UNIVERSITY SYSTEM
of **MARYLAND**

Board of Regents
Committee on Education Policy and Student Life

Friday, September 6, 2019
9:30 a.m.

Towson University
West Village Commons
Ballroom A

<u>Agenda</u>
Public Session

<u>Action Items</u>

1. New Academic Program Proposals

   a. Salisbury University: Bachelor of Science in Data Science

   b. Salisbury University: Bachelor of Arts in Outdoor Education Leadership

<u>Information Items</u>

2. Discussion of Proposed Amendments to Committee Bylaws and Draft Committee Charge

3. Report on Academic Program Actions Delegated to the Chancellor, AY 2018-2019

4. Notification of Awards: USM Regents Scholars Program, Donald Langenberg Lecture Award, Wilson H. Elkins Professorships

5. Tentative Annual Agenda, 2019-2020

<u>Action Item</u>

6. Motion to Adjourn and Reconvene in Closed Session

UNIVERSITY SYSTEM *of* **MARYLAND**

TOPIC: Salisbury University: Bachelor of Science in Data Science

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, September 6, 2019

SUMMARY: Salisbury University is pleased to submit a proposal for a Bachelor of Science degree in Data Science. The Data Science B.S. will provide the knowledge and skills necessary to compete in rapidly-expanding industries that operate in a multifaceted and ever-evolving technological environment. A 2017 study noted that there were over 2.35 million listings for data science and analytics jobs in the U.S. and that demand has been growing at over 10% per year. There are currently more than 1,000 data scientist jobs in Maryland listed on Glassdoor and Indeed, and 40% of the data science positions required a bachelor's degree rather than an advanced degree.

The Data Science B.S. includes a set of core courses, and students may select one of five tracks. Graduates will be able to: 1) demonstrate the knowledge and skills central to data science; 2) describe and transform information to discover relationships and insights into large and complex datasets; 3) use formal techniques and methodologies of abstraction to create models that can be automated to solve real-world problems; 4) apply their learned knowledge to cross-disciplinary problems as part of a project team; and 5) effectively and competitively pursue careers to meet the growing demand for data scientists. SU is well prepared in terms of faculty expertise and facilities to deliver this unique undergraduate program which will launch graduates into successful careers in a wide diversity of public and private organizations.

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 fees revenue.

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

COMMITTEE RECOMMENDATION:	DATE: September 6, 2019
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

Salisbury
UNIVERSITY
A Maryland University of National Distinction

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August 1, 2019

Dr. Robert Caret, Chancellor
University System of Maryland
3300 Metzerott Rd.
Adelphi, MD 20783

Dear Chancellor Caret,

On behalf of President Charles A. Wight, the faculty, and the entire Salisbury University (SU) community, I am requesting approval to add a new instructional program at SU. Our institution is seeking permission to offer a Bachelor of Science in Data Science. The complete proposal for a new instructional program is attached for your review.

If you have any questions, please contact me at 410 548-3374.

Sincerely,

Karen L. Olmstead, Ph.D.
Provost and Senior Vice President
for Academic Affairs

Enclosure

kg

cc   Dr. Charles A. Wight, President, Salisbury University
      Dr. Kara Owens, Associate Vice President for Planning and Assessment
      Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM

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

Salisbury University

Institution Submitting Proposal

Bachelor of Science in Data Science

Title of Proposed Program

Bachelor of Science	**August 2020**
Award to be Offered	Projected Implementation Date

170100	**270101**
Proposed HEGIS Code	Proposed CIP Code

Math and Computer Science	**Richard T. Wilkens**
Department in which program will be located	Contact

410 543-6022	**rtwilkens@salisbury.edu**
Contact Phone Number	Contact E-Mail Address

	7/29/19
Signature of President or Designee	Date

Introduction

The Richard A. Henson School of Science and Technology at Salisbury University is pleased to submit a proposal for a new Bachelor of Science degree in Data Science. The B.S. in Data Science will provide students pursuing careers in a variety of fields with a course of study that balances core fundamentals with the applied practice of data science. The B.S. in Data Science will provide the knowledge and skills necessary to compete in rapidly-expanding industries that operate in a multifaceted and ever-evolving technological environment. In a study in 2017, Burning Glass Technologies, IBM, and the Business Higher Education Forum found that there were over 2.35 million listings for Data Science and Analytics jobs in the United States and that demand has been growing at over 10% per year.[1] The discipline of data science seeks to understand and leverage all five stages of the data science life cycle namely 1) capture (data acquisition or extraction); 2) maintenance (data cleansing and organizing); 3) processing (data mining and modeling); 4) analysis (quantitative and qualitative analysis); and 5) communication (reporting and visualization).[2] The concepts and tools of data science are being applied to nearly every corner of human endeavor including medicine, cosmology, human behavior, business efficiency, entertainment, media, and basic science. With its foundations in mathematics, statistics, and computer science, data science uses formal techniques and methodologies of abstraction to generate models that can be automated to solve real-world problems and drive decision making. This unique degree program provides the rigorous technical background and experience to rapidly accelerate a graduate into emerging roles within a wide diversity of public and private organizations. This degree program will be available to students beginning in August 2020 and most students will complete the Bachelor of Science in Data Science degree in four years.

I.   Centrality to the University's Mission

The proposed Data Science BS program supports Salisbury University's mission to "empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world" and to "actively contribute to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation" (SU's Mission and Values, 2019). The Data Science B.S. program provides students with a multidisciplinary background in mathematics, statistics, computer programming, and data visualization to prepare them for the demands of this field. While its administrative home will be in the Department of Mathematics and Computer Science, the program utilizes a multi-disciplinary approach with several tracks to allow students to pursue "a broad array of ideas and perspectives" as promoted in the University's mission. This approach will help students achieve excellence, envision their future as data scientists, grow intellectually, and pursue career, leadership, and graduate school opportunities.

II. Adequacy of curriculum design and delivery to related learning outcomes

A full course listing with course titles and descriptions is provided in Appendix A. These courses were chosen to match with stated industry needs: mathematics, statistics, computer programming, and data visualization skills.[3] The unique design of this program applies knowledge developed from a group of fundamental courses to specific fields such as astrostatistics, bioinformatics, chemometrics, geoanalytics, and computational and mathematical data science. By learning and applying the core theories and applications to specific science disciplines, program students will better develop an array of critical thinking, communication, and leadership aptitudes, which are broadly applicable in a rapidly changing technological environment and interdependent society.

The Data Science BS program core requires 34 course credits, with additional general education courses, electives, and chosen track courses. Required courses include the following (see Appendix A for course descriptions):

Core Courses (9 Courses)

COSC 117 – Programming Fundamentals	4
COSC 120 – Computer Science I	4
DSCI 311 - Introduction to Data Science	4
MATH 201 – Calculus I	4
MATH 202 – Calculus II	4

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[1] https://www.ibm.com/downloads/cas/3RL3VXGA, pg. 6
[2] https://datascience.berkeley.edu/about/what-is-data-science/
[3] https://www.ibm.com/downloads/cas/3RL3VXGA, pg. 11

MATH 216 – Statistical Thinking		4
MATH 306 – Linear Algebra		4
DSCI 470 – Research Methods in Data Science		3
DSCI 490 – Capstone Project		3
Total	**34 credit hours**	

ASTROSTATISTICS TRACK (4 courses)

PHYS 221 – Physics I		4
PHYS 223 – Physics II		4
PHYS 307 – Astronomical Surveys and Databases	3	
Complete 1 course from the following:		
PHYS 108 – Introduction to Astronomy	4	
PHYS 317 – Astrophysics and Stellar Astronomy	3	
Total	**14-15 credit hours**	

BIOINFORMATICS TRACK (4 courses)

BIOL 210 – Biology: Concepts and Methods	4	
BIOL 302 – Bioinformatics I		4
BIOL 360 – Genetic Analysis		4
BIOL 441 – Bioinformatics II		3
Total	**15 credit hours**	

CHEMOMETRICS TRACK (4 courses)

CHEM 121 – General Chemistry I	4	
CHEM 122 – General Chemistry II	4	
CHEM 321 – Analytical Chemistry	4	
CHEM 333 – Instrumental Analysis	3	
Total	**15 credit hours**	

COMPUTATIONAL DATA SCIENCE TRACK (5 courses)

MATH 210 – Introduction to Discrete Mathematics	4	
COSC 220 – Computer Science II	4	
COSC 320 – Advanced Data Structures & Algorithm Analysis	4	
COSC 420 – High-Performance Computing	4	
Complete 1 course from the following:		
COSC 386 – Database Implementation	3	
COSC 490 – Special Topics (Department Approved)	3	
Total	**19 credit hours**	

GEOANALYTICS TRACK (4 courses)

GEOG 204 – Statistical Problem Solving in Geography	4	
GEOG 219 - Map Interpretation and Analysis	4	
Complete 2 courses from the following:		
GEOG 304 – Decision Making with GIS	4	
GEOG 315 – Topics in GIS Modeling	3	
GEOG 317 - Atmospheric Data Analysis and Programming	3	
GEOG 319 – Geographic Information Science	4	
GEOG 320 – Cartographic Visualization	3	
Total	**14-16 credit hours**	

MATHEMATICAL DATA SCIENCE TRACK (5 courses)

MATH 310 – Calculus III	4

Complete 4 courses from the following:

MATH 411 – Design and Analysis of Experiments	4
MATH 413 – Mathematical Statistics I	4
MATH 414 – Mathematical Statistics II	4
MATH 471 – Numerical Methods	4
MATH 472 – Numerical Linear Algebra	4
MATH 490 – Special Topics (Department Approved)	4
MATH 493 – Advanced Topics in Statistics	4
MATH 495 – Directed Consulting (Department Approved)	4
Total	**20 credit hours**

General Education: The following courses are required to meet the general education requirements for Salisbury University. In order satisfy the general education requirements, Salisbury University students must take courses from five different groups.

General Education Requirements

Group I: English Composition and Literature (2 Courses)

A.	ENGL 103 (C or Better) or HONR 111	4
B.	Literature course (from either ENGL or MDFL Depts.)	4

Group II: History (2 courses)

A.	HIST 101, 102, or 103	4
B.	HIST 101, 102, 103 or a HIST course above 103	4

Group III: Humanities and Social Sciences (3 courses)

A.	ART, CMAT, DANC or THEA, MDFL, MUSC, PHIL, HONR 211		4
B.	ANTH, CADR, ECON or FINA, ENVR, Human GEOG, POSC, PSYC, SOCI, HONR 112	3/4	
C.	Select one course from either Group IIIA or IIIB (course must be from a different area than previously selected)		3/4

Group IV: Natural Science, Math or Computer Science (4 courses)

A.	Select courses with laboratories from at least two of the following four areas: BIOL, CHEM, GEOL or Physical GEOG, PHYS	4	4
B.	Select one additional course (need not be a lab) from Group IVA or ENVH or ENVR or COSC or MATH or HONR 212	FULFILLED BY MAJOR	
C.	Select one course from MATH	FULFILLED BY MAJOR	

Group V: Health Fitness (1 course)

FTWL 106 – Personalized Health/Fitness	3

Total credit hours	**44 - 46 credits hours**

Educational objectives and intended student learning outcomes: The Data Science B.S. program follows a student-centered learning approach that is the hallmark of Salisbury University[4] and focuses on principles, models and techniques that effective data scientists use to perform their jobs effectively and support a broad array of applications.

Program objectives - graduates of the program will be able to do the following: 1) demonstrate the knowledge and skills central to the academic discipline of data science; 2) describe and transform information to discover relationships and insights into large and complex datasets; 3) use formal techniques and methodologies of abstraction to create models that can be automated to solve real-world problems; 4) apply their learned knowledge to cross-disciplinary problems as part of a project team; and 5) effectively and competitively pursue careers to meet the growing demand for data scientists

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[4] https://www.salisbury.edu/discover-su/mission-values.aspx

General education requirements: Students will be required to complete 44-46 credit hours of General Education courses.

