

UNIVERSITY SYSTEM OF MARYLAND
BOARD OF REGENTS
COMMITTEE ON EDUCATION POLICY
MINUTES OF THE MEETING OF FEBRUARY 10, 2011

PUBLIC SESSION

The Committee on Education Policy of the University System of Maryland Board of Regents met in public session on Thursday, February 10, 2011, in Room 3230 of the Camille Kendall Academic Center (Building III), Universities at Shady Grove, 9636 Gudelsky Drive, Rockville, Maryland, beginning at 2:30 p.m. Present were Dr. Florestano, Chairperson; Mr. Augustine, Ms. Gonzales, Dr. Reid, Mr. Slater, Dr. Vance, and Dr. Young. Also attending were Dr. Beise, Dr. Boesch, Dr. Bonner, Dr. Frank, Dr. Goldstein, Ms. Hollander, Dr. Hudson, Ms. Kropp, Mr. Lurie, Ms. Marionni, Mr. Muntz, Dr. Orlin, Dr. Passe, Ms. Shaheed, Dr. Shirazi, Dr. Simpson, Mr. R. Smith, Ms. K. Smith, Dr. Tardiff, Dr. Valli, Dr. Vaporis, Dr. Watson, Dr. Welsh, Dr. Williams, Dr. Wolfe, Dr. Wood, members of the press, and other observers.

Dr. Florestano called the meeting to order, noting that this meeting had been rescheduled due to inclement weather on the original meeting date of January 26, 2011. The agenda items were discussed in the order reported in the minutes; copies of materials distributed at the meeting are on file with the official minutes of the meeting.

1. New Academic Program Proposals.

a. TU: B.A./B.S. in Middle School Education.

Dr. Jeff Passe, Chair of Secondary Education at Towson, commented that middle-schoolers have needs that differ from students in the elementary grades and in high school; the proposed middle school program specifically addresses Maryland's new emphasis on middle grades education. Two years ago, the Maryland State Department of Education (MSDE) established a new middle school certification area to address the need for specialists in education for early adolescents. The proposed program is specifically designed to prepare teachers to be certified to teach in middle grades (4-9). Upon completion of the program, teachers will be certified in two middle school content areas, i.e., mathematics, science, English language arts, and social studies.

Dr. Passe said that the learning outcomes of the proposed major reflect the standards of the National Middle School Association (NMSA) and MSDE. As with all professional education programs, candidate outcomes will be systematically assessed, based on program-specific, performance-based assessments, approved by NMSA. The major requires that students demonstrate the standards-based knowledge, skills, and dispositions necessary to become an effective beginning middle school educator, emphasizing the following themes: Young Adolescent Development, Middle Level Content, Middle Level Philosophy and School Organization, Middle Level Curriculum and Assessment, and Middle Level Instruction and Assessment.

Dr. Passe noted that the proposed program will serve candidates seeking dual Maryland certification in middle school and will provide them with a major advantage in seeking employment as an educator. It will prepare candidates who have appropriate content knowledge in two subject areas, as well as the pedagogical background necessary to teach young adolescents. Graduates of the program will be considered "Highly Qualified" in district "No Child Left Behind" reporting.

Dr. Florestano asked about planned enrollment in the program and about the existence in Maryland of similar programs. Dr. Passe said that the enrollment in the program is projected to be 30 full-time students in the first year, increasing by the second year of operation to a steady-state enrollment of 45 students. Only one other institution in the state offers this program, he said, and that is a small, private institution.

Dr. Vance asked for what level of principal position those individuals whose teaching certification is in middle school education would be eligible. Dr. Passe replied that MSDE has not yet addressed this question but that he suspects it would probably be an acceptable credential for secondary school principals. Dr. Vance noted that parents have been critical of middle school education for a lack of content in mathematics, English, and science; he asked if this proposed program will address that concern. Dr. Passe said that it should; the program includes 24 credit hours in each of two content areas and also includes pedagogical courses that teach educational methods that are particularly appropriate for use with the middle-school age group, thus ensuring that education will be more effective for the students. Mr. Augustine asked in what departments program participants would get their content area education; Dr. Passe said that at Towson, math education is in the math department, physics education is in the physics department, and so on.

