topics include human-computer interaction, user research, and career paths, as well as measuring and evaluating interface quality, wireframing, prototyping, designing virtual experiences, and storyboarding.
XRDE 310: 3D Modeling (3 credits)
A hands-on, project-based introduction to the fundamental concepts, tools, and techniques used in 3D modeling. The aim is to use industry-standard software to design and manipulate models in three-dimensional space and to create 3D assets for virtual and augmented reality, games, animation, architecture, cinematics, and 3D printing. Topics include texturing, lighting, animation, rendering, sculpting, 3D printing, extended reality design, and career paths.
XRDE 315: Game Design I (3 credits)

A hands-on, project-based introduction to 3D video game design and programming fundamentals. The aim is to use an industry-standard 3D game engine to create a game from concept to final product. Topics include 3D game engines, 3D game design, gameplay mechanics, sound effects, C# programming, project management, 3D physics, and user interface design.
XRDE 330: Virtual Reality Design I (3 credits)
A hands-on, project-based introduction to the theories, best practices, aesthetics, techniques, and workflows used to create immersive virtual reality. The goal is to develop, test, and deploy virtual reality experiences following design theory and industry standard best practices. Topics include human perception, 3D modeling, game design, design considerations, limitations, storytelling, mobile app development, and 360-degree video.
XRDE 335: Augmented Reality Design I (3 credits)
A hands-on, project-based introduction to the theories, best practices, aesthetics, techniques, and workflows used to create immersive augmented reality (AR). The goal is to develop, test, and deploy augmented reality experiences following design theory and industry-standard best practices. Topics include human-computer interaction and user experience, design principles, 3D modeling, game design, storytelling, and AR application development.
WDDE 365: Principles of Web Design and Technology I (3 credits)
A study of web design, tools, and technology principles. The goal is to plan and produce a professional website. Topics include internet protocols; usability; accessibility; and social, ethical, and legal issues related to website production. Focus is on HyperText Markup Language version 5 (HTML5) and cascading style sheets (CSS).
WDDE 395: Fundamentals of JavaScript (3 credits)
A hands-on, project-based study of JavaScript using a structured programming approach to build dynamic, interactive web pages. The goal is to use client-side JavaScript to create interactive, cross-browser-compatible web pages that minimize security and privacy vulnerabilities. Topics include form validation, web development tools, documentation, dynamic HTML, event handling, cross-browser compatibility, cookies, and security issues. Programming projects are included
XRDE 490: Virtual World-Building (3 credits)
A comprehensive, project-focused exploration of the techniques, tools, workflows, and industry best practices used in virtual reality (VR) metaverse world building. The goal is to create immersive and engaging virtual spaces and environments. Topics include 3D modeling, user interaction design and experience, aesthetics, narrative crafting, spatial audio effects, lighting, accessibility, and performance optimization.
XRDE 495: Extended Reality Design Capstone (3 credits)
An overview of current trends, technologies, theories, and practices in the extended reality design field. The aim is to integrate concepts, practical application, and critical thinking acquired through previous study and apply them to professional and postgraduate objectives. Analysis covers innovative and emerging issues in extended reality design. Assignments include industry analysis, resume design, and portfolio creation.

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

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

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

Not Applicable

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

Not Applicable

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

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

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

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

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

H. Adequacy of Articulation

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

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

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

Consistent with our existing practices, a newly developed Degree Map between Montgomery College's AA degree in Digital Media and Web Technology program to UMGC's BS Extended Reality Design is included in Appendix A as an example. Appendix A also includes a letter of intent from Anne Arundel Community College, one of our largest transfer institutions, to support development of a new Degree Map to align with AACC's Visual Arts Professional-Web Design program.

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

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

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

In keeping with UMGC's emphasis on workplace relevance, most faculty teaching in the BS

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

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

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

> *UMUC intentionally seeks highly-qualified full-time and adjunct faculty who have hands-on experience in the disciplines they teach and who can leverage that experience to provide a richer learning experience for students. The university's mission to serve adult students is supported by adjunct faculty who are scholar-practitioners engaged daily in their profession. The ability to employ adjunct faculty is critical to UMUC's capacity to quickly deploy academic and continuing education programs in response to workforce-related needs. This entrepreneurship and flexibility in establishing new programs is particularly important to the university: given its history of very limited state support, the university's financial model is based on tuition revenues, and all programs must be self-supporting.*[1]

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

Table 10: Faculty Resources

[1] Maryland Higher Education Commission. *2016 Mission Statement Review.* https://mhec.maryland.gov/institutions_training/Documents/acadaff/2016MissionStatementReview.pdf

Faculty Name	Appointment Type and Rank	Graduate Degree(s) and Field(s)	Status (FT/PT)	Course(s) to be Taught
Michelle Pittman	Portfolio Director, Collegiate Associate Professor	Masters in Technology, Masters in Education, Bachelors in Computer Graphics Technology	FT	• WDDE 290: Introduction to Interactive Design • WDDE 295: Fundamentals of Digital Design • WDDE 360: User Experience and Interface Design • WDDE 365: Principles of Web Design and Technology I • WDDE 395: Fundamentals of JavaScript • XRDE 310: 3D Modeling • XRDE 315: Game Design I • XRDE 330: Virtual Reality Design I • XRDE 335: Augmented Reality Design I • XRDE 490: Virtual World-Building • XRDE 495: Extended Reality Design Capstone
John Bono	Adjunct Professor	PHD Information System Management, Masters Electronic Commerce, Bachelor's Computer Science	PT	• WDDE 290: Introduction to Interactive Design
Ashish Ghoda	Adjunct Associate Professor	Masters in Information Systems Management, Bachelors in Engineering	PT	• WDDE 290: Introduction to Interactive Design
Ashish Shah	Adjunct Assistant Professor	Masters in Information System Management, BS in Electronics and Telecommunications	PT	• WDDE 295: Fundamentals of Digital Design

Ali Yares		MA in Publication Design, PHD Communications	PT	• WDDE 365: Principles of Web Design and Technology I
Ann McDermott	Adjunct Associate Professor	Masters in Project Management	PT	• WDDE 360: User Experience and Interface Design
Lucas Shaffer	Adjunct Assistant Professor	Masters in Applied Computer Science	PT	• WDDE 365: Principles of Web Design and Technology I • XRDE 315: Game Design I • XRDE 330: Virtual Reality Design I
Robin Smith	Adjunct Professor	Masters Fine Arts in Imaging and Digital Arts	PT	• XRDE 315: Game Design I • XRDE 330: Virtual Reality Design I
Jessica Robinson	Adjunct Assistant Professor	Masters Fine Arts in Communications, Bachelors in Electrical Engineering, Bachelors in Media & Communication	PT	• WDDE 360: User Experience and Interface Design • XRDE 390: 3D Modeling • XRDE 490: Virtual World-Building
Brian Seely	Adjunct Professor	PHD Learning and Technology, Masters Instructional Technology, Bachelors Mass Communications	PT	• XRDE 330: Virtual Reality Design I • XRDE 335: Augmented Reality Design I
Patrick Bender	Adjunct Assistant Professor	Masters Fine Arts in Information & Interaction Design	PT	• XRDE 310: 3D Modeling • XRDE 490: Virtual World-Building
Zihao Zhang	Adjunct Instructor	Masters Digital Media & Web Tech	PT	• XRDE 315: Game Design I • XRDE 330: Virtual Reality Design I
Julie Demyanovich	Adjunct Assistant Professor	B.F.A. Computer Game Design, MBA	PT	• XRDE 315: Game Design I

Lachlan McCallum	Adjunct Assistant Professor	MS Information Technology, BS Computer Science	PT	• XRDE 315: Game Design I
Ian Carnahgan	Adjunct Professor	PHD in Information Sciences & Systems, Masters in eLearning, Masters in Cybersecurity	PT	• WDDE 395: Fundamentals of JavaScript
David Johnson	Adjunct Professor	PHD in Occupational Studies, MS Computer Informational Studies	PT	• XRDE 490: Virtual World-Building • XRDE 315: Game Design I • XRDE 330: Virtual Reality Design I • XRDE 495: Extended Reality Design Capstone

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

a) Pedagogy that meets the needs of the students

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

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

b) The learning management system

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

gradebook setup and rubrics; crafting powerful online introductions; and open education resources (OERs) used in the classroom.

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

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

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

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

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

No new library resources are needed to serve the BS Extended Reality Design. In partnership with faculty and program designers, the **UMGC Library** annually reviews and maintains a curated collection of academic and professional journal articles, reports, case studies, and books available electronically via a comprehensive set of online library databases to support academic programs. A librarian liaison is designated for each academic department at UMGC to assist faculty with resource identification and other program needs.

The UMGC Library relies on distributed technology as its primary mechanism to provide online access to resources and services to UMGC's widely dispersed adult student population. Library services to all UMGC students, faculty, and staff worldwide include 24/7 reference via live chat and document delivery for materials not otherwise available in the library databases. UMGC's expanding collection of over 75,000 electronic books (e-books) has significantly increased the ability to meet the academic needs of UMGC's global population. Additionally, UMGC students, faculty, and staff within the continental United States have access to more than 10 million volumes in print from the 17-member **University System of Maryland and Affiliated Institutions (USMAI) Library Consortium**.

The UMGC Library provides research assistance in developing search strategies, selecting relevant databases, and evaluating and citing sources in a variety of formats, including online webinars offered globally. A discovery tool allows simultaneously searching of scholarly articles, books, and other research resources via a single search engine of most of the databases to which the UMGC Library subscribes. Students also have access to full-text dissertations and theses via the *ProQuest*

Dissertations and Theses database. Resources on the UMGC Library website provide a listing of resource guides for academic subject areas and topics, including relevant databases, websites, books, and other resources along with technical and citation assistance.

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

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

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

2. **Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**

    a) An institutional electronic mailing system, and
    b) A learning management system that provides the necessary technological support for distance education

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

UMGC's learning management system is Desire2Learn (D2L); the internal adaptation is called LEO. All UMGC classes are taught using this system and all students with appropriate technology and online access (referenced in Section G8) have access to this system through their learning portal. Support is available for students and faculty through a 24/7 Help Desk and a large variety of online resources on UMGC's website.

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

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

As shown in Table 11 below, the BS Extended Reality Design is expected to be self-supporting beginning in year 4. In years 1 through 3 a total of $63,681 will be reallocated from the BS in Web

and Digital Design to support the BS Extended Reality Design.

The credit hour tuition rate listed is a weighted average of $297 per credit hour, based on the anticipated makeup of the student cohorts. Consistent with UMGC's demographics and student enrollment patterns, Table 11 assumes that all students will be enrolled part-time, completing an average of 7.6 credits in Year 1, 10.2 credits in Year 2, 10.9 credits in Year 3, 11.6 credits in Year 4, and 11.7 credits in Year 5. Enrollment and revenue projections are based on new students entering the program.

Table 11: Resources (MHEC Table 1)

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	$24,271	$28,703	$10,707	0	0
2. Tuition/Fee Revenue (c + g below)	$681,646	$1,743,830	2,916,965	4,141,583	4,408,844
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	303	578	900	1207	1274
e. Credit Hour Rate	$297	$297	$297	$297	$297
f. Annual Credit Hour Rate	7.6	10.2	10.9	11.6	11.7
g. Total P/T Revenue (d x e x f)	$681,646	$1,743,830	$2,916,965	$4,141,583	$4,408,844
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	$705,917	$1,772,533	$2,927,672	$4,141,583	4,408,844

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

UMGC's existing base of FTE faculty and administrative and support staff will support and serve the program. The faculty category in Table 12 includes partial support from one full-time Collegiate

Faculty. Adjunct faculty will teach the remaining scheduled courses, with 1 FTE = 30 adjunct-taught credit hours. The adjunct per credit hour rate is calculated at $1,151 per credit hour, the rate for an associate professor without a terminal degree at longevity Step 9 in UMGC's adjunct faculty pay scale. This is the median rate for faculty anticipated to be in the pool of faculty eligible to teach courses in the program. The administrative staff category includes a portfolio director who will support this program in addition to UMGC's BS program in Web and Digital Design, as well as support from school personnel including Assistant and Associate Deans and Portfolio Managers, while the support staff category factors in support from academic administration, records, faculty affairs, and integrative learning design. Salaries are shown with benefits at current standard rates of 37% for full-time faculty and administrative staff and 8% for adjunct faculty.

Technology services in Row 4 include UMGC's LMS platform licensing, student information system, student relationship management system, and student software and support, at a rate of $5.08/student credit hour.

No new library services (5), or new or renovated physical space (6) will be needed for this program. Other expenses (Row 7) include admissions, advising and student support services, and marketing and advertising, proportional to the number of credit hours anticipated to be earned by students in the program each year.

Table 12: Program Expenditures (MHEC Table 2)

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	$160,681	$400,697	$658,695	$924,046	$981,228
a. Number of FTE	3.9	10.0	16.7	23.6	25.2
b. Total Salary	145,415	364,442	601,174	845,397	898,165
c. Total Benefits	15,266	36,255	57,521	78,649	83,063
2. Admin. Staff (b + c below)	$39,134	$77,095	$103,219	$121,629	$124,801
a. Number of FTE	0.3	0.6	0.8	0.9	0.9
b. Total Salary	28,565	56,274	75,342	88,781	91,095
c. Total Benefits	10,569	20,821	27,877	32,849	33,705
3. Support Staff (b + c below)	$55,336	$141,464	$236,798	$336,212	$357,909
a. Number of FTE	0.4	1.0	1.7	2.5	2.6
b. Total Salary	40,391	103,331	172,845	245,411	261,247

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
c. Total Benefits	14,945	38,232	63,953	90,802	96,661
4. Technical Support and Equipment	$11,685	$29,894	$50,004	$70,997	$75,579
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	$439,081	$1,123,283	$1,878,956	$2,667,790	$2,839,946
TOTAL (Add 1 – 7)	**$705,917**	**$1,772,533**	**$2,927,672**	**$4,120,675**	**$4,379,461**

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

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

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

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

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

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

UMGC's faculty, academic administrators, and Office of Academic Quality collaborate to implement assessment activities, monitor ongoing developments, review results, and make appropriate

curricular or other modifications. Annually, student performance across learning demonstrations is evaluated to determine where improvements may be required. Portfolio Directors and Collegiate Faculty visit online classrooms regularly to track faculty performance and take any necessary corrective actions proactively. Class observations are documented and used in subsequent faculty staffing decisions. Changes are also made to the curriculum and/or student support models, as needed. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness. Regular academic program reviews consider all factors related to academic quality, curriculum currency and relevance, student support, and adequacy of program infrastructure and resources. These processes all support a continuous cycle of improvement.

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

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

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

O. Relationship to Low Productivity Programs Identified by the Commission

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

Not Applicable

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

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

UMGC is approved to offer distance education by the Middle States Commission on Higher Education (MSCHE) and maintains compliance with COMAR 13B.02.03.22. UMGC's approval to offer distance education as an alternative delivery method is included within its scope of institutional accreditation, as evidenced in the university's MSCHE **Statement of Accreditation Status**. Further, UMGC has been an approved institutional participant in the State Authorization Reciprocity Agreement (SARA) since 2016 and is authorized to offer distance education in all SARA states.

Among its many recognitions, UMGC has received five Sloan Consortium (now Online Learning Consortium) Excellence Awards for online program quality and three IMS Global Learning Consortium awards for technology integration in the classroom environment.

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

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

UMGC's distance education offerings are in full compliance with **C-RAC's 2011 Guidelines**.

Appendix A
Sample Degree Map

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

MONTGOMERY COLLEGE

DEGREE MAP TRANSFER GUIDE

ACADEMIC CATALOG 2025-2026 (MHEC PROPOSAL – NOT FOR PUBLIC USE)

This transfer guide reflects the review of transferable Montgomery College credits from an associate's degree to a UMGC bachelor's degree. See a community college advisor for course sequencing. Degree requirements and course articulations may change based on initial UMGC enrollment. UMGC offers multi-term registrations in 8-week sessions. Meet with a UMGC advisor in your transfer year to plan your UMGC schedule.

CREDITS	MC DIGITAL MEDIA AND WEB TECHNOLOGY Requirements for Associate's Degree	UMGC BS IN EXTENDED REALITY DESIGN Requirements for Bachelor's Degree
3	ENGL 101 Gen Ed requirement^^	WRTG elective (Gen Ed Communications)
3	Mathematics Foundation Gen Ed requirement	Gen Ed Mathematics
4	GDES 116 Gen Ed requirement	GRCO 100 (Gen Ed Arts & Humanities)
4	TECH 272 Program requirement	♦ CMST 385* (required for the major)
3	English Foundation requirement	WRTG 112 (Gen Ed Communications)
4	Natural Science w/ Lab Distribution Gen Ed requirement	Gen Ed Biological & Physical Lab Science
3	Arts or Humanities Distribution or Health Gen Ed requirement	Elective
3	TECH 276 Program requirement	♦ CMST 388* (required for the major)
3	TECH 273 Program requirement	CMST 385* (elective)
3	Humanities Distribution Gen Ed requirement	Gen Ed Arts & Humanities
3	Behavioral and Social Sciences Distribution Gen Ed req.^^^	Gen Ed Behavioral & Social Science
3	TECH 274 Program requirement	CMST 355* (elective)
3	TECH 282 Program requirement	CMST elective
3	CMSC 140 recom'd elective (prerequisite for CMSC 222)	CMSC 105 (Gen Ed Computing)
3	Behavioral and Social Sciences Distribution Gen Ed req.	Gen Ed Behavioral & Social Science
3	Natural Science w/ out Lab recom'd Distribution Gen Ed req.	Gen Ed Biological & Physical Science
3	COMM 108 or COMM 112 Gen Ed requirement	SPCH 100 (Gen Ed Communications)
3	CMSC 222 Program requirement	CMST 306* (elective)
3	Elective	Elective
60	**Estimated Credits Transferred**	**Estimated Credits Transferred**

REMAINING BACHELOR'S DEGREE REQUIREMENTS (recommended sequence)	CREDITS
LIBS 150 Introduction to Research or any Gen Ed credit (to be fulfilled with 1 Gen Ed credit from MC)	---
PACE 111T Program and Career Exploration in Technology or any PACE 111	3
♦ WDDE 290 Introduction to Interactive Design (formerly CMST 290; Required for the major)	3
Elective	3
♦ WDDE 295 Fundamentals of Digital Design (formerly CMST 295; Required for the major)	3
Elective	3
♦ WDDE 360 User Experience and Interface Design (formerly CMST 308; Required for the major)	3UL

Elective	3
WRTG 393 Advanced Technical Writing or any upper-level writing (Gen Ed Communications)	3UL
Elective	3
♦ XRDE 310 3D Modeling (formerly CMST 390; Required for the major)	3UL
Elective	3
♦ XRDE 315 Game Design I (formerly CMST 315; Required for the major)	3UL
Elective	3
♦ XRDE 330 Virtual Reality Design I (formerly CMST 330; Required for the major)	3UL
Elective	3
♦ XRDE 335 Augmented Reality Design I (formerly CMST 331; Required for the major)	3UL
Elective	3
♦ XRDE 490 Virtual World-Building (new; Required for the major)	3UL
Elective	3
♦ XRDE 495 Capstone in Extended Reality Design (new; Required for the major)	3UL
ESTIMATED CREDITS REMAINING AT UMGC	**60**

NOTES: Minimum of 120 credits, including 30 with University of Maryland Global Campus (UMGC) of which at least 15 must be upper-level, are required for the bachelor's degree with a UMGC grade point average (GPA) of 2.0 (C) or higher / UMGC does not accept grades below C (2.0) in transfer from schools outside the University System of Maryland and Maryland community colleges (except WRTG 112, which must be completed with a grade of C– (1.67) or better from all schools) / Maximum of 70 transfer credits to UMGC from two-year or community colleges and maximum of 90 transfer credits from all sources combined (actual number of transfer credits dependent on meeting all UMGC bachelor's degree requirements) / ♦[1] = Major core, major elective, or capstone: all courses within the major require a grade of C (2.0) or higher, and all majors (except APTC, GECU, and CJLE, which require only the capstone as UMGC graded coursework) must complete at least half of these as 1) traditional college courses earning a grade and 2) UMGC resident credit / *[2] = Lower-level course meets content requirement of upper-level course but does not transfer as upper-level / ᵁL[3] = Upper-level course (numbered 300-499) / Visit **UMGC Maryland Community College Alliances** to learn more!