Specialized accreditation or graduate certification requirements: N/A

Contracting with another institution or non-collegiate organization
There are no contracts with other institutions or organizations.

III.   **Adequacy of provisions for evaluation of program as outlined in COMAR 13B.02.03.15.**

The Henson School of Science and Technology has a long tradition of assessment and accreditation. Within the Henson School's Departments of Mathematics and Computer Science, Biological Sciences, Geography and Geosciences, Chemistry, and Physics, all faculty members are evaluated every year by their department chairs and all degree programs undergo comprehensive review every seven years. With guidance from the SU's Office of University Analysis, Reporting, and Assessment, course and program-based assessments are being developed at the start. Thus, the curriculum, program faculty and other resources, and student learning outcomes will be routinely evaluated through the annual and period review assessment cycles. In addition, once the Data Science B.S. program is launched, the program and courses will be evaluated using student surveys and program committee reviews on a regular basis.

IV.   **Consistency with the State's minority student achievement goals as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education.**

Any student meeting the SU admissions requirements can choose to pursue the B.S. in Data Science. The program will work to help all accepted students improve their workplace competitiveness and reach their professional goals; an aim consistent with the State's minority student achievement goals.

More specifically, Strategy 7 of the Maryland State Plan for Postsecondary Education (2017-2021) calls on universities to enhance career advising and planning services and integrate them explicitly into academic advising and planning.[5] The program will reach out to undeclared undergraduate students at Salisbury University to inform them of the wide array of career opportunities available with the Data Science major. Strategy 8 of the State plan calls on universities to "develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness."[6] As the only undergraduate program of its kind in the USM, the Data Science B.S. program will result in new public-private partnerships for students in this program. The program requires that students complete a senior capstone project, and the project can be completed through collaborations with local, state, federal, and private sectors.

V.   **Relationship to low productivity programs identified by the Commission:** The proposed program is not directly related to an identified low productivity program.

VI.   **Critical and compelling regional or Statewide need as identified in the State Plan:** The State directs its postsecondary institutions to "respond nimbly to changes in industries, and programs must support student development in critical thinking, problem-solving, and communication skills throughout the curriculum," as indicated in Goal #5 of the Maryland State Plan for Postsecondary Education (2017-2021).[7] The Data Science degree will advance this goal by providing a unique high-quality program that facilitates "lifelong learning, preparing students to enter the workforce and advance in their careers, fostering cultural understanding, emphasizing ethical principles and practices in personal and professional interactions, and conveying the importance of contributing to the common good as a citizen of the local, national, and global communities."[8] The program prepares students to be effective data scientists.

VII.   **Quantifiable and reliable evidence and documentation of market supply and demand in the region and State:** According to the job-search firm Indeed, data-science job openings are expanding faster than the number of technologists looking for them.[9] In the Burning Glass study referenced earlier, the number of data science job listings is projected to grow by nearly 364,000 listings to approximately 2,720,000 by next year.[10] As of the date of this proposal, there are

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[5] https://bit.ly/2GgJnw8, pg. 60
[6] https://bit.ly/2GgJnw8, pg. 66
[7] https://bit.ly/2GgJnw8, pg. 51
[8] https://bit.ly/32Dzvpx, pg. 19
[9] https://bit.ly/2RQJaHz
[10] https://www.ibm.com/downloads/cas/3RL3VXGA, pg. 11

currently 1,064 data scientist jobs in Maryland listed on Glassdoor[11] and 1,126 data scientist jobs in Maryland listed on Indeed.[12] Approximately 40% of the jobs listed seeking "data science" ask for a bachelor's degree as a requirement. The remaining 60% generally require an advanced degree or "a bachelor's degree plus equivalent work experience."

VIII.   Reasonableness of program duplication
Salisbury University is one of only two USM institutions that serve the residents of the Eastern Shore of Maryland and the other, the University of Maryland Eastern Shore, does not offer an undergraduate degree in data science. Currently, no other USM institutions offer an undergraduate degree in data science.

IX.   Relevance to Historically Black Institutions (HBIs*)*
HBIs in Maryland do not offer an undergraduate degree in data science.

X.   If proposing a distance education program, please provide evidence of the Principles of Good Practice:
No distance learning is proposed at this time.

XI.   Adequacy of Faculty Resources as outlined in COMAR 13B.02.03.11.
The data science courses will be taught by SU's faculty from the Henson School of Science and Technology. Data science core courses will be taught by faculty from the Department of Mathematics and Computer Science. Appendix B provides a list of the core faculty, including appointment type, terminal degree title and field, academic title/rank, as well as additional contributing faculty.

XII. Adequacy of Library Resources as outlined in COMAR 13B.02.03.12.
Salisbury University Libraries have existing resources to completely support the new Data Science major.

In relation to journal and newspaper articles, SU has a number of relevant titles through electronic access via our online database subscriptions, including (but not limited to): Academic Search Complete; Business Source Premier; EconLit; JSTOR; ProQuest Newspapers; Science Direct; and Web of Science. In regard to monographic titles, SU has a significant number of titles that would support this major and is frequently adding in more. SU's ability to share resources within the USM system will also greatly support our students in the rare occasion that we might not have the exact title in-house that they would want or need, and these students would generally gain access to that title within the same week they requested it.

In sum, no new library resources are directly required to support the Data Science major. Existing resources that relate to data science will be purchased or acquired in the future as needed once the major is officially implemented. Active and ongoing communication from faculty teaching these courses regarding relevant resources is strongly recommended, with particular emphasis placed on areas of particular curricular focus along with information regarding newly released titles.

XIII.   Adequacy of Physical Facilities, Infrastructure and Instructional Resources as outlined in COMAR 13B.02.03.13.
Delivery of the program will be in existing space and is not contingent on additional resources. With the recent addition of the High-Performance Computing Laboratory in Henson Hall, infrastructure is in place which will provide the necessary computational capacity for faculty and students within the program to perform high-level data manipulation and analysis. Incremental growth of the program will support equipment maintenance and updates.

XIV. Adequacy of Financial Resources as outlined in COMAR 13B.02.03.14.
Because this proposal incorporates many existing courses into the new major, no new resources are required for the new Data Science BS program. Salisbury University's existing faculty will be largely able to offer the courses as part of their regular teaching load; therefore, it will not require any additional administrative support or increased funding. Future program growth will necessitate additional faculty.

The proposed program is expected to attract a new set of students who are interested in pursuing careers in data science. Its unique, interdisciplinary curricular nature will draw students from the region and beyond.

For detail, see the tables below.

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[11] https://www.glassdoor.com/Job/maryland-data-scientist-jobs-SRCH_IL.0,8_IS3201_KO9,23.htm
[12] https://www.indeed.com/q-Data-Scientist-l-Maryland-jobs.html

TABLE 1: RESOURCES for the Data Science B.S. at Salisbury University					
Resources Categories	(Year 1 - FY21)	(Year 2 -FY22)	(Year 3 -FY23)	(Year 4 -FY24)	(Year 5 -FY25)
1.Reallocated Funds	None	None	None	None	None
2. Tuition/Fee Revenue (c+g below)	$157,788	$195,310	$244,732	$285,375	$349,272
a. #F.T. Students	15	18	22	25	30
b. Annual Tuition/Fee Rate (FY20 Resident rate)*	$10,044	$10,245	$10,450	$10,659	$10,872
c. Annual Full Time Revenue (a x b)	$150,660	$184,410	$229,900	$266,475	$326,160
d. # Part Time Students	2	3	4	5	6
e. Credit Hour Rate*	$297	$303	$309	$315	$321
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	$7,128	$10,908	$14,832	$18,900	$23,112
3. Grants, Contracts, & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 - 4)	$157,788	$195,310	$244,732	$285,375	$349,272

*Figured at a 2% Annual Increase

TABLE 2: EXPENDITURES – for the Data Science B.S. at Salisbury University					
Expenditure Categories	(Year 1-FY21)	(Year 2-FY22)	(Year 3-FY23)	(Year 4-FY24)	(Year 5-FY25)
1. Total Faculty Expenses (b + c below)	$94,292	$96,178	$122,626	$125,079	$127,580
a. # FTE	1.00	1.00	1.25	1.25	1.25
b. Total Salary (plus 2% increase each year)	$70,896	$72,314	$92,200	$94,044	$95,925
c. Total Benefits (33% of salary)	$23,396	$23,864	$30,426	$31,035	$31,655
2. Total Administrative Staff Expenses (b + c below)	$0	$0	$0	$0	$0
a. # FTE	0	0	0	0	0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
3. Total Support Staff Expenses (b + c below)	$0	$0	$0	$0	$0
a. # FTE	0	0	0	0	0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
4. Equipment	$0	$0	$0	$0	$0
5. Library	$0	$0	$0	$0	$0
6. New or Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses	$0	$0	$0	$0	$0
TOTAL (Add 1 - 7)	$94,292	$96,178	$122,626	$125,079	$127,580

Appendix A
B.S. Data Science - Salisbury University
Course Descriptions

Core Courses

COSC 117: PROGRAMMING FUNDAMENTALS (4 credit hours)
Introductory course in computer programming, which involves solving problems by designing, implementing and testing algorithms. Emphasis is on problem solving through the use of algorithms and learning to develop computer programs that are reliable, well-documented, and correct. Implementation is done in object-oriented based languages concentrating on fundamental instructions and the development and implementation of events, methods, and functions. Three hours lecture, two hours lab per week.

COSC 120: COMPUTER SCIENCE I (4 credit hours)
Step-by-step approach to problem solving, modular structured design, and structured programming in C++. Emphasizes production of readable, well documented, efficient, tested and correct programs. Includes time intensive assignments. Prerequisite: C or better in COSC 117 or permission of department. Three hours lecture, two hours laboratory per week.

DSCI 311: INTRODUCTION TO DATA SCIENCE (4 credit hours)
This course provides a foundation in the area of data science based on data curation and statistical analysis. The primary goal of this course is to learn data analysis concepts and techniques that facilitate making decisions from a rich data set. Students will investigate data concepts, metadata creation and interpretation, machine learning, and basics of information visualization. This course introduces fundamentals about data standards and methods for organizing, curating, preserving data for reuse, drawing conclusions and making decisions from data. Students will understand how to use data analysis tools for data manipulation, analysis, and visualization. This course includes discussions on diverse issues around data including technologies, behaviors, organizations, policies, and society. Prerequisites: COSC 120, MATH 216, and MATH 306. Four hours per week.

MATH 201: CALCULUS I (4 credit hours)
Introduction to analytic geometry, limits, continuity, derivatives of elementary functions, applications of the derivatives. May not receive credit for both MATH 198 and MATH 201. Prerequisite: MATH 140 or equivalent. Four hours per week.

MATH 202: CALCULUS II (4 credit hours)
Introduction to integrals, infinite series, applications and techniques of integration. Prerequisite: C or better in MATH 198 or MATH 201 or equivalent. Four hours per week.

MATH 216: STATISTICAL THINKING (4 credit hours)
Descriptive and inferential analysis of data, emphasizing appropriate assumptions, computer use and interpretation. Parametric and non-parametric methods are compared and contrasted. Includes a weekly laboratory. Prerequisite or Corequisite: C or better or concurrent enrollment in MATH 160, 198, 201 or similar calculus experience. Four hours per week.

MATH 306: LINEAR ALGEBRA (4 credit hours)
Basic concepts of linear algebra: linear equations and matrices, vector spaces and subspaces, similar matrices, basis and dimension, linear transformations, eigenvalues, determinants, orthogonality, coordinate systems, and applications to geometry. Prerequisite: MATH 202. Four hours per week.