Dr. Young asked if someone with this degree could apply for jobs not in middle schools. Dr. Passe said that job opportunities are tied to where graduates are certified and that certification is the domain of MSDE, not of the university offering the degree. Students in the proposed program would be prepared to teach in grades 4 through 9.

Following discussion, Dr. Reid moved, Dr. Young seconded, and the Committee on Education Policy unanimously recommended that the Board of Regents approve the proposal from the University to offer the Bachelor of Arts/Bachelor of Science in Middle School Education.

b. TU: Upper-Division and Post-baccalaureate Certificates in Human Capital Development

Towson's Provost, Dr. Marcia Welsh, introduced the proposal. She said that the certificates were developed in direct response to BRAC changes in Maryland and a request from the Defense Intelligence Security Agency (DISA). The program will be offered initially on site at Fort Meade, she said, and DISA plans to support 60 of its employees in the proposed certificates.

Dr. Florestano asked about the availability in Maryland of similar programs. Dr. Welsh said that there are currently nine programs in human resources but none in human capital development; she explained that human resources programs addresses the entire workforce, while human capital development focuses on the selective, high-end component of a workforce.

Dr. Florestano asked if the program will remain a closed-site offering. Dr. Welsh said that it was designed to meet DISA's needs but would also be suitable for other audiences. Towson will seek Board approval should it decide to offer the program on campus at a later date.

Dr. Goldstein noted that human capital development is part of a growing field of organizational psychology that includes the design of career development and mentoring programs.

Following discussion, Mr. Slater moved, Dr. Reid seconded, and the Committee on Education Policy unanimously recommended that the Board of Regents approve the proposal from Towson University to offer the upper-division and post-baccalaureate certificates in Human Capital Development.

c. UB: B.A. in Integrated Arts.

Dr. Joe Wood, UB's Provost, reminded the Committee that last year UB brought forward for their approval a number of programs to "flesh out" the institution's undergraduate offerings as part of UB's transition to the four-year curriculum. The proposal being presented today continues that transition, is consistent with UB's emphasis on practical education and community engagement, relies heavily on existing courses, and is especially "transfer-friendly." He said that it is an ideal choice for students who are not likely to have successful careers as artists to remain in the arts.

Three aspects of the proposed program make it unique in the state, Dr. Wood said. First, students will be exposed to the cultural, political and economic aspects of the arts in general while specializing in one area: creative writing, creative multimedia, graphic design, visual arts, theater, dance, music, photography or filmmaking. Students specializing in an arts area not offered by UB may take advantage of USM inter-institutional registration. Second, the program emphasizes technological literacy, from the history of arts technology to contemporary and future applications of technology that help artists and arts organizations produce, manage, and promote the arts. Third, the program will make extensive use of the Baltimore metropolitan area as a learning laboratory for students: integrated arts majors will shadow artists, intern with arts organization, and attend exhibits and performance.

Dr. Florestano asked about faculty who have been identified to be part of the program. Dr. Wood said that faculty in the programs in communication design, digital arts, policy and business will be involved. Students will take their studio courses beyond UB's campus, utilizing other institutions within and outside of the System (Maryland Institute College of Art, for example); and the proposed program will partner with the city's theaters, museums, galleries, musical venues and arts advocacy groups for student internships, work/study positions and job placements.

Dr. Vance commended UB on its innovative approach of integrating rather than isolating the disciplines. Following discussion, Dr. Vance moved, Dr. Young seconded, and the Committee on Education Policy unanimously recommended that the Board of Regents approve the proposal from the University of Baltimore to offer the Bachelor of Arts in Integrated Arts.

d. UB: M.S. in Global Leadership.