[1] ♦ Major core, major elective, or capstone
[2] * Lower-level course meets content requirement of upper-level course but does not transfer as upper-level
[3] UL Upper-level course (numbered 300-499)

MONTGOMERY COLLEGE NOTES

^^4 = ENGL 101/ENGL 101A, if needed for ENGL 102/ENGL 103, or elective. Please consult an advisor or transfer institution for assistance with course selection.
^^^5 = Behavioral and Social Science Distribution (BSSD) courses must come from different disciplines.

ANNE ARUNDEL COMMUNITY COLLEGE
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Dr. Tanya Millner
Provost/Vice President
410-777-2332
tcmillner@aacc.edu

December 16, 2025

Megan Tuozzo
Director, Academic Pathways and Articulation Administration
University of Maryland Global Campus

Subject: Letter of Intent to Support Transfer Agreement

Dear Megan,

This letter is to affirm Anne Arundel Community College's intent to collaborate with the University of Maryland Global Campus in the continued development of transfer pathways, including—but not limited to—a direct pathway for Anne Arundel Community College Visual Arts Professional- Web Design students to earn a bachelor's degree in Extended Reality at the University of Maryland Global Campus.

We are committed to working together to develop articulation between programs that will benefit students and strengthen the partnership between our institutions. While specific details of the agreement are still under review, we affirm our support for this initiative and look forward to continued collaboration.

Please feel free to reach out to us for further discussion or clarification. You can contact Marcus Wright, Director of Transfer, Articulation and Career Alignment at mwright22@aacc.edu or (410)-777-2777.

Sincerely,

Tanya Millner, Ed.D
Provost/Vice President for Learning

cc: Dr. Dawn Lindsay, President
Tina Smith, Ph.D., Associate Vice President for Learning
Marcus Wright, Director of Transfer, Articulation and Career Alignment

Appendix B
Full-Time Faculty and Library Waiver

90.2.1.001

cc: LEL
Bob S.

MHEC
Creating a state of achievement

MEMORANDUM

DATE: January 6, 2005

Office of the Provost
UMUC
JAN 10 2005

TO: Dr. Nicholas H. Allen
Provost and Chief Academic Officer, UMUC

FROM: Michael J. Kiphart, Ph.D. MJK
Assistant Secretary for Planning and Academic Affairs

SUBJECT: UMUC Waiver of Full-Time Faculty and Library/Learning Resources Center

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

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

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

MJK:aaw
Enclosures

MARYLAND HIGHER EDUCATION COMMISSION
839 Bestgate Rd. • Suite 400 • Annapolis, MD 21401-3013
T 410.260.4500 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 • www.mhec.state.md.us

cc: Dr. files

Forward through for appropriate action VCAA Comm. re Ed Policy

RECEIVED
APR 30 1996
By VCAA

Parris N. Glendening
Governor

Edward O. Clarke, Jr.
Chairman

Patricia S. Florestano
Secretary of
Higher Education

April 23, 1996

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

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

Dear Mr. Billingsley:

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

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

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

Sincerely,

Edward O. Clarke, Jr. (ET)

Edward O. Clarke, Jr.
Chairman

EOC:PSF:JAS:ds

Enclosures

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

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

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: University of Maryland, Baltimore County proposal for a Master of Science in Artificial Intelligence

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: January 29, 2026

SUMMARY: UMBC's Department of Computer Science and Electrical Engineering (CSEE) proposes a new Master of Science (MS) in Artificial Intelligence (AI), aligning with UMBC's mission emphasizing science, engineering, and contributing to Maryland's economic development. The program focuses on the fundamental principles of AI and offers both a thesis and a non-thesis option. Upon completion of the MS in AI degree, students will be able to begin successful careers in research, academia, and industry. This degree addresses a critical regional workforce need, as the DMV area is a major hub for AI investment by government agencies and tech companies. UMBC is uniquely positioned to offer this, leveraging its R-1 Carnegie classification, a CSEE faculty with strong AI research and a commitment to affordability and accessibility. It is distinct from other master's-level AI programs in the state as it is in-person, has a thesis and non-thesis option, and provides an affordable option to a diverse student body.

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 Maryland, Baltimore County to offer a Master of Science in Artificial Intelligence.

COMMITTEE RECOMMENDATION: DATE: January 29, 2026
BOARD ACTION: DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992 awrynn@usmd.edu

OFFICE OF THE PROVOST
University of Maryland, Baltimore County
Administration Building, 10th Floor
1000 Hilltop Circle, Baltimore, MD 21250
Phone: 410-455-2333
provost.umbc.edu

December 15, 2025

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

Dear Chancellor Perman:

I am writing to formally submit for your review the proposal from the University of Maryland, Baltimore County (UMBC) to launch a new graduate program: a Master of Science (M.S.) in Artificial Intelligence (AI). This degree will be offered by the Department of Computer Science and Electrical Engineering (CSEE). This initiative aligns with UMBC's core mission of expanding graduate education, particularly in critical science and engineering disciplines, and will be implemented utilizing our existing resources.

The proposed M.S. in AI is designed to meet an urgent need by offering an accessible, affordable, and dedicated master's pathway in AI for the Baltimore metropolitan area. The structure, which includes both a research-focused thesis option and a professional non-thesis track, ensures graduates are thoroughly prepared to advance research or immediately contribute to industry. We believe this program directly addresses the workforce development priorities outlined in the Maryland State Plan for Higher Education. A detailed competitive analysis of existing programs in the region can be found in the attached documentation (Appendix 2: Greater Baltimore Metropolitan Region Program Duplication Discussion).

UMBC is ideally positioned to offer this program. As an R-1 research university and a leading USM institution in the areas of computing and AI, our CSEE faculty are actively engaged in groundbreaking AI research and teaching. This demonstrated expertise ensures UMBC is ready to deliver the high-quality, relevant education students need for successful careers now and in the future.

Thank you for your consideration of this proposal.

Sincerely,

DocuSigned by:
Manfred H.M. van Dulmen
4056B1D9D19E460...

Manfred H. M. van Dulmen, PhD Provost and Senior Vice President for Academic Affairs

Cc: Crystal Williams, Assistant Vice Provost for Curriculum Development
Yonatan Harris, Executive Assistant to the Vice Provost for Academic Affairs

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

UMBC

Institution Submitting Proposal

Artificial Intelligence

Title of Proposed Program

Master of Science (MS)

Award to be Offered

Fall 2026

Projected Implementation Date

11.0102

Proposed HEGIS Code

Proposed CIP Code

Department of Computer Science and Electrical Engineering

Department in which program will be located

Crystal Williams, PhD, Asst Vice Provost

Department Contact

410-455-3862

Contact Phone Number

Crysw1@umbc.edu

Contact E-Mail Address

DocuSigned by:
Manfred H.M. van Dulmen
4056B1D9D19E460...

Manfred H. M. van Dulmen, PhD
Provost and Senior Vice President for Academic Affairs

12/11/2025 | 2:21 PM EST

Date

MHEC
ENGAGE • INFORM • SUPPORT

Office Use Only: PP#

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	UMBC

Each action below requires a separate proposal and cover sheet.

- (●) New Academic Program
- ( ) New Area of Concentration
- ( ) New Degree Level Approval
- ( ) New Stand-Alone Certificate
- ( ) Off Campus Program
- ( ) Substantial Change to a Degree Program
- ( ) Substantial Change to an Area of Concentration
- ( ) Substantial Change to a Certificate Program
- ( ) Cooperative Degree Program
- ( ) Offer Program at Regional Higher Education Center

Payment Submitted: (●) Yes ( ) No Payment Type: (●) R*STARS # 3331684 ( ) Check # Payment Amount: 850.00 Date Submitted: 12/15/2(

Department Proposing Program	Department of Computer Science and Electrical Engineering
Degree Level and Degree Type	Graduate, Master of Science (MS)
Title of Proposed Program	Artificial Intelligence
Total Number of Credits	30-33
Suggested Codes	HEGIS: CIP: 11.0102
Program Modality	(●) On-campus ( ) Distance Education (fully online) ( ) Both
Program Resources	(●) Using Existing Resources ( ) Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B.02.03.03)	(●) Fall ( ) Spring ( ) Summer Year: 2026
Provide Link to Most Recent Academic Catalog	URL: https://catalog.umbc.edu/content.php?catoid=41&navoid=2971
Preferred Contact for this Proposal	Name: Crystal Williams, PhD Title: Assistant Vice Provost for Curriculum Development Phone: 410-455-3862 Email: Crysw1@umbc.edu
President/Chief Executive	Type Name: Manfred H. M. van Dulmen, PhD, Provost and Senior Vice President of Academic Affairs Signature: Manfred H.M. van Dulmen Date: 12/11/2025 | 2:21 PM E
	Date of Approval/Endorsement by Governing Board:

Revised 4/2025

MARYLAND HIGHER EDUCATION COMMISSION
217 East Redwood Street • Suite 2100 • Baltimore, MD 21202
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Program Summary: UMBC MS in Artificial Intelligence

A. Centrality to Institutional Mission and Planning Priorities

1. The UMBC Department of Computer Science and Electrical Engineering (CSEE) proposes to offer a Master of Science (MS) in Artificial Intelligence (AI). AI profoundly affects education, computation, energy, data analysis, information systems, and more. In every industry, AI will play a role. Upon completion of the MS in AI degree, students will be able to begin successful careers in research, academia, and industry. The MS in AI at UMBC focuses on AI's fundamental principles. The required course of study includes thesis and non-thesis options to accommodate students with different academic and professional goals. The non-thesis option will require 33 credits of coursework, including two core courses on the principles of artificial intelligence and machine learning, three AI-focused electives related to natural language processing, neural networks, or robotics, and six electives in computation. The thesis option will require 30 credits incorporating the same two core courses, three AI-focused elective courses, and three other computational electives, followed by six credits of thesis work. For more detailed information on the degree requirements, please see Appendix 1: MS in AI Degree Requirements.

   UMBC is well-positioned to offer the MS in AI program because of the rigorous nature of our master's and doctoral programs, as well as our role as one of three principal centers for research and doctoral-level training in the University System of Maryland. As a school with an R-1 (Very High) Carnegie classification, our faculty in the CSEE department are at the forefront of innovation in the AI field. This degree aligns with UMBC's mission, because our mission states that, "UMBC emphasizes science, engineering, information technology, human services and public policy at the graduate level." Another part of our mission is that UMBC "contributes to the economic development of the state," and AI will be a major part of Maryland's economy in coming years.

2. UMBC's Strategic Plan expresses the goal that "UMBC contributes to the economic development of the state and region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization" (p. 6). The MS in AI supports this strategic goal by providing necessary training in the rapidly growing AI field. Increasing degree offerings in the field of AI is an institutional priority as evidenced by UMBC's commitment to science, engineering, and information technology described in our mission. The DMV region is already a major hub for tech companies and government agencies investing in AI research and development. For example, Maryland hosts key institutions like the National Institute of Standards and Technology (NIST) and the National Institutes of Health (NIH), which are pivotal in AI research for cybersecurity and healthcare, respectively. Washington, D.C., is home to numerous federal agencies investing heavily in AI to enhance their operational capabilities. Virginia is known for its strong tech sector, with companies like Amazon, Google, and Microsoft establishing significant operations in the state, contributing to the local AI ecosystem. UMBC's strategic focus on workforce needs supporting Maryland's economic development aligns with the 2022 MHEC Statewide Plan and the Vision 2030 Plan by the University System of Maryland.

3. UMBC anticipates that the MS in AI will be adequately funded in its first five years of implementation because of very strong anticipated enrollment and high interest in the program from CSEE faculty. Several CSEE faculty specialize in AI, and a total of 25 faculty will teach in the program. Given this level of interest in AI, UMBC will ensure that the program will have full financial and administrative support for the first five years and beyond, and enrolled students will have the opportunity to complete the program.

   Additional support services such as technology support, library services, marketing, and related academic/program support will be drawn from UMBC's existing institutional capabilities. Special learning experiences, research opportunities, and/or technologies for students may be funded through faculty-led grant efforts, such as UMBC's federal Scholarship-for-Service program, and/or obtained via internships with local companies or government organizations, including BWTECH@UMBC.UMBC's faculty are committed to advancing the AI field and to supporting matriculated students in the MS in AI program through program completion. UMBC has the institutional resources, including tenured faculty, to continue the program for actively registered students through program completion. As noted in A.3, UMBC's faculty demonstrate strong academic interest in AI, emphasizing UMBC's commitment to the field. For example, Dr. Frank Ferraro secured a $3.8 million DARPA grant to develop an AI-driven tool for assessing scientific claims. Over 20 UMBC students will contribute to creating the tool, gaining experience in cutting-edge AI research. UMBC expects that this level of interest from students and faculty will continue to

grow stronger with the MS in AI. Creating the MS in AI responds to a growing need in the state of Maryland, so per UMBC's Strategic Plan, the MS in AI is an important addition to the institution. UMBC is committed to providing the necessary administrative, financial, and technical support to launch, grow, and sustain the MS in AI. Technical support for students and faculty is available through Blackboard and other web-based technologies supported by UMBC's Division of Information Technology (DOIT), in-class time, and faculty office hours.

UMBC is committed to continuing the MS in AI program for sufficient time to allow enrolled students to complete the program. UMBC anticipates that the program will be popular and will grow quickly, allowing for its continuation for years to come.

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

1. In Maryland, AI has been identified as a growing field because AI revolutionizes how workers approach their work in all industries, including healthcare, education, business, and beyond. More AI specialists are needed to innovate and facilitate this massive shift. UMBC's MS in AI responds to a need for more AI specialists that work in growing industries and support the advancement of academic knowledge. In today's rapidly evolving technological landscape, artificial intelligence (AI) is transforming industries and reshaping the future of work. T
   i. The rapid growth in the AI market necessitates a highly trained workforce capable of advancing AI theory and research. The increasing demand for AI researchers and theorists highlights the need for comprehensive educational programs to ensure that AI technologies are developed responsibly and with a deep theoretical foundation. Our MS in AI program will equip students with a strong theoretical understanding of AI principles, enabling them to contribute to cutting-edge AI research. By focusing on core AI concepts and theoretical advancements, our curriculum will prepare students for research roles in academia, industry, and government. Through courses in machine learning, deep learning, natural language processing, robotics, and computer vision, students will gain the necessary knowledge to advance the field.
   ii. The global AI market is projected to reach a staggering $1,811.75 billion by 2030, highlighting its immense growth potential. This represents a compound annual growth rate (CAGR) of 36.6% from 2024 to 2030, underscoring the rapid advancements and investments being made in AI technologies[1,2]. The AI and tech sectors are also experiencing significant growth in the greater DMV area. All three DMV jurisdictions (D.C., Maryland, Virginia) have recognized the importance of AI and issued directives or executive orders promoting AI workforce development[3]. The MHEC Statewide Plan emphasizes the need for quality education to be accessible and affordable to Maryland students. UMBC is an affordable option, and the majority of our students are members of a minority group.
   iii. According to the 2025 Stanford Artificial Intelligence Index Report, Generative AI-related job postings in the U.S. have seen a 323% increase since 2023. Similarly, large language modeling saw a 295% increase. Both of these skills require higher education training in programming, and the sectors with these postings included the information sector, scientific sector, and finance sector. The report also showed that Washington, D.C. has a very high overall percentage of AI jobs at 4.44%, as compared with California's 2.67%. [4]The DMV region (DC: 2.61%, VA: 1.82%, MD: 1.05%) collectively dominates AI job intensity in the U.S., driven by federal agencies, defense contracts, and top research institutions[5].

[1] Fortune Business Insight, "Artificial Intelligence." Online. Date of visit: 06/18/2024. https://www.fortunebusinessinsights.com/industry-reports/artificial-intelligence-market-100114

[2] Grand View Research, "Artificial Intelligence Market To Reach $1,811.75 Billion By 2030." Online. Date of visit: 06/17/2024. https://www.grandviewresearch.com/press-release/global-artificial-intelligence-ai-market

[3] Governor Moore Announces Action to Transform Maryland Executive Branch Digital Services. Online. Date of visit: 06/18/2024.https://governor.maryland.gov/news/press/pages/governor-moore-announces-action-to-transform-maryla nd-executive-branch-digital-services.aspx.

2. The 2022 Maryland State Plan for Higher Education identifies IT fields as key industries for Maryland (p.46). As such, UMBC will offer an in-demand program to enhance affordable opportunities for students in the region (p.28). UMBC's affordability will ensure that the MS in AI is accessible, creating a larger pool of future workers. This MS in AI will provide the state with a highly educated workforce to meet critical future needs, allowing students to upgrade their technical skills to meet the rapidly growing demands of the job market (p. 45). Several state initiatives also support the goal of advancing STEM education, including the establishment of the Maryland Institute for Innovative Computing (MIIC) and the Maryland Technology Internship Program (MTIP). UMBC is committed to preparing students for real-world AI challenges and innovations.

   Governor Moore's 2024 executive order on digital services provides detailed guidance on the responsible and ethical use of AI and data. It also establishes an AI Subcabinet tasked with developing and implementing a comprehensive AI action plan to operationalize the State's AI principles and establish appropriate "guardrails" for agencies' use of AI. Additionally, the AI Subcabinet will promote AI knowledge, skills, and talent in state government, further driving demand for Data Science programs. In the closely related field of AI and Machine Learning, Governor Moore has announced significant initiatives to revitalize state government and modernize Maryland's Department of IT Services and Operations, positioning Maryland at the helm of cutting-edge and emergent technology to better serve the state. This includes the appointment of a first-ever AI advisor to oversee Maryland's AI strategy[6, 7].

3. The Vision 2030 Plan by the University System of Maryland emphasizes innovation as a high priority (p. 8). As a mid-term goal, the USM writes that it aims to have "piloted innovative pathways for working professionals that respond to workforce demands" (p. 10) USM recognizes that new technologies will transform education in the coming years, so innovation in creating new programs and adapting to the demands of the job market is incredibly important.

   The USM lists Workforce & Economic Development as a main priority and includes the subpoints of expanding the number of graduates and the pipeline of underrepresented minority students in critical fields like STEM, cyber, and healthcare. AI will drive huge growth in those key areas.