DSCI 470: RESEARCH METHODS IN DATA SCIENCE (3 credit hours)
Preparation for professional research and problem solving in data science and DSCI 490 projects. This course includes discussion of methodologies that can be used within data science, to ensure that the data used in problem solving is relevant and properly manipulated to support data science projects. Students will gain an understanding of the philosophy of using experimentation to gain scientific knowledge and the important components of successful experimentation and presentation. Basic information literacy techniques including; searching for primary literature and information using library reference materials and on-line databases; writing reports and research papers; analyzing and presenting graphical data; the ethical use of information; and presenting research using presentation development software will be discussed. Prerequisite: C or better in COSC 311. Three hours per week.

DSCI 490: CAPSTONE PROJECT (3 credit hours)
Capstone project in one of the areas of data science chosen, designed, and carried out by the student with the advice and approval of a faculty member. Actual work may be carried out at off-campus sites. Written report, seminar presentation are required. Pre-requisites: DSCI 470 and permission of instructor who will direct study.

Courses for the Astrostatistics Track

PHYS 108: INTRODUCTION TO ASTRONOMY (4 credit hours)
Survey of modern astronomy for non-science majors. Basic physics concepts utilized to study the night sky, light, optics and telescopes, planets, the moon and sun, stars nebulae, galaxies and the universe. Some night observations required. May not be taken for credit if student already has credit for PHYS 109. Three hours lecture, two hours laboratory per week.

PHYS 221: PHYSICS I (4 credit hours)
Introduction to calculus-based Newtonian mechanics for students majoring in physics, engineering and chemistry. Prerequisite or Corequisite: MATH 201. Six hours lecture/activity per week.

PHYS 223: PHYSICS II (4 credit hours)
Continuation of introductory physics. Topics include: electrostática, current and resistance, DC and AC circuit analysis, magnetic fields, induction, electromagnetic waves and geometrical and wave optics. Prerequisite: PHYS 221. Prerequisite/Corequisite: MATH 202. Six hours lecture/activity per week.

PHYS 307: ASTRONOMICAL SURVEYS AND DATABASES (3 credit hours)
Introduction to astronomical data science including the application and development of sophisticated statistical methodology to large and/or complex data sets. This course covers common types of data in astronomy such as light curves, spectra, and images as well as statistical methods used for analyzing these data sets, such as functional data analysis, measurement error models, hierarchical models, survival analysis, and machine learning techniques. An emphasis will be placed on the complexity of the inference tasks faced by astronomers and the propagation of uncertainty across several levels of inference. This course includes discussions on topical issues in the analysis of astronomy data. Prerequisites: COSC 117 or 120, PHYS 108 or 109. Three hours per week.

PHYS 317: ASTROPHYSICS AND STELLAR ASTRONOMY (3 credit hours)

Physical and mathematical principles applied to the study of astronomy, binary stars, stellar structure and evolution, galactic and extragalactic astronomy, quasars and cosmology. No prior knowledge of astronomy required. Prerequisites: PHYS 223, 309. Four hours lecture/activity per week.

Courses for the Bioinformatics Track

BIOL 210: BIOLOGY: CONCEPTS AND METHODS (4 credit hours)
Introduction to the study of biology, focusing on how biologists know things and study the world of life, with emphases on cell biology, genetics, ecology and evolution. First course required for biology majors. Four hours of lecture/laboratory, two hours online per week.

BIOL 302: BIOINFORMATICS I (4 credit hours)
Computer-based course introduces biological databases. Emphasis placed on quantitative approaches to modeling and analyzing biological data. Prerequisite: BIOL 210. Prerequisite/Corequisite: MATH 198 or MATH 201. Three hours lecture, three hours laboratory per week.

BIOL 360: GENETIC ANALYSIS (4 credit hours)
Introduction to genetic analysis including Mendelian principles, population and quantitative genetics, cytogenetics and contributions to molecular biology. Satisfies Biology Department core requirements for genetics. Recommended Prerequisite: MATH 155. Prerequisites: BIOL 210. Three hours lecture, three hours laboratory per week.

BIOL 441: BIOINFORMATICS II (3 credit hours)
Exploration of viral, prokaryotic and eukaryotic genomes. Emphasis on computational techniques for assessing the genome and manipulating genomic data. Prerequisite: C or better in BIOL 302. Prerequisite/Corequisite: BIOL 306 or BIOL 370. Four hours lecture/laboratory per week.

Courses for the Chemometrics Track

CHEM 121: GENERAL CHEMISTRY I (4 credit hours)
Study of fundamental laws of chemistry and atomic structure emphasizing quantitative relationships. Prerequisite: Two years high school algebra and chemistry, or CHEM 100. Three hours lecture, one three-hour laboratory per week.

CHEM 121: GENERAL CHEMISTRY I (4 credit hours)
Study of fundamental laws of chemistry and atomic structure emphasizing quantitative relationships. Prerequisite: Two years high school algebra and chemistry, or CHEM 100. Three hours lecture, one three-hour laboratory per week.

CHEM 321: ANALYTICAL CHEMISTRY (4 credit hours)
Study of the theory and applications of classical and modern analytical techniques. Includes volumetric, potentiometric, spectrophotometric and chromatographic methods. Prerequisite: CHEM 122. Three one-hour lectures, one three-hour laboratory per week.

CHEM 333: INSTRUMENTAL ANALYSIS (3 credit hours)

Study of the theoretical and practical aspects of modern instrumental analysis. Topics include information processing, spectroscopic, chromatographic and electrochemical methods. Prerequisite: CHEM 321. Three hours lecture per week.

Courses for the Computational Data Science Track

MATH 210: INTRODUCTION TO DISCRETE MATHEMATICS (4 credit hours)
Introduction to basic techniques and modes of reasoning for discrete problem solving. Set theory, recurrence relations, counting, graphs and lattices, number theory. Prerequisites: MATH 140 or equivalent. Four hours per week.

COSC 220: COMPUTER SCIENCE II (4 credit hours)
Object-oriented approach to design and implementation of medium to large software projects. Abstract data types including lists, stack and queues. Emphasizes design trade-offs based on analysis of run time and storage requirements. Includes time-intensive assignments. Prerequisite: COSC 120. Pre or Corequisite: MATH 210. Three hours lecture, two hours lab per week.

COSC 320: ADVANCED DATA STRUCTURES AND ALGORYTHM ANALYSIS (4 credit hours)
A continuation of the study of the design, implementation and testing of programs. Further study of object-oriented programming. Introduction to graphical user interfaces. Emphasis is on analysis of algorithms and abstraction. Prerequisites: COSC 220, MATH 210. Three hours lecture, two hours lab per week.

COSC 386: DATABASE DESIGN AND IMPLEMENTATION (3 credit hours)
Concentrates on the physical design and implementation of databases. Query algorithms and efficiency optimization will be explored. Students will design, implement and document large database systems. Prerequisites: COSC 220 and MATH 210. Three hours per week.

COSC 420: HIGH-PERFORMANCE COMPUTING (4 credit hours)
Principles and practice of parallel and distributed computing. Topics include modern computing architectures, concurrency principles and algorithm design, and applications and programming. Prerequisite: C or better in COSC 320. Four hours per week.

COSC 490: SPECIAL TOPICS (3 credit hours)
Seminar course with content that varies semester to semester (e.g., artificial intelligence, compiler construction or other topics suggested by faculty or students). May be taken twice under different titles recorded by the registrar. May be offered for undergraduate or graduate credit. Prerequisite: COSC 220. Three hours per week.

Courses for the Geoanalytics Track

GEOG 204: STATISTICAL PROBLEM SOLVING IN GEOGRAPHY (4 credit hours)
Introduction to the basic principles of quantitative analysis in geography. Emphasis on the geographic applications of various techniques rather than on the underlying statistical theory. Prerequisites: Completion of MATH 155 or 213. Three hours lecture plus two hours lab per week.

GEOG 219: MAP INTERPRETATION AND ANALYSIS (4 credit hours)

Introduction to mapping science principles and practice, focusing on the application of methods to produce hardcopy and digital maps. Topics include earth representation and map projections, field data collection utilizing ground survey, global positioning systems (GPS) and remote sensing, and map compilation and design within a geographic information system (GIS). Three hours lecture, two hours laboratory per week.

GEOG 304: DECISION MAKING WITH GIS (4 credit hours)
Overview of GIS technology and its use in decision making for various disciplines. The disciplines include social, health and environmental sciences, urban planning, and government operations. Includes three hours of lecture per week and a supplemental laboratory session where students perform hands-on laboratory exercises using GIS software. Prerequisite: GEOG 219. Three hours lecture, two hours laboratory per week.

GEOG 315: TOPICS IN GIS MODELING (3 credit hours)
Analysis of the interaction between humans and their environment. Specific topics may include shoreline erosion, water pollution, land-use land-cover change, biodiversity losses, tsunamis, hurricanes and sea-level rise. Learn the analytical methods necessary to obtain, process and analyze a myriad of modern data concerned with the interface between human and natural landscapes. Prerequisite: College-level statistics or GEOG 219 or permission of instructor. Three hours per week.

GEOG 317: ATMOSPHERIC DATA ANALYSIS AND PROGRAMMING (4 credit hours)
This course involves processing of large, high-dimensional atmospheric and environmental using MATLAB and NCL software and programming. Prerequisite: GEOG 201. Three hours per week.

GEOG 319: GEOGRAPHIC INFORMATION SCIENCE (4 credit hours)
Study of automated information handling using geographically referenced data to support spatial analysis. Consideration of and experience in the collection, storage and display of computer manipulated data. Includes hands-on experience with a variety of commercial software GIS packages. Prerequisite: GEOG 219. Three hours lecture, one two-hour laboratory per week.

GEOG 320: CARTOGRAPHIC VISUALIZATION (3 credit hours)
Theory and application of cartographic principles and practices to advanced cartographic design. Lectures emphasize theory and principles. Laboratory provides practical experience in designing maps. Prerequisite: GEOG 219. Two hours lecture, two hours laboratory per week.

Courses for the Mathematical Data Science Track

MATH 310: CALCULUS III (4 credit hours)
Arc length, indeterminate forms, Euclidean spaces, functions of several variables, partial differentiation, multiple integrals. Prerequisite: MATH 202. Four hours per week.

MATH 411: DESIGN AND ANALYSIS OF EXPERIMENTS (4 credit hours)
Introduction to ideas of planning and designing statistical experiments involving data collection. Study of various statistical analyses for these designs. Discussion of optimal allocation of sampling units to treatments in order to provide the highest accuracy and lowest cost. Use standard statistical software packages such as Minitab and SPSS. Prerequisite: C or better in MATH 155 or 213 or 216, or permission of department. Four hours per week.

MATH 413: MATHEMATICAL STATISTICS I (4 credit hours)

Axioms and algebra of probability, discrete and continuous random variables, multivariate distributions, limit theorems. May be offered for undergraduate or graduate credit. Prerequisites: C or better in MATH 213 or 216, and MATH 310. Four hours per week.

MATH 414: MATHEMATICAL STATISTICS II (4 credit hours)
Methods of estimating, properties of estimator, hypothesis testing, linear models, least squares, analysis of variance, enumerative data, nonparametric statistics. May be offered for undergraduate or graduate credit. Prerequisite: C or better in MATH 413. Four hours per week.

MATH 471: NUMERICAL METHODS (4 credit hours)
Interpolation, functional approximation, numerical differentiation and integration, nonlinear equations, numerical solutions of differential equations, analysis of error. Prerequisites: C or better in COSC 117 or 118 or 120 and one of the following: MATH 306 or MATH 310 or MATH/PHYS 309. Four hours per week.

MATH 472: NUMERICAL LINEAR ALGEBRA (4 credit hours)
Numerical methods and analysis applied to linear systems. Computer arithmetic and error analysis, direct methods for solving linear systems, iterative techniques in matrix algebra, approximating eigenvalues. Prerequisites: C or better in COSC 117, 118 or 120; MATH 202; MATH 306. Four hours per week.