Dr. Wood introduced Dr. Christine Nielsen, Professor of Management and International Business, who presented the proposal for an M.S. in Global Leadership. She noted that she wanted to emphasize two key points:

1. The program addresses a key priority interest of the state; and
2. UB is well positioned to address that need and interest.

This program, like the last one, is interdisciplinary. It integrates international political, legal and social issues into the core of the program and offers an international field study experience that is unique to this program. The 30-credit program is designed for great flexibility so that students can participate without interruption to full-time career responsibilities. It is expected that the program will attract

individuals who are in management positions with global leadership responsibilities, managers of foreign companies charged with cross-border business coordination and outsourcing services, accounting professionals and management consultants assuming global roles, public sector managers, and students jointly enrolled in a UB JD/MS in Global Leadership program.

Dr. Florestano asked for clarification of the difference between the Global MBA offered by both The Johns Hopkins University and George Washington University and the M.S. in Global Leadership that UB is proposing. Dr. Nielsen said that the Global MBA programs do not have the same emphasis on leadership and motivating leaders throughout the organization that the proposed M.S. has. The proposed program incorporates the liberal arts and law and will hone the special competencies required for success in multicultural organizations both at home and abroad, she said.

Mr. Augustine commented that the proposal is very impressive, and he asked if the curriculum included a component on ethics. Dr. Nielsen said that the business courses in the curriculum include a strong emphasis on ethics and corporate responsibility. Mr. Slater noted that the projected enrollment is between five and 22 students, and he asked if that enrollment is sufficient to support a master's program. Dr. Wood responded that the courses in this program will be taken by students in other programs. He described the UB program inventory as a set of "IKEA programs" composed of modules that can be put together in different configurations to meet different educational goals.

Following discussion, Mr. Slater moved, Dr. Reid seconded, and the Committee on Education Policy unanimously recommended that the Board of Regents approve the proposal from the University of Baltimore to offer the Master of Science in Global Leadership.

e. UMBC: B.A, Minor, and Upper Division Certificate in Asian Studies.

Dr. Elliot Hirshman, Provost at UMBC, introduced Dr. Constantine Vaporis of the Department of History, who presented the proposal. He said that the proposed program has three main components: a series of introductory courses, sufficient language instruction to achieve proficiency level, and senior-level electives. The interdisciplinary and interdepartmental program will introduce undergraduates to the knowledge, language skills and research methods to prepare them for various professional paths related to Asia, including not only advanced academic research but also international relations, international business and trade, governmental service, or international law, he said.

Dr. Vaporis said that this is a 37-credit major, that there is very strong student interest in the program, and that there are excellent job opportunities for graduates with the skill set majors will have, including careers in international business and banking, journalism, government service (Foreign Service, the military, the intelligence community), non-governmental organizations and agencies such as Amnesty International and the United Nations, teaching, and graduate studies, business or law school.

Although the proposed budget for the program is relatively modest, Dr. Vaporis said, there will be some up-front expenditures, including additional faculty hires. UMBC currently offers a minor in Asian Studies with 350 students enrolled in courses in that area. Existing language courses are currently at capacity, so new students will create additional instructional costs. Dr. Vaporis said that the addition of 50 new students to the campus will provide enough tuition revenue to support the program.

Although there are other programs in Asian studies and Asian languages offered elsewhere, Dr. Vaporis said, two things make this program unique: it offers three Asian languages and it is a full-fledged major. Dr. Florestano asked if UMBC is planning to move into other languages. Dr. Vaporis said that one of the reasons this is being billed as “Asian Studies” not “East Asian Studies” is because it may expand its scope in response to demand for South Asian languages. He said there are significant numbers of students pressing for instruction in Hindi and Urdu and for more courses in Arabic.