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

1. The MS in AI program responds to the rapidly growing field of AI technology. Graduates can pursue careers in technology, finance, national defense, cybersecurity, healthcare, government, or research.

[4] https://hai-production.s3.amazonaws.com/files/hai_ai_index_report_2025.pdf

[5] University of Maryland, "Where Are the New AI Jobs? Just Ask AI." Online. Date of visit: 06/18/2024. https://today.umd.edu/where-are-the-new-ai-jobs-just-ask-ai

[6] https://governor.maryland.gov/news/press/pages/governor-moore-announces-major-action-to-rebuild-state-government-and-modernize-maryland-department-of-information-technolo.aspx (visited April 23, 2025)

[7] https://baltimorefishbowl.com/stories/marylands-it-department-adds-new-roles-including-leaders-in-ai-and-accessibility/ (visited April 23, 2025)

The table below lists some potential job roles and responsibilities. Additional job roles and responsibilities can be found in Appendix 11: Additional AI Job Titles.

Job Title	Job Description
AI Engineer / Machine Learning Engineer	Design, develop, and deploy AI/ML models for real-world applications. Optimize algorithms for performance and scalability, working with frameworks like TensorFlow and PyTorch. Collaborate with data scientists and software engineers to integrate AI into products.
Data Scientist (AI Specialization)	Apply statistical modeling, machine learning, and AI techniques to analyze data. Develop predictive models, recommendation systems, and NLP solutions. Clean and preprocess data while communicating insights to stakeholders.
Research Scientist (AI/ML)	Conduct cutting-edge research in AI, machine learning, or deep learning. Publish papers in top conferences (NeurIPS, ICML) and develop novel algorithms in areas like reinforcement learning or computer vision. Work in academia, corporate R&D, or government labs.
AI Product Manager	Act as a bridge between technical AI teams and business stakeholders. Define AI product roadmaps, prioritize features, and ensure alignment with market needs. Guide the development of AI-driven products from concept to launch.
Computer Vision Engineer	Develop AI models for image and video analysis, including object detection, facial recognition, and medical imaging. Work with CNNs, OpenCV, and deep learning frameworks for applications in autonomous vehicles, healthcare, or surveillance.

2. The proposed MS in AI at UMBC is strongly aligned with current and projected labor market demand. Artificial Intelligence is listed as a “key industry” in the “Be Moved” statewide initiative to attract businesses to Maryland[8]. Data show that both national and regional employers are rapidly increasing their hiring of AI-skilled professionals, creating a significant opportunity for Maryland-based talent development as demonstrated by the data, analysis, and projections below:
    - National Leaders in AI Skill Demand: When job postings are analyzed for required skills, D.C., Maryland, and Virginia collectively lead the nation in the percentage of postings requiring AI-related expertise (Handwerker, 2024).
    - Second-Highest AI Job Share Nationally: The D.C. metro region, which includes Maryland, accounts for 12.65% of all AI job postings in the United States. This positions the region second only to California (Handwerker, 2024).
    - Top 10 for Tech Openings: Maryland ranks among the top ten states nationally for technology-related job postings, underscoring its robust tech industry and the growing need for a skilled workforce in emerging fields such as AI (CompTia, 2024).
    - Between 2020 and 2030 in Maryland, Computer and Information Research Scientist job postings will grow by 17%, Software Developer positions will grow by 23%, and Data Scientist positions, including AI Data Scientists, will grow by 31% (O*Net).

The AI field in the U.S. is projected to have a compound annual growth rate (CAGR) of 36.6% from 2024 to 2030. The DMV region hosts major employers investing in AI, including Northrop Grumman, JHU Applied Physics Laboratory, Booz Allen Hamilton, Amazon Web Services, Microsoft, Lockheed Martin, IBM, Google, and T. Rowe Price. All of these factors indicate that UMBC’s MS in AI will support the demands of the labor market.

[8] Be Moved Initiative: https://business.maryland.gov/key-industries/artificial-intelligence/

3. Market surveys provide quantifiable and reliable data on the education and training needs and the anticipated number of vacancies over the next 5 years. The U.S. Bureau of Labor Statistics has a 2025 report called, “AI impacts in BLS employment projections,” which provides quantifiable and reliable data on the projected growth in occupations attributed to AI between 2023-2033:
   - A projected 73,000 data scientist, 59,000 information security analyst, 9,400 computer information research scientist, 300,000 software developer, and 106,000 computer and information systems managers jobs will be created by 2033.
   - Selected occupations experiencing growth and vacancies include:
     - Software Developers: Projected growth of 17.9%, much faster than the average (4.0%).
     - Database Administrators: Projected growth of 8.2%, faster than average.
     - Database Architects: Projected growth of 10.8%, much faster than average.

   The White House’s 2025 report on AI Talent provides evidence of the educational and training need.[1] They found that in the AI software field, job postings grew by about 31.7% per year from 2015 to 2022. But during that time, the number of people earning related degrees grew much more slowly, at only 8.5% for master’s and 2.9% for PhDs. As such, there is a need for more AI education to fill these postings. In January 2025, a new Executive Order titled “Removing Barriers to American Leadership in Artificial Intelligence” reaffirmed the United States' commitment to global leadership in AI innovation. This policy emphasizes the need to foster AI systems that promote economic competitiveness and strengthen national security. The order directs federal agencies to revise or revoke prior AI policies that may hinder innovation and to develop a national AI action plan that accelerates the deployment of cutting-edge technology. Our mission is to help meet the national call for innovation by cultivating AI talent that drives regional economic growth and supports America’s leadership in AI.

4. According to the 2024 MHEC Trends in Degrees and Awards by Program, only 1 university in Maryland awarded master's degrees in AI last year. Johns Hopkins University (JHU) graduated 50 students as of 2024 and their Fall 2023 enrollment stood at 362. Capitol Technology offers an MPhil and MRes in AI with 4 students enrolled as of 2024. The University of Maryland, Baltimore offers MA in AI for Business, however the 2024 data do not show enrollees or graduates yet. It is evident that the current and projected supply of prospective graduates is unable to meet the vacancy need.

D. Reasonableness of Program Duplication

1. UMBC’s MS in AI program is unique from other programs that have AI components in the Baltimore area. The only MS in AI that exists in the Baltimore region is at Johns Hopkins University (JHU). The JHU program is completely online and serves a different subset of students for that reason. Though other master’s programs exist in the state that focus on elements of computing including AI, UMBC’s specialized program fills a gap in the workforce needs of the state.

   This proposed MS in AI aligns with and supports the 2022 Maryland State Plan for Higher Education and USM’s Strategic Plan by providing an affordable option for students to gain expertise in a high-demand sector. While there may be some overlap with other programs in the region, UMBC's goal is to offer flexibility, affordability, and accessibility to students looking to upgrade their skills and meet the growing workforce demands.

---

[1] https://bidenwhitehouse.archives.gov/cea/written-materials/2025/01/14/ai-talent-report/ Science has many students primarily interested in AI as the most innovative technology in the computing space, so this program responds to that academic interest and market need. Innovative research in AI and an institutional commitment to supporting students in AI already exists. For example, a team from UMBC won the Best Artifact Award at the IEEE International Conference on Pervasive Computing and Communication for using AI to analyze over three million messages exchanged by idle smart home devices. Also, UMBC recently launched the Quantum Science Institute, which unites faculty from the CSEE, Physics, Math, and Information Systems departments to advance quantum computing research and workforce development. UMBC is classified as a doctoral university with very high research activity by the Carnegie Classification of Institutions of Higher Education. As a Center for Academic Excellence, UMBC is well-positioned to offer this MS in AI to equip students with the necessary computing skills and theoretical knowledge to support the AI boom. As described in earlier sections, there is a strong market demand in the DMV for trained AI specialists.

2. As stated, there is only one MS in AI program currently being offered in the surrounding area—online at JHU. Similar programs in the geographical area do exist but are fundamentally different from UMBC's MS in AI. A comparison of regional programs at other institutions can be found in Appendix 2.

3. UMBC's MS in AI program is justified because it is fundamentally different from other programs in the state, and UMBC is already conducting cutting-edge AI research. UMBC's existing MS in Computer

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

UMBC's MS in AI does not duplicate existing graduate programs at HBIs in the Baltimore-Washington Region or in Maryland.

Morgan State University (MSU) does not offer an MS in AI. MSU has an MS in Advanced Computing, which includes Artificial Intelligence as an interdisciplinary area of focus. The multi-disciplinary nature of MSU's Advanced Computing program allows students to gain experience across several subsects of computing for a well-rounded degree applicable to many different computation careers. UMBC's proposed MS in AI is more specialized and offers courses on AI topics like computer graphics and robotics. UMBC does not anticipate overlap in target students because our program specializes in AI.

Bowie State University (BSU) does not offer an MS in AI. BSU offers an MS in Computer Science, which has classes on AI topics. BSU's program provides a well-rounded education in the computer science field with AI as a possible area of focus. UMBC's program is specialized in AI and is meant for students who wish to focus only on AI. UMBC does not anticipate an overlap in target students because BSU's MS in Computer Science serves a different population of students who may not want to specialize in AI. BSU also primarily serves a different population of students closer to Washington, D.C.

University of Maryland, Eastern Shore (UMES) does not offer an MS in AI. UMES offers an MS in Data Science and Analytics Engineering. UMES's MS has some course offerings relevant to AI and machine learning, but the program centers around data science as a discipline rather than AI. UMES's program offers many courses in data analytics and cyber analytics, ultimately providing students with crucial skills in the data science discipline. UMES' program is completely online, so it serves a different population of students than UMBC's proposed MS in AI. Therefore, UMBC does not anticipate overlap in target students.

Coppin State University (CSU) does not offer an MS in AI. Coppin State University does not offer any similar computer science-related MS degree. UMBC does not anticipate overlap in target students.

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

This program does not duplicate existing programs at HBIs, and it is expected to have no impact on the identity or mission of any of the HBIs, whose AI-related MS degrees are described above. MSU, BSU, and UMES offer MS degrees in computation fields that provide well-rounded curricula to their students, with some focus on AI, considering how AI is transforming the computation field overall. CSU does not have an MS degree in a computational field. MSU's MS in Advanced Computing provides students with a wealth of multidisciplinary opportunities to learn, and allows students to choose from four specializations, for which AI is just one. The opportunity to specialize after starting the degree allows students to have more variety. By contrast, UMBC's MS in AI is meant for students who have already decided to specialize in AI by the time of their application. BSU's MS in Computer Science similarly allows students to choose their specialization after beginning the program and provides robust education across the computation field. UMBC's MS in AI, again, serves students who have already decided to specialize in AI in the Baltimore region. UMES's program focuses on data science topics and provides a specialized education in the data science field, with an emphasis on analytics engineering. This degree serves a different field than UMBC's MS in AI. Given that UMES's degree is offered online only, it also differs from UMBC's MS in AI, which will be offered in person.

For the reasons described, UMBC's MS in AI does not pose any impact on the uniqueness and institutional missions of Maryland's HBIs. Since 2017, UMBC has been designated a Minority Serving Institution.

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

1. The faculty within the UMBC Department of Computer Science and Electrical Engineering (CSEE) are well-regarded AI experts. They drew on their industry experience and theoretical expertise to develop the MS in AI, which responds to a need for more AI experts in industry as well as more advanced AI researchers. The program faculty are subject matter experts driving advancements in the field. New developments and emerging trends in AI will inform changes in curriculum and the incorporation of new tools. The MS in AI will be overseen by a full-time Graduate Program Director, a member of the CSEE faculty with a strong AI background. The GPD, as a direct report to the Chair of Computer Science and Electrical Engineering, will be supported as needed by the Chair in matters related to faculty/program oversight, mentoring, and related issues. The GPD will also work with the UMBC DOIT, CSEE's IT office, and other campus leaders on technology innovations related to the program or any new learning capabilities/platforms deployed, such as AI labs and data analysis and visualization environments. The GPD will be a Computer Science Graduate Committee member and work with that committee on areas of mutual interest and oversight, including recruiting, cross-program collaboration, new course ideas, and program innovations.
2. This program targets students with bachelor's degrees in computer science or another related field. Students with a background in another discipline could be considered if they have strong quantitative or programming skills. Students should have strong mathematical and analytical abilities, which are essential for AI and machine learning.

The MS in AI targets students of varying work experience. This program is appropriate for students seeking to enter research or academia, but it also will be highly applicable for students looking to apply AI techniques to their current fields.

The program will be offered completely in-person. The degree requirements are outlined in Appendix 1.

Students completing the MS in AI will be expected to

3. Acquire a deep understanding of core AI principles, including search algorithms, reasoning, and learning, through Principles of Artificial Intelligence (CMSC 671) and Machine Learning (CMSC 678). (SLO-1)
4. Expand their expertise by selecting electives from Bucket A, covering computer vision, natural language processing, neural networks, and robotics, equipping them with the necessary knowledge to work on specialized AI applications. (SLO-2)
5. Develop strong computational abilities through electives in Bucket B in data visualization, algorithm design, numerical computation, symbolic processing, and multi-agent systems, enabling them to solve complex AI-related problems. (SLO-3)
6. Thesis Track: Conduct independent research (CMSC 799), exploring advanced AI methodologies, designing experiments, and contributing to the field through novel findings and technical publications. (SLO-4A)
7. Non-Thesis Track: Complete additional coursework and may participate in independent studies or internships, preparing them for AI-driven roles in industry and applied research. (SLO-4B)

8. Stay updated on emerging AI trends and deepen their technical knowledge in areas of personal or professional interest through special topics courses (CMSC 691) and independent study opportunities (CMSC 696, CMSC 699) (SLO-5)

H. Learning outcomes to assess the success of the program in meeting these objectives are included in Appendix 3: Learning Outcomes. The UMBC Graduate School, College of Engineering and Information Technology, Department of Computer Science and Electrical Engineering, and Provost's Office tracks enrollments, retention, time-to-degree, and graduation rates for all programs. Appendix 4: Student Competencies Assessment describes the mechanisms used by the program to assess and document student learning competencies/outcomes (SLOs) in support of program objectives.

I. The MS in AI will offer thesis and non-thesis options to accommodate students with different academic and professional goals. The non-thesis option will require 33 credits of coursework, including two core courses on the principles of artificial intelligence and machine learning, three AI-focused electives related to natural language processing, neural networks, or robotics, and six electives in computation. The thesis option will require 30 credits incorporating the same two core courses, three AI-focused elective courses, and three other computational electives, followed by six credits of thesis work. Appendix 1 shows the degree requirements, while Appendix 5: Course Names and Descriptions provides the course descriptions.

J. General Education Requirements: N/A

K. Accreditations or Certification Requirements: N/A

L. Other Institutions or Organizations: The department does not currently intend to contract with another institution or non-collegiate organization for this program.

M. Student Support: Detailed in Appendix 6: Student Support.

N. UMBC will advertise its MS in Artificial Intelligence program to individuals with backgrounds in computer science or closely related fields, including early- and mid-career working professionals as well as recent graduates within Maryland.

Local and regional marketing as well as national and international marketing is handled by the UMBC Graduate School. Marketing is accomplished via the program's website, department website, and other local or global marketing sites/activities by the Graduate School, and the College of Engineering and Information Technology (COEIT). All marketing materials and websites are reviewed regularly to ensure currency and accuracy of courses, degree paths, job outlooks, technology requirements, etc. Working with the Graduate School, and COEIT, the Graduate Program Director is involved in the development and approval of degree marketing outreach to ensure it accurately reflects the program and services available to it at UMBC.

The MS in AI program website, FAQ, advising information, syllabi, and marketing outreach will provide students with clear, complete, timely, and accurate information on the program curriculum, course and degree requirements, how students and faculty will interact (both in class and for advising purposes), the expected/desired technology competencies, minimum technical requirements (e.g., computer and internet capabilities), identifies Blackboard as the program's LMS, and the range of academic policies and support services available (e.g., financial aid, degree completion, payment policies, academic integrity, etc.). Additional information for students may be found on the UMBC Graduate School, Registrar, Student Business Services, and Veterans Affairs websites.

Admission is for fall and spring semesters only. Applicants must have a four-year baccalaureate degree from a regionally accredited U.S. institution, or an equivalent non-U.S. university and a desired minimum cumulative GPA of 3.0 (on a 4.0 scale) in all prior undergraduate and graduate degrees. International applicants must in addition provide evidence of English proficiency, financial certification, and appropriate visa documentation. A narrative statement by the student discussing their background, interests, and

goals for their cybersecurity studies and career is required. GRE scores are not required, however the UMBC Graduate School requires the TOEFL or a similar exam for those who do not have a degree from the US or whose prior instructional language was not English. The M.S. in AI Admissions Committee will make a final determination of an applicant's suitability for the program in coordination with the UMBC Graduate School. Maryland residency is not required to enroll, however as a USM institution, Maryland residents pay a reduced in-state tuition rate.

O. The MS in AI will have two degree pathways, thesis or non-thesis, and requires 30 or 33 credits and 10 or 11 total courses, respectively. These pathways are shown in Appendix 3, while Appendix 7 provides course descriptions.

P. Adequacy of Articulation

N/A

Q. Adequacy of Faculty Resources

1. Faculty supporting the program are full-time, tenured, or tenure-track and hold terminal degrees in their respective fields. Appendix 7: Faculty List lists faculty supporting the MS in AI. Additional adjunct faculty may be included in the future based on program requirements.
2. Faculty teaching in this program have access to instructional development opportunities available via the UMBC Center for Applied Learning and Teaching (CALT) and other on-campus professional development activities. For any online elements of coursework, faculty can work with UMBC's own instructional design team to incorporate best (and accessible) practices when teaching in the online environment. UMBC's DOIT offers on-demand and in-person assistance to faculty on the use of Blackboard's many features to help ensure the platform helps foster a quality learning experience for students and faculty alike regardless of in-person, hybrid, or online modalities. Program and department faculty also are encouraged to share best pedagogical practices with colleagues in this program and the broader CSEE department. Several internal grant opportunities exist to support innovation in faculty pedagogy as well.

R. Adequacy of Library Resources

1. On behalf of UMBC's President and the Dean of the Library, the Science Librarian of the Albin O. Kuhn Library has assessed library resources required for this program. The assessment concluded that UMBC's library can meet, with its current expansive in-person and online resources, the curricular and research needs of the MS in AI program faculty and students.
2. No additional library resources are required.

S. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

1. UMBC has access to excellent resources and facilities for this program on the main campus. There are sufficient classrooms and conference rooms to accommodate students, all equipped with technology and software to support instruction, collaboration, and communication. UMBC's internet, software, and computing capabilities are more than adequate to meet program needs – including computer labs with strong processing power. The necessary servers and computer rooms are already available at UMBC, and UMBC's DOIT will work to ensure that the program continually has power and bandwidth.
2. All faculty and students are assigned a UMBC institutional email address. Email is the primary form of outreach on campus and in the program.
3. All faculty and students have access to the University's learning management system (Blackboard Ultra) for classroom and research purposes, in addition to other online collaborative tools supported by UMBC's DOIT such as Microsoft Office/360, Google Suite, and Webex. Should it be necessary, UMBC is well-equipped to handle pivots to remote learning, such as due to pandemics or weather

emergencies. Faculty who want to take a deliberate and holistic approach to prepare their hybrid courses may be supported by UMBC's Planning Instructional Variety for Online Teaching (PIVOT) program. PIVOT focused on best practices for using online instruction tools such as Blackboard, Panpoto, Voice Thread, etc. To ensure access to instructional, research, and collaboration tools, the minimum computing requirements and technical competency expectations for students will be posted on the program's website.