MATH 490: SPECIAL TOPICS (4 credit hours)
Enables study in specialized areas such as complex variables, logic, non-Euclidean geometry or other topics suggested by faculty or students. May be taken twice under different title. Prerequisites: (For most topics) C or better for MATH 306, 310. Four hours per week.

MATH 493: ADVANCED TOPICS IN STATISTICS (4 credit hours)
Study in specialized areas of statistics such as time series, stochastic processes, quality control designs and analyses or other topics suggested by faculty or students. May be repeated once under different subtitles. Prerequisites: C or better in MATH 213 or 216, and permission of instructor. Four hours per week.

MATH 495: DIRECTED CONSULTING (4 credit hours)
Provides teams of 3-12 students with experience in using mathematical and computing tools to solve real-world problems posed by a client organization, such as a research institute, business or industry. Combines individual and group work and requires presentation of a written and oral report to the client organization and the department. Cross-listed with COSC 495. MATH/COSC 495 may be taken twice for a maximum of eight credit hours but used only once toward a major in mathematics or computer science. Prerequisite: Invitation by the department. Four hours per week. (P/F)

Appendix B
B.S. in Data Science - Salisbury University
Faculty Credentials

Core Faculty / Mathematical and Computational Data Science Faculty

Dr. Joseph Anderson, Assistant Professor of Computer Science, Ph.D. in Computer Science and Engineering, The Ohio State University.

Dr. Jiacheng Cai, Assistant Professor of Mathematics and Computer Science, Ph.D. in Computer Science, University of Nevada

Dr. Lori Carmack, Associate Professor of Mathematics, Ph.D. in Mathematics, University of California Santa Barbara

Dr. Randall Cone, Associate Professor of Mathematics and Computer Science, Ph.D. in Computer Science, Virginia Polytechnic Institute and State University

Dr. Donald Spickler, Professor and Chair of Mathematics and Computer Science, Ph.D. in Pure Mathematics, University of Virginia

Astrostatistics Faculty

Dr. Nicholas Troup, Assistant Professor of Physics, Ph.D. in Astronomy, University of Virginia

Bioinformatics Faculty

Dr. Philip Anderson, Associate Professor of Biological Sciences, Ph.D. in Biology, Case Western Reserve University

Chemometrics Faculty

Dr. David Keifer, Assistant Professor of Chemistry, Ph.D. in Physical and Analytical Chemistry, Indiana University Bloomington

Dr. Robert Luttrell, Associate Professor and Associate Chair of Chemistry, Ph.D. in Analytical Chemistry, University of Tennessee

Geoanalytics Faculty

Dr. Arthur Lembo, Professor of Geography and Geosciences, Ph.D. in Environmental Resource Engineering, State University of New York, College of Environmental Science and Forestry

Dr. Stuart Hamilton, Associate Professor of Geography and Geosciences, Ph.D. in Geography, University of Southern Mississippi

UNIVERSITY SYSTEM *of* **MARYLAND**

TOPIC: Salisbury University: Bachelor of Arts in Outdoor Education Leadership

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, September 6, 2019

SUMMARY: Salisbury University is pleased to propose a Bachelor of Arts in Outdoor Education Leadership (ODEL) to address local and regional demand for professionals trained in leadership using environmental and adventure-based programming. The program builds on an existing minor and is well suited to the extensive natural environments of the Eastern Shore, the Chesapeake watershed, and coastal Maryland. The US Department of Labor forecasts a 9% increase in positions such as recreation workers, training and development specialists, and training and development managers. In Maryland, similar job forecasts from the Department of Labor predict a steady market for ODEL graduates.

The ODEL B.A. will enable students to develop a number of important skills and competencies: leadership, understanding of ethical frameworks, group facilitation, environmental stewardship, risk management, program planning, and research. The delivery of this program applies knowledge in fieldwork experiences ranging from water-based adventure, to backcountry travel, to large-group outdoor education leadership. By applying theory through direct field experience, ODEL students will develop an array of critical thinking, communication, and leadership aptitudes, which are broadly applicable in a rapidly-changing economy and interdependent society. Thus, the program prepares students to compete for professional positions, not only in the large variety of Mid-Atlantic outdoor adventure, education, and environmental interpretation jobs, but also in fields requiring leadership development, communication, and facilitation skills. The proposed ODEL B.A. program adheres to the accreditation standards of the Association for Experiential Education.

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 fees revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Salisbury University to offer the Bachelor of Arts in Outdoor Education Leadership.

COMMITTEE RECOMMENDATION:	DATE: September 6, 2019
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

OFFICE OF THE PROVOST

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August 1, 2019

Dr. Robert Caret, Chancellor
University System of Maryland
3300 Metzerott Rd.
Adelphi, MD 20783

Dear Chancellor Caret,

On behalf of President Charles A. Wight, the faculty, and the entire Salisbury University (SU) community, I am requesting approval to add a new instructional program at SU. Our institution is seeking permission to offer a Bachelor of Arts in Outdoor Education Leadership. The complete proposal for a new instructional program is attached for your review.

If you have any questions, please contact me at 410 548-3374.

Sincerely,

Karen L. Olmstead, Ph.D.
Provost and Senior Vice President
for Academic Affairs

Enclosure

kg

cc   Dr. Charles A. Wight, President, Salisbury University
      Dr. Kara Owens, Associate Vice President for Planning and Assessment
      Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM

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

Salisbury University
Institution Submitting Proposal

Bachelor of Arts in Outdoor Education Leadership
Title of Proposed Program

Bachelor of Arts	January 2020
Award to be Offered	Projected Implementation Date
5506	31.0601
Proposed HEGIS Code	Proposed CIP Code
Education Leadership	Dr. Richard T. Wilkens
Department in which program will be located	Contact
(410) 543 – 6022	rtwilkens@salisbury.edu
Contact Phone Number	Contact E-Mail Address

Karen Olmstead

7/26/19

Provost and Senior VP for Academic Affairs

Date

I. Centrality to the University's Mission

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Currently, the Department of Education Leadership at Salisbury University (SU) offers a minor in Outdoor Education Leadership. The department proposes to add a major in Outdoor Education Leadership (ODEL) to address local and regional demand for young professionals trained in leadership using environmental, adventure, and adventure-based programming. The proposed ODEL BA program is guided by the accreditation standards of the Association for Experiential Education (AEE) and supports Salisbury University's mission to "empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world" and to "actively contribute to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation." The ODEL BA program provides students with the multidisciplinary background in leadership, ethics, programming, and management to prepare them to serve the public and private sectors. The multi-lensed approach of the ODEL BA program allows students to pursue "a broad array of ideas and perspectives" as promoted in the University's mission, which will help them achieve excellence, envision their future as outdoor leaders, grow intellectually, and pursue outdoor education, leadership, and graduate school opportunities.

Adequacy of curriculum design and delivery to related learning outcomes
The Outdoor Education Leadership curriculum is guided by relevant accreditation standards and industry needs. AEE standards ensure sound curriculum, appropriate risk management, and experiential education best-practices. Until the ODEL program receives AEE accreditation, it will be subject to the SU internal program review and USM-mandated academic program review, which will be reviewed and scrutinize by the USM Board of Regents. Workforce skills and competencies that the program will address are leadership, understanding of ethical frameworks, group facilitation, environmental stewardship, risk management, program planning, and research. The delivery of this program applies knowledge in fieldwork experiences ranging from water-based adventure, to backcountry travel, to large-group outdoor education leadership. By applying theory through direct field experience, ODEL students will develop an array of critical-thinking, communication, and leadership aptitudes, which are broadly applicable in a rapidly changing economy and interdependent society. Core courses and electives include industry-specific certifications allowing students to qualify for regional and national jobs. The Outdoor Education Leadership curriculum complements nearly any student minor; examples include Environmental Studies (environmental interpretation), Psychology (wilderness therapy), Business (group leadership), Communication, Biological Sciences, et al. Thus, the program prepares students to compete for professional positions, not only in the large variety of Mid-Atlantic outdoor adventure, education, and environmental interpretation jobs, but also in fields requiring leadership development, communication, and facilitation skills.

The Outdoor Education Leadership BA program core requires 43 course credits, as well as a minimum of 18 minor credits, with additional general education and elective courses. Required courses include the following (see Appendix A for course descriptions):

Core Courses (12 Courses)

SCED 101 – Learning Leadership	4 credits
ODEL 200 – Foundations of Outdoor Education Leadership	3 credits
ODEL 201 – Wilderness Emergency Care	3 credits
ODEL 255 – Ethics in Leadership	4 credits
ODEL 325 – Adventure Programming – Backcountry or	
ODEL 326 – Adventure Programming – Water based	4 credits
ODEL 345 – Environmental Education	4 credits
ODEL 370 – Camp Leadership and Management	3 credits
ODEL 371 – Outdoor Leadership Techniques	3 credits
ODEL 385 – Research in ODEL	4 credits
ODEL 455 – Risk Management and Crisis Prevention	4 credits
ODEL 480 – Seminar in ODEL	1 credit
ODEL 495 – Internship in ODEL	6 credits
Total	**43 credit hours**

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Minor Recommendation: Students will be required to complete a minor.

General Education: The following courses are required to meet the general education requirements for Salisbury University. In order to satisfy the general education requirements, Salisbury University students currently must take courses from five different groups.

<u>General Education Requirements</u>
Group I: English Composition and Literature (2 Courses)
A.	ENGL 103 (C or Better) or HONR 111	4 credits
B.	ENGL 348 (recommended)	4 credits

Group II: History (2 courses)
A.	HIST 101, 102, or 103	4 credits
B.	HIST 389 or 392 – (recommended)	4 credits

Group III: Humanities and Social Sciences (3 courses)
A.	CMAT 205 (recommended)	4 credits
B.	PSYC 101 – (recommended)	3 credits
C.	CADR 200 – (recommended)	4 credits

Group IV: Natural Science, Math or Computer Science (4 courses)
A.	BIOL 205	4 credits
B.	Select one additional course (need not be a lab) from Group IVA or ENVH or ENVR or COSC or MATH or HONR 212	4 credits
C.	Select one from the following areas: BIOL, CHEM, GEOL, or Physical GEOG, PHYS, ENVH	3/4 credits
D.	Select one course from MATH	3/4 credits

Group V: Health Fitness (1 course)
FTWL 106 – Personalized Health/Fitness	3 credits
Total credit hours	**44 - 46 credits hours**

Educational objectives and intended student learning outcomes: The ODEL BA program seeks to "link student access to student success" as discussed in the State Plan for Postsecondary Education (2017-2021) and focuses on principles, models and techniques that effective outdoor leaders use to perform their jobs effectively and serve their communities.

ODEL BA program objectives state that graduates of the program are able to: 1) apply leadership principles in field experiences; 2) qualify for regional and national jobs in outdoor leadership and interpretation; 3) evaluate, develop, facilitate, and lead groups; 4) effectively manage risk and respond in crisis situations; and 5) articulate human relationship to and demonstrate stewardship of the environment.

General education requirements: Students will be required to complete 44-46 credit hours of General Education courses.

Specialized accreditation or graduate certification requirements

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This program has been designed in alignment with the standards of the Association for Experiential Education (AEE). We will be seeking national accreditation from AEE.

Contracting with another institution or non-collegiate organization
There are no contracts with other institutions or organizations.

II.   Adequacy of provisions for evaluation of program as outlined in COMAR 13B.02.03.15.
The Seidel School of Education has a long tradition of assessment and accreditation. Within the Seidel School and within the Department of Education Leadership, all faculty members are evaluated every year by the department chair and through USM requirements, each program is reviewed every seven years. This program was designed to meet Association for Experiential Education (AEE) accreditation. As such, course and program-based assessments are being developed at the start. Thus, the curriculum, program, resources (faculty and other), and student learning outcomes will be routinely evaluated through the annual assessment and continuous improvement cycle.