Dr. Young said he is supportive of the program, but he noted that the existing faculty includes very few Asians, judging from the names on the faculty roster. Dr. Vaporis said that UMBC is working on recruiting additional Asian faculty. Dr. Vance asked what the plans are to keep this from becoming a program that attracts only Asian students. Dr. Hirshman said that UMBC has found that courses offered thus far have spurred very broad interest among all students and he does not see any immediate risk of the program becoming overly Asian. Dr. Vaporis said that this is not a program designed for heritage students; it goes well beyond that, he said, particularly in that it promises such strong employment opportunities. He noted that among languages offered at UMBC, Japanese has the highest FTE of any language although there are very few heritage students enrolled in those courses. Courses in Chinese and Korean currently enroll about 50% heritage students. Dr. Reid said that, given the international addiction to Japanese film and martial arts, he can see that the course offerings for this program are well thought out.

Following discussion, Dr. Vance moved, Dr. Reid seconded, and the Committee on Education Policy unanimously recommended that the Board of Regents approve the proposal from the University of Maryland Baltimore County to offer the Bachelor of Arts, Minor and Certificate in Asian Studies.

f. UMCP: B.S. in Middle School Education.

Dr. Betsy Beise, Associate Provost, introduced the proposal, noting that it responds particularly to the need for middle school STEM teachers. The program will be funded by reallocating resources from elementary education (15-20% of the existing elementary education majors have shown interest in a major in middle school STEM education) and will be a collaboration between the College of Education and the College of Computer, Mathematical and Natural Sciences.

Dr. Beise then introduced Dr. Linda Valli of the Department of Curriculum and Instruction. Dr. Valli said that the proposed program focuses on mathematics and science because those are the areas of greatest need. Only one-third of eighth-graders are proficient in math and science. UMCP is holding off on middle school education in English and social studies for the time being, she said. This is a 120-credit program and is cost-neutral since the institution will decrease its elementary education cohort to accommodate the middle school majors.

Mr. Slater noted that, in addition to the Towson program just recommended for approval, there is only one other program in the state. Dr. Valli said that it is small and private. She said that the Towson and UMCP programs are not dissimilar although UMCP has a different focus, but this is an area of great need and it is appropriate that the largest producers of teachers in the state should pursue this avenue. She noted that many other states had middle-school certification before Maryland and that we have learned a lot from their experiences.

Following discussion, Mr. Slater moved, Ms. Gonzales seconded, and the Committee on Education Policy unanimously recommended that the Board of Regents approve the proposal from the University of Maryland, College Park to offer the Bachelor of Science in Middle School Education with Concentrations in Mathematics and Science.

g. UMUC: Post-baccalaureate Certificate in Intellectual Property, Digitization and Multi-Media.

Dr. Marcia Watson, Associate Provost, introduced Dr. Michael Frank of the Graduate School of Management and Technology and Dr. Kim Bonner of UMUC's Center for Intellectual Property.

Dr. Bonner said that the proposed program will be unique in Maryland and "pace-setting" in the nation; it will be offered entirely on line and all courses will be taught by the faculty of the Center for Intellectual Property. The center currently offers non-credit programs in intellectual property. There have been over 1,000 enrollments in the past two years, she said, and the program is definitely scalable.

Dr. Florestano commented that this is a very specialized program, and she asked about who teaches in a program such as this. Dr. Bonner said that Center faculty includes attorneys, people in "the Googles of the world," and others. She said that the Center's non-credit certificate program has been very successful, but that clients are clamoring for a credit-bearing program. Mr. Slater asked if the program might be of interest to attorneys; Dr. Bonner said that it's possible a few might find the program worthwhile.

Following discussion, Dr. Reid moved, Dr. Vance seconded, and the Committee on Education Policy unanimously recommended that the Board of Regents approve the proposal from the University of Maryland University College to offer the Post-baccalaureate Certificate in Intellectual Property, Digitization, and Multi-Media.