4. All faculty and graduate students can get access to the UMBC High performance computing (HPC) facility (http://www.umbc.edu/hpcf/). The HPC cluster is multi-core computing infrastructure including number CPUs and GPUs, more than 8TB of main memory, and more than 2PB of network storage. Such a facility will be leveraged for training students on complex deep learning models involving very large datasets.

UMBC is committed to supporting this program academically, administratively, financially, and technically. The MS in AI is comprised of courses already being offered through UMBC's Department of Computer Science and Electrical Engineering.

T. Adequacy of Financial Resources with Documentation

The MS in AI will be self-supported through tuition revenue with the potential of receiving industry and faculty research support over time. As it is anticipated that enrollments will generate sufficient revenue to more than cover expenses, there is no significant financial impact with this proposal. As with all self-supporting graduate programs at UMBC, enrollment growth will be regularly monitored, additional full-time faculty will be hired, and/or existing part-time faculty will be invited to become full-time faculty to facilitate instruction and program activities. See Appendix 8 and 9 for program budget information.

U. Adequacy of Provisions for Evaluation of Program

The MS in AI program faculty will periodically review syllabi, rubrics, readings, labs, and projects to ensure a standard student experience and that materials used and presented remain relevant to and/or aligned with current industry trends, best practices in the discipline (i.e., data security, privacy, transparency, accountability, and ethical AI development), program objectives, and the institutional priorities called for in the *UMBC Strategic Plan*. The CSEE department, and UMBC generally, evaluates full-time faculty through the university's established promotion and tenure process in the traditional areas of teaching, research, and service. This process includes a review of their syllabi, labs, courseware, samples of student products, classroom observation, and student surveys. Adjunct faculty are evaluated by full-time faculty members regularly to ensure quality of instruction, materials, and the student's course experience.

All UMBC faculty are evaluated via the administration of student surveys issued at the end of each semester. The data from this survey are shared with the instructor and publicly available via IRADS, while any qualitative comments received are shared only with the instructor. Additionally, faculty are encouraged to work with their colleagues and the UMBC Center for Applied Teaching and Learning (CALT), or Division of Information Technology (DOIT) for additional opportunities to conduct objective course assessment and/or enhancement. The Graduate Program Director likewise solicits, investigates, and attempts to resolve any student concerns regarding course or instructor quality and/or effectiveness.

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

UMBC will address minority student access and success by continuing to follow through on its commitment to inclusive excellence and continuing to foster an environment where minority students thrive. UMBC President Valerie Sheares Ashby has stated that "excellence without diversity does not exist." Furthermore, UMBC makes progress every year to implement more initiatives that follow through on its cultural diversity plan by launching initiatives like the Working Group on Spiritual and Religious Belonging, which supports greater understanding of the needs of religious and spiritual students, and the Initiative for Identity, Inclusion, and Belonging (i3b), which creates opportunities for students to build

awareness of diverse people and belief systems. More information on UMBC's diversity progress can be found in the UMBC Spring 2024 Institutional Programs of Cultural Diversity Report[10].

UMBC was designated a Minority Serving Institution in 2017 and is #1 in the nation for producing the most African American graduates who have gone on to earn MD-PhD degrees, according to the Association of American Medical Colleges (AAMC). According to NSF-NCSES data, from 2010-2019, UMBC was the #1 baccalaureate origin institution in the nation for African American students who go on to earn PhDs in the natural sciences, engineering, life sciences, mathematics, and computer science.
As of Spring 2025, UMBC's existing graduate programs in CSEE, which will serve as the foundation for the proposed AI program, are majority-international and majority-minority in terms of student demographics: International: 67%; White: 13%; Black/ African American: 7%; Asian: 7%; Hispanic: 3%; Two or more races: 1%; Not Specified: 1%. The gender distribution of the graduate student population in CSEE is 69% male and 31% female. Compared with the overall computer science field, female representation is stronger at UMBC at 31% vs. 17% more broadly. UMBC anticipates that the proposed graduate program in AI will reflect similar demographics, continuing the institution's commitment to diversity, equity, and inclusion in advanced technology fields.

Among other active efforts to foster greater diversity in our campus community of scholars, UMBC joined the University Innovation Alliance (UIA) in June 2021. The UIA is the leading national coalition of public research universities committed to increasing the number and diversity of college graduates in the U.S., with a specific focus on low income, first-generation, and students of color. In the next phase of its work, the UIA will focus on eliminating disparities in educational outcomes based on race and ethnicity, in addition to disparities by income, first-generation college student status, gender, and geography.

W. Relationship to Low Productivity Programs Identified by the Commission

N/A

X. Adequacy of Distance Education Programs

As the MS in AI will be offered entirely in person, this section is not applicable. Regardless, UMBC ensures that all students have access to technology support resources including those available through DOIT, Career Services, Off-Campus Student Services, the Office of Equity and Inclusion, and the Graduate Student Association. The university's library is well-equipped to support remote research and learning. The university's Office of Accessibility & Disability Services (ADS) ensures that students with disabilities are afforded an equal opportunity to participate in and benefit from the programs, services, and activities of the University through the provision of accommodations and reasonable modifications that result in equal access and full inclusion, reflecting the university's commitment to fostering an accessible and inclusive environment for all members of the community. Assistance from the ADS team is available to all university students regardless of learning modality.

10 https://provost.umbc.edu/wp-content/uploads/sites/46/2024/05/UMBC-2024-Cultural-Diversity-Report.pdf

Appendix 1: MS in AI Degree Requirements

The requirements for the M.S. degree are summarized as follows.

- 24 credits of graduate coursework plus 6 credits of CMSC 799 (thesis option) or 33 credits of graduate coursework (non-thesis option).
- Completion of two “core” classes, in which a grade of a B or better must be earned, and three electives from Bucket A.
- The thesis must be supervised by an approved CSEE graduate faculty member as the thesis advisor; and must, upon completion of the research, be defended with an oral presentation and accepted by the student’s M.S. thesis committee.
- Certain restrictions apply:
    - A minimum overall GPA of 3.0 is required to graduate
    - Completing the program within a maximum of five years
    - Completing each of the milestones according to the timeline specified below

Core Courses ● CMSC 671 - Principles of Artificial Intelligence ● CMSC 678 - Introduction to Machine Learning
Electives: Bucket A ● CMSC 672 - Computer Vision ● CMSC 673 - Introduction to Natural Language Processing ● CMSC 675 - Introduction to Neural Networks ● CMSC 679 - Introduction to Robotics
Electives: Bucket B ● CMSC 634 - Computer Graphics ● CMSC 636 - Data Visualization ● CMSC 641 - Design and Analysis of Algorithms ● CMSC 655 - Numerical Computations ● CMSC 656 - Symbolic and Algebraic Processing ● CMSC 661 - Principles of Database Systems ● CMSC 663 - Data Privacy ● CMSC 676 - Information Retrieval ● CMSC 691 - Introduction to Data Science ● CMSC 691 - Special Topics in Computer Science ● CMSC 771 - Knowledge Representation and Reasoning ● ENEE 612 - Digital Image Processing ● ENEE 620 - Probability and Random Processes ● ENEE 621 - Detection and Estimation Theory ● ENEE 712 - Pattern Recognition ● CMSC 791 - Advanced Graduate Seminar ● CMSC 696 - Independent Study for Interns and Co-Op Students (max 3 credits) ● CMSC 699 - Independent Study in Computer Science (max 6 credits)
CMSC 799 - Master’s Thesis Research

Appendix 2: Greater Baltimore Metropolitan Region Program Duplication Discussion

Johns Hopkins University (JHU) offers an MS in AI. This MS allows students to deeply explore AI areas including computer robotics, natural language processing, and image processing. One distinguishing feature of this program is that it's entirely online. It offers courses that focus on particular AI models like ChatGPT, as well as courses on more theoretical topics like autonomy, swarm intelligence, reasoning, and game theory.

UMBC's MS in AI differs because it will be offered entirely in person. UMBC's program emphasizes core computing principles like natural language processing, algorithms, and computer graphics. Additionally, there is a huge difference in cost between UMBC and JHU's programs, which targets different students. JHU costs $5,455 per course, while UMBC costs $2,802 per course with in-state tuition.

Morgan State University (MSU) does not offer an MS in AI. MSU offers an MS in Advanced Computing. The Advanced Computing program offers courses in AI, but the overall program is focused on the intersection between various computing disciplines, providing a well-rounded education in several important facets of computing. The advantage of MSU's program is that students may choose their computing focus after beginning the program.

UMBC's MS in AI is specialized for students who have chosen to focus on AI at the start of the master's degree, following their previous education. UMBC's MS in AI covers more focused AI topics including natural language processing, robotics, computer vision, and algebraic processing.

University of Baltimore (UB) offers an MS in AI for Business. This MS is tailored toward business managers looking to better understand how to design, train, and use artificial intelligence to enhance their business and solve problems.

UB's program targets a completely different group of students with its focus on business. The program includes using the technology for decision making, task automation, and customer experience in a business setting. UMBC's program, by contrast, is for students interested in computer science principles at the core of AI; it is not for students looking to enhance practical applications to business.

Capitol Technology University (CTU) does not offer an MS in AI. CTU offers an MPhil or an MRes in AI. The MPhil program focuses on foundation theory of AI for working professionals. It is a flexible program that allows students to tailor their program to their specific interests and needs. The MRes allows students to conduct original research in an area of interest, providing working professionals with practical research experience. Both degrees are delivered completely online.

The MPhil and MRes at CTU are different degree types from the MS that will be offered at UMBC, so these programs serve a different purpose than UMBC's will.

University of Maryland, Baltimore (UMB) offers an MS in Artificial Intelligence for Drug Development. The degree is housed within the School of Pharmacy and focuses specifically on AI applications to pharmaceuticals.

UMB's program is highly specialized for those interested in pharmaceuticals. UMBC's AI program is tailored toward students looking to understand how AI works through the lens of computer science. Because this program at UMB is for students interested in pharmacy, UMB's program targets a different group of students than UMBC's program.

Bowie State University (BSU) does not offer an MS in AI. BSU offers an MS in Computer Science with an AI and Machine Learning specialization. This program is advantageous for students who have an interest in computer science but want to take a more multidisciplinary approach that incorporates AI as well as cybersecurity and data science. Students can enroll in the program and choose their specialization after some study in the field.

UMBC's program focuses only on AI, and so UMBC's students will have already chosen to specialize in AI. UMBC's program covers topics that BSU does not, including algebraic processing and knowledge representation and reasoning.

University of Maryland, College Park (UMCP) does not yet offer an MS in AI, though it has proposed an MS in AI to MHEC. UMCP's proposed MS in AI is similar to UMBC's. However, UMCP's program will not offer a thesis option. UMBC's MS in AI may be better suited for students seeking to enter academia because UMBC will offer a thesis option and will prioritize opportunities for student research. Additionally, UMCP serves a different geographical region than UMBC.

UMCP currently offers an MS in Applied Machine Learning. In UMCP's Applied Machine Learning program, students will create models and algorithms that learn from and make decisions based on data. The program is designed to accommodate working professionals and emphasizes practical knowledge.

UMBC's MS in AI involves different subject matter and practical applications than UMCP's MS in Applied Machine Learning. While students at UMCP study machine learning as a subset of AI, UMBC's program involves a wider range of coverage on AI topics. Additionally, UMCP's program is more attractive for students in the Washington, D.C. metro area given its location, while UMBC's will attract more students in the Baltimore area.

University of Maryland, Global Campus (UMGC) does not yet offer an MS in Applied Artificial Intelligence, though it has proposed this degree to MHEC. UMGC's proposed MS in Applied Artificial Intelligence is a completely online program that provides students with essential technical AI foundations and specialized preparation for career fields including cybersecurity. UMGC's program targets working adults and career changers that will diversify the workforce.

UMBC's MS in AI is different because its modality will be entirely in person. UMBC's MS in AI targets those of a computer science or similar background who would like to advance their computer science skills in the AI field. UMBC's program will also have a stronger research orientation.

Appendix 3: Learning Outcomes & Assessments

(SLO-1) Students will acquire a deep understanding of core AI principles, including search algorithms, reasoning, and learning, through Principles of Artificial Intelligence (CMSC 671) and Machine Learning.
MEASURE: Performance in CMSC 671 and CMSC 678, including exams, assignments, and course projects.
CRITERION: Students must earn a grade of B or better in both courses to satisfy core competency requirements.
ASSESSMENT: Course instructors will assess students' theoretical and applied understanding of AI and machine learning fundamentals via problem sets, coding assignments, and exams. Program-level assessment will be conducted via review of grade distributions and outcomes from embedded course-level assessments annually.

(SLO-2) Students will expand their expertise by selecting electives from Bucket A, covering computer vision, natural language processing, neural networks, and robotics, equipping them with the necessary knowledge to work on specialized AI applications.
MEASURE: Completion of at least three Bucket A electives with project-based assessments. CRITERION: Students must earn passing grades (B or higher) in all three required Bucket A electives. ASSESSMENT: Instructors will evaluate student performance through programming projects, exams, and/or research papers that demonstrate specialized AI application skills. Periodic curriculum reviews will ensure that electives align with current industry and research trends.

(SLO-3) Students will develop strong computational abilities through electives in Bucket B in data visualization, algorithm design, numerical computation, symbolic processing, and multi-agent systems, enabling them to solve complex AI-related problems.
MEASURE: Student performance in selected Bucket B electives through exams and computational projects.
CRITERION: Students must complete relevant coursework with a minimum GPA of 3.0 across all Bucket B electives.
ASSESSMENT: Program faculty will assess outcomes by sampling and evaluating student deliverables (e.g., algorithm design assignments, data visualization reports) and monitor trends through course evaluations and annual student progress reports.

(SLO-4A) Thesis Track Students will conduct independent research (CMSC 799), exploring advanced AI methodologies, designing experiments, and contributing to the field through novel findings and technical publications
MEASURE: Successful completion of 6 credits of CMSC 799, thesis submission, and oral defense.
CRITERION: Thesis must be approved by the student’s committee and meet the Graduate School’s thesis standards.
ASSESSMENT: Student research will be assessed via the written thesis and oral defense evaluated by the faculty committee. Additional indicators include submission of research papers to conferences or journals and presentations at academic venues.

(SLO-4B) Non-Thesis Track students will complete additional coursework and may participate in independent studies or internships, preparing them for AI-driven roles in industry and applied research.
MEASURE: Completion of 33 graduate credits, including electives from Bucket A and B, and optional independent study (CMSC 696/699).
CRITERION: Students must maintain a GPA of at least 3.0 and complete all course requirements. ASSESSMENT: GPD will assess outcomes of independent studies or internships through final reports or presentations.

(SLO-5) Students will stay updated on emerging AI trends and deepen their technical knowledge in areas of personal or professional interest through special topics courses (CMSC 691) and independent study opportunities (CMSC 696, CMSC 699)
MEASURE: Enrollment and successful completion of CMSC 691, CMSC 696, or CMSC 699 with passing grades or satisfactory evaluations.
CRITERION: Students must demonstrate engagement with current or advanced AI topics through original work, literature reviews, or project-based deliverables.
ASSESSMENT: GPD and faculty advisors will assess the quality of deliverables in special topics or independent study courses. The GPD will review course content and student feedback to ensure continued relevance and rigor of these offerings.

Appendix 4: Student Competencies Assessment

This appendix describes the quantitative and qualitative ways that M.S. in AI students are assessed in their courses, which are aligned with the program objectives described earlier.

Quantitative assessment

- Maintenance of a 'B' or better cumulative GPA.
- Quizzes, mid-term, and/or final examinations to assess comprehension of theoretical principles and algorithmic techniques.
- Mathematical problem sets requiring derivations, formal proofs, or algorithm analysis.
- Written research papers exploring theoretical models, algorithmic frameworks, or open problems in artificial intelligence.
- Oral presentations on literature reviews, theoretical investigations, or comparative analyses of AI models.
- Critical analysis assignments that evaluate published AI research from a methodological and theoretical standpoint.
- Experiential learning opportunities, such as participation in faculty-led research, independent study projects, or thesis work.
- Thesis option: For students electing the thesis track, completion and successful defense of a faculty-supervised master's thesis, involving original research and theoretical contribution to AI.
- Non-thesis option: Completion of additional coursework that deepens theoretical and methodological knowledge in artificial intelligence.
- Other assessment mechanisms that may become relevant or required by the AI industry.

Qualitative assessment

- Academic advising at the program level to ensure students maintain academic and program expectations to proactively head off potential obstacles to success.
- Individual, peer-group, and/or in-class critiques of student work.
- Direct engagement between faculty and students in classroom, lab, or online platforms.
- Students, who chose the thesis option, conduct a structured research effort to develop a scholarly or professional paper demonstrating their critical thinking skills, analytical capabilities, and/or accumulated technical expertise in AI.

Appendix 5: MS in AI Course Names and Descriptions

CMSC 671 - Principles of Artificial Intelligence (3 cr.)
Course Description: This course will serve as an introduction to artificial intelligence concepts and techniques. Students will use Python as a computational vehicle for exploring the techniques and their application. Specific topics we will cover include the history and philosophy of AI, the agent paradigm in AI systems, search, game playing, knowledge representation and reasoning, more search, logical reasoning, uncertain reasoning and Bayes nets, planning, machine learning, and multi-agent systems, robotics, and natural language processing. If time permits, students may also briefly touch on functional programming, perception, and applications of AI.

CMSC 672 - Computer Vision (3 cr.)
Course Description: Computer vision has the broad goal of understanding visual signals (images and videos) for low/mid/high-level perceptual tasks. This course offers a comprehensive introduction to computer vision, covering first principles, analytical as well as learning-based algorithms, and frontier topics in contemporary computer vision research. We will cover the following topics: understanding the basics of cameras and image formation, image transformations and stereo vision, image filtering and feature extraction, basics of machine learning and neural networks for computer vision, image and video understanding including recognition, detection, and tracking, and a selection of advanced topics such as representation learning, multimodal learning, generative models, and reliability and ethics in computer vision. In addition to lectures by the instructor, this course will also involve invited talks by external speakers to give students a glimpse into new findings, innovative ideas, and trends in computer vision.

CMSC 673 - Introduction to Natural Language Processing (3 cr.)
Course Description: Natural language processing (NLP) is the field of working with language to automatically perform a variety of tasks, instead of or in collaboration with people. NLP can focus on the Generation (NLG) and/or Understanding (NLU) of natural language. Recently, large language models (LLMs) like ChatGPT have gotten the attention of the general public, but they have also greatly changed the landscape of modern NLP research. This course will show you both old & new techniques that are still used today and will give you a basic understanding of why & how we do NLP.

CMSC 634 - Computer Graphics (3 cr.)
Course Description: Introduction to graphics systems, rasterization, clipping, transformations, modeling, viewing, hidden surface removal, illumination, and shading. Emphasis on realistic, 3D image synthesis.