III.   Consistency with the State's minority student achievement goals as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education.

Strategy 6 of the State Plan further calls on campuses to "improve the student experience by providing better options and services that are designed to facilitate completion of degree requirements." ODEL Program courses routinely involve off-campus engagement such as leadership projects, hands-on wilderness training, and field experiences. The delivery of outdoor education leadership takes students into the communities we serve.

Strategy 7 of the State Plan calls on universities to enhance career advising and planning services and integrate them explicitly into academic advising and planning. As a major with direct ties to local and regional outdoor, environmental, and adventure-based programs, students will have multiple opportunities to learn about professional career pathways and to interact with professionals in their fields. Additionally, the program will be reaching out to undeclared undergraduate students at Salisbury University to inform them of the wide array of career opportunities available with the Outdoor Education Leadership major.

Strategy 8 of the State Plan calls on universities to "develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness." As the only program of its kind on the Eastern Shore, the Outdoor Education Leadership Program will result in new public-private partnerships for students in this program. The program requires that students complete a comprehensive internship, and partnerships are already being developed in the local, state, and private sectors.

IV.   Relationship to low productivity programs identified by the Commission: The proposed program is not directly related to an identified low productivity program.

V.   Critical and compelling regional or Statewide need as identified in the State Plan: The 2017-2021 State Plan notes that "Higher education in Maryland makes an essential contribution to a vibrant state economy" and that institutions should "promote and implement practices that will ensure students success" including pathways for community college students to four-year degrees, credentials, and well-integrated academic and career advising. The Outdoor Education Leadership major will advance this goal by providing a high-quality program that facilitates lifelong learning, prepares students to enter the workforce and advance in their careers, and creates effective leaders in outdoor, nature-based, and private- and public-sector environments. As a program that is unique to the Eastern Shore and utilization of coastal environments, we expect our graduates to fill needs throughout the State and especially the region. Additionally, the SU ODEL program is uniquely positioned to support the regional junior colleges: Chesapeake College in Wye Mills and Wor-Wic College in Salisbury.

VI.   Quantifiable and reliable evidence and documentation of market supply and demand in the region and State:

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In 2016, Maryland Secretary of Commerce Mike Gill reported that "Tourism continues to be a powerful economic engine for Maryland. More than 140,000 Marylanders were directly employed in the tourism industry in 2014, making it the 10th largest private sector employer in the state. These jobs supported a payroll of $5.4 billion, which saw a 6 percent increase from the year before."[1]

The market demand for people trained in outdoor recreation and related fields is forecast to be robust between now and 2026. The US Department of Labor (Bureau of Labor Statistics) forecasts a 9% increase in positions, with a net increase of 34,000 positions nationwide for recreation workers, 32,500 positions for Training and Development Specialists, and 3,600 positions for Training and Development Managers.[2] In Maryland, similar job forecasts from the Department of Labor[3] predict a steady market that will be eager for outdoor education leadership graduates. Because the degree is not career-specific, we can expect graduates who remain in Maryland to enter the work force in fields as varied as Education (+4.6%), Training & Development (+8%), Adult Education (+7.4%), and Recreation (+7%).

VII.   Reasonableness of program duplication

Salisbury University is one of only two USM institutions on the Eastern Shore of Maryland and the other, the University of Maryland Eastern Shore, does not offer an undergraduate degree in outdoor recreation or education. Frostburg State University offers BA and BS degrees in Adventure Sports Management. Given the distance between SU and Frostburg and relationships of both campuses to their regional community colleges in these types of programs, there is limited practical overlap in SU and FSU's programs. Also, given the nature of our environmental settings (mountain region vs. coastal plains), the focus, activities, and philosophies of the programs also differ (e.g. SU's ODEL program focuses on leadership pedagogy). Both programs offer excellent opportunities for underserved student groups, and we believe the addition of SU's program will strengthen Maryland's place in the outdoor and recreational education markets.

VIII.   Relevance to Historically Black Institutions (HBIs)
HBIs in Maryland do not offer an undergraduate degree in outdoor or adventure-based education or leadership.

IX.   If proposing a distance education program, please provide evidence of the Principles of Good Practice:
No distance learning is proposed at this time.

X.   Adequacy of Faculty Resources as outlined in COMAR 13B.02.03.11.
The ODEL courses will be taught by SU's faculty from two departments. ODEL core courses will be taught by four faculty (three are tenured). Appendix B provides a list of the core faculty, including 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 as well as additional contributing faculty.

XI.   Adequacy of Library Resources as outlined in COMAR 13B.02.03.12.
Salisbury University Libraries have existing resources to completely support the new Outdoor Education Leadership major. In relation to journal and news articles, SU has a number of relevant titles through electronic access via our online database subscriptions, including (but not limited to): Academic Search Complete; Business Source Premier; EconLit; JSTOR; ProQuest Newspapers; Science Direct; and Web of Science. In regard to monographic titles, SU has a significant number of titles that would support this major and is frequently adding more. SU's ability to share resources within the USM system will also greatly support our students in the rare occasion that we might not have the exact title in-house that they would want or need, and these students would generally gain access to that title within the same week they request it.

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[1] https://www.visitmaryland.org/press/tourism-major-driver-maryland%E2%80%99s-economy
[2] https://data.bls.gov/projections/occupationProj
[3] https://www.dllr.state.md.us/lmi/iandoproj/

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In sum, no new library resources are directly required to support the ODEL Major. Existing resources that relate to Outdoor Education Leadership will be purchased or acquired in the future as needed once the major is officially implemented. Active and ongoing communication from faculty teaching these courses regarding relevant resources is strongly recommended, with particular emphasis placed on areas of particular curricular focus along with information regarding newly released titles.

XII.   Adequacy of Physical Facilities, Infrastructure and Instructional Resources as outlined in COMAR 13B.02.03.13.
Delivery of the program will be in existing space and is not contingent on additional resources. Coursework requires appropriate equipment and the Outdoor Education Leadership minor has been acquiring necessary equipment since 2011. Incremental growth will support equipment maintenance and updates.

XIII.   Adequacy of Financial Resources as outlined in COMAR 13B.02.03.14.
The proposed program is expected to attract a new set of students who are interested in pursuing careers in Outdoor Education and Leadership. Its unique curricular nature will draw students from the region and beyond. Because this proposal involves moving an existing minor into a major, no new resources are required for the new program. Salisbury University's existing faculty will be able to offer the courses as part of their regular teaching load; therefore, it will not require any additional administrative support or increased funding at this time. Future program growth will necessitate additional faculty and administrative support that will covered by revenue generated from the program. For detail, see tables below.

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TABLE 1: RESOURCES expected to be generated by the ODEL major.					
Resources Categories	(Year 1-FY21)[†]	(Year 2-FY22)	(Year 3-FY23)	(Year 4-FY24)	(Year 5-FY25)
1.Reallocated Funds	None	None	None	None	None
2. Tuition/Fee Revenue (c+g below)	$157,788	$164,583	$223,832	$232,080	$291,060
a. #F.T. Students	15	15	20	20	25
b. Annual Tuition/Fee Rate (FY20 Resident rate) *	$10,044	$10,245	$10,450	$10,659	$10,872
c. Annual Full Time Revenue (a x b)	$150,660	$153,675	$209,000	$213,180	$271,800
d. # Part Time Students	2	3	4	5	5
e. Credit Hour Rate*	$297	$303	$309	$315	$321
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	$7,128	$10,908	$14,832	$18,900	$19,260
3. Grants, Contracts, & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 - 4)	$157,788	$164,583	$223,832	$232,080	$291,060

[†] Program to launch in January, 2020, but first full budget year will be FY21.
*Figured at a 2% Annual Increase

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TABLE 2: EXPENDITURES expected to be incurred by the ODEL major.					
Expenditure Categories	(Year 1-FY21)	(Year 2-FY22)	(Year 3-FY23)	(Year 4-FY24)	(Year 5-FY25)
1. Total Faculty Expenses (b + c below)	$23,632	$24,104	$49,173	$50,156	$51,159
a. # FTE	0.25	0.25	0.50	0.50	0.50
b. Total Salary (plus 2% increase each year)	$17,724	$18,078	$36,880	$37,617	$38,370
c. Total Benefits (33% of salary)	$5,908	$6,026	$12,293	$12,539	$12,790
2. Total Administrative Staff Expenses (b + c below)	$0	$0	$12,446	$25,390	$25,896
a. # FTE	0	0	0.25	0.50	0.50
b. Total Salary (plus 2% increase each year)	$0	$0	$9,358	$19,090	$19,471
c. Total Benefits (33% of salary)	$0	$0	$3,088	$6,300	$6,425
3. Total Support Staff Expenses (b + c below)	$0	$0	$0	$0	$0
a. # FTE	0	0	0	0	0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
4. Equipment	$0	$0	$0	$0	$0
5. Library	$0	$0	$0	$0	$0
6. New or Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses	$0	$0	$0	$0	$0
TOTAL (Add 1 - 7)	$23,632	$24,104	$61,619	$75,546	$77,055

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Appendix A   **B.A. Outdoor Education Leadership - Salisbury University**

Course Descriptions

11

200. Foundations of Outdoor Education Leadership (3 credit hours)
Introduces history and theory of experiential and outdoor education, including a survey of relevant literature and best practices. Includes leadership techniques, the role of risk, humankind's relationship with nature and ethics. Develop a personal philosophy of outdoor education. Required to participate in an off-campus field experience. Course fee applies. Three hours per week with enhancement.

201. Wilderness Emergency Care (3 credit hours)
Introduction to the principles of first aid in wilderness settings, including patient or sub-assessment and care for open wounds, infection, fractures, dislocations and other life-threatening conditions. Study of strategies for providing care in inclement weather and with alternative standard equipment. Special focus is placed upon evacuation techniques as well as best practices for monitoring and documenting patient status. Certification available. Weekend off-campus field experience required. Course fees apply; contact minor coordinator. Three hours per week.

203. Lifeguard Training (1 credit hour)
Study and application of the most current aquatic standards and techniques with emphasis on professionalism, prevention, surveillance, victim recognition, equipment-based rescues, CPR and aquatic-specific first aid training. American Red Cross certification awarded to those who meet requirements. Prerequisite: ODEL 170 or permission of instructor. Two and one-half hours per week.

205. Water Safety Instructor (2 credit hours)
Preparation for teaching aquatic skills. Emphasis on skill development, learning theories, teaching methods and aquatic safety. Prerequisite: ODEL 170 or permission of instructor. Two and one-half hours per week.

209. Camping and Backpacking (3 credit hours)
Instruction, preparation and participation in camping and backpacking activities. Emphasizes knowledge, skills and attitudes for outdoor pursuits, and encourages awareness and respect for the natural environment. Weekend off-campus field experience required. Course fees apply; contact minor coordinator. Prerequisite: ODEL 201. Three hours per week.

210. Scuba Diving (3 credit hours)
Fundamental skills, techniques, knowledge and laws of scuba diving. Emphasis on safety and recreational diving. An introduction to use of mask, fins, snorkel and scuba equipment. Emphasis on personal safety and knowledge of underwater life. Must be able to: swim 200 yards, tread water for 10 minutes or consent of instructor. Swim test is given on the first day of class. Course fee applies. Three hours per week.

212. Advanced Scuba (1 credit hour)
The PADI Advanced Diving Program consists of five Adventure Dives. These include Peak Performance Buoyancy, Underwater Navigation, Night Diving, Deep Diving, and Search and Recovery Diving. These areas are covered, and skill competencies developed in order to obtain advanced open water certification. Explain and demonstrate knowledge of the fundamentals involved in these topics. Course fee applies. Prerequisite: ODEL 210.