There was a brief discussion, prompted by a question from Mr. Augustine, about the procedures for eliminating programs. Dr. Goldstein described the MHEC low-productivity program review and the USM periodic review of academic programs, both of which are designed to evaluate the health of existing programs. Programs that demonstrate declining enrollment and degree production may be slated for elimination; BOR Policy III-7.02 (Policy on the Review and Abolition of Existing Academic Programs) addresses the process for closing programs without negative impact on enrolled students.

2. USM Institutions and Regional Centers: Mission and Goals Statements.

Dr. Goldstein provided a brief synopsis of the mission statement approval process. Dr. Florestano reminded the Committee of the long day on December 13, 2010, when the Committee received presentations of the USM institutions' and regional centers' proposed mission and goals statements. During the discussion, suggestions were made for revisions to provide clarification or to strengthen institutional goals and objectives for some institutional statements, and Dr. Florestano suggested that today's discussion highlight those statements that have been changed since the December meeting. Dr. Goldstein reported that the University of Baltimore, University of Maryland Baltimore County, University of Maryland, College Park, and University of Maryland Center for Environmental Science have submitted revised statements that reflect the recommendations of the Committee. In addition, the statement for the Universities at Shady Grove has been revised to comply with the Maryland Higher Education

Commission's format requirements for regional higher education centers. All other statements remain unchanged, he noted.

The statement for the University of Baltimore included the addition of environmental science under the section on program emphases. Dr. Wood said that UB is taking a very strategic approach to integrating into its curriculum science that supports general education; he commented that UB will not be adding high-cost programs like physics but that the addition of programs like environmental science makes sense. The development of the mission statement, he added, has provided a good opportunity to work with faculty in visioning the future of the institution. Dr. Hirshman reported that the UMBC statement has been modified to emphasize the institution's achievements in minority education, particularly in STEM fields.

Dr. Donald Boesch, president of the University of Maryland Center for Environmental Science, reported that he has been in conversation with representatives of the MEES program at other participating institutions concerning an expanded leadership role for UMCES. The change to the mission statement recommended by the Committee is on page 5 of the revised statement and discusses the role of UMCES in graduate education. Dr. Betsy Beise, associate provost at UMCP, said that the recommended changes to the College Park mission statement are reflected in more detailed language about East Campus development (page 7).

Following discussion, Dr. Young moved, Dr. Reid seconded, and the Committee on Education Policy unanimously recommended that the mission and goals statements of the USM institutions and regional centers be submitted to the Maryland Higher Education Commission for distribution and comment and that the Board of Regents approve the statements after the comment period has closed.

3. Results of Periodic Reviews of Academic Programs.

Ms. Hollander introduced the item, noting that this has been an information item for the Committee since June 2003, when the Board of Regents delegated to the Chancellor the authority to approve institutional reports on the review of existing academic programs. Existing academic programs are required to submit a report every seven years, she said, and each USM institution follows a review process that was approved previously by the Regents. A format for the reports is standardized and includes information on enrollments and degrees awarded, internal and external reviews, and institutional recommendations and actions.

Ms. Hollander reported that during the past academic year, USM institutions reviewed 45 bachelor's, 32 master's and 16 doctoral degree programs. The table provided with the agenda item includes examples of the kinds of issues that departments face and institutional plans to ensure program quality and efficiency. It is by no means a complete summary of the program review; rather, it offers a few highlights from each review and institutional recommendations. Ms. Hollander added that copies of the complete program reviews are available from the USM Office of Academic Affairs should any of the Regents wish to examine them.

Dr. Florestano said that she would like to see the low-productivity program report from MHEC that Dr. Goldstein referred to earlier in the meeting. Ms. Hollander said that it is normally prepared over the summer and will be shared with the Committee in the fall. Ms. Hollander distributed a supplemental

document including enrollment and degree figures for TU's program in political science, which were inadvertently omitted from the original chart. Mr. Slater suggested that the typographical error on page 2 in the section on BSU's English program to correct the phrase, "...allocated to develop new courses..."