CMSC 635 - Advanced Computer Graphics (3 cr.)
Course Description: A study of advanced topics in computer graphics emphasizing algorithms for display of 3D objects, including wireframe representation, polygon mesh models, shading algorithms, parametric representation of curves, hidden surface elimination, fractals and ray tracing. Other topics include advanced topics from the computer graphics literature, page description languages, CORE, GKS, PHIGS, CGI, the X window system, X window intrinsics, Motif and widget programming.
Prerequisite: CMSC 435, CMSC 634 or consent of instructor.

CMSC 636 - Data Visualization (3 cr.)
Course Description: This course addresses the theoretical and practical issues in creating visual representations of large amounts of data. It covers the core topics in data visualization: data representation, visualization toolkits, scientific visualization, medical visualization, information visualization, and volume rendering techniques. Additionally, the related topics of applied human perception and advanced display devices are introduced. Open to computer science students with a background in computer graphics or students in data-intensive fields who are familiar with the use of the computer for data collection, storage or analysis.
Prerequisite: CMSC 634 (Graduate Computer Graphics)

CMSC 641 - Design and Analysis of Algorithms (3 cr.)
Course Description: This course studies advanced topics and techniques in algorithms, strategies for designing algorithms, and mathematical tools for analyzing algorithms. Algorithm design strategies

include amortized analysis, parallel computation, randomization, greedy algorithms, and dynamic programming. Students will learn to design new algorithms, to analyze the time and space usage and correctness of algorithms, to apply and adapt fundamental algorithms to new problems, and to solve problems and to express their solutions using the language and concepts of algorithms and related mathematical tools.

CMSC 655 - Numerical Computations (3 cr.)
Course Description: This course introduces programming techniques for scientific and numerical computing. Topics include numerical accuracy and stability, numerical linear algebra, interpolation, solving non-linear systems and the numerical solution of differential equations. This course also provides some emphasis on the performance of numerical algorithms and computation in a parallel environment.
Prerequisites:

CMSC 656 - Symbolic and Algebraic Processing (3 cr.)
Course Description: Applications and foundations of symbolic algebra. Applications and examples are studied using at least one large symbolic algebra package. Symbolic algebra combines elements of AI, analysis of algorithms and abstract algebra. Foundations include problems of representation, canonical and normal forms, polynomial simplification, Buchberger's algorithm, G.C.D. in one and several variables, panic methods and formal methods for integration.
Prerequisites: CMSC 203 and CMSC 341 or consent of instructor.

CMSC 661 - Principles of Database Systems (3 cr.)
Course Description: Advanced topics in database management systems: data models and their underlying mathematical foundations, database manipulation and query languages, functional dependencies, physical data organization and indexing methods, concurrency control, crash recovery, database security and distributed databases.
Prerequisite: CMSC 461 or consent of instructor.

CMSC 663 - Data Privacy (3 cr.)
Course Description: Data Protection can be viewed as the combination of Data Security, which focuses on protecting data from internal/external attackers, and Data Privacy, which focuses on governing how data is collected, shared, and used. This course examines the fundamentals of data privacy. In a world where ever-increasing amounts of information is captured about our daily lives, it is necessary for responsible computer scientists to take individuals' privacy into account throughout the whole engineering process. This course will discuss topics which include: history and fundamentals of data privacy, data privacy regulations, privacy-by-design, privacy enhancing technologies, privacy policies, differential privacy, cryptographic techniques (e.g., secure multi-party computation).
In addition to the instructor lectures, the course will involve presentations on the state of the art of different topics in the field by researchers from UMBC and other institutions.

CMSC 675 - Introduction to Neural Networks (3 cr.)
Course Description: This class will offer a comprehensive overview of neural networks and deep learning algorithms. Deep Learning has been a highly successful research field over the last 20 years across a range of domains (vision, language, audio, robotics; "AI" in general). Deep learning has led to significant commercial success and exciting new directions that may previously have seemed out of reach. The class will focus on the core principles of extracting meaningful representations from high dimensional data, a fundamental aspect for several applications in autonomous decision making. Class lectures will cover fundamental topics such as network design, training and optimization, and evaluation. Homework will give students the opportunity to implement algorithms learnt in class for applications in visual recognition, language understanding and other domains. In the term project, students will construct a research hypothesis, propose new techniques and solutions, interpret results, and communicate key findings.

CMSC 676 - Information Retrieval (3 cr.)
Course Description: This course is an introduction to the theory and implementation of software systems designed to search through large collections of text. Did you ever wonder how World-Wide Web search

engines work? Ever wondered why they don't? You'll learn about it here. Information retrieval (IR) is one of the oldest branches of computer science, and has influenced nearly every aspect of computer usage: "search and replace" in a word processor, querying a card catalog, greping through your source code, filtering the spam out of your email, searching the Web. This course will have two main thrusts. The first is to cover the fundamentals of IR: retrieval models, search algorithms, and IR evaluation. The second is to give a taste of the implementation issues by having you write (a good chunk of) your own text search engine and test it out on a sample text collection. This will be a semester-long project, details to follow.

CMSC 678 - Introduction to Machine Learning (3 cr.)
Course Description: This course will cover fundamental concepts, methodologies, and algorithms related to machine learning, including the following: decision trees, perceptrons, logistic regression, linear discriminant analysis, linear and non-linear regression, basis functions, support vector machines, neural networks, genetic algorithms,

CMSC 679 - Introduction to Robotics (3 cr.)
Description: Fundamental concepts, methodologies and algorithms related to autonomous mobile robotics, touching on mechanical, motor, sensory, perceptual and cognitive aspects of the problem of building robots that move and decide what to do on their own. Specific topics covered include legged and wheeled location, kinematic models and constraints, mobile robot maneuverability, motion control, sensors and sensing, perception, localization, belief representations, map representations, probabilistic map-based localization, autonomous map building, planning, reacting and navigation architectures.

CMSC 691 - Introduction to Data Science (3 cr.)
Course Description: Data science is a field that involves data manipulation, analysis, and presentation, all at scale. Data scientists are the bridge between the idea and the data and help extract latent value, often uncovering novel insights and novel beneficial ways to use the data in the process. The goal of this class is to give students hands-on experience with all phases of the data science process using real data and modern tools. Topics that will be covered include data formats, loading, and cleaning; data storage in relational and non-relational stores; data analysis using supervised and unsupervised learning, and sound evaluation methods; data visualization; and scaling up with cloud computing, MapReduce, Hadoop, and Spark**.**

CMSC 691 - Special Topics in Computer Science (1-3 cr.)
Course Description: A set of CMSC 691 courses on various specialized computer science topics are typically offered each semester.

CMSC 771 - Knowledge Representation and Reasoning (3 cr.)
Course Description: This course covers advanced issues in representing and reasoning with knowledge. Topics include determining features for and carrying out belief description; naive and logic-oriented approaches to the formal representation of knowledge; logic-based and economic-oriented reasoning mechanisms; statistical and probabilistic representations, and algorithms for implementing reasoning, decision-making and communication, including methods for dealing with incomplete, unsound or time-sensitive knowledge and limited computational resources.
Prerequisite: CMSC 671 or consent of instructor

ENEE 612 - Digital Image Processing (3 cr.)
Course Description: Principles of two-dimensional processing of image data: fundamentals of 2D signal processing, image transforms, image enhancement, image filtering and restoration, color image processing, image coding and wavelet quantization, image thresholding and segmentation, image interpretation and recognition, applications of image processing.
Prerequisite: MATLAB or consent of instructor.

ENEE 620 - Probability and Random Processes (3 cr.)
Course Description: Fundamentals of probability theory and random processes for electrical engineering applications and research: set and measure theory and probability spaces; discrete and continuous random variables and random vectors; probability density and distribution functions and probability measures; expectation, moments and characteristic functions; conditional expectation and conditional random variables; limit theorems and convergence concepts; random processes (stationary/non-stationary, ergodic, point processes, Gaussian, Markov and second order); applications to communications and signal processing.
Prerequisite: Undergraduate probability course work or consent of instructor.

ENEE 621 - Detection and Estimation Theory (3 cr.)
Course Description: Fundamentals of detection and estimation theory for statistical signal processing applications; theory of hypothesis testing (binary, multiple and composite hypotheses and Bayesian, Neyman Pearson and minimax approaches); theory of signal detection (discrete and continuous time signals; deterministic and random signals; white Gaussian noise, general independent noise and special classes of dependent noise, e.g. colored Gaussian noise, signal design and representations); theory of signal parameter estimation; minimum variance unbiased (MVU) estimation; Cramer-Rao lower bound; general MVU estimation, linear models; maximum likelihood estimation, least squares; general Bayesian estimators (minimum mean-square error and maximum a posterior estimators); linear Bayesian estimators (Wiener filters) and Kalman filters.
Prerequisite: ENEE 620 or consent of instructor.

ENEE 712 - Pattern Recognition (3 cr.)
Course Description: Principles of statistical pattern recognition; hypothesis testing and decision theory; parametric estimation (Bayesian estimation, maximum-likelihood estimation, Gaussian mixture analysis); non-parametric estimation (nearest-neighbor rule and Pazen's window method); density approximation; linear discriminant functions; feature extraction and selection; feature optimization; neural networks (single-layer perceptrons, multi-layer neural networks); and applications in pattern classification.
Prerequisite: ENEE 612, ENEE 620 and ENEE 621 or consent of instructor.

CMSC 791 - Advanced Graduate Seminar (3 cr.)
Course Description: Topics central to designing distributed computing systems, including distributed synchronization and resource sharing, concurrency control in distributed databases, distributed simulations, languages for distributed computing, proof techniques for distributed systems and distributed operating systems.
Prerequisite: Prerequisites: CMSC 621 and CMSC 681 or consent of instructor.

CMSC 696 - Independent Study for Interns and Co-Op Students (1-3 cr.)
Description: Independent study related to internship and co-op opportunities in computer science. Consent of instructor required.

CMSC 799 - Master's Thesis Research
Description: This course is for students in the CMSC master's program engaged in master's thesis research.
Prerequisite: Open only to MS AI thesis-option students.

Appendix 6: Student Support

Advising for students in the M.S. in AI program will be provided by multiple faculty members in the CSEE Department, who are active in AI research. These faculty members will serve as academic advisors and mentors, helping students navigate course selections, thesis planning (for thesis-track students), and broader academic and professional goals.

The M.S. in AI program will be administered entirely within the CSEE department, which will handle all relevant administrative tasks associated with program management.

Students will have access to a comprehensive array of UMBC resources designed to support academic, technical, and personal success. These include:

- UMBC's Division of Information Technology (DOIT), which provides technical support for campus computing systems, email, and the official Learning Management System (Blackboard), which is used for coursework and communication in both in-person and online settings.
- UMBC's Career Center, which offers career advising, resume workshops, job fairs, and employer networking events relevant to AI and related fields.
- UMBC's Office of Accessibility & Disability Services (ADS), which ensures equal access to educational opportunities for students with disabilities. ADS provides academic accommodations and support regardless of learning modality or campus location.
- UMBC's Graduate Student Association (GSA), which supports graduate student life, organizes academic and professional development events, and offers funding opportunities for travel and research.

Communication with students regarding program updates, deadlines, course offerings, and policy changes will occur via the program's official email listserv, as well as through UMBC's Graduate School, Registrar, and other campus systems. Faculty and students are also encouraged to collaborate and share information using Google Drive, Box, and other officially supported platforms.

Students will have consistent access to high-speed internet to support their coursework. Finally, UMBC offers extensive high-performance computing (HPC) facilities to support faculty and student research in AI. These resources provide robust computational capabilities necessary for training and evaluating complex AI models and conducting large-scale simulations, facilitating cutting-edge research as part of both coursework and thesis projects.

Appendix 7: Full-Time Faculty Supporting the MS in AI

The CSEE faculty listed below supporting the M.S. in AI are full-time regular faculty with AI expertise. Specific course/teaching assignments typically change on a regular basis. Additional faculty, including full-time, part-time, and/or adjuncts may be included in the future to support instructional activities as needed.

Name	Highest Degree Earned, Field, Institution	Rank	Status	Course(s)
Anupam Joshi	Ph.D., Computer Science, Purdue University	Professor	Full-time	CMSC 671, CMSC 699
Frank Ferraro	Ph.D., Computer Science, Johns Hopkins University	Associate Professor	Full-time	CMSC 678, CMSC 691
Sanorita Dey	Ph.D., Computer Science, University of Illinois at Urbana-Champaign	Assistant Professor	Full-time	CMSC 673, CMSC 771
Rebecca Williams	Ph.D., Engineering Science, Dartmouth University	Assistant Professor	Full-time	CMSC 636, CMSC 699
Don Engel	PhD., Computer Engineering, University of Tehran	Assistant Professor	Full-time	CMSC 636, CMSC 699
Manas Gaur	Ph.D., Artificial Intelligence, University of South Carolina	Assistant Professor	Full-time	CMSC 673, CMSC 691
Cynthia Matuszek	Ph.D., Computer Science, University of Washington	Associate Professor	Full-time	CMSC 679, CMSC 699
Tim Oates	Ph.D., Computer Science, University of Massachusetts	Professor	Full-time	CMSC 678, CMSC 699
Roberto Yus	Ph.D., Computer Science, University of Zaragoza	Assistant Professor	Full-time	CMSC 663, CMSC 699
Khaled Solaiman	Ph.D., Computer Science, Purdue University	Assistant Teaching Professor	Full-time	CMSC 678, CMSC 699
Tejas Gokhale	Ph.D., Computer Science, Arizona State University	Assistant Professor	Full-time	CMSC 672, CMSC 675
Lara J. Martin	PhD in Human-Centered Computing, Georgia Institute of Technology	Assistant Professor	Full-time	CMSC 675, CMSC 691
Adam Bargteil	Ph.D. in Computer Science, University of California at Berkeley	Associate Professor	Full-time	CMSC 634, CMSC 641
Marc Olano	Ph.D. in Computer Science, University of North Carolina	Associate Professor	Full-time	CMSC 634, CMSC 691
Christopher Marron	Ph.D., in Mathematics, University of Virginia	Professor of the Practice	Full-time	CMSC 641

Charles K. Nicholas	Ph.D. in Computer Science, Ohio State University	Professor	Full-time	CMSC 676, CMSC 696, CMSC 791
Samuel J. Lomonaco	Ph.D. in Mathematics, Princeton University	Professor	Full-time	CMSC 656
Tyler A. Simon	PhD in Computer Science, University of Maryland Baltimore County	Adjunct Professor	Part-time	CMSC 655
Ergun Simsek	Ph.D. in Electrical and Computer Engineering, Duke University	Assistant Professor	Full-time	CMSC 655
Konstantinos Kalpakis	PhD in Computer Science, University of Maryland Baltimore County	Associate Professor	Full-time	CMSC 661
Abhijit Dutt	Ph.D., Management Science, University of Wisconsin-Milwaukee	Professor of the Practice	Full-time	CMSC 691
Richard Chang	PhD in Computer Science, Cornell University	Associate Professor	Full-time	CMSC 641
Chein-I Chang	PhD in Electrical Engineering, University of Maryland College Park	Professor	Full-time	ENEE 612, ENEE 620, ENEE 712
Tulay Adali	PhD in Electrical Engineering, North Carolina State University	Professor	Full-time	ENEE 620, ENEE 621
Seung Jun Kim	PhD in Electrical & Computer Engineering, University of California, Santa Barbara	Associate Processor	Full-time	ENEE 620, ENEE 621

Appendix 8: Program Budget

Table 1: Program Resources					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated funds	$0	$0	$0	$0	$0
2. Tuition/fee Revenue (c + g below)	$274,411	$616,990	$772,736	$850,401	$875,300
a. Number of F/T Students	18	39	47	50	50
b. Annual Tuition/Fee Rate	$802	$826	$851	$877	$903
Annual Credit Hour Rate	18	18	18	18	18
c. Total F/T Revenue (a x b)	$259,968	$580,162	$720,144	$789,094	$812,767
d. Number of P/T Students	2	5	7	8	8
e. Credit Hour Rate	$802	$818	$835	$851	$869
f. Annual Credit Hour Rate	9	9	9	9	9
g. Total P/T Revenue (d x e x f)	$14,443	$36,829	$52,592	$61,307	$62,533
3. Grants, Contracts & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources*	$54,882	$123,470	$154,754	$170,444	$175,558
TOTAL (Add 1- 4)	**$329,293**	**$740,461**	**$927,490**	**$1,020,845**	**$1,050,858**

The proposed program is expected to generate a steady increase in tuition and fee revenue over its first five years, reflecting stable enrollment trends in both full-time and part-time student categories. Based on historical enrollment patterns, our graduate programs related to computer science are popular and grow quickly. We anticipate sustained demand in this growing field of artificial intelligence.

In Year 1, total revenue is projected at $329,293, with contributions from 18 full-time students and 2 part-time students, as well as some international students. Full-time enrollment will increase steadily, with the sharpest increase between year 1 and year 2. We anticipate that the program's enrollment will grow steadily to an average of 50 students by year 4. Correspondingly, full time tuition revenue will increase from $259,968 in Year 1 to $812,676 in Year 5.

Part-time student enrollment is projected to begin with 2 students and hold at around 8 students per year, with tuition calculated based on a per-credit-hour rate that increases incrementally from $802 in Year 1 to $869 in Year 5. Assuming an average of 9 credit hours per year per part-time student, revenue from this segment is expected to grow from $14,443 in Year 1 to $62,533 in Year 5.

Other external sources shown in the budget refer to tuition and fees collected from international student populations. We anticipate that this program will have substantial interest from international students.
The funding collected from tuition and fees for full-time, part-time, and international students will fully support the program's financial sustainability. By Year 5, total revenue is projected to reach $1,050,858, reflecting both modest tuition adjustments and consistent enrollment patterns.

Appendix 9: Program Expenditures

TABLE 2: Program Expenditures					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	$0	$167,500	$345,050	$355,402	$366,064
a. Number of FTE	0	1	2	2	2
b. Total Salary	$0	$125,000	$128,750	$132,613	$136,591
c. Total benefits	$0	$42,500	$43,775	$45,088	$46,441
2. Admin. Staff (b + c below)	$107,200	$110,416	$113,728	$117,140	$120,655
a. Number of FTE	1	1	1	1	1
b. Total Salary	$80,000	$82,400	$84,872	$87,418	$90,041
c. Total benefits	$27,200	$28,016	$28,856	$29,722	$30,614
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	$3,080	$3,172	$3,268	$3,366	$3,467
5. Library	$0	$0	$0	$0	$0
6. New or Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses	$140,385	$254,277	$261,905	$269,762	$277,855
TOTAL (add 1-7)	**$250,665**	**$535,365**	**$723,951**	**$745,669**	**$768,040**

To ensure the program's success and long-term sustainability, we have carefully projected expenditures across key categories, accounting for faculty, technical support, and operational needs.

1. **Faculty:** The program will be supported by one full-time faculty member starting in Year 2, responsible for developing and teaching core courses, advising students, and contributing to program administration. The associated costs include:
    - Salary Expenditures: Beginning at $125,000 in Year 1, with annual increases to accommodate cost-of-living adjustments and merit raises, reaching $136,591 by Year 5.
    - Fringe Benefits: Estimated at approximately 34% of salary, starting at $42,000 in Year 1 and growing to $46,441 by Year 5.