214. Kayaking (2 credit hours)
Experiential education course introducing basic skills of flat-water kayaking. Instruction covers paddling skills, equipment and selection, trip planning, safety practices, portaging, rescue techniques, reading and responding to environmental factors. Prerequisite ODEL 201. American Canoe Association Certification available. Course fees apply. Two hours per week.

216. Canoeing (2 credit hours)

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Experiential education course introducing basic skills of flat-water canoeing. Instruction covers paddling skills, equipment and selection, trip planning, safety practices, portaging, rescue techniques, reading and responding to environmental factors. Prerequisite ODEL 201. American Canoe Association Certification available. Course fees apply. Two hours per week.

218. Biking (2 credit hours)
Experiential education course introducing the sport of biking. Instruction covers proper fit of helmets and bikes, gear selection, RPM and frame configuration, single-track techniques of climbing and downhill riding, environmental concerns, and an appreciation of the human relationship to the environment. Course fees apply. Two hours per week.

221. Wilderness Navigation (3 credit hours)
Study of techniques for navigating in wilderness settings, including topographical map reading, orienteering and the use of global positioning systems. Study of alternative methods of navigation, and testing and application of skills in classroom and outdoor settings. Weekend off-campus field experience required. Course fees apply. May not receive credit for both PHEC 221 and ODEL 221. Prerequisite: PHEC 201 or ODEL 201.

255. Ethics in Leadership (4 credit hours)
An introduction to ethical considerations for leaders, including responsible planning, decision-making, and group management in organizations. Students are introduced to ethical leadership theories and the application of theory to practice. Case studies and assignments consider policies, legal implications, resource use, and organizational performance outcomes. Prerequisite: SCED 100 or permission of ODEL Coordinator

325. Adventure Programming – Backcountry (4 credit hours)
Introduces advanced backpacking and camping skills. Students develop their understanding of equipment, trip planning and organization, navigation, risk management, and group leadership on backcountry trips. Explores human relationship to the environment. Leave-No-Trace Certification offered. Special fee. Lab. Prerequisite: ODEL 209

326. Adventure Programming - Water (4 credit hours)
Introduces the leadership of water-based expeditions. Students learn equipment and techniques, trip planning and organization, navigation, risk management, and group leadership on water-based trips. Explores human relationship to the environment. Leave-No-Trace Certification offered. Special fee. Lab. Prerequisite: ODEL 214 or 216

345. Environmental Education (4 credit hours)
Provides an introduction to the field of environmental education, including curriculum development, teaching methods, principles of environmental literacy, and history of the discipline.

370. Camp Leadership and Management (3 credit hours)
Study of the history, objectives and trends of organized camping, including organization of day, residential and high adventure camps. Learn administrative best practices for staff hiring and training, techniques of camp counseling, program planning and an introduction to camp craft skills. Course fees apply; contact minor coordinator. Prerequisite: ODEL 201. Three hours per week. (Spring semester only)

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371. Outdoor Leadership Techniques (3 credit hours)
Study of techniques for planning, promoting and leading outdoor adventure activities with special emphasis on understanding leadership theory, minimizing risk and liability, and promoting sustainable practices. Weekend off-campus field experience required. Course fees apply; contact minor coordinator. Prerequisite: ODEL 201. Three hours per week.

385 - Research in ODEL (4 credit hours)
Introduction to quantitative and qualitative methods of scientific inquiry. Gain experience in the use, interpretation, and application of research to solve organizational, instructional, and leadership problems in the field of outdoor education leadership. Prerequisite: Senior status. Three hours per week.

455. Risk Management and Crisis Prevention (4 credit hours)
Explores methodologies for preventing and responding to risks associated with adventure programming. Students learn proactive approaches to avoiding human, equipment, and environmental hazards. Students develop risk assessment, planning and prevention, and crisis response skills. A goal of the course is to establish safety as foundational for quality programming.

472. High and Low Ropes Course Facilitation (3 credit hours)
Introduces students to experiential, adventure-based education. Study and practice principles and theories of leadership education within a cooperative learning approach. May not receive credit for both PHEC 372 and PHEC 472. Course fees apply. Three hours per week.

480 – Seminar in ODEL (1 credit hour)
Encourages the synthesis of theory and practice through specific assignments and exercises chosen by the instructor. Prerequisites: Senior status, completion of core requirements.

495 – Internship in ODEL (6 credit hours)
Provides opportunities to apply theory, principles, and knowledge within a practical experience in a local, state, federal, or private organization. Major paper and journal required. Prerequisite: Written permission of ODEL advisor.

572. Adventure-Based Education (3 credit hours)
Introduces students to experiential, adventure-based education. Students study and practice principles and theories of leadership education within a cooperative learning approach. Three hours per week.

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Appendix B   **B.A. in Outdoor Education Leadership - Salisbury University**

Faculty Credential

Core Faculty

Douglas DeWitt, Ph.D. in Educational Leadership from the Claremont Graduate University. ODEL 200, 255, and 385

Christina Harper (Program Coordinator), M.A.T. from Salisbury University (Ph.D. in Leadership in progress [ABD] from Lancaster Bible College). ODEL 200, 201, 209, 218, 325, 326, 345, 370, 371, 455, and 480

Ron Siers, Ph.D. in Organizational Leadership from the University of Maryland Eastern Shore. SCED 101; ODEL 200 and 255

Diana Wagner, Ed.D. Education from the University of Delaware. ODEL 201, 214, 216, 345, and 385

Contributing Faculty

Christina Vickers, Adjunct Faculty, M.Ed. from Salisbury University; EMT Instructor Trainer, Paramedic. ODEL 201 and 255

John Kiser, Adjunct Faculty, PADI II Instructor Certified; Extensive experience with diving instruction including teaching diving at the US Naval Academy. ODEL 210 and 212

Guy Elzey, Adjunct Faculty, M.Ed. from Salisbury University; Certified High-Low Ropes course instructor. ODEL 472

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UNIVERSITY SYSTEM
of MARYLAND

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

TOPIC: Discussion of Proposed Amendments to Committee Bylaws and Draft Committee Charge

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, September 6, 2019

SUMMARY: As recommended in the University System of Maryland Governance Review Final Report developed by the Association of Governing Boards, USM Board committees should bring clarity to committee work by reviewing and/or developing committee bylaws, charges, and practices to ensure expectations and structures remain consistent with current System priorities. Today, the Committee on Education Policy and Student Life will review and make recommendations regarding the (1) proposed amendments to its description within Article IX, Section 4 of the Bylaws of the Board of Regents of the University System of Maryland and (2) a draft committee charge.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only	DATE: September 6, 2019
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

UNIVERSITY SYSTEM
of MARYLAND

BYLAWS OF THE BOARD OF REGENTS
OF THE UNIVERSITY SYSTEM OF MARYLAND

(Adopted by the Board of Regents, April 5, 1989; Amended, September 27, 1990; Amended February 27, 1991; Amended June 9, 1995; Amended August 25, 1995; Amended December 1, 1995; Amended April 12, 1996; Amended April 4, 1997, Amended December 8, 2000, Amended August 23, 2002; Amended September 12, 2003; Amended December 12, 2003, Amended October 21, 2005, Amended September, 2008, Amended April 15, 2011, Amended December 7, 2012, Amended April 11, 2014, Amended June 10, 2016, Amended December 9, 2016, Amended February 22, 2019)

Pages 9 and 10

Section 4. Committee on Education Policy and Student Life.

A. The Committee on Education Policy and Student Life shall consider and report or recommend to the Board on all matters relating to institutional mission statements and education policies and programs for all institutions and major units, and all issues relating to academic programs such as curriculum development, adequacy of instructional facilities and specialized centers and institutes, and institutional support for student academic services.

  a.   This Committee shall consider and report or recommend to the Board proposals for new academic programs and review and report to the board on the review of existing academic programs that align with the institution's mission, strategic plan, and priorities.
  b.   This Committee shall also consider and report or recommend to the Board on matters and policies relating to faculty, including but not limited to conditions affecting recruitment, appointment, rank, tenure, and retention, and issues brought to the Advisory Councils and USM Office of Academic and Student Affairs.

B. This Committee shall also consider and report or recommend to the Board matters and policies related to students and student support services including, but not limited to, student enrollment, recruitment, retention, transfer, and articulation; financial aid; campus safety and security; athletics; student health and wellness; student government; and student organizations.

C. This Committee shall also consider and report or recommend matters and policies on inter-institutional cooperation, System-wide activities to include, but not limited to, research, training and public service, collaboration with affiliated organizations, and alumni engagement.

D. On all matters provided for in paragraphs A, C, D and E, this Committee shall report to the Board and make recommendations as appropriate.

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F. This Committee shall also consider and report or recommend to the Board related matters brought to it by the Chancellor or the Board.

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UNIVERSITY SYSTEM
of **MARYLAND**

Board of Regents
Committee on Education Policy and Student Life

Charge:

The Committee on Education Policy and Student Life shall perform all necessary business and provide guidance to the Board of Regents on issues that pertain to academic affairs and student affairs functions at the institutions within the University System of Maryland.

Role and Responsibilities:

The Committee on Education Policy and Student Life shall consider and report or recommend to the Board of Regents on matters concerning academic and student affairs-related policies and programs for all institutions and major units including, but not limited to, all issues relating to academic programs such as curriculum development, adequacy of instructional facilities and specialized centers and institutes, and institutional support for student academic services; matters and policies relating to faculty; student enrollment, recruitment, retention, transfer, and articulation; financial aid; campus safety and security; athletics; student health and wellness; student government; and student organizations; and the overall intellectual, social, and emotional climate of the university.

Members of the Committee on Education Policy and Student Life are appointed annually by the Chairperson of the Board. The Committee holds at least five regularly-scheduled meetings during the fiscal year. The members of the Committee may expect to receive information for review in order to consider and report or recommend to the Board of Regents on any of the following matters:

A. Institutional mission statements and goals
B. Establishment and disestablishment of schools and colleges
C. Proposals for new academic programs
D. Review of existing academic programs and enrollments within those programs
E. P-20 partnerships and initiatives
F. Academic transformation and innovation
G. Academic integrity
H. Civic education and civic engagement
I. Student life and student services
J. Inclusion and diversity
K. Student enrollment, recruitment, and retention
L. Transfer and articulation
M. Access and affordability
N. Student health and wellness
O. Academic issues related to intercollegiate athletics
P. Campus safety and security
Q. Title IX and sexual misconduct
R. Faculty life and faculty conduct

S. Faculty policies and procedures including, but not limited to, appointments in rank and promotion to tenure
T. Faculty workload
U. Faculty awards nominations
V. Honorary degree nominations
W. Extramural funding
X. Relevant issues, reports, or requests as brought to the USM by the Maryland Higher Education Commission and other state agencies
Y. Additional pertinent issues as raised by the student, staff, and faculty advisory councils; university administrators; USM officials; and regents

DRAFT

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Report on Academic Program Actions Delegated to the Chancellor, AY 2018 - 2019

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, September 6, 2019

SUMMARY: In accordance with Board Resolution III-7.03, a report is submitted annually to the Board of Regents of program actions delegated to the Chancellor. Between September 2018 and August 2019, the Chancellor approved 17 new certificates, 5 modified certificates, 24 modified degrees, and 17 title changes. He also approved the suspension or discontinuation of 6 degrees, 4 areas of concentration within degrees, and 5 certificates.

In addition, the Board of Regents approved 19 new degree programs.