Mr. Slater noted that the SU reviews reflect marked differences in the quality of facilities for different programs. Dr. Robert Tardiff, associate provost at SU, noted that the psychology program is housed in the oldest building on campus, whereas social work is housed in the newest. The facilities that house the theater program were built before there was a theater program, he said, and have been outgrown. The institution's capital budget priorities reflect the need to upgrade academic buildings, Dr. Tardiff said.

Dr. Florestano suggested that Committee members "speak up" if they have suggestions about ways to improve the review process and/or the process for reporting review results to the Regents.

4. Financial Literacy Best Practices in the USM.

Dr. Florestano reviewed the history of this item, beginning with the Committee's November 2009 meeting at which there was a presentation on the state Task Force to Study How to Improve Financial Literacy in the State. In January 2010 there was a discussion of the recommendations in the Task Force's final report, and at that time, the Committee posed a number of questions and suggestions as follow-up to the discussion. The provosts discussed this issue on several occasions, as did the vice presidents for student affairs; each institution provided information about strategies currently being used to ensure that their students, faculty, and staff are financially literate. The information sharing has resulted in the adoption by all institutions a number of best practices that are reflected on the chart provided with the agenda materials.

Ms. Hollander noted that the materials have been shared with the General Assembly, which is satisfied with what is being done in the USM and in higher education generally. Legislation concerning financial literacy is limited to the K-12 sector.

5. Report on USM Institutional SAT Profile.

Mr. Chad Muntz, USM Director of Institutional Research, presented the USM institutional SAT profile, which features the 25th and 75th percentile scores for all USM institutions and compares them to national data. The comparison data respond to a request made by Mr. Augustine last year when the Committee received the SAT report.

Mr. Muntz noted that SATs in the USM are stable. The 75th percentile score increased at three institutions, and UMBC saw increases in both its 25th and 75th percentile scores. New freshmen at USM institutions score better than the national average, and overall there are more test takers locally and nationally. There is also an increase in the number of applicants submitting ACT scores, Mr. Muntz said, and that trend bears further study. Mr. Slater commented that it would be helpful to have averages on Table 2.

Ms. Gonzales commented that when last she was on the Board, eight years ago, there was much more emphasis put on the SAT than there is now. She asked, "Is this the measurement that tells us that we're really getting the 'best and brightest'? What is it that we really ought to be looking at?" Dr. Goldstein

said that there is a national data set developing that suggests that the SAT score is not the best predictor of success; other factors, such as high school rank, GPA in key courses, the particular high school the student attends, and whether a student is “first in family” to attend college, all have a significant impact on future success. That said, SAT scores add to the predictability of success when seen in combination with other factors.

Mr. Slater commented that students use SAT averages in selecting institutions to which they should apply, and wealthy families still pay large sums for SAT preparation courses, suggesting that the public still considers SAT scores important. Dr. Wood noted that not all institutions have missions that suggest they attract the “best and brightest.” Rather, the mission might be to support those who need extra help. Dr. Reid commented that SAT scores reflect a class issue that most of education wants to avoid discussing. Dr. Florestano commented that, whatever the current thinking about SAT scores, this remains a worthwhile report for the Committee to see.

6. Motion to Adjourn and Reconvene in Closed Session.

Dr. Florestano noted that the Open Meetings Act permits public bodies to close their meetings to the public in special circumstances outlined in Subtitle 5, section §10-508(a) of the Act. She asked for a motion to adjourn the open session of today’s meeting of the Committee and to reconvene in closed session to discuss issues specifically exempted from the requirement for public consideration.

Dr. Reid moved, Mr. Augustine seconded, and the Committee on Education Policy voted unanimously to adjourn the open session to reconvene in closed session under article §10-508(a) of the Open Meetings Act.

7. Adjournment.

The Committee was adjourned at 4:15 p.m.

Respectfully submitted,

Patricia S. Florestano
Chairperson