2. **Administrative Staff:** The program will be supported by one full-time administrative staff member starting in year 1, responsible for operational management.
    - Salary Expenditures: Beginning at $80,000 in Year 1, with annual increases to accommodate cost-of-living adjustments and merit increases, reaching $90,041 by Year 5.
    - Fringe Benefits: Estimated at approximately 34% of salary, starting at $27,200 in Year 1 and growing to $30,614 in Year 5.

3. **Support Staff:** The program will utilize existing support staff within the department, eliminating the need for additional hires. **Technical Support and Equipment:** To provide the GPD with basic computing needs, funds will be allocated for software licenses, computing resources, and necessary upgrades. To keep pace with inflation and evolving technological needs, expenditures will start at $3,080 in Year 1 and increase to $3,467 by Year 5.

4. **Library Resources:** No additional library expenses are anticipated. The university's existing digital and physical library resources sufficiently support faculty and student research needs.

5. **New or Renovated Space:** The program will be housed within existing facilities, requiring no new construction or renovation.

6. **Other Expenses:** Faculty development, conference travel, memberships, marketing, office supplies, and technology services. Initial expenditures are projected at $140,385 in Year 1, rising to $277,855 by Year 5 to support program growth, faculty engagement, and continuous improvement.

Total Expenditures: Overall, total program expenditures will increase from $250,655 in Year 1 to $768,040 in Year 5, ensuring financial sustainability while maintaining high-quality instruction and student support.

Appendix 10: Educational Assessment Methods

Program evaluation is carried out through assessment of learning outcomes in accordance with UMBC's existing policies and procedures.

AI program faculty periodically reviews syllabi, rubrics, labs, and projects to ensure a standard student experience and that materials used and presented remain relevant viz-a-viz current industry trends.

The CSEE department, and UMBC generally, evaluates full-time faculty through the university's established promotion and tenure process in the traditional areas of teaching, research, and service. This process includes a review of their syllabi, labs, courseware, samples of student products, classroom observation, and student surveys.

Qualified adjunct faculty, upon verification of their academic and professional credentials, are appointed members of the University of Maryland Baltimore Graduate School. Adjunct faculty are evaluated by full-time faculty members through regular curriculum reviews, mentoring, periodic classroom observation, and addressing student feedback promptly to ensure quality of instruction and the student's educational experience.

All UMBC faculty (regular and adjunct) are evaluated via the administration of online student surveys issued at the end of each semester. The data from this survey is shared with the instructor and publicly available via IRADS, while any qualitative comments received are shared only with the instructor. Faculty are encouraged to work with their program director, colleagues, UMBC's Center for Applied Learning and Teaching (CALT), or Division of Information Technology (DOIT) to conduct objective course assessment and/or pedagogical enhancement.

The Department of Computer Science and Electrical Engineering (CSEE) Chair and College of Engineering and Information Technology (COEIT) Dean regularly review student enrollment, retention, culture, and financial data from a strategic perspective to ensure program outcomes are aligned with Departmental and College priorities under UMBC's *Strategic Plan*. UMBC's Provost Office also engages in strategic and financial reviews of all UMBC programs.
The University System of Maryland's accountability obligation includes a requirement that each academic program be reviewed every seven years. Accordingly, UMBC conducts academic program reviews (APR) to gauge program effectiveness, quality, and culture. As recognized by USM and the Council of Graduate Schools, the APR process has five general purposes: quality assurance, quality improvement, accountability, identification of strategies for improvement, and providing the institution with information for prioritization of resources. CSEE's graduate programs successfully completed their last APR in 2018.

Taken together, UMBC has a robust, multi-stakeholder method to assess academic program effectiveness, learning outcomes, student retention, student/faculty satisfaction, cost-effectiveness, and workforce relevance. These methods are supported by continual internal UMBC evaluation of industry trends and needs to ensure its programs continue to meet current and anticipated industry and workforce requirements in Maryland and beyond.

Appendix 11: Additional AI Job Titles

Below, additional unique job titles for AI specialists are listed.

NLP Engineer	Build AI models for natural language processing, including chatbots, translation, and sentiment analysis. Work with transformer models (BERT, GPT) and optimize text/speech processing systems for scalability.
Robotics Engineer (AI Focus)	Develop AI algorithms for autonomous robots, including path planning, SLAM, and reinforcement learning. Integrate perception systems (LiDAR, cameras) with decision-making for use in manufacturing, logistics, or space exploration.
AI Ethics & Fairness Specialist	Ensure AI systems are unbiased, transparent, and ethically deployed. Develop fairness metrics, audit algorithms, and advise organizations on responsible AI practices and compliance.
AI Consultant	Advise businesses on AI adoption, strategy, and implementation. Identify use cases, assess feasibility, and recommend AI solutions across industries like finance, healthcare, and retail.
Deep Learning Engineer	Specialize in neural networks, GANs, and advanced deep learning techniques. Optimize models for GPUs/TPUs and deploy them at scale for applications like generative AI, drug discovery, or game development.
AI Solutions Architect	Design end-to-end AI systems for enterprises, selecting appropriate tools (cloud AI, on-prem solutions). Ensure scalability, security, and seamless integration with existing infrastructure.
Autonomous Systems Engineer	Develop AI for self-driving cars, drones, or industrial automation. Work on sensor fusion, real-time decision-making, and control systems for companies in automotive, aerospace, or defense.
AI in Healthcare Specialist	Apply AI to medical imaging, drug discovery, or patient data analysis. Ensure compliance with healthcare regulations (HIPAA, FDA) while developing AI solutions for hospitals, pharma, or biotech firms.
AI Cybersecurity Specialist	Use AI for threat detection, anomaly detection, and fraud prevention. Develop adversarial machine learning defenses to protect systems in finance, government, or tech.
AI Educator / Trainer	Teach AI/ML concepts at universities, bootcamps, or corporate training programs. Develop courses, tutorials, or certification materials to train the next generation of AI professionals.

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: University of Maryland, Baltimore County (UMBC) Proposal for School of Education

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: January 29, 2026

SUMMARY: The Board of Regents Policy on the Creation/Development by University System of Maryland (USM) Institutions of Schools or Colleges (III-7.05) calls for institutions to submit a proposal if they are creating a new school or college within the university. Per policy, this requirement for Board review and approval applies "even if the creation of the new school or college is accomplished through the reallocation of existing resources and the realignment of existing academic departments." In this case, the change at UMBC requires no new resources and overall is little beyond a name change from "Department" to "School."

ALTERNATIVE(S): The Regents may not approve the proposal, or they may request more information.

FISCAL IMPACT: Information item

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from UMBC to create a School of Education.

COMMITTEE RECOMMENDATION: DATE: January 29, 2026
BOARD ACTION: DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992 awrynn@usmd.edu

OFFICE OF THE PROVOST
University of Maryland, Baltimore County
Administration Building, 10th Floor
1000 Hilltop Circle, Baltimore, MD 21250
Phone: 410-455-2333
provost.umbc.edu

January 15, 2026

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

Dear Chancellor Perman,

I am pleased to submit a proposal to change the name of UMBC's Department of Education to the School of Education, effective Summer 2026. This request is supported by President Valerie Sheares Ashby and follows widespread support from our Faculty Senate and academic leadership. This transition is the result of broad campus collaboration, receiving formal support from several academic units across the university.

As the field of teacher preparation has evolved, a gap has emerged between our impact and our organizational nomenclature. Nationally and within Maryland, the "Department" designation has become an outlier. By transitioning to a School of Education, we are aligning with our peer institutions and ensuring that prospective students and external partners immediately recognize the quality of our programs. This change is administrative and nomenclatural in nature. The proposed School will remain within the College of Arts, Humanities, and Social Sciences. Crucially, the transition is cost-neutral; we have the necessary faculty, research grants, and administrative infrastructure already in place to support this designation without requiring additional state resources.

Central to this transition is our mission to serve the State of Maryland. We are acutely aware of the critical teacher shortages facing our region. We aim to enhance our capacity to recruit the next generation of educators and deepen our existing, high-impact partnerships with Baltimore City schools. This change signals to the state and our local communities that UMBC is fully invested in the teacher pipeline and preparing educators for local impact and beyond.

We respectfully request your support for this transition.

Sincerely,

Signed by:
Manfred van Dulmen
4056B1D9D195460...

Manfred van Dulmen, Ph.D.
Provost and Senior Vice President for Academic Affairs

Cc: Crystal Williams, Ph.D., Assistant Vice Provost for Curriculum Development

Proposal for Name Change: UMBC School of Education

Introduction

The UMBC Department of Education offers highly rated, fully accredited educator preparation programs and has long been a cornerstone of UMBC's commitment to public service and research excellence. For over twenty years, faculty have recognized the necessity of aligning the unit's nomenclature with the scope of its program offerings and the professional naming standard in the field. UMBC is pleased to submit this proposal to transition from a Department of Education to a School of Education within the College of Arts, Humanities, and Social Sciences, detailing the rationale, decision-making, mission, and administrative structure for this crucial change.

Rationale and Need for Creation: Aligning Nomenclature with Peer Institutions and Professional Stature

The designation of "Department of Education" is fundamentally inconsistent with the organizational structure of virtually all major teacher preparation programs across the U.S. and within Maryland. According to a recent report by the American Association of Colleges for Teacher Education, the vast majority of education-awarding institutions nationwide are designated as "Colleges" or "Schools" of Education. This discrepancy places UMBC at a distinct disadvantage in student recruitment, as the "Department" title risks creating misperceptions about the quality and size of our programs. Furthermore, the current name can suggest to peers and external partners that UMBC is not fully dedicated to teacher education. Becoming a School of Education is necessary to align UMBC with the norm for a comprehensive, highly-rated educator preparation program and to accurately reflect our accreditation by the Association for Advancing Quality in Educator Preparation (AAQEP).

Decision-Making Process: Wide Engagement and Support

The decision to pursue the School of Education designation originated with the Department of Education. The process then involved extensive consultation across the university community. The Dean of the College of Arts, Humanities, and Social Sciences provided approval and strategic guidance. Crucially, eleven academic units at UMBC, including the School of Public Policy and the Departments of Biological Sciences, English, Information Systems, and Mathematics & Statistics, provided letters of support. The proposal was presented to the UMBC Academic Leadership Group, composed of UMBC deans and administrative leaders on September 8, 2025, and to the Academic Planning and Budget Committee on September 18, 2025. The proposal was then presented to the Faculty Senate on November 11, 2025. All three groups provided enthusiastic endorsement of the proposal. This broad-based endorsement affirms that the name change will further the integration of education across different subject matter content, enhancing the quality of teacher preparation campus-wide. Finally, the proposal

was reviewed and endorsed by Provost Manfred van Dulmen and President Valerie Sheares Ashby before its formal submission to the USM Chancellor and Board of Regents.

Mission Statement for Proposed School

The mission of the proposed UMBC School of Education is to research teaching and learning and to develop educators who are caring, thoughtful, knowledgeable, skilled, and responsive. We expect our graduates to respect diversity, and to be developing the dispositions that will ensure they can become leaders in their schools, and to be advocates for democracy and social justice.

Relationship to UMBC's Mission

The establishment of the School of Education is directly congruent with and supportive of UMBC's mission and strategic vision, particularly in its commitment to the state and region. The proposed School of Education directly supports UMBC's mission to contribute to economic development through workforce training and partnerships. By strengthening the teacher pipeline, the School addresses critical teacher shortages across Maryland. Furthermore, becoming a School aligns with the high-level aspirations of UMBC's strategic plan to strengthen the pipeline of students from Baltimore City. Building on current partnerships with schools like Lakeland Elementary/Middle School, Logan Elementary and Booker T. Washington Middle School, the School of Education will have greater capacity to create more meaningful opportunities for Baltimore's students and families. This change fosters academic integration, which will create more opportunities for future teachers to benefit from faculty expertise across different disciplines throughout UMBC, enhancing the quality of teacher preparation state-wide.

Administrative Structure

Please see Appendix 1 for the Education Department's Organization Chart. The proposed administrative structure for the School of Education maintains the current structure with small changes in the titles of the leadership. The proposed School of Education will remain within the College of Arts, Humanities, and Social Sciences. The Executive Director (replacing the current Department Chair) will report to the Dean and oversee all operations, external relations, and fundraising. The Associate Executive Director (replacing the current Associate Chair) will be responsible for accreditation and supporting the Executive Director. Reporting to the Executive Director will be the Program Directors for the MAT Graduate Program, TESOL Graduate Program, Early Childhood Education, Elementary Education, Secondary/PreK-12 Education/Middle Grades STEM Program, and MAE Graduate Program. The Office of Field Experience and Clinical Practice Director will oversee all field experiences and internships. Finally, the Manager and Accreditation Coordinator will be responsible for accreditation and supervising the Assessment Coordinator, Business Services Specialist, and Administrative Assistant.

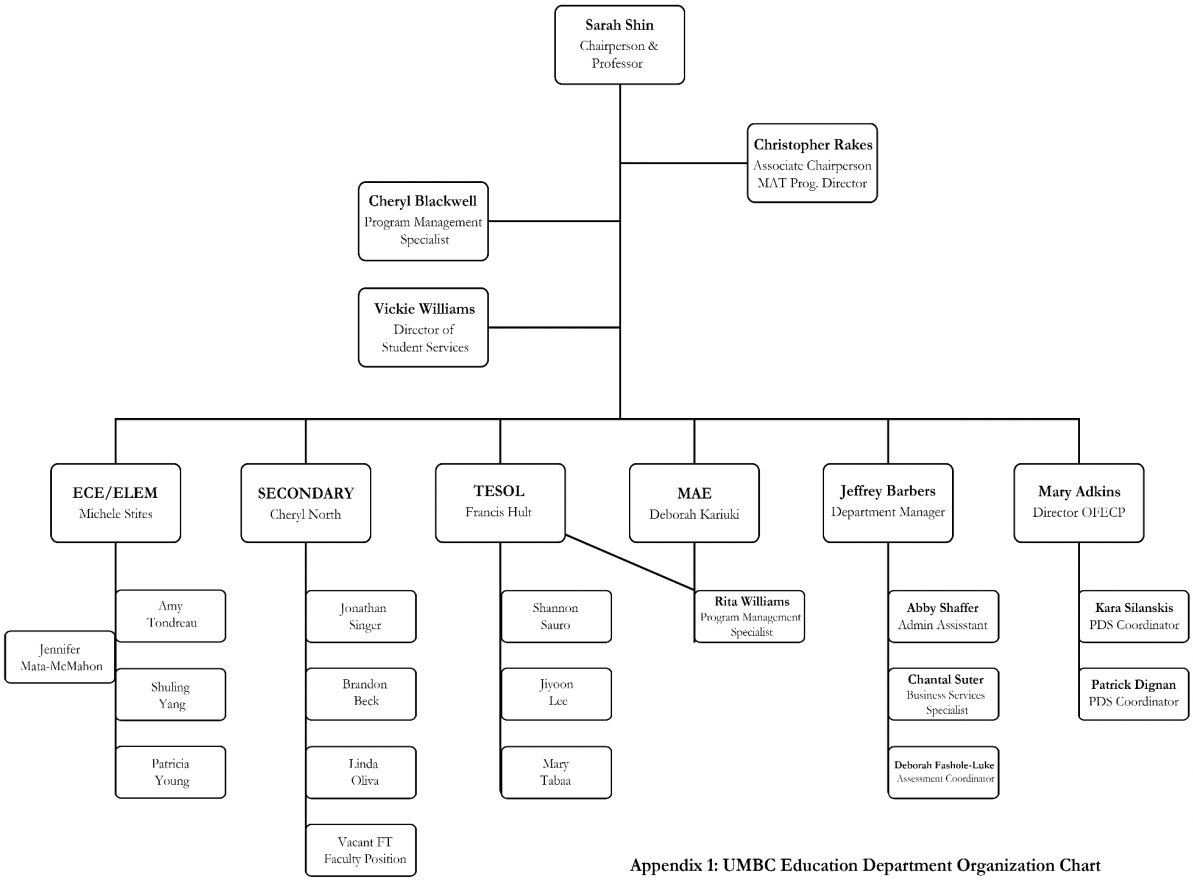
Faculty Resources Now in Place

We do not anticipate the need for additional resources from UMBC, nor do we expect to have to reallocate any current resources as a result of becoming a School. The proposed School of Education possesses the necessary faculty to immediately support the change in name. The Department is currently sustained by a core of highly productive full-time faculty who meet all expectations for a School of Education within an institution. The faculty are actively engaged in external research, with a consistent history of securing grants to support their scholarship. This current faculty base supports a comprehensive and complex array of academic programs, including three undergraduate certificate programs (Early Childhood, Elementary, Secondary), a Bachelor of Science in Middle Grades STEM, and three graduate programs, a Master of Arts in Teaching, Master of Arts in TESOL, and Master of Arts in Education.

Conclusion

The establishment of the UMBC School of Education is a natural, necessary, and cost-effective step that will leverage the existing strength of the faculty and solidify UMBC's leadership role in addressing Maryland's critical educational workforce needs. We anticipate that this name change will be a catalyst for enrollment growth, aligning our presentation with our proven professional impact. We respectfully request your support to transition the Department of Education to the UMBC School of Education effective Summer 2026.

Appendix 1



Appendix 1: UMBC Education Department Organization Chart

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: Federal Regulations: Data and Metrics for Completion, Debt, and Earnings

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: January 29, 2026

SUMMARY: The Regents will hear a discussion of work being undertaken by the U.S. Department of Education and its "Accountability in Higher Education and Access through Demand-driven Workforce Pell (AHEAD)" advisory committee on regulations that would require all postsecondary programs to pass a single earnings test.

ALTERNATIVE(S): Information item

FISCAL IMPACT: Information item

CHANCELLOR'S RECOMMENDATION: Information item

COMMITTEE RECOMMENDATION: DATE: January 29, 2026
BOARD ACTION: DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992 awrynn@usmd.edu

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: Report on the Instructional Workload of the USM Faculty - (AY 2024-2025)

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: January 29, 2026

SUMMARY: At this meeting, the Committee will review the annual report on the workload of the USM faculty.

As in the past, the report summarizes faculty workload, which includes teaching, research, and service activities at all USM degree-granting institutions with tenured or tenure-track faculty. Key findings include:

- The total credit hours produced in 2024-2025 was above total student headcount enrollment.
- When disaggregated by level of the courses taught (lower- and upper-division, undergraduate and graduate), total credit hours produced appropriately aligned with the unique mission of the USM institutions.
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty accounted for 71.85% of all credit hours produced (up from five years ago).
- Further, over the five years since 2020-21, credit hours produced by part-time faculty dropped slightly from 29.1% to 26.42%.
- Full-time tenured/tenure-track faculty carried the appropriate instructional load at the upper-division undergraduate and graduate levels as compared to all other faculty types.
- Average student credit hour production for core instructional faculty increased in 2024-25.
- The number of bachelor's degrees awarded increased by 7.28%. Across the institutions reported here, 28,521 degrees were awarded – up from last year's total of 26,586.
- Four-year and six-year undergraduate graduation rates decreased slightly (down 2% for each) in 2024-25, though have remained fairly steady over a five-year period.
- Faculty publication and scholarship continued at high levels and at appropriate levels according to faculty type.
- Faculty secured over $1.8 billion in research funding in the 2023-2024 academic year, representing a 10.4% increase over the previous year.