A chart detailing the Chancellor's actions and programs approved by the Board is attached.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only	DATE: September 6, 2019
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

Academic Program Actions
AY 2018 - 2019

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	**New Certificates, Concentrations/Modified Programs and Degree Changes**	**Title Changes**	
Bowie State University		BS in Business Administration offered at Laurel College Center (8-16-19)		BS in Chemistry (6-21-19)
Frostburg State University	Suspend AOC in Therapeutic Recreation in BA/BS in Recreation and Parks Management (4-10-19) Suspend AOC in Climate Science in BS in Geography (5-22-19) Suspend BS in Athletic Training (4-10-2019)	BS in Recreation and Parks Management AOC: 1. Sports Promotion and Communication (10-16-18) MS in Recreation and Parks Management (Online) AOCs: 1. Recreation and Parks Management; and 2. Sports Management. (10-29-18) MSN in Nursing AOCs: 1. Nursing Education; and 2. Nursing Leadership and Management (12-10-18)	MS in Recreation and Parks Management to *"Recreation. Parks and Sports Management"* (10-29-2019)	Combined BS in Exercise and Sports Science / MS in Athletic Training (2-22-19) MS in Athletic Training (2-22-19)

1

AOC:	Area of Concentration	CAS:	Certificate of Advanced Studies
BA:	Bachelor of Arts	DNP:	Doctor of Nursing Practice
BFA:	Bachelor of Fine Arts	MA:	Master of Arts
BS:	Bachelor of Science	MFA:	Master of Fine Arts
BTS:	Bachelor of Technical Studies	MPS:	Master of Professional Studies
BPS:	Bachelor of Professional Studies	MS:	Master of Science

LDC: Lower-Division Certificate
PBC: Post-Baccalaureate Certificate
PMC: Post-Master's Certificate
UDC: Upper-Division Certificate

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	**New Certificates, Concentrations/Modified Programs and Degree Changes**	**Title Changes**	
Salisbury University	Suspend AOC in Computer Science in BS in Mathematics (10-2-2018)	BS in Community Health offered @USMH (10-15-18) MS in Applied Health Physiology offered @USG (10-15-18) BS Degree in Nursing to *"BSN Degree in Nursing"* (11-27-18) MS Degree in Nursing to *"BSN Degree in Nursing"* (11-27-18)	BA in Communication Arts to *"Communication"* (6-6-2019)	
Towson University Towson University (continued)	Discontinue MS in Applied Gerontology (3-4-2019) Discontinue MS in Kinesiology (3-14-2019) Discontinue PBC in Applied Gerontology (3-4-2019) Discontinue PBC in Application of Dalcroze, Orff, and Kodaly (7-1-2019)	Ed.D. in Instructional Technology – Online (11-27-2018) MS in Instructional Technology – Online (11-27-2018) MS in Transformational Education Leadership – Online (2-22-2019) PBC in Professional Spanish – (5-22-2019)	BS in Biology AOC in Ecology, Evolution Organismal Biology and Conservation in to *"AOC in Ecology, Evolution and Conservation"* (7-1-2019) BS in Integrated Elementary -Special Education to *"BS in Elementary Education /Special Education"* (4-10-2019)	MA in Dance Education (6-21-19) MM in Music Pedagogy (6-21-19) MEd in Gifted and Creative Education (2-22-19)

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AOC:	Area of Concentration	CAS:	Certificate of Advanced Studies	LDC:	Lower-Division Certificate
BA:	Bachelor of Arts	DNP:	Doctor of Nursing Practice	PBC:	Post-Baccalaureate Certificate
BFA:	Bachelor of Fine Arts	MA:	Master of Arts	PMC:	Post-Master's Certificate
BS:	Bachelor of Science	MFA:	Master of Fine Arts	UDC:	Upper-Division Certificate
BTS:	Bachelor of Technical Studies	MPS:	Master of Professional Studies		
BPS:	Bachelor of Professional Studies	MS:	Master of Science		

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	**New Certificates, Concentrations/Modified Programs and Degree Changes**	**Title Changes**	
	Suspend CAS in Reading Education (10-2-2018) Suspend PBC in Integrated STEM Instructional Leadership (11-27-2018)			
University of Baltimore	Discontinue PBC in Strategic Management and Public Accountability (10-15-19) Suspend BA in International Studies (10-2-2018) Suspend BA in Jurisprudence (4-10-2019) Suspend MPS in Justice Leadership and	LLM and Master of Science in Taxation – Online (2-13-2019) LLM and Master of Science in Taxation – Rescind Online Delivery (5-22-2019) MPS in Justice Leadership and Management – Online (12-10-2018) PBC in Public Safety Leadership – Online (7-1-2019) PBC in Family Law – Online (5-22-2019)	BA in Environment Sustainability and Human Ecology to *"Environment Sustainability"* (10-1-2018) BA in Philosophy, Society and Applied, Ethics to *"Philosophy, Law and Ethics"* (10-2-2018) BA in Government and Public Policy to *"Policy, Politics and International Affairs"* (2-22-2019)	MS in Cybersecurity Management (12-14-2018)

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AOC:	Area of Concentration	CAS:	Certificate of Advanced Studies	LDC:	Lower-Division Certificate
BA:	Bachelor of Arts	DNP:	Doctor of Nursing Practice	PBC:	Post-Baccalaureate Certificate
BFA:	Bachelor of Fine Arts	MA:	Master of Arts	PMC:	Post-Master's Certificate
BS:	Bachelor of Science	MFA:	Master of Fine Arts	UDC:	Upper-Division Certificate
BTS:	Bachelor of Technical Studies	MPS:	Master of Professional Studies		
BPS:	Bachelor of Professional Studies	MS:	Master of Science		

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	**New Certificates, Concentrations/Modified Programs and Degree Changes**	**Title Changes**	
	Management-Face-to-Face Program (5-22-2019)	PBC in Global Industrial-Organizational Psychology (7-1-2019)	MA in Legal and Ethics to *"Legal Studies"* (2-7-29) MS in Forensic Science-High Tech Crime to "Forensic Science-Cyber Investigations (2-7-19)	

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	**New Certificates and Concentrations/Modified Programs and Degree Changes**	**Title Changes**	
University of Maryland, Baltimore		MS in Health and Social new AOC in Global Health Innovation (1-7-2019) Degree Change MS in Nursing to *"MSN in Nursing"* (10-2-2018) PBC in Oral Health Sciences (4-10-2019) PMC in Cybersecurity Law (10-15-2018)		Accelerated BS in Health Science / MS Health Science with AOC in Physician Assistant (12-14-2018) BS / MS om Clinical Dental Hygiene Leader (12-14-2018)

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AOC:	Area of Concentration	CAS:	Certificate of Advanced Studies	LDC:	Lower-Division Certificate
BA:	Bachelor of Arts	DNP:	Doctor of Nursing Practice	PBC:	Post-Baccalaureate Certificate
BFA:	Bachelor of Fine Arts	MA:	Master of Arts	PMC:	Post-Master's Certificate
BS:	Bachelor of Science	MFA:	Master of Fine Arts	UDC:	Upper-Division Certificate
BTS:	Bachelor of Technical Studies	MPS:	Master of Professional Studies		
BPS:	Bachelor of Professional Studies	MS:	Master of Science		

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	**New Certificates and Concentrations/Modified Programs and Degree Changes**	**Title Changes**	
		PMC in Homeland Security and Crisis Management Law (10-15-2018)		MS in Medical Cannabis Science and Therapeutics (6-21-2019) PhD in Health Professions Education (2-22-2019)
University of Maryland, Baltimore County		BS in Computer Science offered @ USG (8-6-2019) LDC in Allied Health Preparatory Studies (4-10-2019 Approved), (8-14-2019 Withdrawn) PMC in College Teaching and Learning (8-6-2019) UDC in History of Philosophy (10-16-2018) UDC in Philosophy of Mind and Psychology (10-16-2018) UDC in Philosophy, Ethics, and Values (10-16-2018)		BS in Middle Grades STEM Education (2-22-2019)

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AOC: Area of Concentration	CAS: Certificate of Advanced Studies	LDC: Lower-Division Certificate
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BS: Bachelor of Science	MFA: Master of Fine Arts	UDC: Upper-Division Certificate
BTS: Bachelor of Technical Studies	MPS: Master of Professional Studies	
BPS: Bachelor of Professional Studies	MS: Master of Science	

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
		UDC in Philosophy, Law, and Politics (10-16-2018) UDC in Philosophy, Logic, and Science (10-16-2018) UDC in Social Dimension of Health (5-23-2019)		

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Maryland, College Park		Master of Health Administration – Online (4-10-2019) MS in Supply Chain Management - Online (2-7-2019)	PBC in Intermediate Survey Methods to *"Fundamentals of Survey Methods"* (7-1-2019) PBC in MSDE Administrator I to	BA in Philosophy, Politics, and Economics (2-22-2019) BS in Embedded Systems and Internet of Things (2-22-2019) BS in Human Development (2-22-2019)

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AOC: Area of Concentration
BA: Bachelor of Arts
BFA: Bachelor of Fine Arts
BS: Bachelor of Science
BTS: Bachelor of Technical Studies
BPS: Bachelor of Professional Studies

CAS: Certificate of Advanced Studies
DNP: Doctor of Nursing Practice
MA: Master of Arts
MFA: Master of Fine Arts
MPS: Master of Professional Studies
MS: Master of Science

LDC: Lower-Division Certificate
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PMC: Post-Master's Certificate
UDC: Upper-Division Certificate

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	**New Certificates and Concentrations/Modified Programs and Degree Changes**	**Title Changes**	
		MPS New Iteration in Data Science and Analytics (7-1-2019) MPS New Iteration in Machine Learning (7-1-2019) PBC in Computational and Mathematics for Biology (COMBINE) (5-30-2019) PBC in Innovation and Entrepreneurship (4-10-2019) PBC of Professional Studies Program New Iteration in Fundamentals of Survey and Data Science (5-30-19) PBC of Professional Studies Program New Iteration in Criminal Justice Administration (7-1-2019) PBC of Professional Studies Program New Iteration in Leadership in Diverse Organizations (7-1-2019)	*"School Improvement Leadership"* (1-25-2019) Ph.D. in Health Science to *"Health Services Research"* (4-10-2019)	BS in Neuroscience (2-22-2019) MS in Applied Economics (4-19-2019) MS in Geospatial Information Sciences (4-19-2019) MS in Geospatial Intelligence (4-19-2019)

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AOC: Area of Concentration	CAS: Certificate of Advanced Studies	LDC: Lower-Division Certificate
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BS: Bachelor of Science	MFA: Master of Fine Arts	UDC: Upper-Division Certificate
BTS: Bachelor of Technical Studies	MPS: Master of Professional Studies	
BPS: Bachelor of Professional Studies	MS: Master of Science	

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Maryland, Eastern Shore	Suspend AOC in Software Engineering in the BS in Aviation Science (7-1-2019)	Specialization in Community Counseling in MEd in Counselor Education (5-30-2019) Specialization in School Counseling in MEd in Counselor Education (5-30-19)	BS in Agribusiness to *"Agribusiness Management"* (4-10-2019) AOC in Community Counseling to *"Clinical Mental Health Counseling"* in MEd in Counselor Education (7-23-2019) Specialization in Community Counseling to *"Clinical Mental Health Counseling"* in MEd in Counselor Education (5-30-2019)	

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AOC:	Area of Concentration	CAS:	Certificate of Advanced Studies
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BPS:	Bachelor of Professional Studies	MS:	Master of Science

LDC: Lower-Division Certificate
PBC: Post-Baccalaureate Certificate
PMC: Post-Master's Certificate
UDC: Upper-Division Certificate

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	**New Certificates and Concentrations/Modified Programs and Degree Changes**	**Title Changes**	
University of Maryland, Eastern Shore (continued)		MS in Rehabilitation Counseling, curriculum modification (8-20-2019) MS in Rehabilitation Counseling – Online (8-20-2019) PBC in Rural Health Disparities and Social Inequities (5-23-2019)	MS in Rehabilitation Counseling to *Clinical Rehabilitation Counseling* (8-20-2019) PhD in Food Science and Technology to "Food and Agricultural Sciences (4-10-2019)	

AOC:	Area of Concentration	CAS:	Certificate of Advanced Studies	LDC:	Lower-Division Certificate
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BTS:	Bachelor of Technical Studies	MPS:	Master of Professional Studies		
BPS:	Bachelor of Professional Studies	MS:	Master of Science		

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Notification of Awards: USM Regents Scholars Program, Donald Langenberg Lecture Award, Wilson H. Elkins Professorships

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, September 6, 2019

SUMMARY: Annually, the USM Office of Academic and Student Affairs facilitates the distribution of scholarships to students and research funds in support of its faculty. These resources are supported by endowed funds, which are managed by USM officials. Following is information about the USM Regents Scholars Program, the Donald Langenberg Lecture Award, and the Wilson H. Elkins Professorship and how these funds are used to recruit students, award student achievement and involvement, and support important faculty research proposals.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only	DATE: September 6, 2019
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

University System of Maryland Regents Scholars Program

The prestigious Regents Scholars Program has been created to provide outstanding students with the financial freedom to pursue academic studies at one of the nation's finest university systems. Consideration is given to exceptional students, both first-year and transfer students, applying for admission to full-time undergraduate programs at one or more of the University System of Maryland institutions. Substantial endowments have been established by individuals and corporations in order to cover the estimated cost of attendance for tuition and fees, living expenses and academic materials.