ALTERNATIVE(S): Information item

FISCAL IMPACT: Information item

CHANCELLOR'S RECOMMENDATION: Information item

COMMITTEE RECOMMENDATION: DATE: January 29, 2026
BOARD ACTION: DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992 awrynn@usmd.edu

UNIVERSITY SYSTEM of MARYLAND

3300 METZEROTT ROAD // ADELPHI, MD 20783
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OFFICE OF THE CHANCELLOR

December 9, 2025

The Honorable Guy Guzzone
Chair, Senate Budget & Taxation Committee
3 West Miller Senate Office Building
Annapolis, MD 21401

The Honorable Ben Barnes
Chair, House Appropriations Committee
121 House Office Building
Annapolis, MD 21401

RE: Fiscal 2025 Joint Chairmen's Report – Report on Faculty Workload (R75T0001), Page 260

Dear Chair Guzzone and Chair Barnes:

Language in R75T0001on page 260 of the Fiscal 2025 Joint Chairmen's Report requires that the University System of Maryland Office report on instructional faculty workload:

> The committees request that the University System of Maryland (USM), Morgan State University (MSU), and St. Mary's College of Maryland (SMCM) continue to provide annual instructional workload reports for tenured/tenure-track faculty. By focusing on these faculty, the committees gain a sense of the teaching activities for the regular core faculty. However, there are other types of instructional faculty at institutions such as full- and part-time nontenured/nontenure-track faculty, including adjunct faculty, instructors, and lecturers. Focusing on only tenured/tenure-track faculty provides an incomplete picture of how students are taught. Therefore, the report should also include the instructional workload when all types of faculty are considered. Additional information may be included at the institution's discretion. Furthermore, the USM report should include the percent of faculty meeting or exceeding teaching standards for tenured/tenure-track faculty for the University of Maryland, Baltimore Campus.

Attached is the AY 2024-2025 Report of the Workload of the USM Faculty, the 7th year of our transition to the University System of Maryland's new workload reporting format under the Board of Regents' June 2019 policy amendment aimed at improving reporting accuracy and coverage, better aligning with current practice, and incentivizing policy goals around student success.

I am happy to address any questions you may have regarding this response.

Sincerely,

Jay A. Perman
Chancellor
Enclosure
cc: Sarah Albert, DLS; Sara J. Baker, DLS; Kaitlyn Crandall, DBM; Alison Wrynn, USM; Ellen Herbst, USM; Susan Lawrence, USM; Sophia Kasdan, USM; Kelsey Beckett, USM

REPORT ON THE INSTRUCTIONAL WORKLOAD OF THE USM FACULTY

ACADEMIC YEAR 2024-2025

University System of Maryland

As requested on Page 260 of the FY26 Joint Chairmen's Report

Submitted by: Office of the Senior Vice Chancellor for Academic and Student Affairs
Data Support from: Office of Institutional Research, Data, and Analytics

KEY FINDINGS

- The total credit hours produced in 2024-2025 was above total student headcount enrollment (see Table 3).
- When disaggregated by level of the courses taught (lower- and upper-division, undergraduate and graduate), total credit hours produced appropriately aligned with the unique mission of the USM institutions (see Table 4).
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty accounted for 71.85% of all credit hours produced (up from five years ago) (see Table 5).
- Further, over the five years since 2020-21, credit hours produced by part-time faculty dropped slightly from 29.1% to 26.42% (see Table 5).
- Full-time tenured/tenure-track faculty carried the appropriate instructional load at the upper-division undergraduate and graduate levels as compared to all other faculty types (see Table 6).
- Average student credit hour production for core instructional faculty increased in 2024-25 (See Table 7).
- The number of bachelor's degrees awarded increased by 7.28%. Across the institutions reported here, 28,521 degrees were awarded – up from last year's total of 26,586 (see Table 8).
- Four-year and six-year undergraduate graduation rates decreased slightly (down 2% for each) in 2024-25, though have remained fairly steady over a five-year period (see Tables 9 and 10).
- Faculty publication and scholarship continued at high levels (see Table 11) and at appropriate levels according to faculty type (Table 12).
- Faculty secured over $1.8 billion in research funding in the 2023-2024 academic year, representing a 10.4% increase over the previous year (Table 13).

INTRODUCTION

Since 1994 the University System of Maryland (USM) Board of Regents has provided an annual report to the General Assembly that synthesizes faculty workload, with a major emphasis on instructional activities. This report provides summary data on faculty activity at USM degree-granting institutions for the academic year 2024-2025.

Background

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

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

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

and incentivize policy goals around student success by eliminating the course unit metric and rely, instead, on credit hours to measure teaching productivity.

Definitions

For analysis purposes, this report combines various faculty activities and different faculty types into relatively broad categories. The metrics for these activities and faculty types are defined below:

Student Credit Hours (SCH): Student credit hours are calculated as the number of students in the course at enrollment freeze (EIS) multiplied by the number of course credit hours, as measured in accordance with COMAR 13B.02.02.16(D). For example, a 3-credit course with ten students produces thirty student credit hours. Similarly, for a variable credit course where 10 students are enrolled at 2 credits and 10 other students are enrolled at 3 credits, the student credit hours generated would be 50 credits.

Academic Year: All data reported are for fall and spring terms only.

Faculty Types: Numbers of faculty included here represent headcounts and are disaggregated by their employment classification, as described below:

Full-time Tenured/Tenure-Track Faculty: This includes all persons, including department chairs and non-departmental administrators, holding tenured and tenure-track positions who are classified as faculty and had at least 1 instructional credit hour in the reporting year.

Full-time Non-Tenure Track Instructional Faulty: These are all full-time instructional faculty who are not on the tenure track with at least 1 instructional credit hour in the reporting year. Full-time visiting instructional faculty are also reported here.

Full-time Non-Tenure Track Research Faculty: This includes all full-time research faculty who are not on the tenure track with at least 1 instructional credit hour in the reporting year. Full-time visiting research faculty are also reported here.

Teaching/Graduate Assistant: These are graduate students with at least 1 instructional credit hour in the reporting year as part of their university employment.

Part-Time Instructional Staff: This category includes emeritus, adjunct and affiliated faculty, staff who teach, and all other part-time faculty with at least 1 instructional credit hour in the reporting year. Teaching/graduate assistants are not reported here.

Course Levels: Per the USM's Policy for the Numbering of Academic Courses III-6.10, course levels are defined here as follows:

Lower Division: Undergraduate credit hours for 000-099 non-degree courses and 100 and 200 level courses.

Upper Division: Undergraduate credit hours for undergraduate courses 300 level courses and higher.

Graduate I: Graduate credit hours for post-baccalaureate certificate, master's and professional practice doctoral level courses

Graduate II: Graduate credit hours for post-master's and research/scholarship doctoral level courses.

Graduate III: Graduate credit hours for master's and doctoral research supervision courses (798, 799, 898, 899).

Graduate IV: This is a new category for professional medical and dentistry education at the University of Maryland, Baltimore. These programs are limited enrollment programs and credit-based instruction occurs all year without breaks. For these reasons, the historical FTES was calculated based on headcount. To shift to a credit-based calculation and approximate the FTES trend reported historically required a different factor because of the volume of credit-hours generated.

- Current Inclusions: University of Maryland, Baltimore Medicine (MD) program as well as Dentistry professional doctorate (DDS) and postgraduate (Certificate) programs.
- Annualized FTE= Total Graduate IV Credit Hours Divided by 50.

USM FACULTY PROFILE

In 2024-2025, the USM had a total instructional complement of 18,125 faculty by headcount across all institutions. Table 1 provides a detailed breakdown of these faculty by tenure status and full- or part-time employment status for the institutions represented in this year's report.

Table 1. USM Faculty Profile (Academic Year 2024-2025)

	FT Tenured/ Tenure Track	Full Time Non-Tenure Track Instructional	FT Non-TT Research	Teaching/ Graduate Assistants	Other PT Instructional Staff	All Faculty
BSU	192	25	0	0	415	632
CSU	73	40	9	0	123	245
FSU	176	23	0	8	144	351
SU	330	79	0	21	221	651
TU	620	329	0	17	906	1872
UBalt	120	30	0	3	225	378
UMB	401	1143	352	46.5	1709	3651.5
UMBC	404	185	20	28	673	1310
UMCP	1,437	684	183	357	1,340	4,001
UMCES	48	0	14	0	0	62
UMES	184	48	7	62	103	404
UMGC	0	153	0	0	4414	4567
Overall	**3,985**	**2,739**	**585**	**543**	**10,273**	**18,125**

Source: USM Report on Faculty Teaching Workload

MEASURES OF FACULTY CONTRIBUTIONS TO STUDENT SUCCESS

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

Student Credit Hour Measures

Production of student credit hours (SCH) is the prescribed measure in the revised policy on faculty workload for evaluating instructional activity and deployment of faculty. SCH are calculated as the number of students in the course at enrollment freeze (EIS) multiplied by the number of course credit hours, as measured in accordance with COMAR 13B.02.02.16(D) and further defined above.

Total SCH Production by Institution

The total SCH production by institution over the last 5 academic years is reported in Table 2, below. These SCH totals include all faculty types and instructional levels. The number and percent of 1-year change and the 5-year change are also reported. There was an increase in total SCH produced over last year and over the past five years.

Table 2: One-year and 5-year change in total SCH produced.

						1-yr change (2024-25 vs. 2023-24)		5-yr change (2024-25 vs. 2020-21)	
	2020-21	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**#**	**%**	**#**	**%**
BSU	131,945	129,263	153,674	148,275	148,634	359	0.24%	16,689	12.65%
CSU	65,192	46,168	56,451	51,358	60,239	8,881	17.29%	-4,953	-7.60%
FSU	107,662	97,271	87,453	87,760	89,894	2,134	2.43%	-17,768	-16.50%
SU	212,474	194,907	187,811	181,590	187,854	6,264	3.45%	-24,620	-11.59%
TU	526,026	495,785	476,421	472,736	470,923	-1,813	-0.38%	-55,103	-10.48%
UBalt	73,396	64,500	59,853	57,891	56,961	-931	-1.61%	-16,436	-22.39%
UMBC	314,074	313,637	324,572	324,974	326,260	1,286	0.40%	12,186	3.88%
UMCP	969,969	964,737	956,580	971,210	1,000,989	29,779	3.07%	31,020	3.20%
UMCES				1,195	1,253	58	4.85%	NA	
UMES	67,229	61,739	65,402	73,311	80,886	7,575	10.33%	13,657	20.31%
UMGC	802,652	764,406	779,238	846,691	922,451	75,760	8.95%	119,799	14.93%
Total	**3,270,619**	**3,165,367**	**3,147,455**	**3,217,017**	**3,346,343**	**129,326**	**4.02%**	**75,724**	**2.32%**

Note: does not include UMB

Source: USM Report on Faculty Teaching Workload

Table 3, below, illustrates whether the total SCH produced by the institution is keeping pace with total enrollment. Over the last year, there was an increase in USM fall headcount enrollment (2.42%) and an increase in overall USM SCH production (4.02%). Over 5 years, enrollments are down overall (-3.17%), yet trending upward and total SCH generated has also increased (2.32%).

Table 3: One-year and 5-year change in fall headcount enrollment and total SCH produced

	1-yr change (2024-25 vs. 2023-24)		5-yr change (2024-25) vs. 2020-21)	
	Enrollment	**Total SCH**	**Enrollment**	**Total SCH**
BSU	-0.86%	0.24%	0.52%	12.65%
CSU	5.19%	17.29%	-19.28%	-7.60%
FSU	0.71%	2.43%	-22.48%	-16.50%
SU	-0.06%	3.45%	-18.00%	-11.59%
TU	-0.65%	-0.38%	-15.36%	-10.48%
UBalt	4.22%	-1.61%	-35.89%	-22.39%
UMBC	-1.26%	0.40%	1.47%	3.88%
UMCP	2.23%	3.07%	1.27%	3.20%
UMES	11.37%	10.33%	-0.94%	20.31%
UMGC	4.87%	8.95%	3.98%	14.93%
Total	**2.42%**	**4.02%**	**-3.17%**	**2.32%**

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

Beginning in 2019-20, USM institutions began also providing a breakdown of SCH disaggregated by the program and degree level of the courses taught. Table 4 provides the 2024-25 SCH data by course level. Variations illustrate the unique missions of each of the USM institutions.

Table 4. 2024-2025 SCH Production by Course Level

	BSU	CSU	FSU	SU	TU	UBalt	UMBC	UMCES	UMCP	UMES	UMGC	USM
Lower-Division	84,397	35,135	37,914	105,453	240,917	9,135	158,624	-	421,185	49,600	429,771	1,572,130
Upper-Division	48,140	20,883	41,807	70,947	190,148	16,816	127,771	-	432,776	16,597	369,783	1,335,668
Graduate I	7,417	4,221	9,422	11,025	35,910	30,064	28,142	-	95,408	11,853	121,101	354,563
Graduate II	7,783	-	475	429	3,035	687	4,479	835	31,661	2,260	1,635	53,279
Graduate III	897	-	276	-	914	259	7,244	418	19,959	576	161	30,704
Total	**148,634**	**60,239**	**89,894**	**187,854**	**470,923**	**56,961**	**326,260**	**1,253**	**1,000,989**	**80,886**	**922,451**	**3,346,343**

Source: USM Report on Faculty Teaching Workload

Note that total does not include UMB

Student Credit Hour Production by Faculty Type

Table 5, below, illustrates the degree to which different types of faculty are responsible for the production of SCH. This table includes data from UMGC, where part-time faculty account for over 95% of SCH production. It also includes UMCES for the second year. For comparison purposes with previous years' reports, totals are reported both with UMCES and UMGC data and without.

Including UMCES and UMGC, core instructional faculty (tenured/tenure-track and full-time, non-tenure track instructional faculty) account for 53.2% of all SCH produced and the percentage of SCH produced by teaching/graduate assistants and other part-time faculty is 45.54%.

When UMCES and UMGC are removed from the totals, the percentage of SCH accounted for by core instructional faculty is 71.85% (up slightly over last year's 70.44%) and SCH produced by teaching/graduate assistants and other part-time faculty is 26.42% (down from last year's 28.25%).

Table 5. Percentage of SCH Produced by Faculty Type (2024-25 vs. 2020-21)

	FT Tenured/Tenure Track		Full-time Non-Tenure Track Instructional		FT non-TT Research		Teaching/Graduate Assistants		Other PT Instructional Staff	
	% of total 2020-21	% of total 2024-25	% of total 2020-21	% of total 2024-25	% of total 2020-21	% of total 2024-25	% of total 2020-21	% of total 2024-25	% of total 2020-21	% of total 2024-25
BSU	44.04%	43.84%	0.60%	8.26%	0.00%	0.00%	0.00%	0.00%	45.12%	47.90%
CSU	60.71%	37.77%	8.58%	24.14%	0.00%	3.88%	0.00%	0.00%	30.41%	34.20%
FSU	65.51%	67.08%	14.39%	11.52%	0.00%	0.00%	0.11%	0.06%	16.54%	21.35%
SU	59.61%	63.48%	18.95%	16.50%	0.00%	0.00%	1.07%	0.60%	18.89%	19.42%
TU	41.25%	38.73%	28.75%	31.59%	0.00%	0.00%	0.43%	0.26%	30.08%	29.41%
UBalt	50.83%	54.46%	13.77%	14.57%	0.00%	0.00%	0.00%	0.53%	27.06%	30.44%
UMBC	34.40%	25.22%	33.60%	36.94%	0.47%	0.91%	1.90%	1.55%	34.41%	35.38%
UMCES	--	71.83%	--	0.00%	--	0.29%	--	0.00%	--	0.00%
UMCP	40.61%	31.17%	36.47%	46.22%	1.91%	3.57%	5.30%	4.15%	21.50%	14.89%
UMES	46.57%	50.01%	19.03%	20.59%	0.34%	0.92%	0.14%	2.86%	31.51%	25.63%
UMGC	--	0.00%	--	4.17%	--	0.00%	--	0.00%	--	95.83%
Total	**--**	**27.39%**	**--**	**25.81%**	**--**	**1.26%**	**--**	**1.54%**	**--**	**44.00%**
Total - no UMCES or UMGC	**41.47%**	**37.79%**	**27.97%**	**34.06%**	**0.81%**	**1.72%**	**2.50%**	**2.13%**	**26.60%**	**24.29%**

Source: USM Report on Faculty Teaching Workload

Table 6, below, illustrates how faculty types are being deployed across undergraduate and graduate programs. Here again, totals are presented both with UMCES and UMGC data and without, for comparison purposes to previous reports.

Table 6. Course Levels of Total Student Credit Hours Produced by Faculty Type

	FT Tenured/TT	FT non-TT Instructional	FT non-TT Research	Teaching/Graduate Assistants	Other PT Instructional Staff	Total
Faculty Headcount	3,985	2,739	585	543	10,273	**18,125**
Lower-Division	341,423	480,814	16,094	33,582	700,216	**1,572,130**
Upper-Division	408,628	323,764	20,604	17,052	565,620	**1,335,668**
Graduate I	101,200	54,823	3,921	865	193,754	**354,563**
Graduate II	37,804	3,773	1,214	140	10,349	**53,279**
Graduate III	27,435	360	307	-	2,602	**30,704**
Total w/ UMCES, UMGC	**916,891**	**864,677**	**42,491**	**51,685**	**1,474,250**	**3,349,994**
Total w/o UMCES, UMGC	**915,991**	**826,196**	**42,138**	**51,991**	**590,280**	**2,426,290**

Source: USM Report on Faculty Teaching Workload

As expected, full-time tenured/tenure-track faculty carry the largest load at the graduate level as compared to other faculty types. Of note, the institutions appropriately make heavy use of part-time faculty (usually also practitioners in the field) at the Graduate I Level, which are typically master's and professional practice courses.

Average Student Credit Hour Production for Core Instructional Faculty

Table 7 indicates that USM average SCH produced by FT core instructional faculty increased slightly in 2024-25 from the previous year with core instructional faculty at almost all institutions reported here producing more SCH as compared to 2023-24.

Table 7. Trends in Average SCH Generated by All Core Faculty

	2020-21	2021-22	2022-23	2023-24	2024-25
BSU	311	293	308	318	357
CSU	373	265	352	315	330
FSU	374	328	326	342	355
SU	391	368	364	360	367
TU	396	378	364	357	349
UBalt	306	288	268	263	262
UMBC	358	346	354	342	344
UMCES	--	--	--	19	19
UMCP	374	363	353	356	365
UMES	221	212	224	228	246
UMGC	275	235	251	273	252
USM Average	**362**	**344**	**341**	**335**	**341**

Note that total does not include UMB

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

Instructional Workload at the University of Maryland, Baltimore

The Maryland General Assembly requires the USM to include information regarding the workload of the University of Maryland, Baltimore in the faculty workload report. UMB continues to apply a different set of standards for judging faculty instructional workload more appropriate for its professional schools, though we are still working to integrate UMB into the above analyses to the extent possible.

For 2024-25, UMB reports that 94% of all core faculty met or exceeded the institution's standard faculty instructional workload, consistent with the attainment for previous years. In fact, nearly half of faculty exempted from teaching the standard load taught anyway to pursue externally funded or department supported research and service.

Student Outcomes

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

Table 8. 5-year trends in undergraduate degrees awarded

	2021	2022	2023	2024	2025
BSU	881	850	855	757	728
CSU	332	329	333	289	260
FSU	1,023	928	728	818	747
SU	1,842	1,664	1,605	1,468	1,376
TU	4,628	4,529	4,064	3,986	3,641
UBalt	468	391	373	340	310
UMBC	2,643	2,674	2,419	2,263	2,358
UMCP	8,100	8,420	8,028	7,989	8,617
UMES	384	300	304	276	280
UMGC	7638	7,904	7,843	8,400	9,767
Overall	**27,939**	**27,989**	**26,552**	**26,586**	**28,521**

Note that total does not include UMB or UMCES.

Source: USM Institutional Research Information System (IRIS)

As seen in Table 8, above, the number of graduating students is up 7.28%. USM's student time-to-degree resembles that of the previous year. Table 9, below, illustrates four-year graduation rates and Table 10 documents changes in the six-year graduation rates. Although graduation rates reflect only part of the larger picture, they are a useful measure of student success.

Table 9. Four-Year Graduation Rate by Entering Year (first-time, full-time, degree seeking students)

	2015	2016	2017	2018	2019	2020	2021
BSU	18%	18%	15%	17%	19%	14%	17%
CSU	12%	9%	9%	11%	7%	10%	14%
FSU	27%	31%	34%	31%	30%	32%	33%
SU	49%	50%	48%	49%	46%	45%	44%
TU	49%	47%	45%	46%	43%	45%	38%
UBalt	22%	20%	23%	22%	25%	21%	20%
UMBC	43%	45%	46%	45%	47%	42%	39%
UMCP	69%	70%	71%	73%	74%	72%	69%
UMES	15%	20%	19%	18%	19%	17%	20%
UMGC	5%	6%	6%	6%	8%	6%	7%
Total	**48%**	**49%**	**49%**	**53%**	**52%**	**51%**	**49%**

Source: USM Institutional Research Information System (IRIS)

Note: Does not include UMB or UMCES. Percentages reflect graduation anywhere in USM for all first-time full-time freshman

Table 10. Six-Year Graduation Rate by Entering Year (first-time, full-time, degree seeking students)

	2013	2014	2015	2016	2017	2018	2019
BSU	46%	46%	44%	42%	40%	38%	36%
CSU	25%	31%	25%	23%	26%	25%	20%
FSU	57%	59%	55%	55%	57%	48%	44%
SU	74%	70%	74%	70%	70%	65%	59%
TU	72%	75%	75%	74%	71%	69%	66%
UBalt	44%	40%	42%	36%	50%	36%	43%
UMBC	71%	72%	73%	72%	73%	64%	64%
UMCP	87%	87%	88%	88%	87%	86%	87%
UMES	46%	45%	37%	40%	38%	34%	33%
UMGC	17%	13%	13%	11%	23%	19%	20%
Total*	**72%**	**72%**	**71%**	**71%**	**71%**	**70%**	**68%**

Source: USM Institutional Research Information System (IRIS)

Note: Does not include UMB or UMCES. Percentages reflect graduation anywhere in USM for all first-time full-time freshmen

MEASURES OF FACULTY CONTRIBUTIONS TO THEIR DISCIPLINES AND SERVICE

Scholarship and Service Activity

Table 11 is a summary of the scholarship and service activity of the USM faculty from the reporting institutions (including UMB). During the 2024-25 academic year, USM faculty published 408 books and 15,272 peer-reviewed articles. Faculty also participated in 4,650 juried and non-juried creative activities combined. Additionally, faculty logged 43,635 days in public service to their communities, government, schools, and non-profit organizations. The numbers of books published, refereed publications, and prestigious faculty awards show slight decreases over last year, while participation in juried and non-juried creative activities, professional presentations, faculty in leadership positions in professional societies, and the number of days spent in public service all show increases. Table 12 below, provides these same data disaggregated by faculty type (without UMB due a difference in calculation).

Table 11. Scholarship and Service of the USM Faculty (Academic Year 2024-2025)

	# Books Published	# Refereed Publications	# Non-Refereed Publications	# Juried Creative Works	# Non-Juried Creative Works	# Professional Presentations	# Prestigious Faculty Awards	# Patents Awarded to Faculty	# Faculty in Leadership Positions in Professional Societies	# Days Spent in Public Service
Comprehensive										
BSU	24	146	17	9	15	232	30	0	56	4,249
CSU	4	58	17	4	43	83	17	0	30	1,541
FSU	2	102	32	0	285	89	5	0	6	1,463
SU	4	119	81	67	96	73	22	0	78	1,160
TU	58	798	215	556	394	871	87	0	233	5,303
UB	10	83	61	19	18	198	15	0	38	823
UMES	4	132	52	20	11	269	27	2	66	1,510
Research										
UMB	194	5,739	699	--	2,133	4,290	590	--	--	16,325
UMBC	26	1,114	492	146	279	1,203	58	9	440	1,089
UMCES	2	220	50	--	--	268	4	--	2	620
UMCP	80	6,761	294	40	515	299	372	51	171	9,552
UMGC	11	34	26	13	36	52	13	0	0	969
Overall	**408**	**15,272**	**2,010**	**861**	**3,789**	**7,875**	**1,227**	**62**	**1,120**	**43,635**

Source: USM Report on Faculty Teaching Workload

Table 12. Measures of Research and Scholarly/Creative Productivity by Faculty Type

	FT Tenured/TT	FT non-TT Instructional	FT non-TT Research	Other	Total
# Books Published	186	29	9	1	**225**
# Refereed Publications	7,291	309	1,797	170	**9,567**
# Non-refereed Publications	899	106	310	22	**1,337**
# Juried Creative Works	712	141	15	6	**874**
# Non-juried Creative Works	1,100	464	110	19	**1,693**
# Professional Presentations	2,988	274	311	64	**3,637**
# Prestigious Faculty Awards	511	63	61	15	**650**
# Patents Awarded to Faculty	50	0	12	0	**62**
# Faculty in Leadership Positions in Professional Societies	877	140	78	25	**1,120**
# Days spent in public service	16,717	8,116	2,506	940	**28,278**

Source: USM Report on Faculty Teaching Workload

*Note: Does not include UMB

External Funding

Securing external funding for research and other activities is an important aspect of faculty work and is often seen as a proxy measure for research productivity. It is also used as a criterion for ranking institutions nationally, supports the creation and transfer of new technologies, contributes to the economic development of critical areas in Maryland, provides community services to underserved populations, feeds into the creation of new curriculum and course development and, most importantly, assures that students receive their instruction from faculty members who are recognized as being at the cutting edge of their disciplines. Although USM faculty are primarily responsible for their campus' external funding levels, not all external funding is attributable to tenured/tenure-track faculty. Staff and other research faculty also attract external dollars in support of their division's programmatic mission, to expand resources available to the institution for strategic aims, and to secure needed infrastructure to support the research, education, and engagement activities of the institution. Finally, external research is a driver of reimbursements for institutional investments in faculty, facilities and administrative costs connected to research but in support of broad institutional goals as well.

Table 13 records the level of research and other sponsored program expenses by USM institutions, as reported by each institution's Office of Sponsored Programs. The expenditure data is captured and reported with a lag, so the table shows the research expenditures from the last 5 years, ending with the 2023-2024 academic year, the most recent year for the HERD report. In the 2023-2024 academic year, the USM spent over $1.8 billion in research. This represents a 10.4% increase in research expenditures from the 2022-2023 academic year.

Previous versions of this report shared the total amount of awards received in each fiscal year. Beginning in 2024, USM institutions shared the total expenses for research and other sponsored programs that were submitted to the National Science Foundation's Higher Education Research and Development Survey (NSF HERD). The NSF HERD is an established external repository for information for all institutions that wish to provide data on research and development. It is often cited in rankings related to institutional characteristics. NSF HERD is therefore a widely cited and understood metric measuring research activity that can be monitored over time to determine not only year-over-year changes within an institution, but also the specific areas of focus at a given institution, the institutional investments in research, and the non-federal investments in research. Its widespread use means that nearly all of our institutions complete it on an annual basis, allowing us to support the reduction of administrative burden to the institutions in their reporting requirements to the USM. Two institutions do not currently report to the NSF HERD, so the Office of the Vice Chancellor for Research and Economic Development requested those institutions to provide an estimate of expenditures for the purpose of this report. The USM is offering technical assistance to USM institutions to complete the NSF HERD and to report that same information to the USM when it is filed with NSF.

Table 13: Research & Sponsored Programs Expenditures Per Institution Over the Last Five Years

	FY2020	FY2021	FY2022	FY2023	FY2024	Pct Diff. From 2020 to 2024	Dollar Diff. From 2020 to 2024	Pct Diff From 2023 to 2024	Dollar Diff. From 2023 to 2024
Comprehensive									
BSU	1,967,000	1,398,000	3,351,000	2,612,000	3,731,000	89.7%	$ 1,764,000	42.8%	$ 1,119,000
Federal	1,967,000	1,398,000	3,351,000	2,469,000	3,714,000	88.8%	$ 1,747,000	50.4%	$ 1,245,000
Institutional	-	-	-	-	-				
All Other Sources[1]	-	-	-	143,000	17,000		$ 17,000	-88.1%	$ (126,000)
CSU	202,000	299,000	398,000	357,000	304,000	50.5%	$ 102,000	-14.8%	$ (53,000)
Federal	168,000	212,000	275,000	209,000	151,000	-10.1%	$ (17,000)	-27.8%	$ (58,000)
Institutional	-	-	-	-	-	-	-	-	-
All Other Sources[1]	34,000	87,000	123,000	148,000	153,000	350.0%	$ 119,000	3.4%	$ 5,000
FSU	4,351,025	4,449,179	4,818,999	5,023,819	6,543,173	50.4%	$ 2,192,147	30.2%	$ 1,519,354
Federal	1,603,193	1,879,317	2,647,849	2,562,294	2,567,801	60.2%	$ 964,608	0.2%	$ 5,507
Institutional	-	-	-	-	-	-	-	-	-
All Other Sources[1]	2,747,832	2,569,862	2,171,150	2,461,525	3,975,371	44.7%	$ 1,227,539	61.5%	$ 1,513,846
SU	9,496,000	10,552,000	10,614,000	14,557,000	17,107,000	80.1%	$ 7,611,000	17.5%	$ 2,550,000
Federal	2,413,000	3,271,000	3,734,000	5,049,000	5,292,000	119.3%	$ 2,879,000	4.8%	$ 243,000
Institutional	3,359,000	3,567,000	3,415,000	3,904,000	4,497,000	33.9%	$ 1,138,000	15.2%	$ 593,000
All Other Sources[1]	3,724,000	3,714,000	3,465,000	5,604,000	7,318,000	96.5%	$ 3,594,000	30.6%	$ 1,714,000
TU	3,612,000	3,794,000	8,788,000	17,198,000	19,215,000	432.0%	$ 15,603,000	11.7%	$ 2,017,000
Federal	2,010,000	1,758,000	2,844,000	3,653,000	5,432,000	170.2%	$ 3,422,000	48.7%	$ 1,779,000
Institutional	1,185,000	1,608,000	5,513,000	12,449,000	13,077,000	1003.5%	$ 11,892,000	5.0%	$ 628,000
All Other Sources[1]	417,000	428,000	431,000	1,096,000	706,000	69.3%	$ 289,000	-35.6%	$ (390,000)
UBalt	15,054,000	14,672,000	6,646,000	6,615,000	5,797,000	-61.5%	$ (9,257,000)	-12.4%	$ (818,000)
Federal	11,748,000	11,692,000	4,853,000	4,250,000	3,471,000	-70.5%	$ (8,277,000)	-18.3%	$ (779,000)
Institutional	-	-	-	-	-	-	-	-	-
All Other Sources[1]	3,306,000	2,980,000	1,793,000	2,365,000	2,326,000	-29.6%	$ (980,000)	-1.6%	$ (39,000)
UMES	8,092,000	8,636,000	9,274,000	10,730,000	13,422,000	65.9%	$ 5,330,000	25.1%	$ 2,692,000
Federal	8,084,000	8,346,000	9,062,000	10,201,000	11,752,000	45.4%	$ 3,668,000	15.2%	$ 1,551,000
Institutional	-	10,000	20,000	266,000	1,061,000	-	-	298.9%	$ 795,000
All Other Sources[1]	8,000	280,000	192,000	263,000	609,000	7512.5%	$ 601,000	131.6%	$ 346,000
Research									
UMBC	83,867,000	84,418,000	110,319,000	144,262,000	150,908,000	79.9%	$ 67,041,000	4.6%	$ 6,646,000
Federal	59,391,000	59,882,000	65,368,000	86,573,000	91,886,000	54.7%	$ 32,495,000	6.1%	$ 5,313,000
Institutional	13,493,000	12,334,000	31,743,000	42,409,000	43,363,000	221.4%	$ 29,870,000	2.2%	$ 954,000
All Other Sources[1]	10,983,000	12,202,000	13,208,000	15,280,000	15,659,000	42.6%	$ 4,676,000	2.5%	$ 379,000
UMCES	54,560,000	51,201,000	53,718,000	53,233,000	54,036,000	-1.0%	$ (524,000)	1.5%	$ 803,000
Federal	15,498,000	14,072,000	15,109,000	15,378,000	16,689,000	7.7%	$ 1,191,000	8.5%	$ 1,311,000
Institutional	9,503,000	8,670,000	10,222,000	9,309,000	7,471,000	-21.4%	$ (2,032,000)	-19.7%	$ (1,838,000)
All Other Sources[1]	29,559,000	28,459,000	28,387,000	28,546,000	29,876,000	1.1%	$ 317,000	4.7%	$ 1,330,000
UM (UMB & UMCP)	1,103,062,000	1,142,264,000	1,228,550,000	1,385,302,000	1,539,520,000	39.6%	$ 436,458,000	11.1%	$ 154,218,000
Federal	689,125,000	713,283,000	750,447,000	825,546,000	922,237,000	33.8%	$ 233,112,000	11.7%	$ 96,691,000
Institutional	282,188,000	307,481,000	334,100,000	401,833,000	434,436,000	54.0%	$ 152,248,000	8.1%	$ 32,603,000
All Other Sources[1]	131,749,000	121,500,000	144,003,000	157,923,000	182,847,000	38.8%	$ 51,098,000	15.8%	$ 24,924,000
UMGC		204,336	278,053	274,042	568,596			107.5%	$ 294,554
Federal				47,468	12,018			-74.7%	$ (35,450)
Institutional				-	-			-	-
All Other Sources				226,574	556,578			145.6%	$ 330,004
Total	**$ 1,284,263,025**	**$ 1,321,887,515**	**$ 1,436,755,052**	**$ 1,640,163,861**	**$ 1,811,151,769**	**41.0%**	**$ 526,320,147**	**10.4%**	**$ 170,987,908**

Sources:
FY2024 HERD Survey Reports (tent. unpublished as of 10/31/25)
FY2023 HERD Survey Reports
FY2022 HERD Survey Results

Notes:
[1] - All other sources includes the following categories from the HERD report: State and local government, business, nonprofit organizations, and all other sources.

SUMMARY

This report provided summary data on faculty workload for the University System of Maryland for the 2024-2025 academic year in the areas of faculty contributions to student success, their disciplines, and service activities. While there are variations across institutions, production of SCH kept pace with overall enrollment trends in 2024-25, suggesting there are sufficient numbers of courses available for students to graduate in a timely fashion. This finding is further substantiated by the fact that the number of degrees increased 7.28%, and the four-year and six-year graduation rates remained steady. That said, to ensure we are keeping pace with longer-term enrollment trends, the USM continues to track SCH generated by core instructional faculty. The data indicate that teaching responsibilities continue to shift, but less-so over to part-time faculty as is commonly thought and more-so over to full-time, non-

tenure track instructional faculty whose primary responsibility is teaching. Non-instructional productivity in the form of research and sponsored programs expenditures remained at very high levels, with an increase of 10.4% in the 2023-2024 academic year (the most recent data available).

TOPIC: Convening Closed Session

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: January 29, 2026

SUMMARY: The Open Meetings Act permits public bodies to close their meetings to the public in special circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Board of Regents will now vote to reconvene in closed session. As required by law, the vote on the closing of the session will be recorded. A written statement of the reason(s) for closing the meeting, including a citation of the authority under §3-305 and a listing of the topics to be discussed, is available for public review.

It is possible that an issue could arise during a closed session that the Board determines should be discussed in open session or added to the closed session agenda for discussion. In that event, the Board would reconvene in open session to discuss the open session topic or to vote to reconvene in closed session to discuss the additional closed session topic.

ALTERNATIVE(S): No alternative is suggested.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the Committee vote to reconvene in closed session.

COMMITTEE ACTION: DATE: January 29, 2026

BOARD ACTION: DATE:

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

UNIVERSITY SYSTEM of MARYLAND

STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: January 29, 2026
Time: Approximately 10:15 a.m.
Location: Via Zoom

STATUTORY AUTHORITY TO CLOSE A SESSION

Md. Code, General Provisions Article §3-305(b):

(1) To discuss:

[X] (i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or

[ ] (ii) Any other personnel matter that affects one or more specific individuals.

(2) [X] To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.

(3) [ ] To consider the acquisition of real property for a public purpose and matters directly related thereto.

(4) [ ] To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.

(5) [ ] To consider the investment of public funds.

(6) [ ] To consider the marketing of public securities.

(7) [ ] To consult with counsel to obtain legal advice on a legal matter.

(8) [ ] To consult with staff, consultants, or other individuals about pending or potential litigation.

(9) [ ] To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

(10) [ ] To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:

(i) the deployment of fire and police services and staff; and

(ii) the development and implementation of emergency plans.

(11) [ ] To prepare, administer or grade a scholastic, licensing, or qualifying examination.

(12) [ ] To conduct or discuss an investigative proceeding on actual or possible criminal conduct.

(13) [ ] To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.

(14) [ ] Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

(15) [ ] To discuss cybersecurity, if the public body determines that public discussion would constitute a risk to:

(i) security assessments or deployments relating to information resources technology;

(ii) network security information, including information that is:

1. related to passwords, personal identification numbers, access codes, encryption, or other components of the security system of a governmental entity;

2. collected, assembled, or maintained by or for a governmental entity to prevent, detect, or investigate criminal activity; or

3. related to an assessment, made by or for a governmental entity or maintained by a governmental entity, of the vulnerability of a network to criminal activity; or

(iii) deployments or implementation of security personnel, critical infrastructure, or security devices.

Md. Code, General Provisions Article §3-103(a)(1)(i):

[ ] Administrative Matters

TOPICS TO BE DISCUSSED:

The Committee on Education Policy and Student Life will discuss recommendations for

Regents' Faculty Awards and nominations for honorary degrees.

REASON FOR CLOSING:

1. To maintain confidentiality of personnel-related and personal information of candidates for faculty awards and honorary degrees. (§3-305(b)(1) and (2)).