Two types of scholarships are available:

- full scholarships - cover the entire estimated costs of in-state tuition, fees, room, board, books and academic materials
- partial scholarships - range from $3,000-5,000 per year for educational expenses, such as tuition, books, room & board

A typical full scholarship for a first-year student or transfer student for 2019-20 would be approximately $23,781 per year.

Some Regents Scholarships have additional criteria relating to particular disciplines or to students' demonstration of financial need. Some scholarships have no qualifying factor other than merit. The awards are funded in part by endowments established by University System of Maryland benefactors committed to academic excellence.

Quotes from some of the faculty letters of recommendation may provide emphasis for the importance of these scholarships in recognizing truly talented students:

- *"I first met Student A in 2018 when she took Principles I and Principles II – concurrently, in the same semester. As a professor, there are some students you meet in your career that have the 'it' factor. [Student A] is one of these students – she has the 'it' factor. She has drive, integrity, grit and intelligence coupled with an engaging personality and enthusiasm. Her body of work at [college] is compelling evidence for her determination and persistence."*
- *"Student B was a student in my class this Spring. I was truly impressed during the entire semester by his intellect, character, and humility. He was a recognized leader in the class. It was a leadership that was best illustrated by the respect of his peers. His respect for the opinions of others, and an uncanny ability to alter the opinions of his classmates was very impressive. To be able to do this not by force of will, but by calm, insightful, discussion demonstrated a powerful intellect fed by tremendous intellectual curiosity."*

PROJECTED SPENDING FOR USM REGENTS SCHOLARSHIPS

AY 2019-2020

Type of Scholarship	New Awards	Continuing Awards	Typical Award Amount	Aggregate Amount	Note
Regents – full	3 first-year students	6 students originally awarded as first-year students	$23,781	**$214, 029**	The Typical Award and Aggregate Amounts for Full Regents Scholarships include the value of the Remission of Tuition provided by the USM Institutions.
	3 transfer students	3 students originally awarded as transfer students	$23,781	**$142,686**	The Typical Award and Aggregate Amounts for Full Regents Scholarships include the value of the Remission of Tuition provided by the USM Institutions.
Regents – partial	3 first-year students	2 students originally awarded as first-year students	$4,000	**$20,000**	
	4 transfer students	1 student originally awarded as transfer student	$4,000	**$20,000**	
Total	13 new students	12 continuing students	Either $4,000 or $23,781	**Approximately $396,715**	

UNIVERSITY SYSTEM
of **MARYLAND**

Langenberg Lecture and Award

The Langenberg Lecture and Award was established through a solicitation for an endowed fund in honor of former University System of Maryland (USM) Chancellor Donald N. Langenberg on the occasion of his retirement in 2002. The Lecture, now in its fifteenth year, honors Dr. Donald Langenberg, who served as Chancellor from 1990 to 2002. The lecture, which rotates among the USM's 12 campuses, recognizes Don's service and his vision for inspiring change in education, from kindergarten through college. The Lecture brings nationally-recognized leaders to USM to speak on a broad range of issues within the field of education. Scholars from many fields should are considered for the Lecture, from neuroscientists studying brain development, to social workers studying the impact of family on learning, to public policy experts or legal advocates. These lectures have become an annual forum for addressing critical issues in education. Previous speakers include Nobel Prize laureate physicist Leon Lederman; former Lockheed Martin CEO Norman Augustine; US Secretary of Education Arne Duncan; Director John P. Holdren, Senior Advisor to President Obama on Science and Technology; Senator Barbara A. Mikulski; and, most recently, former Northrop Grumman CEO, Wes Bush.

The Award recognizes a rising senior who shows promise and commitment to a career in education. Selection criteria for the award must include evidence of a strong commitment to a career in education and strong academic performance. Preference is giving to rising seniors, since the award should be considered a crowning achievement of their academic careers.

2019 Langenberg Award Recipient
Ms. Faith Garner, Bowie State University

The USM was proud to present Ms. Faith Garner with a $2,000 award in recognition of her outstanding achievements in the field of education. Ms. Garner's exemplary academic accomplishment in her program and her commitment to teaching are laudable. While maintaining academic excellence, she held leadership roles in the Bulldog Academy Leadership Institute, Bowie Sisters United, and other organizations. Additionally, Faith takes time to mentor new students. The USM celebrates Faith Garner's work in helping the USM achieve its goals of preparing the next generation of highly-qualified teachers and professionals in education.

UNIVERSITY SYSTEM
of **MARYLAND**

Wilson H. Elkins Professorship

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

2019-2020 Elkins Professorship Awardees

Elkins Traditional Professorships

Award to Bowie State University to support the work of Dr. Julius Davis, Associate Professor of Mathematics Education in the Department of Teaching, Learning and Professional Development, who will establish a center that will focus on recruiting Black males into teacher education programs and the profession, addressing college access concerns for that group, as well as conducting associated research. ($44,000)

Award to the University of Baltimore to support the work of Dr. Mortimer Sellers, Director of UB's Center for International and Comparative Law, as he develops a Law and Justice Program that will, among other initiatives, offer classes in law and justice, send UB students into partner NGOs to work on law and justice projects, and pursue research in law and justice. ($35,000 for each of two years)

Award to the University of Maryland Eastern Shore to support the work of Dr. Paulius Chigbu, Professor in the Department of Natural Sciences, who will expand research focusing on the influence of environmental factors on fish recruitment and trophic dynamics in the Maryland Coastal lagoons and coastal ocean and expand the scope of the Summer Geoscience Bridge Program for rising freshmen. ($70,000)

Elkins Academic Transformation Professorships

Multiple awards to faculty across institutions to support their efforts to adopt, adapt, create, and scale the use of fully accessible, freely-available educational resources as part of the Maryland Open Source Textbook initiative (part of the Maryland General Assembly's 2017 Textbook Costs Savings Act). Projects aim specifically at increasing access, affordability, as well as student achievement through course redesign. ($40,000)

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Tentative Annual Agenda, 2019-2020

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, September 6, 2019

SUMMARY: The Tentative Agenda for 2019-2020 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. enrollment projections, campus crime reporting, financial aid), while others respond to specific requests for reports and recommendations on a variety of topics of interest to the Committee as previously noted by the regents.

Today, the Committee has an opportunity to review the proposed annual agenda and suggest modifications, including the addition of items that Committee members believe warrant particular attention by the Board.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only		DATE: September 6, 2019
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

USM BOARD OF REGENTS
COMMITTEE ON EDUCATION POLICY AND STUDENT LIFE
TENTATIVE AGENDA 2019-2020

Friday, September 6, 2019 – Towson University
1. New Academic Program Proposals (Action)
2. EPSL Bylaws and Charge (Information)
3. Report on Academic Program Actions Delegated to the Chancellor, 2018-2019 (Information)
4. Notification of Awards: Regents Scholarships and Elkins Professorships (Information)
5. Tentative Annual Agenda, 2019-2020 (Information)
~~~~~~~~~~~Closed Session~~~~~~~~~~~
6. Out-of-Cycle Honorary Degree Nomination (Action)

Tuesday, November 5, 2019 – University of Baltimore
1. New Academic Program Proposals (Action)
2. Update: Academic Innovation and Transformation (Information)
3. Report on Intercollegiate Athletics (Information)
4. Report on Opening Fall 2019 Enrollments and FY 2020 Estimated FTE Report (Information)
5. Report on the Instructional Workload of the USM Faculty, 2018-2019 (Information)
6. Mental Health and Wellness (Information)

Tuesday, January 7, 2020 – Towson University
1. New Academic Program Proposals (Action)
2. Results New Program 5-Year Enrollment Review (Information)
3. Results of Periodic (7-Year) Reviews of Academic Programs (Information)
4. External Funding Report (Information)
5. Inclusion and Diversity: Campus Climate (Information)
6. Civic Engagement and Civic Education: Census 2020 (Information)
~~~~~~~~~~~Closed Session~~~~~~~~~~~
7. Regents' Faculty Awards Recommendations (Action)
8. Honorary Degree Nominations (Action)

Friday, March 6, 2020 – University of Maryland Global Campus
1. New Academic Program Proposals (Action)
2. Comprehensive Pipeline Review (Information)
    Report on USM Institutional SAT Profile
    Report on Retention and Graduation Rates
    Report on Transfer Students
3. Articulation Across the USM (Information)
4. Campus Crime Reports (Information)
5. Update: P-20 (Information)

Tuesday, May 5, 2020 – University of Maryland, Baltimore
1. New Academic Program Proposals (Action)
2. Inclusion and Diversity: Cultural Diversity Progress Reports (Action)
3. Policy Amendments (Action)
4. Brainstorm 2020-2021 Meeting Topics (Information)

UNIVERSITY SYSTEM *of* MARYLAND

TOPIC: Motion to Adjourn and Reconvene in Closed Session (Action)

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, September 6, 2019

SUMMARY: The Open Meetings Act permits public bodies to close their meetings to the public in special circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Board of Regents' Committee on Education Policy and Student Life will now vote to reconvene in closed session. As required by law, the vote on the closing of the session will be recorded. A written statement of the reason(s) for closing the meeting, including a citation of the authority under §3-305 and a listing of the topics to be discussed, is available for public review.

It is possible that an issue could arise during a closed session that the Committee determines should be discussed in open session or added to the closed session agenda for discussion. In that event, the Committee would reconvene in open session to discuss the open session topic or to vote to reconvene in closed session to discuss the additional closed session topic.

ALTERNATIVE(S): No alternative is suggested.

FISCAL IMPACT: There is no fiscal impact.

CHANCELLOR'S RECOMMENDATION: That the Board of Regents Committee on Education Policy and Student Life vote to reconvene in closed session.

COMMITTEE ACTION: DATE: September 6, 2019

BOARD ACTION: DATE:

SUBMITTED BY: Joann A. Boughman   301-445-1992   jboughman@usmd.edu

UNIVERSITY SYSTEM
of MARYLAND

STATEMENT REGARDING CLOSING A MEETING
OF THE
USM BOARD OF REGENTS

Date: Friday, September 6, 2019

Time: 11:00 a.m. (approximately)

Location: Towson University

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.

Md. Code, General Provisions Article §3-103(a)(1)(i):

    [ ]   Administrative Matters

TOPICS TO BE DISCUSSED: (List topics to be discussed)
The Committee on Education Policy and Student Life will discuss recommendations for an out-of-cycle nomination for an honorary degree.

REASON FOR CLOSING:
To maintain confidentiality of personnel-related and personal information of a candidate for an honorary degree. (§3-305(b)(1) and (2)).